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# INTRODUCTION

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## Cornerstone University's Social Work Program

Welcome to the Social Work Program at Cornerstone University. The social work major was established in 1990 in the Social Sciences Division with its first graduates in 1992. Since then, the program has grown to approximately 45 majors annually and two full-time professors.

The Social Work Program at Cornerstone University is accredited through the Higher Learning Commission to offer a BA in Social Work degree. Along with this accreditation, a secondary level of accreditation through the Council on Social Work Education (CSWE) has been attained. The Social Work Program achieved initial accreditation by the Council on Social Work Education in February of 2004. A degree accredited by CSWE allows entrance into advanced placement MSW programs and state licensure, among other benefits.

Graduates of our program are successfully finding employment in a variety of social work positions and agencies in the local community, their home communities, and abroad. Our students can be found working in residential treatment, child welfare, nursing homes, domestic violence shelters, substance abuse treatment, criminal justice, homeless shelters, churches, low-income assistance programs and mental health centers. Many of our students are also enrolled in graduate studies or have completed Master's degrees.

The Social Work Program at Cornerstone University is committed to preparing students for beginning level social work practice within the context of a Christian Worldview.

We are pleased you have selected our program for your undergraduate education and trust you will find your experience challenging and rewarding. Please read this handbook carefully as you are responsible for its contents.

## Statement of Nondiscrimination

In keeping with the mission of Cornerstone University, which is to "enable individuals to apply unchanging biblical principles in a rapidly changing world," the Social Work Program prepares students for the professional practice of social work with diverse populations. In providing services graduates maintain the dignity and worth of all individuals regardless of race, color, religion, creed, gender, ethnic or national origin, disability, age, political orientation, or sexual orientation.

# DEFINITION OF SOCIAL WORK

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## **Social Work as a Profession**

Social work is a helping profession devoted to improving the lives and social conditions of people. Social workers are problem solvers who come to the aid of individuals, families, groups, or communities. Social workers develop coping capacities, mobilize resources, and instill hope within the clients they serve. Social workers assess the need for change in the social environment and serve as change agents at many levels, including political arenas. Social work also includes administration of social programs and services, as well as research into the effectiveness of these programs.

The profession advocates particularly for the needs of vulnerable and oppressed populations such as the poor, elderly, children, minorities and those with physical or mental disabilities. Social workers practice in a variety of human service settings including: schools, hospitals, courts, prisons, day care centers, nursing homes and elder care facilities, domestic violence shelters, substance abuse treatment centers, homeless shelters, industry, adoption and foster care agencies, vocational rehabilitation programs, mental health centers, churches, residential treatment programs, and government offices.

The demand for trained and competent social work practitioners continues to increase in response to the ever-changing, complex and growing needs of our society.

## **Social Work and a Christian Worldview**

Many of the underlying values and beliefs that form the foundation for social work practice and policy can be traced to biblical mandates in the Old and New Testaments. Though our culture, as well as the profession, has changed radically through time, these principles are timeless and provide the major distinctive in Cornerstone's Social Work Program. Our students are challenged to integrate Scriptural truths with social work knowledge, theory and skills for practice in contemporary society. Students think critically about the implications of a Christian worldview and the impact on service delivery to clients.

## **Generalist Practice**

Generalist practice is the application of a broad range of skills, knowledge and professional values focused on planned change and empowerment for diverse client systems. Baccalaureate social workers are trained to be generalists. That is, students are introduced to social work knowledge, values and skills that prepare them to function effectively in a variety of social work settings and to intervene effectively with a diverse client population. In addition, social work generalists learn to fulfill and adapt to multiple professional roles. Generalists are also trained to plan interventions at all levels of the client system: micro, mezzo, and macro. Generalist skills in problem solving, evaluation and assessment as well as knowledge of professional values, ethics and community resources are transferable to social work practice in most any human service organization or community.

# PROGRAM MISSION

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## Mission Statement

The mission of the Social Work Program at Cornerstone University is to prepare students for competent entry-level generalist social work practice within the framework of a Christian worldview.

## Program Goals

The Social Work Program at Cornerstone University empowers students to:

1. Apply understanding of curriculum content necessary for competent entry-level generalist social work practice in a variety of settings with individuals, families, groups, communities, and organizations. These content areas include:
  - ◆ theory relevant to human behavior in the social environment
  - ◆ social policy
  - ◆ social justice
  - ◆ diversity
  - ◆ populations-at-risk
  - ◆ research
  - ◆ professional values and ethics
  - ◆ ethical decision-making
  - ◆ social work practice skills.
2. Utilize critical thinking skills in preparation for entry-level employment and life-long learning.
3. Integrate their Christian worldview confidently with social work practice in a global context.

## Program Objectives

Graduates will develop the capacity and demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice. (EPAS 3.1)
2. Understand and practice within the values and ethics of the social work profession. (EPAS 3.2)
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, race, religion, gender, and sexual orientation. (EPAS 3.3)
4. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice. (EPAS 3.4)
5. Understand and interpret the history of the social work profession and its current structures and issues. (EPAS 3.5)
6. Apply the knowledge and skills of generalist social work to practice with systems of all sizes. (EPAS 3.6)
7. Apply knowledge of bio-psycho-social-spiritual variables that affect individual development and behavior, and use theoretical frameworks that are supported by empirical evidence to understand the interactions between individuals and social systems. (EPAS 3.7)
8. Analyze, influence, and formulate social policies on behalf of client systems, workers, and agencies. (EPAS 3.8)
9. Evaluate research studies, apply findings to practice, and evaluate own interventions. (EPAS 3.9)
10. Use communication skills differentially with a variety of client populations, colleagues, and members of the community. (EPAS 3.10)
11. Use supervision and consultation appropriate to social work practice. (EPAS 3.11)
12. Function within the structure of organizations and service delivery systems, and seek necessary organizational change. (EPAS 3.12)
13. Understand the influences of our Judeo-Christian heritage in the history of the profession and social welfare policy and apply Christian values and biblical principles to contemporary social work practice. (EPAS 3.2)

