



GORDON
COLLEGE

SOCIAL WORK PROGRAM

2018-2019 Student Handbook

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THE B.A. IN SOCIAL WORK AT GORDON COLLEGE

The Gordon College social work program prepares graduates for beginning level generalist social work practice and for graduate study in social work. The curriculum is designed around a generalist model of beginning professional practice. Accordingly, it draws upon theory to provide a coherent unifying framework for understanding practice with individuals, families, groups, organizations, and communities. The curriculum incorporates the knowledge, values, processes, and skills which constitute the professional foundation of social work. These various aspects of social work education are introduced at the beginning course level and systematically elaborated upon throughout the curriculum. The centerpieces of the program are social justice and social responsibility. The professional foundation areas of human behavior in the social environment, social welfare policy and services, social work practice, social work research, social work values and ethics, populations-at-risk, diversity and field practicum are systematically addressed. In addition, the Gordon College Social Work Program is informed by a Christian understanding of individuals, communities, and societies.

Design of the Curriculum

The curriculum seeks to.

- (a) Emphasize the Christian liberal arts foundation and perspective.
- (b) Provide an introductory course which builds upon the Christian liberal arts foundation and gives a theoretical base for social work skills, as well as a framework for understanding social justice and social responsibility.
- (c) Provide intermediate courses which build upon and extend the introductory-level concepts and theories into the following areas: human behavior and the social environment; social policy and political institutions; diversity; research methods and skills; and work with individuals, family, groups, organizations and communities.
- (d) Provide advanced courses and supervised field practicum which serve to both integrate and contextualize prior coursework, consequently preparing graduates to practice social work at the beginning level, and/or pursue graduate studies.

Individualization & Tailoring of the Curriculum

Students individualize and build areas of personal concentration through selection of courses in a double major, a minor, or supporting electives chosen from one or more departments and designed to strengthen the student's area of interest (e.g., mental health, social policy, community development, child welfare, gerontology, health care, etc.). A student's course of study may be further tailored to meet her/his individual academic goals via the senior practicum experience or extracurricular volunteer and work experiences.

- ◆ Students are encouraged to double major in social work and sociology. This is facilitated by overlapping course requirements. Only 16 additional credit hours are required to complete the sociology major.
- ◆ Students may also choose to complete one or more minors in areas which complement their interests and goals. Examples include sociology, psychology, political studies, economics, business, youth ministry, special education, and biblical studies.
- ◆ Students may double major or minor. They may choose to select elective courses from several different departments in order to explore a broad variety of related interests or to build an individualized concentration of courses around a particular interest. For example, a student interested in working with children might choose to take Developmental Psychology, and Developmental Delay from the psychology department, Introduction to the Exceptional Child and Developmental Disabilities from the education department, and Deviance and Social Control from the sociology and social work department.

- ◆ Internship experience in the senior practicum is selected in light of the individual goals and interests of each student. The equivalent of four days per week for one semester (or two days per week for two semesters) is spent working as a beginning level social worker on the staff of a local agency—appropriate orientation, training, and supervision are provided.
- ◆ Additional volunteer and work experiences may also aid a student in individualizing the social work curriculum. Students are required to do 25 hours of volunteer work as part of the Introduction to Social Work and Social Welfare course. Many students continue to volunteer in this setting or some other. In addition, many students find employment in local social work settings, particularly residential treatment programs for youth, persons with mental illness, or persons with mental retardation.

SOCIAL WORK PROGRAM MISSION STATEMENT

The mission of Gordon College's social work program is the education of women and men for entry-level, generalist practice in social work within the context of a Christian liberal arts institution of higher learning.

PROGRAM GOALS

From its mission, the Gordon College social work program has the following four programmatic goals. The program goals are:

- The appropriation, development, and application of ethically and professionally competent social work practice.
- The promotion of social and economic justice.
- The understanding and application of the generalist model of social work practice using a systems/ecological framework in preparing future social workers to practice in systems of various sizes.
- The preparation of social work students who achieve professional competence that includes a command of relevant, substantive knowledge, and demonstrated skills in utilizing this knowledge, as well as a commitment to enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.

These goals serve to elucidate and animate the mission of the Gordon College social work program. Given the fundamental commitment of Christianity to promote social and economic justice, the integration of social work and Christian values is a natural expression of the social work program's mission to educate generalist practitioners in the context of a Christian liberal arts college. In this pursuit, the program guides students to appreciate this inherent compatibility, and to recognize social work as an appropriate avenue for the expression and application of their faith.

The generalist model provides the framework for the development of a curriculum and sequencing of courses. This framework prepares social work students to act in systems at all levels to bring about peace, justice and social transformation. Within this framework, the liberal arts core supplies students with a broad base of relevant, substantive knowledge, while also encouraging a multidisciplinary aptitude for lifelong learning. Finally, the many service and social justice organizations that students are encouraged to participate in throughout their academic careers at Gordon College, along with the senior practicum experience, allow students to combine knowledge and praxis, while also demonstrating their competence and commitment to the enhancement of human well-being and the alleviation of poverty and oppression.

PROGRAM COMPETENCIES

The overall goal of the Social Work program is to provide students with an understanding of the generalist model of problem-solving in the context of a systems framework. The following competencies

are designed to provide specific pathways of the achievement of this goal and the other corresponding goals already presented in this narrative. Program competencies are also designed to reflect Gordon College and the social work program's commitment to Christian and social work values, as well as the promotion of social and economic justice.

Primary Competencies

The following statements are program competencies. They derive from the program's mission statements and its twelve goals noted above. The social work program sees these objectives as measurable demonstrations of students' ability to perform the following tasks. Outcome measures are derived from the program competencies/objectives.

Upon graduation from the social work program, students will have competence in the following areas:

Competency 1: Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

Competency 2: Engage Diversity and Difference in Practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

Competency 4: Engage in Practice-informed Research and Research-Informed Practice. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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

Competency 5: Engage in Policy Practice. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

Primary Intention of Program Competencies

The purpose of the competencies listed above is to provide a framework for the curricular development of Gordon College's social work program, with a view toward ultimately providing students with an education that prepares them for exceptional beginning professional practice in social work. The competencies, and therefore the curriculum, are built upon a commitment to the value and dignity of every person and the mandate to enhance human well-being and to alleviate poverty and oppression. The curriculum intends to prepare graduates to act in systems at all levels to help bring about peace, justice, and transformation.

Ancillary Intentions

Basic supporting intentions include:

- ◆ Preparing graduates to integrate Christian and social work values in their practice of social work.
- ◆ Preparing graduates for graduate study in social work, related disciplines, or Christian ministry.
- ◆ Preparing graduates for service in other social service fields, including Christian ministry.

CURRICULUM REQUIREMENTS FOR THE SOCIAL WORK MAJOR

The social work degree program at Gordon College includes three components:

1. Social work major courses
2. Core curriculum specifications
3. Cognate support

These three components are described in greater detail below. In addition to these three components, social work majors are encouraged to double major in Sociology. The procedure for doing so is also described below.

