

**UNDERGRADUATE
PROGRAM**

***STUDENT HANDBOOK
2008-2009***

**School of Social Welfare
Health Sciences Center – L2093
Stony Brook University
Stony Brook, NY 11794-8231**

Stony Brook University

SCHOOL OF SOCIAL WELFARE

The Undergraduate Student Handbook is designed as an important resource to help students understand and utilize the policies, procedures and programs of the School of Social Welfare. It is the responsibility of every member of the SSW community to familiarize themselves with the contents of this Handbook.

Students, faculty and staff alike are encouraged to make suggestions for the continued improvement of the Handbook.

RESERVATION OF RIGHTS: This manual is intended for the guidance of School of Social Welfare (SSW) students and faculty. The manual sets forth policies, curriculum and procedures, but the SSW reserves the right to depart without notice from the terms of this manual. The manual is not intended to and should not be regarded as a contract between the SSW and any student or other person.

Stony Brook University is an equal opportunity/affirmative action educator/employer. The Stony Brook University does not discriminate on the basis of race, religion, sex, sexual preference, color, national origin, age, disability, marital status, or status as a disabled or Vietnam-era veteran in its educational programs or employment. Also, the State of New York prohibits discrimination on the basis of sexual orientation.

The Advisory Committee on Campus safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education. Please direct such requests to the Chief of University Police, at 631-632-7786. The United States Department of Education web site for campus crime statistics is www.ed.gov/admin/lead/safety/campus.htmlSdata.

This publication can be made available in alternative format upon request.

Dear Students:

A warm welcome both to those of you who are new students and those of you who are returning to the School of Social Welfare. I look forward to all of us—students, faculty and staff—working together in the coming year toward our common educational and social goals.

This Handbook contains the School's policies and procedures. The information contained here will be of help to you as we work jointly toward your goal of becoming a professional social worker. I urge you to read it carefully and keep it available for ongoing reference.

We begin this year with serious challenges to the whole concept of social welfare in our society. This is all the more reason for us to reaffirm our commitment to the values that brought us to this profession.

I look forward to the opportunity of getting to know each of you in the weeks and months to come. In the meantime, I wish you well!

Sincerely,

A handwritten signature in dark ink, appearing to read 'FLB', with a stylized flourish at the end.

Frances Larry Brisbane, Ph.D.
Dean, School of Social Welfare

FLB:ka

TABLE OF CONTENTS

Mission of the School of Social Welfare	1
Student Conduct Codes	2
Stony Brook University Student Conduct Code	2
School of Social Welfare Student Conduct Code	3
Heterosexism and Homophobia	8
Council on Social Work Education/Commission on Lesbian Women and Gay Men	8
National Association of Social Workers Policy on Lesbian/Gay Issues	8
School of Social Welfare Policy Statement Concerning Heterosexism and Homophobia	9
Americans with Disabilities Act Office of Disabled Student Services	10
Sexual Harassment	11
National Association of Social Workers Code of Ethics	12
Overview	12
Preamble	12
Purpose of the NASW Code of Ethics	13
Ethical Principles	15
Ethical Standards	17
1. Social Workers' Ethical Responsibilities to Clients	17
2. Social Workers' Ethical Responsibilities to Colleagues	25
3. Social Workers' Ethical Responsibilities in Practice Settings	28
4. Social Workers' Ethical Responsibilities as Professionals	32
5. Social Workers' Ethical Responsibilities to the Social Work Profession	34
6. Social Workers' Ethical Responsibilities to the Broader Society	36
University at Stony Brook/School of Social Welfare Student Standards	37
Practical Guide to Non-Sexist Language	38
Technical Standards	41
Governance of the School of Social Welfare	42

Standing Committees with Student Representation	43
Student Organizations	43
Undergraduate Student Government	43
Association of Black Social Workers	44
The Lesbian, Gay, Bisexual Social Worker Caucus	45
Council on Social Work Education Educational Policy and Accreditation Standards	47
Overview of the Undergraduate Program	63
I. Program Goals	64
II. Program Objectives	65
III. Educational Outcomes	66
Organization of the Curriculum	67
Electives	68
Independent Study	69
Independent Study Proposal	70
Academic Advisement	71
I. Informal Consultation	71
II. Ongoing Educational Planning and Academic Review	71
III. Responsibilities of the Students	71
IV. Changing Advisors: Policy and Procedure	72
Academic Standing, Student Conduct Code, Student Grievances: Policies and Procedures	73
I. Student Status	73
A. Good Standing	73
B. Loss of Good Standing	74
C. Probation, Suspension, Withdrawal, Unauthorized Withdrawal, Termination	74
1. Probation	74
2. Suspension	74
3. Withdrawal	74
(a) Procedure	75
4. Unauthorized Withdrawal	75

5.	Termination	75
D.	Leaves of Absence	75
1.	Procedure	76
II.	Conditions under which Academic Standing, Student Conduct and/or Grievance Action may be Initiated	76
III.	Procedures	77
A.	Review of Grade Point Average	77
B.	Academic Assessment Meeting	77
C.	Formal Action on Grievance	78
D.	Academic Standing Committee	78
1.	Functions	78
2.	Procedure	78
E.	Appeals	80
1.	Appeals of the Recommendations of the Academic Assessment Meeting	80
2.	Appeals of the Recommendations of the Academic Standing Committee	80
F.	Academic Standing Committee Composition	80
	Registration and Maintenance of Matriculation: Policies and Procedures	81
I.	Maintenance of Matriculation	81
II.	Period of Time for Completion of Degree	81
III.	Registration Procedures	81
A.	Course Load	81
B.	Change of Registration – Add/Drop Period	81
C.	Late Registration	82
D.	Waivers	82
1.	Procedure	82
E.	Transfer Credits	82
1.	Procedure	83
IV.	Grading Policy	83
A.	Assignment of Grades	83
1.	Satisfactory/Fail	84

2.	Incompletes	84
3.	No Record (NR)	85
B.	Grade Point Average for Certification for Graduation	85
C.	Repeating Courses	86
D.	Grade Reports	86
E.	Academic Records	86
Graduation		86
Post-Graduation Planning		87
Directory of Important Telephone Numbers		88

MISSION OF THE SCHOOL OF SOCIAL WELFARE

The School of Social Welfare is committed to a more just society based on equality, human dignity and social justice. We believe that inequality and injustice are deeply embedded in society's political and economic structures and ideologies. Oppression objectively and subjectively permeates the lives of people, resulting in the denial of human dignity, individual and cultural diversity, and social and economic justice. Oppression is manifest in discrimination on the basis of class, race, ethnicity, gender, sexual orientation, religion, age and disability, among others.

Our purpose is to prepare students for work in professional social work practice in the public and non-profit sectors of health and social welfare. The school's educational process enables people to identify and analyze the nature and extent of oppression and engage in social work practice that affirms people's strengths as a means to create social change in their lives and in society. The school stresses a commitment to the values of human and cultural diversity, human dignity, social and economic justice, and individual and group self-determination.

Goals

The following goals emerge out of the School's mission statement and guide its educational practice: to develop human relationships that are grounded in social justice, human dignity and mutual respect; to develop new and more just organizational forms; to transform already existing structures to ones which affirm and enhance human dignity and social diversity; and to identify new ways to influence social, economic and political systems to distribute power, resources, rights and freedom, so as to achieve justice.

STUDENT CONDUCT CODES

The School of Social Welfare requires its students to behave in accordance with the Student Conduct Codes of Stony Brook University and the School of Social Welfare. In addition, the School of Social Welfare expects students to embrace the NASW Code of Ethics during the course of their professional education.

STONY BROOK UNIVERSITY STUDENT CONDUCT CODE

Stony Brook University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

As a document, the University *Student Conduct Code* defines acceptable community behavior. For a resident student, it translates into respect for your neighbors and their property.

For all students it prohibits tampering with fire safety equipment, i.e. fire alarms, fire extinguishers, fire bells, etc. It includes respecting state property. For all students, the *Student Conduct Code* expects compliance with state and federal laws pertaining to drugs, alcohol, weapons, discrimination, physical abuse, and racial, sexual, or sexual orientation harassment, as well as maintaining acceptable noise level in the residence halls conducive to study and sleep.

It is impossible to separate the concept of student freedom or rights from student responsibility. The *Student Conduct Code* guarantees the right of students to pursue their legitimate interests on campus. To this end, it is imperative that students desiring respect of their rights must also accord other segments of the University community the same respect.

All students are expected to know and understand the provisions contained in the *Student Conduct Code* to help ensure a successful academic and residential experience on the Stony Brook campus. A copy of the *Student Conduct Code* can be obtained via the web <http://www.stonybrook.edu/stuaff/judiciary>. To obtain additional copies of the *Code* or information regarding campus regulations and disciplinary proceedings as well as procedures for filing a complaint, contact the university hearing officer in the Office of the Student Judiciary, Room 347, Administration Building or call (631)632-6705.

SCHOOL OF SOCIAL WELFARE STUDENT CONDUCT CODE

The regulations set forth in this document apply to the academic program, field education placements and all activities related to students' participation in the program and/or as members of the university community.

Students are expected to maintain conduct that is in accordance with standards of practice defined by the School of Social Welfare, Stony Brook University, the field education agency and the professional regulations of the State of New York. Students who engage in activities that are contrary to these standards will be subject to review and possible disciplinary action by the School of Social Welfare and the University.

I. Professional Standards

A. While enrolled in the School of Social Welfare students shall:

1. maintain high standards of personal conduct;
2. not engage in discrimination against any person or group on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other personal characteristic, condition, or status;
3. treat everyone with whom the student comes in contact with respect, courtesy, and fairness;
4. act with consideration for the interest, character and reputation of others;
5. represent accurately and fairly the qualifications, views and findings of colleagues and use appropriate channels to express judgments on these matters;
6. respect the privacy and right to confidentiality of clients and colleagues;
7. behave in accordance with agency policies and procedures;
8. behave in accordance with school and university policies;
9. follow all school and university procedures.