# **PROGRAM POLICIES AND PROCEDURES**

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## **Application Procedures**

### **Application for Admission**

Students who choose to major in social work must make a formal application to the Social Work Program after completing SWK 111 Introduction to Social Work. Students must be at least sophomore standing, and program interviews need to take place before students enroll in SWK 331 Social Work Practice 1: Individuals and Families. Admission packets include a letter from the Social Work Director, an Admissions Procedures document, an Application for Admission to the Social Work Program, three References for Admission forms, and the NASW Code of Ethics.

### **Admission Criteria**

Students must have a cumulative grade point average of 2.0 or above as well as a 2.5 average or above in social work courses. A C- or below is unacceptable for Social Work courses (see Graduation Requirements #3).

### **Application and Autobiography**

Students must complete a written application and autobiography describing their interests, goals, strengths, areas for improvement, and commitment to the profession of social work.

### **Reference Letters**

Three reference forms must accompany the application. The references should be from a non-social work professor (preferably a professor in the History and Social Science department), employer or volunteer supervisor, and one personal, non-relative. Since interviews will not be held until all the references have been received, please be prompt in sending them out. It is recommended that the student send along a personal note and a self-addressed, stamped envelope to encourage a quick response. Students are responsible to check with their Social Work Advisor regarding their references being sent to the office.

### **Admissions Interview**

Following the review of the application materials and reference forms, a formal admission interview will be set up with the social work program faculty. The purpose of the interview is to reflect on the student's aspirations, goals, and potential for social work, to discuss the student's strengths and weaknesses. If necessary, this interview will serve as a time to agree on a corrective plan of action that reflects the student's commitment to an area of growth. It also provides an opportunity for students to plan, clarify options, ask questions, and voice concerns.

## **Admission to the Program**

Applicants will be notified of their acceptance to the Social Work Program within a week of a completed application. The Social Work Program reserves the right to request a student to withdraw from the Program if academic performance, ethical or professional behavior, or emotional/physical health indicates that the student may not successfully complete the program or jeopardize the well-being of clients served. Applicants who are not accepted to the program will be advised as to an alternate field of study.

## **Appeals**

If denied admission, the student may appeal the decision to the Social Work Director in writing. Students will receive a response to their appeal or grievance within two weeks.

## **Readmission**

Students who withdraw or are asked to withdraw from the program may apply for readmission under the same requirements and procedures utilized for initial application. It is recommended that students in this circumstance delay reapplication for at least one full semester or until the problem cited by the student or the program is resolved.

The Social Work Program does not discriminate in its admission and retention policies on the basis of race, gender, color, ancestry, national origin, age, disability or veteran status.

## **Graduation Requirements**

To be eligible for graduation, students must fulfill the following conditions:

1. Bachelor of Arts degrees require completion of 129 credit hours, including the hours prescribed for general education core, the social work major, and one minor (major = 45 minimum of credit hours; minor = minimum of 18 credit hours). The number of hours required for graduation may exceed 129 hours when remedial courses are part of the student's program.
2. A cumulative grade point average of 2.0 or above.
3. A cumulative grade point average of 2.5 or above in the social work and cognate courses taken. Any course with a C- or below in the Social Work Program will need to be retaken.
4. A mark of "C-" or better in ENG 113 and COM 111.
5. Residency for at least 32 hours and residency for 24 of the last 33 hours. At least 12 hours of the major must be completed in residence.
6. Completion of a senior assessment test. Social work majors may register to take the ACAT (Area Concentration Achievement Tests) either December or May of their senior year.
7. Completion of a senior exit interview to be scheduled with the Social Work faculty at the student's initiative during their final semester.

## **Transfer Students**

The Social Work Program may accept a maximum of 18 hours (the equivalent of a minor) for courses completed with a grade of C or better at a CSWE-accredited BSW program. Students wanting to transfer specific SW courses must provide copies of the syllabi as well as verification of the courses taken. Field practicum courses are not transferable and must be taken in residence. Grades received in courses for which transfer credit is granted will not be included in the computation of a student's grade point average. Students must also complete the Application for Admission to the Social Work Program.

## **Work and Life Experience**

While Cornerstone University's Social Work Program encourages and values work and life experience, no academic credit is given for these experiences. It is the policy of the department that academic credit must be earned through coursework in a CSWE-accredited BSW program.

## **Academic Advising Policy**

### **Social Work Advising Introduction**

Advising of Social Work students is focused on academic and performance areas as they relate to the Social Work profession and practice. Individual counseling needs are referred to the Counseling Unit in the Student Development Office or to the student's individual provider. In the same semester a student declares Social Work as their major, they are assigned a Social Work faculty member. This generally occurs when the student is admitted to the university but can occur at a later date in the case of transfer students or changes of major. Students are encouraged to declare their major as soon as possible for access to MSW advising expertise and to comply with sequencing and program structure.

In addition to acquiring an advisor, in the semester the student declares Social Work as their major, the student is encouraged to take the "Career Direct" test in Career Services (the summary will be placed in the students file). This testing allows for a student to understand their strengths and weaknesses in the various areas: personality, vocation, values, skills and abilities. The test will require 45-60 minutes to complete as well as a 20-minute follow up visit with the Assistant Director of Career Services. Many aspects of the test will be beneficial for placement in the student's Field.