Social Work Major (54 Credits)

SWK 201:	Introduction to Social Work and Social Welfare (4 credits)
SWK 202:	Human Behavior and the Social Environment (4 credits)
SOC/SWK 221:	Power, Prestige and Poverty (4 credits)
SOC/SWK 232:	Diversity in U.S. Populations (4 credits)
SWK 301:	Helping Theories and Practice with Individuals and Families (4 credits)
SWK 302:	Helping Theories and Practice with Groups and Organizations (4 credits)
SOC/SWK 310:	Statistics for Social Research (4 credits)

SOC/SWK 311:	Research Methods in Social Work (4 credits)
SOC/SWK 322:	Social Policy and Institutions (4 credits)
SWK 401:	Community and Sustainability (4 credits)
SWK 420:	Practicum Seminar (2 credits)
SWK 425:	Practicum I [either 1st or 3rd quad] (6 credits)
SWK 426:	Practicum II [either 2nd or 4th quad] (6 credits)

Core Curriculum Specifications

In addition to fulfilling the other core curriculum requirements laid out by Gordon College, social work majors **must** take the following courses as part of those core curriculum requirements:

NSM 220: Human Biology, Health and Disease (4 credits) or
 BIO 222: Environmental Science (by permission) (4 credits) and
 a 100-level sociology course

Double Major with Sociology

Social work majors are encouraged to complete a double major in sociology. This is greatly facilitated by the requirement of only 16 additional credits beyond those already required for the social work major. Additional courses required for the sociology double major are:

SOC 285: Foundations of Sociological Thought (4 credits)
 SOC 411: Contemporary Social Theory (4 credits)
 8 additional credits of sociology electives
 (SWK310 and SWK311 may be substituted for SOC310 and SOC311)

A SUGGESTED FOUR-YEAR PARADIGM FOR THE SOCIAL WORK MAJOR: 2018-2019

FRESHWO/MEN

FALL

C		COR 107: Great Conversations (4)
C		BCM 101: Old Testament (4)
C		Language Study (4)
C		HIS 121: Historical Perspectives (4)
C		PE 015: Discovery Expedition/LaVida (0)

SPRING

C		Literature (2-4)
C		BCM 103: New Testament (4)
C		Language Study (4)
		SWK 201: Intro. To Social Work (4)

SOPHOMORE

FALL

C		P.E. Activity I (0)
C		NSM 202: Scientific Enterprise (4)
		SWK 202: Human Behav. in the Soc. Environment (4)
		SWK 310: Stats for Social Research (4)
		Sociology (100 level)

SPRING

C		P.E. Activity II (0)
C		Philosophy (4)
C		Natural Science: NSM220, Biology or BIO 222, Environmental Science (4)
		SWK 311: Research Methods (4)
		SOC 221: Power, Prestige & Poverty (4)

Junior

FALL

C		BCM 280: Christian Theology (4)
		SWK 302: Groups & Org. (4)
		SOC 232: Diversity in U.S. (4)
		Elective (4)

SPRING

C		Fine Arts (2-4)
		SWK 301: Individuals and Families (4)
		SWK 322: Social Policy (4)
		Elective (4)

SENIOR

FALL

		SWK 401: Community & Sustain. (4)
		Elective (4)
		Elective (4)
		Elective (4)

SPRING

		*SWK 420: Practicum Seminar (2)
		*SWK 425-426: Practicum (12)

Double Major in Sociology:

- SOC 285: Foundation of Sociological Thought (4 credits)
- SOC 411: Contemporary Social Thought (4 credits)
- Sociology electives (8 credits)

C = Core requirement

Emboldened course are social work courses that are semester specific.

* Practicum will be completed either fall or spring semester

* Language study (8 credits): One year of second language study at the beginning college level is required.

- Students who validate language I, or language I and II, will complete 4 credits each in social sciences, fine arts, and literature.
- Students who do not validate the language requirement will complete 8 credits of language and 8 credits total in social sciences, fine arts, and literature, with at least two credits from each of those three categories.

ADMISSION TO THE SOCIAL WORK PROGRAM

The purpose of the admissions process of the Gordon College Social Work Program is to serve both the student and the profession by:

- ◆ Specifying the process through which a student chooses to enter and continue in the social work program.
- ◆ Identifying areas of interest, strength, and weakness that may call for specific attention and subsequently developing appropriate responses.
- ◆ Exploring and addressing concerns identified by the student, the advisor, or other faculty through faculty review.
- ◆ Fostering competent professional practice.

In order to achieve these purposes, the following policies and procedures are used:

1. **Formal Application and Acceptance to the Social Work Program**

The following criteria must be met for a student to be formally accepted for admission into the Social Work Program.

(a) **Academic Criteria**

An overall G.P.A. of at least 2.25 and a “C” or better in SWK 201: Introduction to Social Work are required in order for a student to apply for admission to the social work program.

(b) **Reading of Background Materials**

Before a student may submit an application for acceptance to the Social Work Program, he/she needs to read the following materials in their entirety: *Social Work Student Handbook* (available online via the Social Work Program’s webpage); Gordon College Social Work Program’s Discontinuation Policy (available in the *Social Work Student Handbook*); NASW Code of Ethics (available online at www.socialworkers.org, more specifically at www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English, as well as in the *Social Work Student Handbook*). On the application form (discussed below) the student is asked to provide a signature indicating that she/he has both read and understood these documents. The Social Work Program Director will be available to answer any questions about the materials that the student may have.

(c) **Letter of Interest**

A letter of interest addressed to the Social Work Program faculty should be submitted with the application form to the Program Director. This letter should describe the student’s interest in the field of social work in general, as well as the student’s particular interest in pursuing social work as a major at Gordon College.

(d) **Application Form**

After the student has read the background materials discussed above, the application form found in the back of this handbook should be completed and submitted to the Social Work Program Director, along with the letter of interest and the major declaration form (obtained from the Registrar’s Office). Once these documents have been submitted to the Program Director, a social work advisor will be assigned to the student.

2. **Expectations for Continuation in the Social Work Program**

- (a) Upon admission into the program, an overall G.P.A. of 2.0 must be maintained in order for a student to continue in the social work program. Probation will be automatic if the student’s overall G.P.A. in the required courses falls below the minimum 2.0. The student on probation will have one semester to raise his/her G.P.A. to the required 2.0. After the one semester of probation, if the student’s G.P.A. remains below 2.0, discontinuation from the major will be automatic. If discontinuation occurs, the student may reapply to the major, recognizing that readmission is not automatic.

- (b) Upon admission into the program, the student must demonstrate appropriate ethical behavior, academic integrity, and appropriate interpersonal skills in order to continue in the social work program. Accordingly, students are expected to:
- Demonstrate commitment to Judeo-Christian principles of love and justice and adhere to the professional values and ethics articulated in the NASW and NACSW Codes of Ethics.
 - Demonstrate respect for the value and dignity of all people.
 - Demonstrate respect for, and willingness to work with, persons of differing values, religious beliefs, cultures, socioeconomic backgrounds, gender, and racial or ethnic origins.
 - Demonstrate personal qualities of responsibility, honesty, dependability, initiative, patience, and perseverance.
 - Demonstrate the ability to use ideas critically and creatively.
 - Demonstrate competence and academic rigor in written and oral communication.
 - Demonstrate ability to maintain appropriate and effective interpersonal relationship with others.
 - Demonstrate the ability to function responsibly in conditions of stress, change, ambiguity, disagreement, and frustration.