B. Professional misconduct includes but is not limited to the following:

No student shall:

1. assault, threaten, harass, haze or otherwise physically, verbally, psychologically or sexually abuse, demean, ridicule or attempt to intimidate any other person connected with the university, at the field agency or in the conduct of any other activity related to the student's enrollment in the school; this includes but is not limited to bias related acts of assault or abuse, the dissemination of material that ridicules or demeans individuals or groups and any acts which interfere with the rights of others;
2. participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation;
3. misrepresent professional qualifications, education, experience, or affiliations;
4. exploit professional relationships for personal gain;
5. exploit relationships with clients for personal advantage;
6. engage in personal and/or sexual activities with clients;
7. conceal information or activities that affect the safety and well-being of clients;
8. carry a weapon on university, school or agency premises;
9. misrepresent his/her role as a student to an institution, client or to the public at large so as to mislead them in their expectations of the student's competencies and/or limitations;
10. engage in commercial activities/solicitation without clearance from the person(s) or body(ies) duly authorized by the President of the University or Field Agency Director to review such activities;
11. practice and/or participate in any school academic or non-academic activity while under the influence of alcohol or drugs or mental disability not appropriately controlled;
12. delegate his/her duties to an unauthorized person;
13. falsify client or institutional records;

14. fail to follow the University guidelines regarding the use of human subjects or laboratory animals in research or experimentation;
15. in agency practice, be habitually absent or late, habitually leave early or fail to notify the agency of intended absence.

C. Alcohol/drug and gambling policy

1. The consumption of alcohol or possession of an open container of alcohol is prohibited in campus public areas.
2. No student is permitted to sell, possess or use substances defined by New York State and/or Federal Law as illegal or controlled, on University grounds, in the field agency or while engaged in activities related to his/her enrollment in the program.
3. No student is permitted to attend class or field or engage in any activity related to the student's enrollment in the program while under the influence of alcohol or drugs.
4. No student will possess and/or introduce to the campus, and/or the field agency, or while engaged in any activity related to his/her enrollment in the program any drug paraphernalia including, but not limited to: bong, water pipes, roach clips or hypodermic needles (not established to be specifically for the administration of prescribed medications).
5. No student shall gamble for money or other valuables on University or field agency property or in any University facility.

II. Academic Dishonesty

Academic dishonesty includes but is not limited to:

- A. cheating on course or proficiency examinations by the use of books, notes, or other aids when these are not permitted, or by copying from other students;
- B. submission of similar papers or projects in more than one course without permission of the instructors;
- C. collusion: two or more students helping each other on an examination or assignment, unless specifically permitted by the instructors;

- D. use of substitutes, sitting in for another student at an examination, or permitting someone else to sit in for oneself;
- E. plagiarism: submission of another's work as one's own original work without proper acknowledgement of the source;
- F. falsifying documents or records related to credit, grades, change of status forms (e.g. adds and drops), and other academic matters;
- G. altering an examination or a paper after it has been graded, for the purpose of fraudulently requesting a revision of the grade;
- H. use of unauthorized materials for an exam or project (e.g. use of calculators or notes on an examination where they have been prohibited);
- I. theft, concealment, destruction, or inappropriate modification of classroom or other instructional material; e.g. posted exams, library materials, laboratory supplies, computer programs and outputs.

III. Procedures

When an issue of student conduct arises, the following steps will be implemented.

- A. Consultation between student and relevant faculty including field faculty where indicated.
- B. Academic Standing Committee:

The following procedures will be implemented when a meeting of the Academic Standing Committee is to be held to consider any issues of student conduct and/or academic dishonesty:

1. the faculty advisor, the student, and other involved persons should be invited to attend the meeting;
2. student will be notified in writing of the date of the meeting;
3. the student has the right to attend in order to present pertinent information and to participate in the discussion of the issue(s);
4. parties such as classroom faculty, field faculty, field instructors, students, and other appropriate university personnel who can provide relevant information will be allowed to attend and participate; and

5. all written material to be considered by the Academic Standing Committee shall be made available to all participants in the meeting.

It shall be understood that this procedure is an internal School and/or agency matter and **not** a legal proceeding. No participant shall be entitled to other advocates and/or legal representation.

Following discussion of the issue(s) by the participants, the student, faculty advisor, and any parties listed in III-B4 shall withdraw. The Academic Standing Committee will then deliberate. The Committee may make any of the following recommendations to the Dean. Any member of the Committee may request that the vote on the final recommendation(s) be by closed ballot.

1. resolution of the issue(s) and no further action required;
2. specify measures to be taken to deal with the issue(s) under consideration;
3. that the student be placed on probation, be suspended or terminated from the School;
4. whether the student will be permitted to attend or continue to attend classes and or field education.

After the deliberations, the student and faculty advisor are invited to return to the meeting and are informed of the Committee's recommendation(s) to the Dean.

The report of the Academic Standing Committee meeting must subsequently be in written form and must include a full description of the situation as presented to the Committee, a summary of the deliberations that reflects the reasons for the recommendations, as well as any non-majority views that a member or members of the Committee wish to have included. (A copy of the report is distributed to all members of the Committee for comments.) The final report is sent to the Dean, the student, and is placed in the SSW Office of Student Services student file.

HETEROSEXISM AND HOMOPHOBIA

COUNCIL ON SOCIAL WORK EDUCATION/COMMISSION ON LESBIAN WOMEN AND GAY MEN

The Council on Social Work Education (CSWE) has a Commission on Gay Men and Lesbian Women. CSWE is the accrediting body for all schools of social work in the United States and Puerto Rico. In the academic year 1992, the Educational Policy and Accreditation Standards (EPAS) (formerly called the Council Curriculum Policy Statement), a document which establishes basic guidelines for social work curricula throughout the U.S. and Puerto Rico, reaffirmed its policy on Gay and Lesbian issues. Every social work program must offer curriculum content on Gay and Lesbian issues. The EPAS specifically states that issues of oppression should be addressed.

NATIONAL ASSOCIATION OF SOCIAL WORKERS POLICY ON LESBIAN/GAY ISSUES

As a result of the NASW Delegate Assembly adoption of a Policy on Gay/Lesbian issues, a committee was created to establish goals for the implementation of the policy. The goals formulated by the committee for the profession are:

1. to help create a professional environment that is conducive to professional and personal growth for lesbian and gay male social workers;
2. to attain quality social work services for lesbian and gay male clients;
3. to achieve full recognition within N.A.S.W. of the reality of the minority status of lesbians and gay men;
4. to accomplish the review of all existing structures, publications and policies of N.A.S.W. to assure that they reflect the N.A.S.W. policy statement on gay/lesbian issues;
5. to facilitate the formation of lesbian and gay issues task forces and committees in all chapters;
6. to organize and develop a nationwide network of gay male and lesbian social workers who will serve as regional resource persons for the consultation, in-service education, and research of the local needs and problems relative to the N.A.S.W. policy statement on gay/lesbian issues;

7. to encourage lesbian and gay male social workers and students to come out of their closets professionally and work toward the full implementation of the N.A.S.W. policy statement on gay/lesbian issues. Further, to utilize the available resources of N.A.S.W., including the role of advocacy, in the pursuit of justice in cases of discrimination;
8. to assure that N.A.S.W., through its existing structures, responds to legislation and media presentations that impact on the health and welfare of gay male and lesbian clients and social workers;
9. to create and participate in coalitions with any organizations or groups on common issues, with particular emphasis on the Commission on Gay Men and Lesbian Women created by the Council on Social Work Education (CSWE).

Complaints of discrimination or non-compliance with the N.A.S.W. policy statement on gay/lesbian issues should be addressed to: Chair, N.A.S.W., Task Force on Gay/Lesbian Issues, N.A.S.W., 750 First Street, N.E., Suite 700, Washington, D.C. 20002-4241, (202)408-8600.

SCHOOL OF SOCIAL WELFARE POLICY STATEMENT CONCERNING HETEROSEXISM AND HOMOPHOBIA

The Mission of the School of Social Welfare is grounded in the basic principle of the absolute dignity and equality of all persons, including lesbians and gay men. Therefore, consistent with the Council on Social Work Education Educational Policy and Accreditation Standards and the National Association of Social Workers Policy on Lesbian/Gay Issues, the School of Social Welfare believes that heterosexism and homophobia are anti-ethical to the profession of social work.

The Council on Social Work Education requires that social work educators prepare students to understand and value human diversity. It is essential for social workers to have an understanding of the dynamics and consequences of social and economic injustice including all forms of human oppression and discrimination.

The School of Social Welfare provides students the opportunity to develop the knowledge, values and skills to promote social change to implement a wide range of interventions that further the achievement of individual and collective social and economic justice.

Given the School's Mission and the requirements of the Council on Social Work Education, the curriculum must present theoretical and practice content about patterns, dynamics, impact and consequences of discrimination, economic deprivation and oppression of lesbian and gay persons must be acknowledged.

Students must demonstrate in their conduct and activities the integration of the principles elucidated above. Failure to abide by these principles will be considered grounds for disciplinary action.

***AMERICANS WITH DISABILITIES ACT
OFFICE OF DISABLED STUDENT SERVICES***

In accordance with the requirements of Section 503 of the Rehabilitation Act of 1973 and its own policies and programs of equal opportunity and non-discrimination, Stony Brook University adopts this Affirmative Action plan for the education of qualified handicapped people. A qualified handicapped individual is defined in the Rehabilitation Act of 1973 as “any such person who has a physical or mental impairment that substantially limits one or more of such person’s major life activities, has a record of such impairment or is regarded as having such impairment.” The student who is otherwise qualified may not be denied access to the University or any program or courses within the University on the basis of handicap. The Office of Disabled Student Services provides support services for disabled students and issues temporary handicapped parking permits (limit 2 months) to all qualified students.* The Office of Special Assistant to the President for Equal Opportunity/Affirmative Action works in close cooperation with the Office of Disabled Student Services in serving the needs of the students.