### **Assignment of Advisees**

Advisees are assigned to faculty by the General Studies office on an arbitrary basis and are evenly distributed. No faculty will have more than 30 students. Students may request a particular faculty to be their advisor and this will be accommodated if the faculty member has openings and at the discretion of that faculty (Change of Advisor form must be completed). An attempt will be made to fulfill all requests if possible.

## **Frequency of Contact**

The advisor will meet with the advisee a minimum of one time per semester. For students on probation for academic or other difficulties, advisors will meet more frequently and at least twice per semester. Students are welcomed and encouraged to schedule additional time with the advisor depending on individual needs.

## **Student Advising File Content**

The Student Advising File includes:

- ◆ Student Advising Contact Log
- ◆ Student Advising Sheet
- ◆ Course Checklist
- ◆ Student Transcripts
- ◆ Four-Year Plan
- ◆ Completed Course Request Forms

## **Areas of Discussion for Student Advising**

Students are advised for the purpose of their academic and personal development. Areas covered in advising meetings may include:

- ◆ Classes
- ◆ Scheduling
- ◆ Selection and content of minors
- ◆ Selection and content of electives
- ◆ Social Work program admission, probation, and retention requirements
- ◆ Values discussion
- ◆ Field placements
- ◆ Monitoring of achievement
- ◆ Career goals and options
- ◆ University policy
- ◆ Masters level education options

Faculty advisors must be familiar with University resources such as tutoring, study skill help, and Career Center services to assist the student in making contact with appropriate support services.

## **Reciprocal Responsibilities of Faculty and Students**

Academic advisors are expected to:

1. Help with course selection, scheduling, and registration each semester.
2. Answer questions regarding university requirements (particularly the general education and social work curriculum) and procedures.
3. Be knowledgeable about university resources that can help students with problem areas (study skills, career exploration, tutoring), and assist them in making contact with appropriate support services.

4. Help students establish realistic goals to achieve during the academic year.
5. Help explore career plans and alternatives.
6. Support students' individual development.
7. Abide by the rules of confidentiality.
8. Keep regular office hours and be available for appointments.

Students are expected to:

1. Meet with their advisor on a regular basis (at least once per semester).
2. Give accurate information concerning their interests and abilities.
3. Indicate to their advisor if they are having difficulties.
4. Strive to meet the goals established for the academic year.
5. Make use of the university resources available to help students.
6. Select individual courses from those suggested and construct a tentative schedule prior to pre-registration each semester.
7. Attend all classes on a regular basis.
8. Complete appropriate paperwork when making schedule changes or withdrawing from classes.

## **Termination Policy**

The Social Work Program Admissions Committee, consisting of social work faculty, reserves the right to request that a student withdraw from the Social Work Program if academic performance, ethical or professional behavior, or emotional or physical health indicates that the student may not successfully complete the program or may jeopardize the well-being of clients served. The University may also terminate a student for academic performance. The student should then follow the guidelines outlined in the Academic Catalog and/or Student Handbook.

Factors contributing to student termination from the Social Work Program are:

1. Failure to maintain a GPA of 2.0 in all courses required.
2. Failure to maintain a GPA of 2.5 in all courses required in the social work major.
3. Failure to demonstrate capacity to master necessary generalist practice skills, such as self-awareness, client empathy, non-judgmental attitudes, client right to self-determination, and good oral and written communication skills.
4. Failure to demonstrate personal and professional conduct consistent with the NASW Code of Ethics.
5. Failure to demonstrate emotional stability requisite for professional practice.

Examples of behaviors that may result in termination from the Social Work Program include, but are not limited to:

1. Inability to work professionally with persons from populations reflecting differences of race, color, religion, creed, gender, ethnic or national origin, disability, socio-economic status, age, political orientation, and sexual orientation.

2. Disregard for principles of confidentiality or client self-determination.
3. Demonstration of consistently poor written and/or oral communication skills.
4. Unwillingness to receive and accept feedback and supervision in a positive manner, and to use such feedback to enhance professional development.
5. Inability to deal with current life stressors through the use of appropriate coping mechanisms.
6. Criminal behavior.

Students have a right to appeal their termination from the Social Work Program, if it is a Social Work termination. If the student was terminated or placed on probation from the University, they should follow the procedure outlined in the Academic Catalog and/or Student Handbook. Students should submit their appeal first to the Social Work Program Director and follow the process outlined in the program's grievance procedure.

If appropriate, a student may be placed on probationary status and informed of the reasons both verbally and in writing. Within two weeks of the written notice, the social work faculty, field supervisor (if appropriate), and any other involved parties will meet to discuss allegations, various factors, and relevant material to determine alternatives to dismissal. If probation is granted, a specific behavioral student contract will be devised with regular meetings for monitoring of specific, measurable objectives and accountability.

Removal of the student would be a collaborative decision between the field practicum agency, the student's supervisor at that agency, the Field Practicum Coordinator, and the Social Work Program Director.

## **Student Grievance Procedure**

Should a student be refused admission to either the Social Work Program or practicum, or otherwise be informed of discontinuation in the program, the option of appealing such action is available to the student. An appeal must be submitted in writing to the Program Director within three weeks of the rejection date. The appeal will be processed within four working weeks of being received, and the student will be notified of the decision in writing within one week of the date of that decision.

In general, students with a grievance are encouraged to speak with their social work academic advisor and/or the Social Work Program Director. Many grievances can be dealt with and resolved informally. For those that cannot, the student is reminded of his/her rights to a formal appeal.