3. Admission and Discontinuation

Discontinuation—that is, dismissal of the student from the social work program—may occur as a result of the following factors:

- (a) As discussed in the previous section, a student will be placed on probation if her/his overall G.P.A. falls below the minimum 2.0. The student on probation will have one semester to raise his/her G.P.A. to the required 2.0. After one semester of probation, if the student's G.P.A. remains below 2.0, discontinuation from the major will be automatic. If discontinuation occurs, the student may reapply to the major at a future time when he/she meets the program requirements regarding G.P.A., recognizing that readmission is not automatic.
- (b) Because social workers often work with vulnerable clients, social work education shares with other professional bodies the responsibility to serve as “gate-keepers”—in order to protect professional credibility, the citizens who may seek services and the student as well. A student may therefore be discontinued as a social work major if he/she fails to demonstrate appropriate ethical behavior, academic integrity, or interpersonal skills expected of social work majors (this is discussed in greater detail in point 3 of this section).
- (c) Discontinuation may result from a failure on the part of the student to complete required pre-practicum tasks and assignments, and to secure a practicum placement by the date specified by the Practicum Director.
- (d) Discontinuation may result from a failure on the part of the student to perform competently in the senior practicum. Any indication that a student is having difficulty during the senior practicum experience will result in consultation between the student, the agency supervisor(s), and the program faculty. If it becomes clear that despite the special efforts on the part of the student, agency supervisor(s), and program faculty the student cannot reasonably be expected to meet acceptable levels of professional practice competence, the student may be removed from the practicum placement and discontinued as a social work major.

While discontinuation in the second, third and fourth instances described above (b, c & d) may occur at the discretion of the Social Work Program faculty, the student will have the opportunity to share her or his opinion and perspective concerning the matter, and normal channels of appeal will be available. Moreover, every attempt will be made to identify and confront problem areas early in the student's academic career so that both the student and the program will have a greater number of alternative solutions. Students have the right to meet with the faculty and present evidence on

their behalf before any final decision is made. Such a decision may be appealed to the Sociology & Social Work Department Chairperson, the Provost or Academic Dean, or the Academic Programs Committee.

5. Annual Faculty and Advisor Review

Each year the social work faculty will review majors to identify and deal with areas of concern regarding student progress. When appropriate, this will lead to the confrontation of problems and the offer of assistance to overcome them, including specific conditions for continuance if serious problems arise. Conditions may be appealed to the Sociology & Social Work Department Chairperson, the Provost or Academic Dean, or the Academic Programs Committee.

GRANTING TRANSFER CREDIT & WAIVERS

The College's Course Waiver Policy and Procedures

Transfer credits are officially reviewed by the Registrar's Office on an individual basis. Students are asked to supply catalog course descriptions to facilitate the evaluation of transfer credit. Courses from accredited institutions in which a student has earned a grade of "C-" or better may be considered for transfer credit (Undergraduate Catalog, p. 14). Not all transferred courses will necessarily meet a requirement for the Social Work major—due to non-equivalent course content. In general, a student who has had equivalent course content at another accredited institution can request a course waiver in any course required of the Social Work major, with the exception of the Practicum and Seminar.

Rationale for the Program's Course Waiver Policy

The Social Work Program's course waiver policy and procedures are designed to avoid redundancy in academic content and recognize prior educational achievement, while also preserving the integrity of curriculum and ensuring student outcomes consistent with program objectives. Further details of these policies and procedures are as follows:

- ◆ Credit cannot be given for life experience or previous work experience, in whole or in part, in lieu of the senior field practicum or any of the professional foundation courses. This policy is in keeping with the standards set by the Council on Social Work Education.
- ◆ Exemption from social work foundation courses is based on a careful examination of the catalog description, course syllabus, and assignments submitted by the transferring student. If the objectives and content of a course taken in a CSWE-accredited B.S.W. Program are deemed substantially equivalent to those of a Gordon College course full or partial exemption may be granted.
- ◆ Only social work courses in which the student has earned at least a "C" may be transferred.
- ◆ The Director of the Social Work Program is authorized to approve or disapprove transfer of credit for social work courses. At the Director's discretion, Social Work faculty members may be consulted.

ADVISING

When a student declares interest in the social work major, she or he will be assigned a social work faculty advisor. Social work advising entails more than simply signing up for classes; it also involves developing a relationship with the advisor over time. The main thrust of the relationship is to empower the student to become an active participant in her or his education and professional development.

The social work faculty aspires to serve as mentors in this process. However, it is the student's responsibility to complete all degree requirements. Students should schedule at least one meeting with

your advisor each semester in order to explore any issues and concerns, as well as to evaluate progress through the program. Students normally meet with their advisors more frequently than this. Faculty keep regular office hours, maintain an “open-door” policy as much as possible, and are willing to arrange special appointment times if needed.

PRACTICUM PLACEMENT PROCESS

The senior practicum (SWK425/426) provides the opportunity for students to increase their understanding of social work values, knowledge and skills by interning at a social service agency. This practicum requires the student to serve a minimum of 400 hours at an agency, completed over the course of one academic semester. All course work required for the major should be completed prior to beginning the practicum. The practicum seminar (SW420) is taken concurrently with the practicum.

Students may complete the senior practicum in a variety of settings. After completing the practicum application process, placements are selected in consultation with the Field Placement Coordinator.

Placement Process

The process for placement in a practicum site is as follows:

- ◆ In the fall semester of the junior year, the student will complete the practicum application, providing the Field Placement Coordinator with all required information by December 15th.
- ◆ The Social Work faculty will review the application materials and the Field Placement Coordinator will meet with the student at the beginning of the spring semester. Students are required to attend the Social Work Fair in order to meet with prospective agencies. The Fair is usually held in February. Students are also encouraged to seek out opportunities on their own as well as drawing from the internship resource guide.
- ◆ The student will contact the agency or agencies that match their areas of interest and send a resume and cover letter to the appropriate person. The student will then call the agency to set up an interview with a potential supervisor. At least two interviews, and preferably three, should be completed by the end of March. The student’s practicum placement must be solidified by the end of spring semester.
- ◆ The Practicum Manual is a contract that defines the mutual responsibilities of the College, field instruction agencies, and students. Copies of this manual are on reserve at the library under the course number SWK425/426.
- ◆ The College, the agency and the student have the right to review and evaluate the practicum arrangement at any time and to discontinue the internship if issues arise that cannot be satisfactorily resolved. The student cannot be guaranteed another placement if she or he terminates the practicum arrangement, or if the agency or College requests a termination based on the student’s inability to fulfill her or his responsibilities to the agency.

ACCEPTING EMPLOYMENT AT THE PRACTICUM SITE

On occasion, agencies offering practicums hire students to perform work outside of an academically approved placement and beyond the College's oversight or control. Gordon College expresses no opinion and makes no representation, either explicit or implicit, that a placement site is a safe and adequately supervised work environment outside of an academically approved placement. Moreover, the College expresses no opinion and makes no representation, either explicit or implicit, that a student is qualified to perform work at a placement site outside of an academically approved placement.

The College assumes no responsibility for providing insurance for students against harm suffered or for liability incurred as a result of employment outside of an academically approved placement. Such insurance, and any liability resulting from such employment, is the responsibility of the student and the employer. The College reserves the right to change a student's placement in an academically approved

placement, if in the College's opinion and in its sole discretion, it determines that a student's outside employment at a placement site interfered with or compromises the educational goals of the academically approved placement. The College will provide a copy of this policy and a "Student Employer Acknowledgment and Release" to each placement site as needed. Students seeking employment outside the scope of an academically approved placement at a placement site are responsible for obtaining a signed acknowledgment and release from the placement site. In addition, students registering for the academically approved placements with concurrent employment at that placement site are required to sign an acknowledgment and release agreeing to this policy.