If a student has any condition, such as a physical or mental disability, which makes it difficult to carry out the work as outlined in a course or which will require extra time on examinations or other assignments, the student should notify the instructor preferably in the first two weeks of the course, so that appropriate arrangements may be made. If the disability is not readily identifiable—e.g., a learning disability, it is appropriate for a faculty member to contact the Office of Disabled Student Services to see if the student is registered with them, and if not, ask that s/he do so. Faculty may not ask to see the student’s medical records or the results of psychological testing of the student, but the ODSS will verify that the student does indeed have the claimed disability and will advise faculty on reasonable accommodations.

The Office of Disabled Student Services is located in Room 128 of the Educational Computer Center, (631)632-6748.

* Handicapped parking permits for periods longer than 2 months need to be obtained through the Town of the student’s residence.

SEXUAL HARASSMENT

Policy Statement

Harassment on the basis of sex is a form of sexual discrimination, and violates Title VII of the Civil Rights Act of 1964 and of Title IX of the Educational Amendments of 1972. Stony Brook University reaffirms the principle that students, faculty and staff have the right to be free from sex discrimination in the form of sexual harassment inflicted by any member of the campus community. This community includes, but is not limited to, employees, students, visitors, contractors, and vendors associated with Stony Brook.

Unwelcome sexual advances or requests for sexual favors, and verbal or physical conduct of an abusive sexual nature, constitutes sexual harassment when such conduct interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive work or academic environment.

The University is responsible for and fully committed to the prevention and elimination of sexual harassment. Sexual harassment is considered a form of misconduct. Sanctions will be enforced against individuals engaging in sexual harassment. Supervisors and department heads are responsible for promoting an atmosphere free from sexual harassment. Sexual harassment of employees by supervisors, or of students by faculty or administrators, which imposes sexual cooperation as a condition of employment or academic advancement, is unlawful and will not be tolerated. Conversely, sexual harassment of supervisors by employees, faculty by students, or individuals by co-workers is also unlawful.

In evaluating student work and assigning grades for credit, instructors act on behalf of the University faculty and with its authority. Personal relationships with students that compromise the objectivity and integrity on which such relationships should be built are inappropriate and unacceptable. Faculty and teaching/research assistants are not to have sexual, financial, and/or personal relationships with students. In addition, The University will not tolerate disabled-, religious-, ethnic-, racist-, sexist-, or gender-prejudiced actions or statements on the part of faculty, staff or students. Penalties may include suspension and dismissal.

Where to Go for Information, Advice, or to File a Complaint

The Office of Affirmative Action, located in Room 201 of the Administration Building, has a professional staff trained to provide assistance with sexual harassment problems. Their telephone number is (631)632-6280. All calls are confidential.

NATIONAL ASSOCIATION OF SOCIAL WORKERS

CODE OF ETHICS

Overview

The *NASW Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first section, “Preamble,” summarizes the social work profession’s mission and core values. The second section, “Purpose of the NASW Code of Ethics,” provides an overview of the Code’s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, “Ethical Principles,” presents broad ethical principles, based on social work’s core values, which inform social work practice. The final section, “Ethical Standards,” includes specific ethical standards to guide social workers’ conduct and to provide a basis for adjudication.

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves nearly 160,000 social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

- *strengthen and unify the profession*
- *promote the development of social work practice*
- *advance sound social policies.*

Promoting high standards of practice and protecting the consumer of services are major association principles.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that crease, 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 organization, 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.¹ In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional

¹ For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issue 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 interest in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

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 feasible and imminent risk to themselves or others.

1.03 Informed Consent

- (a) Social Workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social Workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audio-taping or video-taping clients or permitting observation of services to clients by a third party.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

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

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interest 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 that there is 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 can occur simultaneously or consecutively.)

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

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review clients' circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order, to limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with clients.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers

should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

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

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social worker's 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 interest of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

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

- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness, should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action

through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in that there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

- (a) When an individual who is receiving services from another agency or colleague contracts 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 organization's practices are consistent with the *NASW Code of Ethics*.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without

undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people., with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote

policies that safeguard the rights of and confirm equity and social justice for all people.

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

Stony Brook University/School of Social Welfare

STUDENT STANDARDS

As part of an academic institution, and in preparation for professional practice, the School of Social Welfare has expectations of which students should be made aware.

- (1) Faculty providing the integration of theoretical material with practice and practice wisdom, and class discussion and interaction are an integral part of your education in the School. Doing the required and supplementary readings for mastering the course material is required.
- (2) Students are required to attend all classes on time and remain for the full session. Papers and other written work should conform to college standards of written English. They should be grammatically correct. Refer to dictionaries for spelling, manuals of style for footnotes, bibliographies, etc. Papers should be typed.
- (3) Plagiarism is defined as representing another's words as your own or falsification of credit for submitted work. Please consult the *Health Sciences Center Bulletin* for the full text on Academic Honesty and Professional Ethics. See also *Stony Brook University Student Conduct Code* and the *School of Social Welfare Student Conduct Code*. Any specific questions such as co-authorship, using papers for more than one class, etc. must be discussed by students with the faculty member(s) involved for permission.
- (4) We can assume that everyone who is socialized in U.S. society (as well as in many other cultures around the world) has been instilled with racism, classism, sexism, heterosexism, ageism, etc. The School of Social Welfare expects that students entering the profession of social work, as well as faculty and practitioners already in the field, will be committed to eliminating this. Language often expresses institutional racism, sexism, etc. Sensitizing ourselves and becoming consciously aware of these expressions is important in achieving this goal. As part of your professional preparation, we ask that you use verbal and written language that is non-racist, non-sexist, etc.

Several examples of what is meant by inappropriate language may help to make the expectation more explicit:

- comments are made that express racial, sexual, class, heterosexual and other stereotypes;
- written work uses masculine pronouns when reference to both males and females is intended; (see Practical Guide to Non-Sexist Language);
- terms are used that put people in one-down position, e.g., when terms like “girl” or boy” are used in reference to adults or young adults.

The School expects its constituents to demonstrate commitment to all the social work values that place high value on the worth and *dignity* of all people.

PRACTICAL GUIDE TO NON-SEXIST LANGUAGE

Author Unknown

Manning the space shuttle, manning the phones, showing sportsmanship, practicing penmanship, doing a man-sized job... that is the language of a male-centered culture. Such language does not adequately serve our changing society. Women are demanding to be accepted and understood as members of the human species. Women are demanding that communications between people be clear and accurate. And language *is* changing, creating new words that can change our culture, our society, our humanity. Although this Guide is not comprehensive, it offers suggestions for those who are striving for equality as well as clarity in language.

<p>The use of <i>man</i> or <i>mankind</i> to represent humanity collectively is ambiguous since it is not clear whether it means man only or includes women. It implies that the entire species is male. Suggested alternatives:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;"><i>Example</i></td> <td style="width: 70%;"><i>Alternatives</i></td> </tr> <tr> <td>man’s achievement.....</td> <td>human achievement</td> </tr> <tr> <td>mankind.....</td> <td>humankind,</td> </tr> <tr> <td>humanity</td> <td></td> </tr> <tr> <td>manmade.....</td> <td>synthetic, manufactured,</td> </tr> <tr> <td>artificial</td> <td></td> </tr> </table> <p>manpower.....human resources, work force, staff manned space flight...human, with crew, staffed, piloted man-hours.....work-hours manhole.....sewer/utility/access hole</p>	<i>Example</i>	<i>Alternatives</i>	man’s achievement.....	human achievement	mankind.....	humankind,	humanity		manmade.....	synthetic, manufactured,	artificial		<p>man the phones.....staff, operate man-sized job.....sizable, big brotherhood of man.....human community</p> <p>common man.....average person family of man.....human race, civilization goodwill to man.....goodwill to people layman.....layperson, nonprofessional modern man.....modern humanity</p> <p>PRONOUNS. The masculine pronoun “he” fails to represent the female half of the human species. Shown below are suggested solutions.</p>
<i>Example</i>	<i>Alternatives</i>												
man’s achievement.....	human achievement												
mankind.....	humankind,												
humanity													
manmade.....	synthetic, manufactured,												
artificial													

They have been applied to the sentence, “Everyone is expected to do *his* job well.”

- Pluralize to avoid gender specific pronoun: “The employees are expected to do their jobs well.”
- Rewrite the sentence without the pronoun: “Everyone is expected to do the job well.”
- Use double pronoun construction: “An employee is expected to do her or his job well.”
- Use *they* as singular with indefinite pronouns: “Everyone is expected to do their job well” (*Often used in speaking and informal writing.*)

Most occupational and public office titles date from a time when only men performed these jobs. Contemporary women are involved in all occupations, making sex-labeled titles discriminatory. Occupational titles should describe the job and not the person doing the job.

<i>Example</i>	<i>Alternatives</i>
airline steward,	-ess.....flight attendant
alderman.....ward	representative,
aldermember	
anchor man.....anchor	person, news anchor
businessman.....	business person
chairman.....chair,	head, chairperson
committeeman.....	representative, member of
	Congress
councilman.....	councilor, council member
craftsman.....	crafter, artisan
draftsman.....	drafter, designer
fisherman.....	fisher,
angler	
foreman.....	supervisor, superintendent
handyman.....	odd-job worker
journeyman.....	(certified crafter)
specify:	carpenter, metal worker, etc.

landlord.....	owner, householder
lineman.....	line installer, line worker
mailman.....	mail carrier
maintenance man.....	maintenance worker
newsboy.....	newspaper carrier, newspaper vendor
newsman.....	newscaster, reporter
policeman.....	police officer
salesman.....	sales representative, salesperson
spokesman.....	spokesperson, speaker
TV cameraman, -girl.....	camera operator
workmen.....	workers
weatherman, -girl.....	weathercaster, reporter,
	meteorologist (if applicable)

Neither sex has a monopoly on jobs or the designations that go with them:

<i>Example</i>	<i>Correct Designation</i>
lady	
doctor.....	doctor
woman	
lawyer.....	lawyer
male	
nurse.....	nurse
meter maid.....	traffic officer
female	
surgeon.....	surgeon
housewife.....	homemaker
r	

There are only two jobs that gender specific, As attorney Florynce Kennedy points out, “Neither sex has a monopoly on jobs...except in the case of wet nurses and sperm donors.”