If the student is unhappy with the results of the appeal, a further appeal can be submitted to the Chair of the History and Social Science Division. If the student or Social Work Program is still unhappy with the outcome, either party can appeal to the university provost's office. The decision of the provost shall be final.

Additional information related to academic and co-curricular matters can be found under the heading "Student Grievance/Complaint Procedure" in the University Student Handbook

# **Cornerstone University's Notice of Nondiscriminatory Policy Toward Students**

Cornerstone University does not discriminate on the basis of race, national origin, sex, age, or disability in its policies and programs.

## **Social Work Program's Nondiscriminatory Statement**

1. While Cornerstone University's Social Work Program supports the right of the individual to self-determination, it also respectfully supports the institution's right to have policies that reflect its sincerely held Biblical beliefs. Within these parameters, the Social Work Program will confidentially support individuals as they work through issues in the context of their own value system.
2. This policy of equal educational opportunity applies to all aspects of education, including recruitment, admission, financial aid, retention, and graduation.
3. The program does not discriminate in its educational policies and practices against any qualified person with a disability. This extends to recruitment, admission, financial aid, retention, and graduation. The program, under the guidelines of the Americans with Disabilities Act, is responsible for making reasonable accommodations to the limitations of qualified persons with a disability and to provide them with educational opportunities to the extent practical.
4. Consistent with its objective of achieving and providing equal educational opportunities, the Social Work Program is actively engaged in admission and recruitment practices that reflect an ongoing plan to encourage minorities, women, and individuals with disabilities to be a part of the university student body and to precipitate the removal of perceived barriers that discourage access to the major.
5. The Social Work Program is committed to open access to all educational, organizational, and social and religious activities for every member of the student body.
6. Any member of the program who believes unlawful discrimination has occurred will have access to a fair and reasonable process as outlined in the Social Work Program Admission Policy.

### **Diverse Experiences**

1. The Social Work Program will continue to seek minority agencies to serve as field practicum sites.
2. The Social Work Program will continue to seek diverse field instructors.
3. The Social Work Program will solicit diverse members to serve on the advisory committee.

# Sexual Harassment Policy

Members of the Cornerstone University community affirm that men and women are image-bearers of our Creator and members of the family of Christ. We are unique works of divine creation having unqualified worth. As such, violation of a person is a violation of our Creator and of the body of Christ. Therefore, we are each mutually obligated to protect the dignity, safety, and self-respect of every member of this academic community.

This university community is fully committed to the moral teachings of Jesus Christ and to fostering an environment in which all persons have equal opportunity to work and pursue learning freely, whether in group settings or in close relationships between students, faculty and staff. We purpose to perform our tasks as a caring and diverse educational community transcending class, cultural, ethnic, gender, and racial boundaries. Therefore, in accordance with biblical principles, the university forbids and condemns any covert or overt acts of abuse, assault, harassment, or intimidation, which interfere with these affirmations and commitments.

## Definitions of Harassment

1. Age, disability, ethnic, gender, or racial harassment bringing about discriminatory insult, intimidation, or ridicule will not be tolerated. Harassment has the purpose, effect, and potential to:
  - a. Create an intimidating, offensive, or hostile environment, including stalking violations of Michigan law
  - b. Unreasonably interfere with an individual's performance; and
  - c. Adversely affect the spiritual growth of the entire university community.
2. Sexual harassment includes such behaviors as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:
  - a. Submission to such conduct is explicitly or implicitly made a term or condition of employment, instruction, or participation in any university activity;
  - b. Submission to or rejection of such conduct by an individual is used as the basis of evaluation in academic or employment decisions; or
  - c. Such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating a hostile, intimidating, or offensive environment.

Sexual harassment also includes behaviors that contribute to or create a hostile environment serving no scholarly, artistic, or educational purpose.

Generalized sexist remarks or behaviors include demeaning remarks or actions that are directed at individuals or groups based on their gender.

Offensive sexist remarks or behaviors include lewd, obscene, or sexually suggestive remarks or actions, which would be deemed offensive by a reasonable person in that situation. Also included are displays of sexually offensive audio and visual materials.

Sexual advances without intimidation include sexual advances which are accompanied by a promise of reward or a threat of punishment.

## **Reporting Harassment**

Complaints against students: In a non life threatening emergency call the campus switchboard  
Emergency number at 949-5300 from off-campus or dial "0" (zero)  
from on campus.  
Director of Campus Services  
Residence Life Professional Staff by Hall  
Associate Dean of Students (ext. 1423)  
VP for Student Development (ext. 1423)

Complaints against faculty: Academic Advisor  
Division Chair  
Academic Dean  
Director of Human Resources (ext. 1447)

Complaints against staff: Immediate Supervisor  
or Director of Human Resources (ext. 1447)

If sexual harassment should occur in the field practicum, the student needs to follow the policy of the agency placement and inform the field instructor as well as the field practicum coordinator of Cornerstone University.

The complete Sexual Assault/Harassment Policy for Cornerstone University can be found in the University Student Handbook.

## **Social Work Policy for Student Involvement in Field Experience**

Students who are involved in the various field experiences required throughout the curriculum are expected to adhere to the same Social Work Code of Ethics that is required of all professionals in their contacts with clients in the community; this is irrespective of status as an employee, student intern, volunteer, mentor, or observer of social work practices while touring an agency.

The following guidelines based on the NASW Code of Ethics will serve to guide and structure students' interactions in the practice or field setting.

1. Students are expected to volunteer their skills with no expectation of financial return. Monetary gifts from clients are forbidden.