If a student is employed by the agency where they will complete their field placement, their field placement must incorporate different assignments than their employment duties. The agency must provide the required supervision (one hour a week) for the student's additional Practicum responsibilities, which will be outlined in the learning contract. These responsibilities will be both practice and education focused. The same guidelines will apply if a student was initially placed in a field Practicum site, and then is hired by the same agency.

ACADEMIC RIGHTS AND RESPONSIBILITIES FOR FACULTY AND STUDENTS

Gordon College has high academic standards for both faculty and students. Each student has the right to expect competence in faculty instruction and fairness in student evaluation. Each faculty member has the right to expect that students will complete all assignments outlined in the course syllabus. These rights must be exercised in an atmosphere of trust which grows out of a common Christian commitment. A faculty member trusts students to complete assignments without cheating or plagiarizing. Students trust faculty members to provide the best instruction and to make fair professional judgments regarding student performance.

When the trust relationship is violated by either party, the community is committed to seeking reconciliation at the lowest possible level and as quickly as possible.

Most rights and responsibilities of both faculty and students are already contained in the *Administrative-Faculty Handbook* and the *College Catalog*. However, to focus on those aspects of the student/faculty relationship growing out of classroom interaction, the College is committed to the following as found on page 9 of the *Student Handbook*:

Rights & Responsibilities Related to Students

Students will:

1. Receive respect and consideration from the faculty member teaching the course.
2. Expect the faculty member to adhere to the syllabus distributed at the beginning of the course and to the course description contained in the College catalog. In some cases changes may be necessary. Minor changes in the syllabus must be announced well in advance. No major additions may be made to the course requirements after the first five days of classes, and major additions in the first week must be made in writing. Evaluation procedures must also be outlined via the syllabus during the first five days of the course.
3. Receive the results of tests, papers and other evaluation processes within a reasonable amount of time. Normally papers and exams should be graded and returned no later than three weeks after they are received from the student.
4. Receive a fair evaluation which uses acceptable means and which balances objective measures and subjective professional judgment whenever possible.
5. Expect that all regular classes in a course will meet unless the faculty member has made alternative provisions in advance. If a faculty member plans to be absent for professional purposes, he or she is expected to arrange for classes to be covered. A student who believes a faculty member to have acted

irresponsibly in this area may bring the matter to the attention of the academic dean and the Academic Programs Committee for investigation.

6. Receive a grade which will be based upon an accurate calculation of all evaluation procedures completed in the course.

7. Expect freedom from discrimination based on race, color, sex, age, disability, veteran status, national or ethnic origin, philosophical position, or religious affiliation. Students with concerns regarding accommodations under the Americans with Disabilities Act or Section 504 should contact the Academic Support Center immediately. If the situation is not resolved, refer to the grievance policy in the Academic Support Center section (p. 87)

Rights & Responsibilities Related to Faculty.

Faculty will:

1. Receive respect from all students.
2. Determine course syllabi which follow the format and standards set forth in The Administrative-Faculty Handbook.
3. Establish reasonable course requirements and state them clearly at the beginning of the course.
4. Establish the course content within the limits of the approved catalog description.
5. Set forth the form and style of student evaluation to be used in each course.
6. Expect students to complete all requirements outlined in the course syllabus as distributed to students at the beginning of each course.
7. Expect each student to be responsible for what transpires in regular class sessions, regardless of whether the student was in attendance.

Procedures to be Followed When Rights are Violated

If a faculty member feels a student has violated his or her rights, and discussion with the student proves unfruitful, he or she may seek redress through the student judiciary process (see page 40). If a student feels a faculty member has violated his or her rights, and discussion with the faculty member proves unfruitful, he or she may seek redress through the following procedure:

1. The issue should first be discussed with the student's faculty advisor in an attempt to resolve it at the lowest level.
2. If the issue cannot be thus resolved, the student may then proceed to discuss the issue with the department chair or the division chair in which the course is offered.
3. If a perceived injustice is not resolved in this manner, a student may seek formal resolution by stating the case in writing and submitting it to the Dean of Faculty. The decision of the Dean of Faculty is final.

Grievance and Appeal Procedures

The following is the application of the general Gordon College grievance policy and procedure to the social work program. A governing principle is that problems should be handled at the lowest level possible.

Problems or grievances involving the social work program, a social work class, or a social work faculty member should be handled in the following way:

- ◆ The student should discuss his/her problem(s) with the instructor of the course or appropriate department representative directly unless extenuating circumstances prohibit doing so. For example, if it has to do with a particular course or faculty member, it should be brought to the faculty member first.
- ◆ If a conversation with the course instructor or department representative does not settle the situation, the student should then discuss the problem with the head of that department.
- ◆ If a meeting with the head of the department does not resolve the grievance, the student should discuss the problem(s) with the dean of student care.
- ◆ If the dean of student care is unable to assist in informally resolving the problem(s), the student will be referred to the formal grievance procedure as outlined in the student handbook.

SOCIAL WORK STUDENT ADVISORY COMMITTEE

The purpose of the Social Work Student Advisory Committee (SWSAC) is to provide a venue for students to participate in the formulation and modification of policies affecting the Social Work Program. The committee reviews program faculty, policies, procedures, and curriculum, making recommendations for modification where appropriate. The committee also serves to organize the social work student body around matters of mutual concern. Finally, SWSAC plans professional learning and development activities, social service projects, social activities, and strives to represent the range of student concerns.

1. At the beginning of each calendar year (January) students elect two representatives each from the freshman and sophomore classes and three representatives from the junior class. This is done by private ballot with each student in the respective class eligible. The two students receiving the highest number of votes become representatives. Ties are broken by a second ballot including only the tied candidates. Junior representatives serve for two years to provide continuity and experience in leadership for the senior year. Students elected as freshman or sophomores are eligible for re-election the following year.
2. Students elected from the junior class will serve through the senior year, making a total of at least ten students in the leadership group (2 freshmen, 3 sophomores, 3 juniors, and 3 seniors). Student leaders' enrollment in Global Programs will cause the number to fluctuate above 10 during some semesters since optimum student representation is desired. Vacancies will be filled for the rest of the respective terms by appointment by the Student Advisory Group itself.
3. The group typically meets once each month. An organizational/planning meeting is held at the beginning of the fall term. This meeting clarifies the function of the committee and provides the opportunity to set objectives for the year, including the initial planning of activities. A senior student is elected chairperson. The committee meets toward the end of each term for the purpose of reviewing academic and student affairs and making recommendations to the faculty. Representatives are responsible for soliciting input from the social work student body. Faculty are responsible for presenting any plans for program modification for student review and input. Faculty also solicit input regarding courses as well as larger program issues. Meetings may also be used to address any further issues of concern and to plan program activities.
4. Students or faculty may call additional meetings throughout the year as needed.
5. Students have the right to meet privately without faculty present. At least one private meeting will be held each year to collect student evaluations and recommendations concerning faculty, courses, and program structure. The written results of this meeting are presented anonymously to the program faculty.

SOCIAL WORK PROGRAM ACCREDITATION

The Gordon Social Work Program is fully accredited at the baccalaureate level by the Council on Social Work Education qualifying graduates to apply for licensure at the BSW level in all states with licensure laws. In addition, graduates can apply for advanced standing in graduate social work programs, potentially enabling them to complete what would otherwise be a two-year master's degree in social work in approximately one year.