When the description involves titles, jobs and marital status, treat women and men in parallel manner:

<i>Example</i>	<i>Alternatives</i>
man and wife.....	man and woman, husband and wife

James Jones and
 Mrs. Jones.....James and Mary Jones
 Dr. John Jones and Dr. John Jones
 and
 Mrs. Mary Smith Dr. Mary Smith
 (both are or
 doctors).....Drs. John Jones and Mary
 Smith

“Man” in the middle: There are some compound words with the syllable “man” at the center. Here are some alternatives:

craftsmanship.....craftership, artisanship
 sportsmanship.....fair play,
 sportship
 penmanship.....script,
 handwriting
 workmanship.....skillful, well
 executed

Some phrases exclude females by assuming that all readers or listeners are males. Write and speak to include both sexes when applicable:

black tie
 gals.....semiformal
 convention goers convention goers and
 their wives.....and their
 spouses
 you and your wife.....you and your
 spouse

Gender specific words that imply males only when females also are included:

city fathers.....city
 leaders
 forefathers.....forebears, ancestors
 founding fathers.....founders, colonists
 gentlemen’s agreement.....informal, honorable
 freshman.....fresh, first-year
 student
 bachelor’s degree.....undergraduate degree
 master’s degree.....graduate degree

Gender specific words that convey myths and attitudes rather than promote honest communication:

lady luck.....luck
 old wives’
 tale.....folklore
 woman’s intuition.....intuition, hunch
 master bedroom.....main, largest
 tomboy.....active child
 maiden name.....birth name,
 surname
 maiden voyage.....first,
 premier

“FEMININE” SUFFIXES. Most English agent-nouns which signify the performer of an action have common gender and can be used for a person of either sex. Feminine gender suffixes such as -ess, -trix, or -ine often imply that the feminine gender is a substandard variation of the masculine.

<i>Example</i>	<i>Correct Form</i>
actress.....	actor
authoress.....	author
executrix.....	executor, administrator
governess.....	instructor
heroine.....	hero
hostess.....	host
poetress.....	poet
priestess.....	priest
waitress.....	waiter, server

The suffix -ette is a diminutive signifying imitation (flannelette), small size (dinette) or less important (operetta) and should not be used to refer to women. Use the main form for women and men.

Farmerette.....farmer
 majorette.....drum major
 suffragette.....suffragist
 usherette.....usher

Because of their appearance, some words often are mistaken as sexist but are non-sexist and are used as inclusive terms, i.e., words with “man,” “men,” “male,” or a “masculine pronoun” in them:

- human/humanity/humankind—come from the Latin “homo” meaning human being.
- manager, mandate, manacle, maneuver—come from the Latin for “hand.”
- female—comes from the Old French “femelle” from the Latin for “woman” “femina.”
- history—comes from the Greek word historia, from a root meaning “to know,” “to inquire,” to learn.”
- boycott—named after Charles C. Boycott.

TECHNICAL STANDARDS

Technical Standards are non-academic standards to which each student must adhere to successfully complete the program. They include behavioral, professional and intellectual standards. Technical standards must be met with or without accommodations.

Stony Brook University's School of Social Welfare is committed to a program of excellence. Students in our program are expected to possess and demonstrate certain attributes, abilities and behaviors necessary for success in our program. Students are expected to meet these standards both in the classroom and in their field placements with or without reasonable accommodation for disability. Stony Brook University (SBU) complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All applicants and students are held to the same technical and academic standards of admissions and training. If a prospective student who is otherwise qualified requires a reasonable accommodation, they should contact Disability Support Services at SBU.

Communication Skills – Students must be able to communicate effectively in all forms of communication including oral, written and listening with or without reasonable accommodations. Students must be able to express themselves at a professional level by demonstrating their ability to express their ideas and thoughts clearly and concisely utilizing language appropriately. Students must have the ability to comprehend English so they are able to understand and integrate the content presented in the program. In a field placement students must be able to record information accurately and clearly, communicate effectively and sensitively. Students must also be able to communicate effectively with other members of a treatment team and provide accurate information in internship settings

Acceptance of Diversity – Students must demonstrate that they accept all people regardless of race, culture, gender, socio-economic status, national origin, age, abilities, sexual orientation, religion, and value systems. Students must respect differences and must demonstrate empathy showing a willingness to understand other's values, ways of life, and worldviews.

Self-Awareness – Students must demonstrate a willingness to engage in reflective thinking. The student must be able to reflect on their own life experiences and how these affect their work with clients, communities and organizations. Students must be willing and able to change behaviors that interfere with their practice.

Cognitive Skills – Students must demonstrate long and short-term memory, integration of theoretical frameworks and classroom knowledge with social work practice, conceptual analysis, deductive and inductive reasoning, and problem solving skills.

Integrity – The School of Social Welfare adopts the University's Code of Conduct, The School of Social Welfare's Student Conduct Code and the NASW Code of Ethics as the

standards for the School of Social Welfare. Students must adhere to each of these codes while in the classroom and in field internships.

Professional Behavior - Students must behave in a manner that is consistent with the ethics of the social work profession. Students must be punctual, dependable, follow appropriate dress code and be willing and able to receive supervision and constructive criticism. Professional behavior also assumes that students do not have personal issues that impede performance either in the classroom, in field placement or other collegial settings. Students, who are actively impaired psychologically, emotionally, mentally and/or have distorted thought processes and/or are actively abusing illegal or legal substances, can not fully participate in class or in field placement.

Interpersonal Skills – Students must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. These skills include but are not limited to compassion, altruism, integrity, honesty, and respect for others.

Motor Abilities – Students must have sufficient motor abilities to attend class and field placement with or without technical accommodation.

Sensory Abilities – Student must have the ability through his/her senses to participate in classes and field placements. Students must acquire, integrate and apply data through use of their senses with or without technical accommodation.

GOVERNANCE OF THE SCHOOL OF SOCIAL WELFARE

The School of Social Welfare (SSW) is governed by a structure of committees, standing committees, ad hoc committees, subcommittees and a Faculty Senate. Undergraduate and graduate students' participation in some committees is specified in the School's By-laws.

The committee structure provides students with a forum and a mechanism for obtaining information and for clarifying the policies and practices of the School and for input in their formulation.

The School of Social Welfare encourages graduate and undergraduate students to organize through the Graduate and Undergraduate Student Organizations.

STANDING COMMITTEES WITH STUDENT REPRESENTATION

Duly elected students may participate in the development of recommendations to the faculty regarding policy and procedures on academic standing issues, student conduct issues and student grievance issues.

Admissions and Student Services Committee: Two graduate students and one undergraduate student.

Curriculum Committee: two graduate students and one undergraduate student.

Field Education Committee: two graduate students and one undergraduate student.

Faculty Senate: two graduate students and one undergraduate student shall be official representatives to the Faculty Senate. They may participate in discussion and deliberations but shall not vote.

STUDENT ORGANIZATIONS

UNDERGRADUATE STUDENT GOVERNMENT

The existence of a formal student government is integral to insuring the involvement of students in the program, the Health Sciences Center, and the University. The Undergraduate Student Association of the School of Social Welfare is a component of the Health Sciences Center Student Association (HSCSA). THE HSCSA is a formal component of Stony Brook University Undergraduate Government, called Polity. Through this formalized structure, students are afforded the opportunity to have input into the establishment of policies and procedures. In addition, this formalized structure provides the Undergraduate Student Association with a budget to use in enhancing the quality of the students' educational activities that augment their professional growth and development, such as participation in professional conferences and meetings, workshops, and seminars with guest instructors, speakers, and panels.

Senior class officers of the Undergraduate Student Association are elected in the spring of each academic year. Junior class officers are elected in the fall of each year. The Director of the Undergraduate Program serves as advisor to the Student Association and facilitates communication between the Association, the faculty and administration of the School.

ASSOCIATION OF BLACK SOCIAL WORKERS

The Stony Brook Chapter of the National Association of Black Social Workers is located in the School of Social Welfare, Health Sciences Center, Level 2, Room 093.

Officers

President; Vice President; Corresponding Secretary; Recording Secretary; Treasurer; Parliamentarian; President—Undergraduate: to be elected.

Purpose

1. To provide a structure and forum through which social workers and workers in related fields of social service can exchange ideas, offer services, and develop programs in the interest of the Black community and the community at large.
2. To work in cooperation with, or to support, develop, or sponsor community welfare projects that will serve the interest of the Black community at large.
3. To advocate for and engage in activities of social planning and social action which will work to serve the social welfare interest of individuals, agencies, and groups in or serving the Black community.
4. To examine, develop, and support work programs and work in cooperation with, or to support, develop, or sponsor community-based programs of direct service or assistance to individuals in the Black community.

ABSW Code of Ethics

In America today, no Black person except the selfish or irrational, can claim neutrality in the quests for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle in the field of social welfare, we set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

- I regard as my primary obligation, the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.

- I give precedence to this mission over my personal interest. I adopt the concept of Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.
- I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.
- I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organization engaged in social welfare activities.

THE LESBIAN, GAY, BISEXUAL SOCIAL WORKER CAUCUS

The Lesbian, Gay, Bisexual Social Worker Caucus is an association of Graduates, Undergraduates and Faculty at the School of Social Welfare that seeks to fulfill the Mission of the School in identifying ways to foster progressive social change for all Lesbian, Gay and Bisexual people. We have joined together to promote the interests of Lesbian, Gay and Bisexual people in the achievement of full equality and social justice in society, in the profession of social work and the School of Social Welfare.