2. Students respect the inherent dignity and worth of all persons and treat each client in a caring and respectful fashion.
3. Students behave in a trustworthy manner and maintain honest and responsible behavior in the tasks to which they are assigned.
4. Students should seek to increase professional skill, and refrain from assignments that are outside of their level of competence.
5. Students are required to report any abuse, neglect, or knowledge of client threats to harm self or others.
6. Students should seek permission from either the client or a responsible party before offering any type of service, clearly identifying their role as a Cornerstone University intern or volunteer.
7. Students should not take unfair advantage of a client relationship to further a personal or religious cause.
8. Students should not solicit personal information from a client, or share personal information about themselves unless it is essential to providing services or conducting research.
9. Students should protect the confidentiality of all information obtained unless disclosure is necessary to prevent harm to the client or others.
10. Students should maintain the confidentiality of the clients they serve as written in the NASW Code of Ethics.
11. Students should set clear, appropriate, and culturally sensitive boundaries regarding any type of physical contact and instruction with a client.
12. Students should engage in culturally competent, non-discriminatory social work practice.
13. Students who are leaving an internship or volunteer setting should inform clients of appropriate options for the continuation of services.

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**I have read and understand the above policy and agree to abide by it.**

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# APPLICATION FOR ADMISSION TO THE SOCIAL WORK PROGRAM

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## **PERSONAL DATA**

Name \_\_\_\_\_ Today's Date \_\_\_\_\_

Maiden Name (if applicable) \_\_\_\_\_ Student ID Number \_\_\_\_\_

Local Address \_\_\_\_\_

Permanent Address \_\_\_\_\_

Local Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Email \_\_\_\_\_

## **ACADEMIC DATA**

Academic Advisor \_\_\_\_\_

Cumulative GPA at Cornerstone \_\_\_\_\_ Anticipated Graduation Date \_\_\_\_\_

Were you enrolled in a social work program at another college or university? \_\_\_\_\_

List all colleges and/or universities attended, including Cornerstone:

<u>Completed Hours</u>	<u>College/University</u>	<u>Dates Attended</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

**HOBBIES AND INTERESTS:** *What are your hobbies and leisure activities?*

**CAREER PLANS:** *What are your short and long-term career plans?*

**CROSS-CULTURAL EXPERIENCE:** *Describe your cross-cultural experiences.*

**AUTOBIOGRAPHY**

Please attach a short autobiography, typed and double spaced, highlighting events and experiences that enhance your motivation to choose social work as a major. Include the following:

- A. What experiences in family life and relationships have significantly affected your personal growth and development?
- B. How did your cultural identity, racial, ethnic and religious background influence your decision to become a social worker?
- C. What do you believe to be your strengths, which will contribute to your effectiveness as a social worker?
- D. Identify areas in your life for additional personal and professional growth and development.

**EXPERIENCE**

Please describe any social work related experience, such as volunteer work or employment in agencies, schools, churches, or clubs:

Supervisor's Name, Address And Phone Number	Description of Experience (Include the name of the agency or institution)	Dates/ Hours	May We Contact?
	Volunteer or Paid (Circle One)		
	Volunteer or Paid (Circle One)		
	Volunteer or Paid (Circle One)		
	Volunteer or Paid (Circle One)		

**CAMPUS ACTIVITIES:** *List leadership, committee work, and extra-curricular activities.*

**CHURCH / COMMUNITY / VOLUNTEER ACTIVITIES:** *List leadership, small group experience, committees, teaching, etc.*

**REFERENCES**

Please get permission from each person to use his or her name as a reference. After filling out the box at the top of each reference form, mail them directly to those persons listed:

University Instructor \_\_\_\_\_

Former Employer/Supervisor \_\_\_\_\_

Personal (Nonrelative) \_\_\_\_\_

**STATEMENT OF AGREEMENT**

**with the**

**NASW CODE OF ETHICS**

I have read and understand the National Association of Social Workers Code of Ethics and am in full agreement with the values, principles and ethical standards of the profession. I agree to abide by them and understand that any violation of these codes could result in probation or dismissal from the Cornerstone University Social Work Program.

**COMMENTS:**

SIGNED: \_\_\_\_\_ DATE: \_\_\_\_\_

I verify that the information provided in this application is truthful and correct.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**REFERENCE FOR ADMISSION  
TO THE SOCIAL WORK PROGRAM**

**APPLICANTS:** *Complete this section of the form before asking someone to complete the reference below. Please enclose a self-addressed, stamped, return envelope for those who must mail in their reference for you.*

Applicant's Name (Printed) \_\_\_\_\_ Date \_\_\_\_\_

**The Family Educational Rights and Privacy Act of 1974 provides the student with a right of access to this reference form. This right may be waived, but no school or person can require the student to waive this right. Check and sign one of the following statements.**

I waive my right to review of this recommendation.  I do *not* waive my right to review of this recommendation.

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

**REFERENCE:** *Based on your association with the above applicant, please comment on the following:*

(Circle the appropriate rating, five being the highest.)