The Council on Social Work Education publishes directories of all accredited undergraduate and graduate social work programs. The Gordon social work faculty have copies of these directories in their offices for your reference. You may also obtain copies from CSWE directly at its address: The Council on Social Work Education, 1600 Duke Street, Suite 300, Alexandria, VA 22314; 703-683-8080 (Phone); 703-683-8099 (FAX); accred@cswe.org; <http://www.cswe.org>.

See visit <http://www.cswe.org> for the CSWE Educational Policy and Accreditation Standards.

NONDISCRIMINATION STATEMENT – TITLE IX

TITLE IX Gordon is in compliance with Title IX of the Educational Amendment of 1972 and the regulations pertaining thereto. This means the College does not discriminate on the basis of race, color, sex, age, disability, veteran status or national or ethnic origin in the educational programs, in the activities in which it operates or in its employment practices. Please refer to Title IX Policy at www.gordon.edu/titleix.

HARASSMENT

Gordon College Harassment Policy:

The following is the college's harassment policy:

Preamble

Harassment is considered a form of discrimination that includes blatant and explicit forms of racism and sexism. As Christians we are prompted to broaden our concept of harassment to include malicious or prejudicial behavior based on religious or cultural background, denominational or political affiliation, national origin, class standing, age, sexual orientation, physical or mental traits.

Harassment takes away from the dignity of both victims and perpetrators and may lead to their psychological or physical harm. While as an academic institution we value freedom of speech, harassment offends our Lord and greatly corrupts the Christian community and society at large. As a Christian community we must be about the promotion—not diminution—of human dignity. We are accountable to our community as a whole and our actions, whether verbal or physical, have consequences on the welfare of the entire community. We affirm God's righteousness as the foundation of our beliefs and practices. The Scriptures remind us of God's creation of all human beings in His image, His acknowledgment of human diversity, His unconditional love for His people in Christ, and His command that we love likewise and act justly. Since harassment is not in keeping with these imperatives, Gordon College will not condone such behavior.

If you should be subject to harassment of any kind from faculty, administration, staff, students, or persons in your practicum placement, you should immediately report it to a safe, appropriate person who will assist you in determining what the next steps should be. Initially, this might be a social work faculty member, the chair of the sociology and social work department, the dean of the faculty, the Center for Student Development staff or Dean, the Dean of the Chapel, or any other trusted person.

Definitions:

Bullying and Cyber-bullying

Gordon College prohibits bullying, which includes cyber-bullying. Bullying, as a form of harassment, is the repeated use of a written, verbal or electronic expression or a physical act or gesture, directed at a victim that:

1. Causes physical or emotional harm to the victim or damage to the victim's property;
2. Places the victim in reasonable fear of harm to himself or of damage to his/ her property;

3. Creates a hostile environment at Gordon College for the victim; a “hostile environment” is a situation in which bullying causes the College environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education or work environment;
4. Infringes on the rights of the victim at Gordon; or
5. Materially and substantially disrupts the educational process or the orderly operation of the College.
6. Examples of bullying include, but are not limited to:
 - epithets, slurs, denigrating jokes or negative stereotyping;
 - threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers health or safety; • written or graphic material that degrades or shows hostility or aversion;
 - pranks or horseplay intended to embarrass or humiliate;
 - imposing submission to unwelcome verbal or physical conduct.

Cyber-bullying

Cyber-bullying is bullying through the use of technology or any electronic communication including, but not limited to, text messages, emails, social networking sites (Facebook, Twitter, etc.), pictures, videos, websites, blogs and fake profiles.

Examples of cyber-bullying may include, but are not limited to:

- Sending hateful, derogatory, harassing or threatening messages to others;
- Spreading rumors; and/or
- Sending personal or embarrassing information about or pictures of others with the intention of intimidating, frightening, ridiculing, or harming someone else.
- The creation of a web page or blog in which the creator assumes the identity of another person, or
- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated under bullying above.

Complaint Procedure

Incidents of bullying/cyber-bullying should be reported to a member of the Office of Student Life. This can include a resident advisor, resident director, dean of student life, or vice president for student life. The complaint will be investigated according to the procedures in the “reporting and investigation” section under Student Disciplinary Procedures. The first goal is to stop the bullying behavior. In instances where an informal resolution seems appropriate that will be the preferred approach. This may include a mediated confrontation and reconciliation. If a complaint requires a formal resolution then the case will be investigated and referred for a hearing according to the guidelines in “hearing procedures” under Student Disciplinary Procedures. Retaliation is any form of intimidation, reprisal, or harassment directed against a victim, who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Retaliation is prohibited. Any form of retaliation against a student filing a complaint will result in immediate suspension from the College pending a formal hearing and imposition of sanctions.

Other Remedies

This policy is the College’s internal policy and is only intended to address bullying, or retaliation that involves Gordon students. There may be other internal or external means of address and nothing herein is intended to replace any statutory rights of redress either under state or federal law. Nothing in this policy prevents the College from taking action to remediate discrimination or harassment based on a person’s membership in a legally protected category under local, state, or federal law. In addition, nothing in this policy is designed or intended to limit the authority of the College to take disciplinary action or apply other applicable laws or College policies in response to violent, harmful, or disruptive behavior, regardless of whether the policy covers the behavior. Such actions may include, but not be limited to, immediate suspension of a student while any investigation is pending, or, where the allegations suggest the commission of a crime, reporting of the matter to law enforcement or other appropriate governmental agencies.

Allegations in Bad Faith

The College also recognizes that knowingly false accusations may have serious effects on innocent persons. Students found to have knowingly made false accusations of bullying will be subject to appropriate disciplinary action, up to and including suspension, or expulsion as set out in the Student Disciplinary Procedures. Please note: This is not meant to include allegations that were made in good faith and reasonable belief of their accuracy but which were later determined to be insufficient or unsubstantiated so as to not prompt remedial action, in which the complainant has done nothing improper. This provision is meant only to cover allegations which the accuser knows to be false at the time they are made or makes them with reckless disregard for the truth.

Sexual Misconduct Policy and Procedure

As a Christian community of higher education, Gordon College is committed to providing a liberal arts education in an environment shaped by the ideals and standards consistent with a Christian worldview. Inherent in a Christian worldview are the biblical injunctions to live to the glory of God and to recognize the Lordship of Christ in every activity. Human beings, being created in God's image, are endowed by God with dignity and worth. Those are foundational values at Gordon for developing and maintaining a learning and working environment characterized by integrity, mutual respect and accountability. All members of the Gordon community have a responsibility to foster a respectful, supportive and safe campus environment.

Given such a foundation of human dignity and worth, Gordon College approaches issues of sex discrimination, including sexual misconduct such as sexual harassment and sexual assault, stalking, and intimate partner violence, not just as behaviors prohibited by applicable state and federal law, but as conduct that is antithetical to the scriptural values this community espouses. Sexual misconduct is not only harmful to the individuals involved, but also undermines the entire community. As such, Gordon College prohibits sex discrimination including all forms of sexual misconduct as defined in this policy. Such forms of prohibited conduct under this policy are regarded as serious offenses and a violation of trust and integrity. Such violations will result in discipline, including expulsion or termination of employment. State and federal laws also address conduct that may meet Gordon College's definition of prohibited conduct, and criminal prosecution may take place independently of any disciplinary action instituted by Gordon College. (For the College's full policy on Sexual Misconduct please visit our updated website: www.gordon.edu/hr/policies, for an excerpt of it related to the college's response see below).