Toward that end, we are committed to the following:

- increasing Lesbian, Gay and Bisexual visibility;
- broadening the educational experience at the School of Social Welfare to include the experience of Lesbian, Gay and Bisexual people in society;
- to engage in advocacy efforts to ensure that information, literature and research regarding Gay men, Lesbians and Bisexual individuals, that is available through the University and the School, be adequate, updated and state of the art;
- to add to the body of research regarding the breadth and diversity of Lesbian, Gay and Bisexual reality as a way to counteract the frequently negative portrayal of our lives;
- to act as a resource for information and advocacy in response to acts of bias related violence, and discrimination experienced by Lesbian, Gay and Bisexual people;
- to support efforts to document all acts of bias related violence, and discrimination rooted in heterosexism and homophobia;

- to build a sense of community among Lesbian, Gay and Bisexual people by providing a context for Lesbian, Gay and Bisexual people to come together to socialize and network;
- to struggle together toward finding ways to combat the sense of alienation and isolation that so often results from the heterosexist nature of society.

***COUNCIL ON SOCIAL WORK EDUCATION
EDUCATIONAL POLICY AND
ACCREDITATION STANDARDS***

***Copyright 2001, Council on Social Work Education, Inc. All rights reserved.
Sections renumbered December 2001, released April 2002, corrected May 2002,
July 2002, November 2002
Revised June 2003 and October 2004.***

COUNCIL ON SOCIAL WORK EDUCATION EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

Preamble

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide. Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, inter-professional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns. The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education.

The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives. The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

Functions of Educational Policy and Accreditation

Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 of the Educational Policy as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

Educational Policy

1. Purpose

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.

- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.

- Promoting inter-professional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for

concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. *Program Objectives*

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.¹
- M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

¹ Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. *Foundation Curriculum Content*

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic

deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. *Advanced Curriculum Content*

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0-4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

ACCREDITATION STANDARDS

1. *Program Mission, Goals and Objectives*

- 1.0 The social work program has a mission appropriate to professional social work education as defined in the Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.
- 1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

- 1.2 The program has objectives that are derived from the program goals. These objectives are consistent with the Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
- 1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. *Curriculum*

- 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in the Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in the Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

- 2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:
 - 2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
 - 2.1.2 Admits only those students who have met the program's specified criteria for field education.

- 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing Field Education.
 - 2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.² Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.
 - 2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.
 - 2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.
3. ***Program Governance, Administrative Structure, and Resources***
- 3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.
 - 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
 - 3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
 - 3.0.3 The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.
 - B.3.03 At the baccalaureate level, the social work program director which is the chief administrator, or his or her designee, has a master's of social work degree from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree.

² This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.

M3.0.3 At the master's level, the social work program director who is the chief administrator, or his or her designee, has a master's of social work degree from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree.

3.0.4 Social work program directors have a full-time appointment to the program and sufficient assigned time (at least 50% at the master's level and at least 25% at the baccalaureate level) to provide educational and administrative leadership. Combined programs designate a full-time social work faculty member to administer the baccalaureate social work program.

3.0.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1. The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The

program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty, with master's social work degrees from a CSWE-accredited program with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. *Student Professional Development*

5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.

M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. *Nondiscrimination and Human Diversity*

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. *Program Renewal*

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

- 7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
- 7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. *Program Assessment and Continuous Improvement*

- 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.
- 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

Program Changes

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.

OVERVIEW OF THE UNDERGRADUATE PROGRAM

OVERVIEW OF THE UNDERGRADUATE PROGRAM

The full-time, upper division undergraduate program leads to a Bachelor of Science degree with a major in social work. The curriculum provides a foundation for generalist social work practice. Graduates are prepared for entry-level, social work professional positions in a wide range of health and human services institutions. The program comprises a sequence of courses that includes two terms of field education, two days a week. Field placements are available in hospitals, nursing homes, schools, youth services, and public and community social service agencies, among others. ***No credit is given for life experiences.***

Having a mission statement is more difficult and challenging for a school than not having one, or than having a specific but narrow statement of purpose. Yet, it is the challenge of struggling to make the mission statement of purpose. Yet, it is the challenge of struggling to make the mission statement come alive—albeit incompletely and imperfectly—that makes the school an exciting place. It makes both faculty and students believe that we are preserving and carrying forward the social reform philosophy upon which the profession of social work was founded, and which is vital to its future.

The mission statement addresses social problems from a structural framework. This leads to the need to prepare social workers to intervene directly with individuals and families, as well as with larger systems. Thus, practice is undertaken from a model of empowerment, development, and enhancement, rather than from that of pathologies or victim blaming.

I. Program Goals

Based on our mission, we view social work practice as concerned with the enhancement of social functioning and improvement of the human condition through the promotion of social and institutional change, and the provision of opportunities and resources to individuals, groups, communities, and organizations. The relations between individuals and social institution are fundamental concerns of social work. Of central importance is the development of these relationships in such a way as to promote social and economic justice and to protect opportunities for people, especially those who historically have been oppressed and devalued, so that they can live with dignity and freedom. This translates into the following set of goals that guide program direction:

- a. to develop human relationships that are grounded in social justice, human dignity and mutual respect;
- b. to develop new and more just organizational forms;

- c. to transform already existing structures to ones that affirm and enhance dignity and social diversity;
- d. to identify new ways to influence social, economic, and political systems to distribute power, resources, rights and freedom so as to achieve social justice.
- e. to prepare social workers to engage in self-reflective practice.

Given our mission and goals, we have selected the concepts of oppression and transformation as organizing principles of the curricula of the BSW program. Oppression is a social relationship between oppressors and oppressed, divided by distributions of power and control over life-affirming resources and dignity. Our commitment to human dignity and social justice mandates that we assume a strengths perspective that identifies ways that people have endured, resisted and transformed the oppressive circumstances of their lives.

II. *Program Objectives*

1. To prepare students for entry-level generalist social work practice that integrates social work values, knowledge, and skills;
2. to enable students to understand the complexity of problems related to the existence and nature of oppression, especially as they relate to the social, cultural, political, economic, interpersonal, psychological, and physical factors that affect people's lives;
3. to enable students to develop and use practice skills currently necessary to carry out interventions with individuals, families, groups, organizations, and communities that reflect the organizing framework identified above as well as a commitment to appreciate human dignity, human diversity, and the profession's ethics;
4. to provide students with the means to develop and implement strategies that focus and enhance people's strengths in order to identify and transform the internalization of oppression into an enhanced capacity to participate positively in creating their lives and shaping a society that fosters social justice and human dignity;
5. to enable students to have the commitment and capacity to evaluate their own practice and agency, and to engage in efforts to continue professional self-growth.

III. *Educational Outcomes*

These are program-wide outcomes. At the end of an educational experience geared to the preparation of entry-level generalist practitioners, students are expected to:

1. enter the field of social work as generalist practitioners able to work with individuals, families, groups, organizations, and communities;
2. reflect critically on the role of social work vis-à-vis the nature of oppression and the struggle for equality, social justice, and human dignity;
3. enhance and utilize their personally felt commitment to social justice, especially in light of their increased awareness of the structure, processes and effects of oppression in the lives of all people within society, but especially the people with whom generalist practitioners will come in contact;
4. develop an analytical understanding of social policies and programs as they either enhance movement toward social justice or serve to reinforce oppression;
5. incorporate an appreciation for and acknowledgement of the extreme importance of understanding the value and meaning of cultural diversity in this society;
6. identify the social, political, economic, historical, cultural, interpersonal, intrapersonal, and biological factors that affect the nature and existence of the problems with which the generalist practitioner works;
7. understand the critical importance of engaging in social work practice which incorporates social work values and ethics;
8. analyze value based and ethical conflicts which emerge in social work practice in order to engage with client systems to explore choices, implications and possible resolutions;
9. engage in professional practice which enhances the ability of individuals, families, groups, organizations and communities to utilize their strengths as they seek to accomplish goals, reduce distress and maximize quality of life;
10. utilize practice skills to enhance the capacity of people to participate actively and positively in improving their lives and participating in forming a society which reflects social justice and human dignity among individuals, families, groups, organizations, and communities consistent

with the mission of the school and the ethics and values of the social work profession.

11. engage in critical reflection and evaluation of their own practice; and
12. incorporate social work knowledge, both theoretical and empirical, into their practice as professional social workers.

ORGANIZATION OF THE CURRICULUM

The curriculum in the undergraduate program is organized around five substantive areas of knowledge and skills: human behavior and the social environment, social welfare policy, social research, social work practice, and field education.

The following program represents the curriculum for the Bachelor of Science student:

Junior year, Fall Term (15 Credits)

<i>Course #</i>	<i>Title</i>	<i>Credits</i>
HWC 304	Contemporary Social Justice Issues	3
HWC 308	Human Behavior and the Social Environment I	3
HWC 310	Political Economy of Social Welfare	3
HWC 311	Social Welfare Policy, Services and Analysis	3
HWC 313	Research in Social Work I	3

Junior Year, Spring Term (16 credits)

<i>Course #</i>	<i>Title</i>	<i>Credits</i>
HWC 300	Introduction to Fields of Practice	4
HWC 305	Practice Processes in Social Work I	3
HWC 309	Human Behavior and the Social Environment II	3
HWC 312	Social Welfare Policy and Institutional Oppression	3
HWC 314	Research in Social Work II	3

Senior Year, Fall Term (18 credits)

<i>Course #</i>	<i>Title</i>	<i>Credits</i>
HWC 301	Field Education I	6
HWC 306	Practice Processes in Social Work II	3
HWC 315	Integrating Seminar I	3
	Three Electives*	6

Senior Year, Spring Term (18 Credits)

<i>Course</i>	<i>Title</i>	<i>Credits</i>
HWC 302	Field Education II	4
HWC 307	Practice Processes in Social Work III	3
HWC 316	Integrating Seminar II	3
	Three Electives *	6

Students may not take fewer than 15 credits or more than 19 credits per semester.