**PERSONAL QUALITIES: 1 2 3 4 5**

*General appearance, integrity, emotional stability, maturity, interpersonal skills, self-direction, values*

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**INTELLECTUAL QUALITIES: 1 2 3 4 5**

*General intelligence, creativity, resourcefulness, insight, communication skills, sound judgment*

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**SOCIAL QUALITIES: 1 2 3 4 5**

*Leadership, cooperation, responsibility, poise, tact, ability to work successfully in a multicultural setting*

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*Please comment generally regarding your estimate of this candidate's probability of success in the field of social work.*

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*To what capacity have you known the applicant?*

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*How long have you known the applicant?* \_\_\_\_\_

*To what extent do you feel that you know the applicant?*

\_\_\_\_\_ Very Well    \_\_\_\_\_ Moderately Well    \_\_\_\_\_ Not Very Well

*Based on my knowledge of the applicant, I would:*

\_\_\_\_\_ Recommend this student for admission to the social work program

\_\_\_\_\_ Not recommend this student for admission to the social work program

\_\_\_\_\_ Recommend additional screening (please explain below)

Explanation of recommendation or additional comments: \_\_\_\_\_

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Thank you for your time.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Name Printed: \_\_\_\_\_ Title: \_\_\_\_\_

If other than Cornerstone University faculty, please provide us with additional information:

Organization: \_\_\_\_\_

Address: \_\_\_\_\_ Phone \_\_\_\_\_

Please mail this form to: Cornerstone University

Social Work Program Director

1001 East Beltline Avenue, NE

Grand Rapids, MI 49525-5897

(Use campus mail or deliver to Social Work office if on campus)

# CURRICULUM

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## Liberal Arts Foundation Courses

Students at Cornerstone University must complete 129 semester hours in order to obtain a Bachelor of Arts degree. A general education core of fifty-eight (58) semester hours is required of these students, including social work majors. The general education core requires students to obtain the Christian liberal arts foundation in their educational program. The goal of the Christian liberal arts foundation is to prepare graduates that “have developed a Christian worldview, intellectual skills, and community skills necessary to function in the Christian community and society, and skills and attitudes conducive to spiritual formation” (Cornerstone University Academic Catalog).

The general education core requirements include the Cornerstone core courses. Cornerstone core courses develop the student’s Christian worldview and integration of faith across the disciplines. A study of basic doctrines, Biblical study, and critical thinking and inquiry challenge the student’s spiritual formation and spiritual maturity. These courses constituted the major revisions made from the previous year. The Cornerstone core courses include:

<b>IDS 100</b>	<b>Foundations of Inquiry</b>	<b>2 Credits</b>
<b>REL 100</b>	<b>Christian Foundations I</b>	<b>3</b>
<b>REL 101</b>	<b>Christian Foundations II</b>	<b>3</b>
<b>IDS 200</b>	<b>Religious Communities &amp; Culture</b>	<b>3</b>
<b>SCI 100</b>	<b>Foundations of Scientific Inquiry</b>	<b>4</b>

The remainder of the general education core seeks to provide the breadth and scope of a liberal arts perspective and an integrated Christian worldview in order that students might acquire the knowledge, skills and abilities to pursue meaningful vocations and ministries. The general education core requirements are as follows:

<b>REL 352</b>	<b>Christian Theology</b>	<b>3 Credits</b>
<b>PHI 211</b>	<b>Introduction to Philosophy</b>	<b>3</b>
<b>ENG 113</b>	<b>Freshman Rhetoric</b>	<b>4</b>
<b>COM 111</b>	<b>Speech Communication</b>	<b>3</b>
<b>HIS 113</b>	<b>World Civilization I</b>	<b>3</b>
<b>KIN 100</b>	<b>Foundations of Wellness</b>	<b>2</b>
<b>KIN 1XX</b>	<b>Activity Course</b>	<b>1</b>
<b>SSC 211*</b>	<b>American Government</b>	<b>3</b>
<b>PSY 111</b>	<b>General Psychology</b>	<b>3</b>
	<b>Foreign Language (or equivalent)</b>	<b>0-8</b>

One of the following:	<b>3</b>
<b>FAR 211</b> <b>Introduction to Fine Arts</b>	
<b>ENG 223</b> <b>Introduction to Literature</b>	
<b>REL 3XX</b> <b>A Biblical Literature Course</b>	

One biological science course from the following:	<b>4</b>
<b>BIO 151</b> <b>Foundations of Biological Science</b>	
<b>BIO 241</b> <b>Anatomy &amp; Physiology I</b>	
<b>BIO 242</b> <b>Anatomy &amp; Physiology II</b>	

One <b>mathematics</b> course (or qualifying ACT score)	<b>3</b>
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Total Cornerstone/General Education Core:	<hr/> 58 Credits
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The course with an asterisk \* is a substitute course for social work majors. That is, social work students take SSC 211 American Government in place of the general core requirement of an additional history course, HIS 113 World Civilization II or HIS 114 American Studies. The substitution serves two functions: 1) to contribute to the broad base of the liberal arts foundation and, 2) to prepare students for further study specific to the professional foundation courses. Social work students must also select a human biology course to fulfill the lab science requirement.

In addition to the general education core, social work majors are required to complete nine (9) semester hours of cognate courses. The cognate courses are prerequisites for course offerings in the major. The cognate courses include:

<b>SOC 111</b> <b>Introduction to Sociology</b>	<b>3 Credits</b>
<b>SOC 243</b> <b>Social Problems</b>	<b>3</b>
<b>ECN 231</b> <b>Macroeconomics</b>	<b>3</b>

Total Cognate Courses:	<hr/> 9 Credits
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Students complete their educational program by selecting a minor. Minors consist of a minimum of eighteen (18) semester hours. Minors may be selected from the twenty-six (26) offerings listed in the academic catalog for the Bachelor of Arts degree.

## Professional Foundation

The Social Work Program seeks to prepare students for generalist social work practice within the framework of a Christian worldview. Students are provided a curriculum that teaches social work knowledge, values, and skills essential to the beginning social work practitioner and transferable to a variety of social service settings and diverse client populations.