Racial Harassment Definition, Policy and Procedure

A. Racial harassment is defined as flagrant or repetitious verbal or physical behavior that stigmatizes or victimizes an individual on the basis of race, ethnicity or ancestry. Insofar as it affects the Gordon community, racial harassment is behavior that:

1. Involves an expressed or implied threat to the individual's or group's academic efforts, College-related employment, participation in College-sponsored extracurricular activities, quiet enjoyment of campus residential living facilities, personal safety.
2. Has the purpose or reasonably foreseeable effects of interfering with an individual's academic efforts, employment, participation in College sponsored extracurricular activities, quiet enjoyment of campus residential living, facilities, personal safety.
3. Creates an intimidating, hostile or demeaning environment for educational pursuits, for College employment, for participation in College-sponsored extracurricular activities, or for quiet enjoyment of campus residential living facilities; racial harassment includes objectionable epithets, demeaning depictions or treatment, and threatened or actual abuse.
4. Incidents of racial harassment should be reported to the Office of Student Life (e.g., vice president of student development, dean of student life, resident director or resident advisor). The complaint will be investigated, and student disciplinary procedures will be followed.

Hazing

Massachusetts has enacted a law making hazing a crime in Massachusetts. The law states that “[whoever] is a principal organizer or participant in the crime of hazing [as defined by the law] shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year or by both such fine and imprisonment.”

The law defines the term hazing as follows: “. . . Any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such person or other person, or which subjects such student or other person to extreme deprivation of sleep or rest or extended isolation.”

The law also states that “whoever knows that another person is the victim of hazing . . . and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.” Each student at Gordon College will receive a copy of the Hazing Law. Officers of student organizations will be required to distribute copies of the law to all members of their organizations and to acknowledge that such distribution has been made.

Gordon College has adopted the following disciplinary policy with regard to hazing: Organizers of, or participants in, hazing, as defined under the Massachusetts statute, and whether or not prosecuted under the statute, may be subject to suspension and/or other disciplinary action. The College will report to the appropriate public authorities any incidents of hazing that come to its attention.

SOCIAL WORK ORGANIZATIONS

Social Work students at Gordon College are encouraged to become a member of social work organizations while a student. Through these organizations you gain fellowship, professional stimulation and support, access to professional learning and development, and the opportunity to influence public policy. Reduced fees are usually available for students. Several examples of such organizations are:

American Friends Service Committee

“The American Friends Service Committee (AFSC) is a Quaker organization that includes people of various faiths who are committed to social justice, peace, and humanitarian service. Its work is based on the Religious Society of Friends (Quaker) belief in the worth of every person, and faith in the power of love to overcome violence and injustice.” This information was taken from the AFSC web site, where further membership information may be obtained. The web site is located at: <http://www.afsc.org/>

The Association for Community Organization & Social Administration (ACOSA)

“The Association for Community Organization and Social Administration is a professional organization of those concerned with social intervention at the macro level. Its membership includes community organizers, planners, administrators, policy practice specialists and activists from a variety of disciplines and professional fields.” This information was taken from the ACOSA web site, where further membership information may be obtained. The web site is located at: http://www.bc.edu/bc_org/avp/gssw/acosa.htm

The Bertha Capen Reynolds Society

“The Bertha Capen Reynolds Society is a national organization of hundreds of progressive social workers. With members in most states and local chapters in many cities, we have formed the Society

around the ten principles stated in the next panel. The principles reflect our concern for social justice, peace, and our alliance with progressive social movements. Moreover, they articulate a need by social service workers for a practice and a theory that responds to progressive concerns. It is no accident that this organization formed at the height of the Reagan era. The Society is becoming our place to find affirmation, build leadership, and develop our analysis and our practice. We intend to put the Society's energy and resources into generating and advancing a progressive social welfare agenda."

You may contact the Society at: Bertha Capen Reynolds Society, Columbus Circle Station, P.O. Box 20563, New York, NY 10023. This information was taken from the Bertha Capen Reynolds Society web site, where further membership information may be obtained. The web site is located at: <http://www.aztlan.net/bcrs/>

Community Development Society

The Community Development Society is "a dynamic professional association offering a global perspective on community development." Located at: 1123 N. Water Street · Milwaukee, WI 53202. Telephone: 414/276-7106. This information was taken from the Community Development Society web site, where further membership information may be obtained. The web site is located at: <http://www.comm-dev.org>

Council on Social Work Education

The Council on Social Work Education is the professional organization concerned with the accreditation and support of social work education. In addition to its accreditation activities, it sponsors annual conferences on social work education (e.g., Annual Program Meeting), supports faculty development, and publishes the Journal of Social Work Education. It also publishes information regarding accredited undergraduate and graduate programs in social work. Membership is open to faculty and schools. The CSWE address is: CSWE, 1600 Duke Street, Suite 300, Alexandria, VA 22314-3421; 703-683-8080 (Phone); 703-683-8099 (FAX); accred@cswe.org (e-mail); <http://www.cswe.org> (Website).

National Association of Social Workers

The National Association of Social Workers is a professional practice association for social workers, with state chapters across the country. NASW holds a national conference each year, state conferences, and many continuing education workshops. Membership includes a subscription to *Social Work*, *NASW News*, state chapter newsletters, and reduced rates for liability insurance. State chapters are good sources of information regarding licensure and continuing education. NASW's address is: NASW 750 First Street, NE, Suite 700, Washington, DC 20002-4241; 202-408-8600 (Phone); 202-336-8310 (FAX). The Massachusetts chapter address is: NASW, Massachusetts Chapter, 14 Beacon Street, Boston, MA 02108, 617-227-9635 (Phone); 617-227-9877 (FAX); chapter@naswma.org (e-mail); www.naswma.org (Website).

North American Association of Christians in Social Work

The North American Association of Christians in Social Work is a professional association for Christians in professional social work practice. NACSW holds an annual conference and also supports local chapters, fellowship groups, and conferences. Membership includes a subscription to *Social Work and Christianity* and *The Catalyst*, a bimonthly newsletter. For more information contact: NACSW, Box 121, Botsford, CT 46404-0121; 203-270-8780 (Phone); NACSW@aol.com (e-mail); <http://www.nasw.org> (Website).

GORDON COLLEGE RESOURCES FOR RESUME WRITING & EMPLOYMENT

Gordon College and the Social Work Program provide several resources for assistance to graduating seniors and alumni conducting employment searches.

The Career Planning and Placement Office is a primary resource, both before and after graduation. Workshops and other learning opportunities are regularly conducted on resume writing, interviews, and job searches. Individual assistance is also provided and reference files are maintained. The office also provides information regarding job opportunities. Students are encouraged to take advantage of these resources throughout their tenure at Gordon as well as upon graduating.

In addition, Social Work faculty serve as important resources for job-related information. Faculty may provide references for students as well as provide specific information on job opportunities. Moreover, experience in resume writing and interviewing are built into the senior practicum placement process.

GRADUATE PROGRAMS IN SOCIAL WORK

Although many social work job opportunities are open to persons with preparation at the baccalaureate (BSW) level, many social workers choose to pursue the master's degree in social work (MSW). The MSW is designed to provide advanced work in specialized areas of practice, such as mental health, medical social services, gerontology, program development and administration, policy planning, community organization, community development, social change, and research. The MSW is required for advanced levels of licensure and third party reimbursement.