ELECTIVES

Students are required to take a minimum of 12 credits of electives to fulfill the curriculum requirements. In addition to the choice of electives offered in the SSW, to satisfy that requirement, students may take two upper division electives relevant to social work that are taught outside the School of Social Welfare. The course selected may be from those offered by a variety of departments within the University including those courses offered by other schools within the Health Sciences Center. The content of the course must be in concert with the School's mission and program objectives and in a subject not covered by the school's curriculum offerings. Prior to registering for such an elective, students must obtain approval from their advisor and the Director of the Undergraduate Program in writing. Students may apply *two* electives from outside the program *or* from transfer into the program.

INDEPENDENT STUDY

* Electives vary from term to term.

In order to provide students with an opportunity to explore specific educational and professional interests not covered in the curriculum, independent study is available. The independent study must be in a subject area that is in concert with the School's mission and program objectives and is not covered in the curriculum offerings. ***Independent study may not replace required course work.*** To pursue an independent study for a maximum of three credits, a student must design an Independent Study Proposal (see p. 70); obtain the faculty advisor's approval; obtain a faculty sponsor; and obtain the approval of the Director of the Undergraduate Program. The student then registers for HWC 395 Independent Study. Students may only take a maximum of 3 credits of independent study during their tenure in the program.

INDEPENDENT STUDY PROPOSAL

NAME _____
(Please Print)

I.D.# _____

Semester/Year _____

of Credits (1-3) _____

Please describe your Independent Study Proposal using the following headings. Attach the description to this cover sheet.

- I. Purpose of the Independent Study (Explain why you want to undertake Independent Study/towards what goal.)
- II. Description (Explain what you want to undertake Independent Study/towards what goal.)
- III. Methodology (Explain how you want to accomplish the purpose above.)
- IV. Timetable for completion (Describe the ways in which you will demonstrate progress in fulfillment of Independent Study responsibility.)
- V. Resources (Describe any/all resources that will be used and how they will be used. Include a tentative bibliography.)
- VI. Plan for contact with sponsor (number of contact hours required):

*1 credit = 15 hours
2 credits = 30 hours
3 credits = 45 hours*

Student's Signature and Date _____

Sponsor's Name (Print)

Advisor's Name (Print)

Sponsor's Signature and Date

Advisor's Signature and Date

Program Director's Name (Print)

Program Director's Signature and Date

A copy of this sheet plus attachments should be forwarded to the SSW Office of Student Services for the Student File.

ACADEMIC ADVISEMENT

Academic advisement is an essential component of a student's overall experience with the School of Social Welfare. All students are assigned to a member of the faculty that will serve as their faculty advisor throughout their academic career. It is appropriate to bring your thoughts and concerns regarding your classes, field placement or other professional issues to the attention of your faculty advisor. If a problem or concern develops, you are encouraged to bring it forward in a timely manner.

I. *Informal Consultation*

Informal Consultation refers to the normal on-going discussions among faculty and between faculty and students regarding the students' educational plans, progress, problems and grievances. Normally this is carried out as part of advisement, class and field education, and academic assessment. This process does not affect students' formal academic status, but may serve to initiate further action regarding both academic and non-academic problems and/or grievances.

II. *Ongoing Educational Planning and Academic Review*

Meetings between students and advisors might be initiated by either party and may occur at any time. These meetings provide an opportunity for discussion of students' educational plans and goals and educational performance in the program. These meetings also provide an opportunity for exploration of the existence of student grievances. Academic review does not formally alter a student's academic standing. The results of this review, however, may serve to initiate further action regarding both academic and/or non-academic problems and/or grievances.

III. *Responsibilities of the Students*

The students should:

- A. ***ascertain early in the first semester whether their assigned advisor's schedule is compatible with their own.*** If not, the advisor should be changed. (See procedures for changing advisors);
- B. ***provide ongoing current information:*** address, phone number and schedules, to the SSW Office of Student Services, the advisor, and the Office of Field Education;
- C. ***initiate meetings with the advisor during each semester.*** Students are encouraged to initiate meetings with the advisor at any time that issues,

concerns and/or grievances exist for them and to have a minimum of one contact each semester.

D. use this opportunity to:

1. consult with their advisor in order to discuss the student's ideas regarding academic and career goals, and to engage in educational planning;
2. receive guidance on selection of courses;
3. obtain and share information about community activities related to the program;
4. discuss any problems and/or grievances.

IV. *Changing Advisors: Policy and Procedure*

Students are assigned to faculty advisors when they enter the program. Normally, students will have the same academic advisor for the duration of their enrollment at the School. However, there may be circumstances in which a change of advisor is indicated. If this is so, the following regulations apply:

- A. Students in *good academic standing* have the option of changing advisors at any time. They should obtain the agreement of the person to whom they wish to be assigned. A change of advisor form, obtained from the SSW Office of Student Services, with the signatures of the student, the new advisor and the original advisor should be forwarded to the Director of the Undergraduate Program, with copies to the SSW Office of Student Services (for the student's file), former advisor, and new advisor.
- B. Students *not in good academic standing*, in the midst of an academic review process, or who have been on academic probation, may not change their advisors without approval of the Academic Standing Committee.

ACADEMIC STANDING, STUDENT CONDUCT CODE, STUDENT GRIEVANCES: POLICIES AND PROCEDURES

This section of the document sets forth the policies and procedures of the School of Social Welfare/HSC/Stony Brook University, with respect to the academic standing of students, of students' compliance with the Student Conduct Codes, and the student grievance and appeals procedures. It is understood that the general philosophy underlying these policies and procedures is not one of instituting punitive measures or attempting to constrain the activities of students that are appropriate to and consistent with the School's educational philosophy, mission, policies, and goals. Rather, they are intended to enhance the degree to which the School can be responsive to individual situations as early as possible in order to avoid the development of serious problems, and address student grievances in a timely fashion. It is also recognized that the School has the responsibility to make decisions regarding the ability of students to perform in accordance with accepted academic and professional standards, and as such, has the responsibility and the right to review and act in accordance with the School, Health Sciences Center, and University policies on student conduct and academic standing issues.

These policies are intended to clarify and facilitate the School's ability to:

1. identify individual conduct and academic situations which require attention;
2. provide review of such situations;
3. develop whatever action is necessary to remedy such situations;
4. take appropriate administrative action; and
5. provide a procedure for dealing with student grievances.

I. Student Status

Student academic status encompasses the following:

A. Good Standing

Students must maintain a cumulative grade point average (GPA) of B (3.00) to remain in good standing. (A = 4.00; A- = 3.67; B+ = 3.33, B = 3.00; B- = 2.67; C+ = 2.33; C = 2.00; C- = 1.67; D+ = 1.33; D = 1.00; D- = 0.67; F = 0.00).

B. *Loss of Good Standing*

1. Students whose cumulative grade point average (GPA) falls below B (3.00) at the end of any one semester will automatically be placed on academic probation for the following semester and be reviewed by the Academic Standing Committee. All students in this situation **must** contact their academic advisor. If the grade point average does not reach a B (3.00) by the end of the probationary period the matter will be considered by the Academic Standing Committee for further action.
2. Students who receive an F in field education (HWC 301, 302) or the Practice Processes in Social Work courses (HWC 305-307) for any one semester will automatically be placed on probation and the matter will be referred to the Academic Standing Committee. All students in this situation **must** contact their academic advisor.

C. *Probation, Suspension, Withdrawal, Unauthorized Withdrawal, Termination*

1. ***Probation***

Students may be placed on probation in accordance with the policies and procedures set forth in this document. Probation means that the student is no longer in good standing. A student on probation must meet formally stated requirements in a specified time period in order to be reinstated to good standing. A student who does not meet such requirements may: (a) have the probationary requirements extended; (b) may be offered the option of voluntarily withdrawing from the program; (c) be suspended; or (d) terminated from the program. In cases of withdrawal, students who wish to reenter the program must reapply through the regular admissions process.

2. ***Suspension***

Suspension refers to formal action in which a student loses all rights and privileges to participate in the academic program as of the date of such suspension. Students who are suspended may not register for any subsequent academic period until such suspension is lifted. The usual period of suspension is for one academic year and may be shortened or extended. Periods of suspension count towards the five-year period within which the degree requirements must be completed.

3. ***Withdrawal***

Students may apply for voluntary withdrawal from the program. Students who withdraw lose all rights and privileges to participate in activities of

the School and may not register for any subsequent academic period unless readmitted through the regular admissions process.

(a) ***Procedure***

1. Withdrawal forms are available in the School of Social Welfare's Office of Student Services.
2. Withdrawal from the School, for any reason, will be recorded ***only when written notification of the withdrawal is submitted by the student and is received by the Office of Student Services of the Health Sciences Center*** from the School of Social Welfare's Office of Student Services. The date stated on the official withdrawal form and not the date of the last class attendance is considered the official date of withdrawal. ***Non-attendance or notification to instructors does not constitute official withdrawal.***

4. ***Unauthorized Withdrawal***

Students who do not return at the start of a semester without following official withdrawal procedure are considered to have taken an unauthorized withdrawal from the program. They will be terminated from the program. Students who leave school ***during*** a semester without following official withdrawal procedure are considered to have taken an unauthorized withdrawal from the program. They will be terminated from the program and will be reported as having failed all courses for which they were registered.

5. ***Termination***

Students may be terminated from the program by action of the Dean. Such students lose all rights and privileges to participate in the activities of the School and may not register for any subsequent period.