The social work major consists of forty-one (45) semester hours and includes content on social work values and ethics, human behavior in the social environment, diversity, populations-at-risk, social and economic justice, social welfare policy and services, social work practice, research, field practicum, and an integrative seminar. Required social work courses in the major include:

<b>SWK 111</b>	<b>Introduction to Social Work</b>	<b>3 Credits</b>
<b>SWK 221</b>	<b>Human Behavior in the Social Environment I</b>	<b>3</b>
<b>SWK 222</b>	<b>Human Behavior in the Social Environment II</b>	<b>3</b>
<b>SWK 311</b>	<b>Social Welfare Policy</b>	<b>3</b>
<b>SWK 331</b>	<b>Social Work Practice I: Individuals &amp; Families</b>	<b>3</b>
<b>SWK 332</b>	<b>Social Work Practice II: Groups</b>	<b>3</b>
<b>SWK 333</b>	<b>Social Work Practice III: Communities &amp; Organizations</b>	<b>3</b>
<b>SWK 417</b>	<b>Human Diversity</b>	<b>3</b>
<b>SWK 450</b>	<b>Field Practicum</b>	<b>10</b>
<b>SWK 451</b>	<b>Field Practicum Seminar</b>	<b>2</b>
<b>SWK 453/454</b>	<b>Integrated Statistics/Research I, II</b>	<b>6</b>
<b>SWK 462</b>	<b>Senior Seminar</b>	<b>3</b>

Total Major Courses

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45 Credits

## Course Descriptions

### **SWK 111 Introduction to Social Work**

An introduction to the history of social work as a profession from its Judeo-Christian origins to current trends and influences. An overview of professional social work education including an introduction to social work values and ethics, generalist practice theory, social welfare policy, populations at-risk, social work roles and various practice settings.

### **SWK 221 Human Behavior in the Social Environment I**

The study of theories and knowledge of human behavior and bio-psycho-social-spiritual development from birth to young adulthood. Application of social systems theory in the analysis of the interactions between human behavior and social environmental structures. Attention is given to the role of culture, race, ethnicity, social class, gender and sexual orientation in human development and behavior. *Prerequisites: PSY 111, SOC 111, SWK 111, & BIO 151, or BIO 241, or BIO 242*

### **SWK 222 Human Behavior in the Social Environment II**

The study of theories and knowledge of human behavior and bio-psycho-social-spiritual development from middle to late adulthood. Application of social systems theory in the analysis of the interactions between human behavior and social environmental structures. Attention is given to the role of culture, ethnicity, social class, race, gender and sexual orientation in human development and behavior. *Prerequisite: SWK 221*

### **SWK 311 Social Welfare Policy**

A survey and analysis of the political, social, cultural and economic forces that influence the development of welfare policies in the United States. The impact of these policies on various populations at risk (including, but not limited to those distinguished by age, ethnicity, culture, class, religion, sexual orientation, and physical or mental ability) is examined. Students develop and articulate their own perspectives on social welfare and the implications for generalist social work practice. *Prerequisites: SWK 111, SOC 243, SSC 211, ECN 231*

### **SWK 331 Social Work Practice I: Individuals & Families**

Direct practice skills essential for the generalist social worker: interviewing and assessment skills, advocacy, case management, crisis intervention, ethical decision making and problem solving methods are applied to case situations. Students are introduced to the Generalist Intervention Model with considerations for practice with diverse and vulnerable client populations. *Prerequisites: Admission to the SWK Program, SWK 111; co-requisite: SWK 221*

### **SWK 332 Social Work Practice II: Groups**

Application of social work generalist practice skills in service delivery to groups. Study of the origins of group work as a social work intervention method, group dynamics and processes, and stages of group development. Students study techniques for the implementation of task groups and treatment groups, including methods of effective group work with diverse client populations. *Prerequisites: SWK 331, admission to the SWK Program.*

### **SWK 333 Social Work Practice III: Communities & Organizations**

Indirect practice and intervention skills essential for the generalist social worker: community organization and development, social planning, social action and social administration. Focuses on the interplay between the individual and the macro environment and viewed from the perspective of the direct service provider seeking supportive resources for vulnerable or oppressed client populations. *Prerequisites: SWK 332, admission to the SWK Program*

**SWK 344 (SOC 344) Substance Abuse** Possible elective.

**SWK 346 Child Welfare** Possible elective.

**SWK 441 (SOC 346, FAM 346, PSY 346, SOC 441) Gerontology** Possible elective.

### **SWK 417 Human Diversity (SOC 417)**

Comparative study of ethnic and racial minorities. This course explores the history of majority-minority relationships, the current status of minorities, and subcultural differences. Students learn the importance of appreciating subcultural differences and the implications of those differences for multicultural practice settings. *Prerequisites: SOC 111, SOC 243*

### **SWK 450     Field Practicum**

Students are placed in a community agency (minimum of 400 hours) under the supervision of a professional social worker. Opportunities are provided to integrate the knowledge, values, and skills of generalist practice in the field setting with client systems that may include: individuals, families, small groups, organizations, and communities. Emphasis is on the enhancement and well being of diverse and vulnerable populations and working towards the amelioration of environmental conditions that affect people adversely. *Prerequisites: Admission to the SWK Program, faculty approval, must have completed all required SWK courses, must be taken concurrently with SWK 451, senior status.*

### **SWK 451     Field Practicum Seminar**

A seminar, held on campus, in which students may share practicum experiences, integrate theoretical knowledge, consider ethical and value issues, and practice mutual support and supervision. Emphasis is on the understanding of oneself in the helping role and developing cultural sensitivity in working with diverse individuals, families, groups, and communities. *Note: Must have completed all required SWK courses, must be taken concurrently with SWK 450.*