Advanced Standing

Since MSW programs have historically been designed to be accessible to persons with a variety of undergraduate degrees, the typical program is two years in length, with the first year providing much of the generalist foundation included in the BSW program. Consequently, MSW programs are mandated by the Council on Social Work Education to make provision in their admissions policies which prevents graduates of accredited undergraduate social work programs from repeating coursework. This is usually accomplished through an "advanced standing" policy.

Advanced standing is usually based on graduation from a CSWE-accredited BSW program, but may also take into account academic ability as measured by undergraduate GPA and scores on the Graduate Record Examination or the Miller Analogies Test. In many programs, students who qualify for advanced standing are able to complete the MSW degree in eleven months by taking a summer session and two regular semesters. Other schools may waive particular requirements on a more individualized basis.

Gordon graduates applying to MSW programs are encouraged to investigate the advanced standing policy and procedures of the schools to which they are applying.

Accordingly, it is important that students keep copies of course syllabi, practicum evaluations, and major papers written. Graduate schools may request this material as part of the evaluation process for advanced standing.

SOCIAL WORK LICENSURE IN MASSACHUSETTS

Students graduating from the social work program at Gordon College can apply for a social work license in Massachusetts and many other states. Graduates are encouraged to investigate the specific licensure regulations in the state in which they intend to practice.

The Board of Registration of Social Workers grants Massachusetts's licenses. To obtain an application, call 1-617-727-3073 and request a social work license application.

For further information on the application process, visit the Board of Registration's website: www.state.ma.us/reg.

LISTING OF SOME OF THE ACCREDITED MSW PROGRAMS IN NORTHERN & NEW ENGLAND STATES

Connecticut

Southern Connecticut State University

University of Connecticut

Maine

University of Maine

University of New England

Massachusetts

Boston College

Salem State College

Smith College

Boston University

Simmons College

Springfield College

New Hampshire

University of New Hampshire

New York

Adelphi University

Fordham University

New York University

State University of New York at Albany

State University of New York at Stony Brook

Yeshiva University

Columbia University

Hunter College

Roberts Wesleyan College

State University of New York at Buffalo

Syracuse University

Pennsylvania

Bryn Mawr College

Temple University

University of Pittsburgh

Widener University

Marywood College

University of Pennsylvania

West Chester University

LISTING OF SOME OF THE DEGREE/DUAL-DEGREE PROGRAMS

Although the most common designation for a master's degree in social work is the MSW, a number of other names are used as well, e.g. AM, MSS, MSSA. No matter what degree designation is used, all of the programs described in this report offer an accredited (or candidacy status) master's degree in social work.

The information listed below is not exhaustive. Students are encouraged to conduct their own research and inquiries concerning advanced study programs in the social work field

MSW PROGRAMS

Adelphi University

Arizona State University

Aurora University

Alabama A&M University

Augsburg College

Baylor University

Boise State University
Boston College
Bryn Mawr College
Case Western Reserve University
College of Saint Catherine
Columbia University
East Carolina University
Florida International University
Fordham University
Georgia State University
Grand Valley State University
Indiana University
Kean University
Louisiana State University
Michigan State University
Newman University
New York University
Our Lady of the Lake University
Rhode Island College
Saint Louis University
San Francisco State University
Smith College
Southern University, New Orleans
St. Ambrose University
Syracuse University
University of Akron
University of California, Berkley
University of Hawaii, Manoa
University of Kansas
University of Nevada, Las Vegas
University of Pennsylvania
University of Vermont
Valdosta State University
Widener University

Brigham Young University
Boston University
California State University, Fresno
Catholic University of America
Colorado State University
Delaware State University
Eastern Michigan University
Florida State University
Gallaudet University
Grambling State University
Howard University
Jackson State University
Loma Linda University
Marywood University
Monmouth University
New Mexico State University
Ohio State University
Portland State University
Roberts Wesleyan College
Salem State College
Simmons College
Southern Illinois University, Edwardsville
Spalding University
State University of New York at Albany
Temple University
University of Alaska, Anchorage
University of Connecticut
University of Iowa
University of Minnesota, Twin Cities
University of New Hampshire
University of Texas at Austin
University of Washington
Walla Walla College
Yeshiva University

PHD & DSW PROGRAMS

Adelphi University
Barry University
Boston University
Bryn Mawr College
Catholic University of America
Columbia University
Florida State University
Howard University
Indiana University
Louisiana State University
Marywood University
New York University
Ohio State University
Rutgers University
State University of New York at Albany

Arizona State University
Boston College
Brandeis University
Case Western Reserve University
Clarke Atlanta University
Florida International University
Fordham University
Hunter College – CUNY
Jackson State University
Loyola University of Chicago
Michigan State University
Norfolk State University
Portland State University
Simmons College
State University of New York at Buffalo

State University of New York at Stony Brook
University of Alabama
University of California at Los Angeles
University of Denver
University of Hawaii at Manoa
University of Illinois at Chicago
University of Iowa
University of Louisville
University of Michigan
University of Missouri at Columbia
University of Pennsylvania
University of South Carolina
University of Texas at Arlington
University of Utah
University of Wisconsin at Madison
Washington State University
Yeshiva University

Tulane University
University of California at Berkeley
University of Chicago
University of Georgia
University of Houston
University of Illinois at Urbana
University of Kansas
University of Maryland at Baltimore
University of Minnesota
University of North Carolina at Chapel Hill
University of Pittsburgh
University of Southern Tennessee
University of Texas at Austin
University of Washington
Virginia Commonwealth University
Wayne State University

DUAL DEGREE PROGRAMS

MSW/Public Affairs

Columbia University

MLSPG (Master of Law & Social Policy)

Bryn Mawr College

MSW/MPA (Master of Public Administration)

Marywood University

University of North Carolina at Chapel Hill

University of Southern California

University of Southern California

MSW/MA (International Studies)

University of California at Berkeley

University of California at Los Angeles

University of Denver

MSW/MA (Human Condition)

University of Denver

MSW/MA (Women's Studies)

Loyola University, Chicago

MSW/Art Therapy

Marywood University

MSW/MS

Southern Connecticut State University (Urban Studies)

Loyola University (Child Development)

New York University (Management)

University of Illinois at Urbana-Champaign (Marital and Family Services)

MSW/MUP (Master of Urban Planning)

Columbia University

University of Michigan

University of Iowa

University of Minnesota

University of Pennsylvania

University of Southern California

MSSA/MNO (Master of Nonprofit Organization)
Case Western Reserve University

MSW/MPP (Master of Public Policy)
University of Chicago
University of Minnesota

University of Michigan

MSW/JD (Juris Doctor)
Boston College
Case Western Reserve University
Columbia University
San Diego State University
Springfield University
University of California at Berkeley
University of Denver
University of Iowa
University of Maryland at Baltimore
University of North Carolina at Chapel Hill
University of Southern California

Boston University
Catholic University of America
New York University
Southern Illinois University, Carbondale
Tulane University
University of California at Los Angeles
University of Georgia
University of Louisville
University of Michigan
University of Pennsylvania
Washington University

SWM/Education
Boston University

Columbia University

MSW/MPH (Master of Public Health)
Boston University
San Diego State University
Tulane University
University of California at Berkeley
University of Michigan
University of North Carolina at Chapel Hill

Columbia University
St. Louis University
University of Alabama
University of Maryland at Baltimore
University of Minnesota at Twin Cities
University of Southern Florida

MSW/MBA (Master of Business Administration)
Boston College
Columbia University
University of Maryland at Baltimore
University of Pennsylvania

Case Western Reserve University
University of Chicago
University of Michigan
Washington University

MSW/Architecture
Washington University

MSW/MSG (Master of Social Gerontology)
San Jose State University (cert.)