D. ***Leaves of Absence***

Students may be granted a leave of absence for a period of time up to one year. If the leave of absence is granted beginning in the Spring semester it may be granted for up to three consecutive semesters, after which the student must register in order to remain in good standing. Students should be aware that the integrity of the educational experience would be paramount in decisions regarding leaves of absence and conditions for return. ***All leaves of absence time counts toward the five-year period within which the degree requirements must be completed.***

Return to the program will require careful planning with both the academic advisor **and** the Field Education Office due to the sequencing of courses and field placement requirements. *Please note that the School cannot guarantee a one-semester field placement.*

1. ***Procedure***

Leaves of Absence are granted by the Dean. Students must submit a written request for a Leave of Absence, stating the reasons, to their faculty advisor, with a copy to the School of Social Welfare's Office of Student Services. The advisor will ascertain the student's academic standing in class and field, after which the advisor's written recommendation will be forwarded to the Dean.

Students planning to return after an approved leave of absence need to plan with their faculty and field advisors during the semester prior to their return, and must follow registration and field planning dates.

Students must register for the semester immediately following the end of their approved leave **or they will be considered to have taken an unauthorized withdrawal from the program.**

II. ***Conditions under which Academic Standing, Student Conduct and/or Grievance Action may be Initiated***

Consideration of a student's academic standing, student conduct and/or grievance may be initiated by the student or a faculty member in the following situations when:

- A. a student believes that she/he has a grievance in relation to his/her status as a member of the school/and or university;
- B. conditionally admitted students do not fulfill the conditions for admission;
- C. the student does not maintain a satisfactory grade point average;
- D. the student is experiencing difficulty in maintaining satisfactory standards in course work or in field work;
- E. the student is having difficulty maintaining appropriate behavior in the School, the University or community;
- F. the student is having difficulties in planning or carrying out the educational program;

- G. there is a question of the student having violated the SSW Student Conduct Code and/or University conduct policies.

III. *Procedures*

Academic standing procedures are as follows:

A. *Review of Grade Point Average*

At the end of each semester, each student's grade point average is reviewed. Any student whose record indicates conditions as defined under Student Status will automatically be placed on probation. A letter will be sent to the student to inform him/her, with copies to the advisor and SSW Office of Student Services file. The advisor may discuss the student's probationary status with other faculty.

B. *Academic Assessment Meeting*

An academic assessment meeting involves a conference between two or more faculty members and the student. This conference may be initiated to discuss (1) issues regarding the student's educational plans and performance in the program; (2) issues of student conduct; (3) grievances related to the student's academic or non-academic experiences which the student believes have not been satisfactorily resolved. This meeting is convened by the student's faculty advisor as a result of one or more of the following:

1. at the initiation of the faculty advisor;
2. at the request of one or more faculty members;
3. at the request of the student;
4. at the request of the Office of Field Education.

Typically, such a meeting would be convened to consider; (1) an academic or field education problem; (2) an issue of student conduct; (3) a grievance which the student believes has not been adequately addressed; and (4) to devise a plan to address the problem(s).

A report of the meeting will be prepared by one of the faculty members who participated in the entire meeting and distributed to all the participants. In this report the outcomes and timetables that have been developed to deal with the identified problem(s) will be specified. A copy of this report is placed in the SSW Office of Student Services file. Possible outcomes of this academic assessment meeting may be:

1. satisfactory resolution of the problem(s)/grievances;

2. development of a plan to address the problem(s)/grievances;
3. referral of the matter to the Academic Standing Committee.

If the matter is referred to the Academic Standing Committee, a copy of the report is sent to the Chairperson of the Academic Standing Committee who presents the matter to the Committee

- C. Should the student decide to initiate formal action on a grievance, this should be done by filing a written complaint addressed to the student's advisor with a copy to the Chairperson of the Academic Standing Committee.

D. ***Academic Standing Committee***

1. ***Functions:***

The Academic Standing Committee meets monthly (*additional meetings may be held as needed*) to:

- (a) consider issues of students' academic standing;
- (b) consider issues of students' conduct;
- (c) consider students' grievances;
- (d) consider appeals;
- (e) monitor the ongoing implementation of policies related to academic standing, student conduct, student grievances; and
- (f) develop recommendations to the faculty regarding policy and procedures on academic standing issues, student conduct issues, and grievance issues.

2. ***Procedure:***

The Academic Standing Committee consideration of student status could be triggered by:

- (a) a request of the faculty advisor;
- (b) a review of the report of an academic assessment meeting;
- (c) an appeal by the student of the recommendations of an academic assessment meeting;
- (d) student's loss of good standing;
- (e) student's experiencing difficulty in maintaining satisfactory standards in course work and/or field education;
- (f) student's having difficulty in planning or carrying out the educational program;
- (g) concerns that the student might have violated the SSW Student Conduct Code and/or university conduct policies;

- (h) allegation of academic dishonesty;
- (i) any other situation which raises questions regarding a student's status in the program.

The following procedures will be implemented when a meeting of the Academic Standing Committee is to be held to consider any of the above conditions regarding a student's status:

- (a) the faculty advisor, the student, and other involved persons should be invited to attend the meeting;
- (b) the student will be notified in writing of the date of the meeting;
- (c) the student has the right to attend part of the meeting in order to present pertinent information and to participate in the discussion of the issue(s);
- (d) parties such as classroom faculty, field faculty, field instructors, students, other appropriate university personnel who can provide relevant information will be allowed to attend and participate; and
- (e) all written material to be considered at the Academic Standing Committee shall be made available to all participants in the meeting.

It shall be understood that this procedure is an internal School and/or agency matter and not a legal proceeding. No participant shall be entitled to other advocates and/or legal representation.

Following discussion of the issue(s) by the participants, the student, faculty advisor, and any parties listed in (d) above shall withdraw from the meeting. The Academic Standing Committee will then deliberate. Any member of the Committee may request that the vote on the recommendations to the Dean be by closed ballot.

The committee may make any of the following recommendations to the Dean:

- (a) resolution of the issue(s) and no further action required;
- (b) specify measures to be taken to deal with the issue(s) under consideration;
- (c) that the student be placed on probation, be suspended or terminated from the School;
- (d) whether the student be permitted to attend and/or continue to attend classes and/or field education.

After the deliberations, the student and faculty advisor are invited to return to the meeting and informed of the Committee's recommendations to the Dean.

The report of the Academic Standing Committee meeting must subsequently be in written form and must include a full description of the situation as presented to the Committee, a summary of the deliberations that reflects the reasons for the recommendations, as well as any non-majority views that a member or members of the Committee wish to have included. A copy of the report is distributed to all members of the Committee for comments. The final report is sent to the Dean, the student and is placed in the SSW Office of Student Services student's file.

Since the report is mailed to the student, it is the student's responsibility to provide the SSW Office of Students Services with his/her correct current address.

E. ***Appeals***

Action on appeals can usually occur ONLY WHEN THE SCHOOL IS IN SESSION.

1. ***Appeals of the Recommendations of the Academic Assessment Meeting***

Any recommendation made as a result of an academic assessment meeting may be appealed to the School of Social Welfare Academic Standing Committee.

Appeals must be in writing and addressed to the Chairperson of the Committee within 10 days after the written report of the academic assessment meeting has been sent to the student.

2. ***Appeals of the Recommendations of the Academic Standing Committee***

Any recommendations of the Academic Standing Committee may be appealed, in writing, to the Dean within 10 days after the written report of the Academic Standing Committee meeting has been sent to the student.

F. ***Academic Standing Committee Composition***

Chairperson – The Associate Dean for Academic Affairs

Members:

The Director of the Graduate Program
The Director of the Undergraduate Program
The Director of Field Education
The Chairperson of the Admissions Committee
Faculty members selected by the Dean

REGISTRATION AND MAINTENANCE OF MATRICULATION: POLICIES AND PROCEDURES

I. Maintenance of Matriculation

All BSW candidates must register for each academic period unless they have been approved for a leave of absence. Students not registered in course work and/or field education, but not approved for graduation because of incomplete work, must maintain matriculation until they are approved for graduation. They must register for at least the one credit course (HWC 399 Maintenance of Matriculation) during each academic period and must do so according to the regular registration procedure. **Credits earned for HWC 399 may not be counted toward the total number of credits required for graduation.**

II. Period of Time for Completion of Degree

Students must complete all requirements for graduation in a period no longer than five years from the date of their matriculation at the School. This includes periods of suspension and time taken for authorized leaves of absence.

III. Registration Procedures

Students register using the Solar System during a designated registration period. Students are responsible for knowing the requirements for completion of the program and planning their schedules accordingly.

A. Course load

Students may not register for less than 15 credits or more than 19 credits per semester.

B. Change of Registration – Add/Drop Period

Students may change their registration on the Solar System until the end of the second week of classes.

No course may be added or dropped after the second week of classes, except by petition procedure, with a form obtained in the SSW Office of Student Services and the payment of a fee per petition.

C. ***Late Registration***

A late registration fee is charged by the University.

D. ***Waivers***

Professional foundation required courses (Human Behavior and the Social Environment, Research, Social Welfare Policies, and Social Work Practice if taken in conjunction with satisfactorily completed field education) taken as a student at a CSWE accredited BSW program may be waived by the Director of the Undergraduate Program and the Associate Dean for Academic Affairs. The course, with a grade of B or better, must have been taken no more than 4 years prior to matriculation at the School of Social Welfare.

1. ***Procedure***

A typewritten or legibly printed ***PETITION FOR WAIVER*** form (obtained from the SSW Office of Student Services) must be submitted by the student with a transcript, course description(s) and course outline(s) of the courses completed elsewhere being used as the basis for the waivers which are being requested. Additional documentation regarding the course(s) may be requested. Students may be required to take an examination for the course for which they are requesting a waiver. Faculty ruling on the request will evaluate the material submitted and indicate their approval or non-approval, on the Petition form. The Petition form is then submitted to the SSW Office of Student Services. ***If approved, the student's transcript will indicate that the particular course has been waived and will indicated a Pass grade with 0 credits earned.***

Since waivers do not earn credit, the issuance of waivers does not decrease the number of credits the student must complete in order to graduate. In some cases, however, students may also receive transfer credits for waived courses. ***In order to receive any credit for courses, students must also initiate and complete the procedure for transfer credit.*** See below to determine applicability (IIIE) and procedures for obtaining transfer credits.

E. ***Transfer Credits***

A student may petition to have up to one year's credit earned in a CSWE accredited BSW program accepted by the School of Social Welfare. Such courses, including a minimum of two semesters of satisfactorily completed field education, must be with a minimum grade of B and have been taken

as a matriculated student within four years prior to matriculation at the SSW. In such circumstances, students must obtain *transfer credits* (as well as waivers) for all the required courses that they would have taken during their first year at the SSW. ***Field education evaluations must be submitted in order to obtain credit for Field education.*** This process must be completed before the end of the add/drop period of entrance into the SSW.

1. ***Procedure***

A typewritten or legibly printed ***PETITION FOR TRANSFER CREDITS*** form (obtained from the SSW Office of Student Services) must accompany copies of material (even though these may have already been submitted for the waiver process—i.e., transcripts, field work evaluations, course descriptions, and course outlines.)

The documenting materials must be presented, first to the appropriate professor (i.e. the professor responsible for a similar course to the one for which credit is being requested.) The professor may request additional documentation or have the student take an exam. If the professor approves the request, the recommendation is forwarded to the advisor, who will submit the petition and the documenting material along with his/her recommendation to the Director of the Undergraduate Program, who will act on the request. If the faculty member responsible for the similar course, or the advisor or the Director of the Undergraduate Program rejects the petition, students may appeal the decision by following the usual appeals procedures as outlined in this manual.

IV. ***Grading Policy***

A. ***Assignment of Grades***

In each course, including field education, final grades are recorded by the University at the end of each academic period. Grades assigned at the completion of a course are as follows: A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = 0.67, F or I/F = 0.00. In addition, the following grades may be given:

1. ***Satisfactory/Fail***

A satisfactory/Fail (S/F) grading policy is used in specifically designated courses. This includes Field Education (HWC 301, 302) and Maintenance of Matriculation (HWC 399).

2. ***Incompletes***

a. ***“I” (Incomplete) grades are only to be submitted in extraordinary circumstances. Courses are designed to be completed within the time allotted for the course. Therefore, “I” grades are only awarded at the discretion of the instructor when a student is unable to complete all course requirements because of circumstances beyond his/her control.***

b. The following required courses have prerequisites:

HWC 301 Field Education I
HWC 302 Field Education II
HWC 306 Practice Processes in Social Work II
HWC 307 Practice Processes in Social Work III
HWC 312 Social Welfare and Institutional Oppression
HWC 314 Research in Social Work II
HWC 316 Integrating Seminar II

c. ***If the student receives an “I” (Incomplete) in any of the prerequisites for the above courses, all requirements must be completed and a passing grade submitted by the instructor one week prior to the beginning of the semester in which any of the above courses are being taken. Otherwise the student will be deregistered from the course and will not be able to attend. (Please note paragraph 4 below.)***

d. Under extraordinary circumstances, an instructor of an elective course, at his or her discretion, may request an extension of the original Incomplete by written notification to the Registrar before the deadline appearing in the academic calendar. Any such extension will normally be limited to the last day of classes of the semester following that in which the course was taken. ***An Incomplete may not be made up by auditing a subsequent offering of the course.***

e. If a letter grade is not reported by the extension deadline appearing in the academic calendar, the “I” will automatically be changed to “I/F” and will be utilized in the computation of the grade point average. ***A final grade***

appearing in the student's academic record may not be changed after one calendar year from the start of the term in which the grade was incurred. Students are responsible for seeing that their deadlines are met.

- f. ***Field Education and Practice Processes in Social Work must be taken concurrently.*** If a student does not satisfactorily complete either any of the HWC 305-306 - Practice Processes in Social Work I-II courses or concurrent Field Education (HWC 301), she/he will be de-registered from the subsequent Practice Processes in Social Work course and Field Education. Seniors will also be de-registered from HWC 315 - Integrating Seminar I.

3. ***No Record (NR)***

An instructor may assign a temporary “No Record” (NR) on the grade sheet only for students who have never, to the instructor’s knowledge, participated in the course in any way. An “NR” report is not to be interpreted as a grade, but only as a temporary indication of the state of affairs which requires prompt resolution, leading either to the removal of the course from the student’s transcript or to assignment of a grade. If a final grade is not reported by the deadline dates appearing in the academic calendar, the grade of “F” will be recorded.

B. ***Grade Point Average for Certification for Graduation***

For the purpose of determining grade point averages, letter grades have the following value: A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = 0.67, F or I/F = 0.00. S (Satisfactory) is not included in the grade point average.

Grades and courses appearing on the student’s academic record at the time of certification for graduation cannot be changed subsequently. Students will be permitted to graduate with the grade “F” or “I/F” on the academic record in exceptional circumstances and only if the Dean of the School grants permission. Even if permission is granted to graduate, the designation of the “F” or “I/F” or ”NR” will remain on the transcript.

C. ***Repeating Courses***

With the advisor's approval, and in consultation with the instructor, a student may repeat an elective course in which a grade of "F" was received. Required courses in which a grade of "F" was received ***must*** be repeated. ***All grades having assigned points and semester hours will be included in the grade point average, but a given course, which has been repeated, may be counted only once in satisfying credit hour requirements.***

D. ***Grade Reports***

Grades can be viewed on the Solar System at the end of each semester.

E. ***Academic Records***

The student is responsible for ensuring that all academic records are accurate. Particular attention should be paid to the computer printouts distributed to students at the end of each semester by the Office of Records (Registrar). Missing grades, inaccurate course or section numbers, and/or inaccurate credit allocations should be followed up immediately with School of Social Welfare personnel. In some cases, students create their own inaccuracies by making errors while registering. In other cases, students fail to officially Add/Drop during the designated period. In any case, students are advised to be continually attentive to the accuracy of their academic records, and to contact their advisors and SSW Office of Student Services as soon as any problem is identified.

GRADUATION

In addition to the University-wide commencement ceremony, the School of Social Welfare plans and conducts a convocation ceremony for its students.

Every student planning to graduate ***must apply by the published deadlines for graduation***, in the semester in which he/she expects to complete all graduation requirements. (Students must apply for graduation via the Solar System.) The deadline for application is usually the third week of the semester in which the student expects to graduate. ***Under no circumstances will students be eligible to receive the degree in a particular semester if the application has not been completed on time. Failure to file the form on time may prevent graduation in the semester desired.***

Records must be accurate and up to date for graduation. Grades and courses appearing on the student's academic record at the time of certification for the degree cannot be

changed subsequently. No student will be permitted to graduate with a “F”, “I/F”, or “NR” in the undergraduate social work program on the academic record, except in exceptional circumstances and if permission is granted by the Dean of the School. Even if permission is granted to graduate, the designation of the “F, I/F, or NR” will remain on the transcript.

POST-GRADUATION PLANNING

The Undergraduate Program provides guidance in several ways for post-graduation planning in several ways. Through the advisement process, students are encouraged to address the issue of post-graduation planning in the Junior year.

The School is committed to assisting students to achieve their goals. Position announcements and vacancies relevant to social work are posted outside of the Field Education Office. The services of the University’s Career Development Office, located in the Melville Library, are also available to students, including the maintenance of a professional credentials folder.

Graduates of the Undergraduate Program who apply to the Graduate Program of the School of Social Welfare at Stony Brook are considered by the same criteria as other individuals applying to that program. Students may apply for either the Advanced Standing and/or the full-time or modified full-time options.

DIRECTORY OF IMPORTANT TELEPHONE NUMBERS

DIRECTORY OF IMPORTANT TELEPHONE NUMBERS

NOTE: When calling from an on-campus phone, dial only the LAST 5 DIGITS.
When calling from outside Suffolk County use 631 area code.

FOR EMERGENCIES:

AMBULANCE

(On Campus)333
(Off Campus)911

FIRE

(On Campus).....333
(From a Pay Phone or Off Campus).....0

OPERATORS

(On Campus).....0
(Outside Operator).....8-0
(From Off Campus to Campus Operator).....689-6000

PUBLIC SAFETY

(On Campus).....333
(From Off Campus or Pay Phone).....632-3333

RESPONSE

(Off Campus Crisis Counseling Service).....751-7500

SNOW EMERGENCIES

(Health Sciences Center).....444-SNOW
(Main Campus).....632-SNOW

UNIVERSITY HOSPITAL EMERGENCY SERVICE.....444-2465

WALK SERVICE.....632-6337

OFFICE LISTINGS:

School of Social Welfare444-2138
Admissions and Student Services.....444-3141
Field Education.....444-2143

Affirmative Action.....632-6280

BOOKSTORES

Matthews Medical/HSC.....	444-3685
Wallace/West Campus.....	632-6550
Bursar.....	632-9315
Bus Service.....	632-6418
Campus Residences.....	632-6750
Career Development Office.....	632-6810
Counseling Center.....	632-6720
Credit Union, Teachers Federal.....	444-3400
Dental Care Clinic.....	632-8989
Disabled Student Services.....	632-6748
Faculty Student Association (FSA).....	632-6514
Financial Aid/HSC.....	444-2111
Grades.....	632-1100
Graduate Student Organization (GSO).....	632-6493
Libraries	
Health Sciences Center.....	444-2512
West Campus.....	632-7100
Micro Computer Lab.....	444-3502
Off-Campus Housing.....	632-6770
Polity (Undergraduate Student Organization).....	632-6460
Registrar.....	632-6175
Registration.....	632-1100
Sports Complex.....	632-7200
Staller Center for Arts.....	632-6820

Student Accounts.....	632-6175
Student Health Insurance.....	632-6054
Student Services/HSC.....	444-2111
Student Union.....	632-6820
Traffic Office.....	632-6345
Writing Center.....	632-7405