Western Michigan University (cert.)

MSW/MFT (Family Therapy)
University of Louisville

MSW/MJ (Child and Family Law)
Loyola University, Chicago

MSW/Mdiv or MA (Religion, Theology)

Boston University
Columbia University
St. Louis University
University of Denver

MSW/PhD (Doctor of Philosophy)
Case Western Reserve University
University of Iowa

Boston College (MA in Theology and Ministry)
Loyola University, Chicago
University of Chicago
University of Louisville

University of California at Berkley
University of Pennsylvania

APPENDICES

- A. Please visit <http://www.cswe.org/> for the CSWE *Educational Policy and Accreditation Standards (EPAS 2015)*
- B. NASW “Code of Ethics”
- C. NACSW “Statement of Faith and Practice”
- D. Social Work Program Application and Social Work Practicum Application

APPENDIX B

National Association of Social Workers

“Code of Ethics”

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 dual 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.

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.

Furthermore, 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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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. With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications whether they occur in person or with the use of technology. For the purposes of this Code, technology-assisted social work services include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

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

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 their 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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

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

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

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

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

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.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing

the information. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) 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.
- (v) 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.
- (w) 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 client. 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 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 other services are 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.

1.17 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 verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- (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 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

2.07 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, written, electronic, or physical contact of a sexual nature.

2.08 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.

2.09 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.

2.10 Unethical Conduct of Colleagues

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

(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, the NASW National Ethics Committee, 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 (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.

(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, including dual relationships that may arise while using social networking sites or other electronic media. 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 electronic and paper 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 relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code. 3.08 Continuing Education and Staff Development Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor–Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

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 these 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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) 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.
- (h) 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.

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

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

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

(l) 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.

(m) 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.

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

(o) 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.

(p) 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.

(q) 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 to meet basic human needs and promote social justice.

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

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

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

APPENDIX C

NACSW “Statement of Faith and Practice”

Statement of Faith & Practice (<https://www.nacsw.org/ChristianIdentity.htm>)

1. Tenets Emphasizing Christian Beliefs:

- (a) There is one God, who created and sustains everything that exists, and who continues to be active in human history.
- (b) Humanity is the highest creation of God, but rebelled against its Creator, and is in need of forgiveness and reconciliation.
- (c) God became incarnate in Jesus Christ, who died on the cross, who was raised bodily from the dead to reconcile human beings to their Creator, and who has promised to return personally in judgment to complete the establishment of His kingdom.
- (d) God works in and through people in the person of the Holy Spirit.
- (e) The character and purposes of God are revealed in the Bible, the word of God, which is the basis for what Christians are to believe and how they are to live.
- (f) Jesus Christ calls all Christians to be a caring community and a corporate witness to faith in Him.

2. Tenets Emphasizing Human Relationships and Responsibilities:

- (a) Every individual is a person of worth, with basic human rights and essential human responsibilities.
- (b) The uniqueness of each human being and the distinctiveness of social groups derive from factors such as age, sexuality, race, ethnicity, national origin, religion, life philosophy, family, culture, and economic and social structures.
- (c) Human beings are interdependent with each other and with their social and physical environments.
- (d) Jesus Christ is Lord over all areas of life, including social, economic, and political systems.

3. Tenets Emphasizing Vocation:

- (a) A dynamic relationship exists between the Christian life and social work practice.
- (b) Christians in social work ought not to be motivated by temporal wealth, power, or security.
- (c) Christians in social work ought to examine and evaluate all human ideologies and social work theories and methods as to their consistency with the Bible, their consciences, social laws, and professional codes of ethics.
- (d) Christians in social work ought to work for the temporal and eternal well-being of all human beings, and for the redemption of human communities and social institutions.
- (e) Christians in social work ought to support and submit themselves to the highest standards of professional education, practice, and ethics.
- (f) Christians in social work ought to use the insights of their faith in helping people, and to treat everyone as Jesus Christ would have treated them.

APPENDIX D

Social Work Program Application

Social Work Practicum Application

**GORDON COLLEGE
SOCIAL WORK PROGRAM**

APPLICATION FOR ADMISSION

SUBMIT TO: SOCIAL WORK PROGRAM DIRECTOR

To be considered for admission to the Social Work Program, students must submit this form to the Program Director, along with a letter of interest. This letter should describe the student's specific areas of interest in the field of social work, as well as the student's reason for pursuing social work as a major at Gordon College.

Name: _____ Date of Birth: _____
Last First M.I.

Permanent Address: _____ Telephone: _____

Local Address: _____ Telephone: _____
_____ Cell phone: _____

E-mail address: _____

Second Major (if applicable): _____ Advisor: _____

Nationality: _____ Languages (besides English): _____

Please check any specific areas of interest you have:

- | | |
|--|---|
| <input type="checkbox"/> Aging | <input type="checkbox"/> Law |
| <input type="checkbox"/> Child Welfare | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Community Development | <input type="checkbox"/> Research |
| <input type="checkbox"/> Community Organizing | <input type="checkbox"/> Social Justice |
| <input type="checkbox"/> Families and Children | <input type="checkbox"/> Social Policy |
| <input type="checkbox"/> Health Care | <input type="checkbox"/> Youth |
| <input type="checkbox"/> International Social Work | <input type="checkbox"/> Other |

Anticipated Graduation Date: _____

Please indicate that you have read and understood the following materials by signing your initials in the space provided:

- _____ *Social Work Student Handbook*
_____ Social Work Program Discontinuation Policy (included in the *Handbook*)
_____ NASW Code of Ethics (available at www.socialworkers.org and in the *Handbook*)

Please include a letter of interest in Social Work with your application.

(applicant's signature)

(date)

**GORDON COLLEGE
SOCIAL WORK PROGRAM**

APPLICATION FOR PRACTICUM

SUBMIT TO: PRACTICUM DIRECTOR

To be considered for practicum placement, students must submit this form to the Practicum Director, along with a resume, the first week of the spring semester of their junior year.

Name: _____ Telephone: _____
 Last First M.I.

Advisor: _____

First choice for timing of practicum:

___ Fall semester ___ Spring semester ___ Year

List your first and second choice for general field practicum location:

___ North Shore ___ Urban (Boston, Lawrence, Lynn, Salem) ___ San Francisco

Please respond to the following questions in an attachment: (no more than 2 pages)

- Do you have an area of social work practice you are most interested in for your practicum? (medical, schools, child welfare, advocacy, community development, etc.)
- What social work course most inspired you? What course outside your major?
- What is your greatest asset for social work practice? Greatest concern?
- What issues are you particularly passionate about?
- What skills would you like to acquire at your practicum site?
- Can you give an example of the type of learning environment you might enjoy? (large/small agency, highly structured position/ independent position)
- Do you have a specific population you would like to work with at your practicum site?
- Along with English, do you speak additional languages? Are you interested in a placement in one of these languages?
- Do you have cross cultural/international experiences not included on your resume?
- Where do you hope to work five years from now?
- Do you have any special needs (emotional, physical, cognitive) or limitations that could impact your assignment (transportation, housing issues, etc)?

Signed _____

Date _____

***Please submit a resume.** The Career Services Office can assist you with resume writing and review.