### **SWK 453/454     Integrated Statistics/Research**

Designed to equip students with basic statistical knowledge and research skills, this course focuses on applications of these skills and competencies within the helping professions. Attention will be given to helping students become more skilled consumers of empirical research literature. In addition to lectures on basic statistical and research concepts, students will work in research teams to apply this knowledge in the context of a comprehensive research project. The first semester will cover writing a research proposal, basic quantitative and qualitative research design, research ethics, and survey/protocol development. In the second semester, students will gather empirical data, conduct SPSS data analysis, and prepare written and oral research reports. Students will be encouraged to seek conference presentation and/or publication of their original work. *Pre-requisite: math requirement. Note: This 6-credit course must be taken in sequence during consecutive semesters.*

### **SWK 462     Senior Seminar**

This course serves as the capstone to the Social Work Program. Through initial engagement in the field, a proposed research/macro project (to be completed in their spring practicum), case scenarios, and presentations, students will demonstrate learning related to generalist Social Work practice. Additional focus will be on the integration of Christian faith and social work practice as well as preparation of students for continued professional development following graduation. *Prerequisites: Admission to the SWK program, senior status.*

### **SWK 480     Advanced Topics**

An elective course on a selected topic related to social work generalist practice. May include current issues or trends, special populations or advanced practice skills. *Prerequisites: SWK Major, junior or senior status.*

### **SWK 490     Independent Study**

An elective course requiring student research and a written report on a specific area of interest related to social work practice. The topic is selected by the student with final approval and supervision by social work faculty. *Prerequisite: Faculty Approval.*

# FIELD PRACTICUM

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## Eligibility for Field Practicum

In the senior year, social work students participate in a required field practicum experience under the supervision of a social worker with a CSWE accredited BSW or MSW degree for a minimum of 400 hours. This provides opportunity for hands-on training and application of theory, knowledge, and skills to actual situations in a variety of settings. Student field practicum placements have included areas such as adoption and foster care agencies, crisis pregnancy centers, juvenile court, hospitals, nursing homes, child and adolescent group homes, community mental health and residential treatment centers.

To enroll in the field practicum, students must achieve senior status (completed 96 credit hours), have taken SWK 462 Senior Seminar, have approval from the social work department faculty, and been accepted into the Social Work Program. Students also must register to take SWK 450 Field Practicum and SWK 451 Field Practicum Seminar concurrently.

## Process of Field Practicum Placement

Student assignments to field practicum sites are determined by a process that includes the field practicum coordinator, the student, and the field instructor.

1. First, students complete a field practicum interest form along with a resume, then participate in an initial interview with the field practicum coordinator and receive a copy of the Field Practicum Manual. The student discusses his/her career goals and aspirations, practice areas of interest, and skill strengths and weaknesses that he/she wishes to develop.
2. Next, the field practicum coordinator assists the student in selecting two or three practicum sites that best match the student's interests, career goals, and skill set.
3. The student sends a letter of intent and resume to the potential field practicum instructors.
4. Following an interview with each instructor, the student considers each offer for a practicum placement and presents the final choice to the field practicum coordinator for approval.
5. A letter of confirmation and field agency agreement is sent to the selected field practicum site along with dates of field instructor orientation and training.
6. A formal learning contract is developed and approved by the field instructor, the student, and the field practicum coordinator outlining the learning goals and activities of the student. Methods of student evaluation and supervision are also established and include: a minimum of one hour per week of direct supervision between the student and the field instructor; a minimum of two written evaluations (a mid-term evaluation and a final evaluation); and a minimum of two site visits by the field practicum coordinator (or assigned faculty liaison).

## Field Practicum Seminar

A seminar, held on campus, in which students may share practicum experiences, integrate theoretical knowledge, consider ethical and value issues, and practice mutual support and supervision. Emphasis is on the understanding of oneself in the helping role and developing cultural sensitivity in working with diverse individuals, families, groups, and communities.

## Potential Practicum Placement Sites

### Children and Adolescents

**The Arbor Circle Corp.**  
1101 Ball Avenue NE  
Grand Rapids, MI 49505

**Bethany Christian Services**  
901 Eastern Avenue NE  
P.O. Box 294  
Grand Rapids, MI 49501-0294

**Catholic Social Services**  
40 Jefferson SE  
Grand Rapids, MI 49503

**Central High School**  
421 Fountain Street NE  
Grand Rapids, MI 49503

**Child & Family Resource Council**  
118 Commerce SW  
Grand Rapids, MI 49503

**D.A. Blodgett Services for Children and Families**  
805 Leonard Street NE  
Grand Rapids, MI 49503

**Department of Human Services**  
Cascade Commons  
5321 - 28th Street SE  
Grand Rapids, MI 49546

**Eagle Village**  
Adventure Learning Center  
5044 – 175<sup>th</sup> Avenue  
Hersey, MI 49639

**Lutheran Child & Family Services**  
2130 – 44<sup>th</sup> SE  
Grand Rapids, MI 49508

**St. John's Home**  
2355 Knapp Street NE  
Grand Rapids, MI 49505

**Salvation Army**  
**1632 Linden Avenue SE**  
Grand Rapids, MI 49507

**Wedgwood Christian Youth  
and Family Services**  
3300-36th Street SE  
P.O. Box 88007  
Grand Rapids, MI 49512-0007

**Wyoming Park High School**  
2125 Wrenwood Street SE  
Grand Rapids, MI 49503

**Kent County Juvenile Court**  
1501 Cedar NE  
Wyoming, MI 49509

## **Elderly**

### **Bishop Hills Elder Care Community**

4951 - 11 Mile Road NE  
Rockford, MI 49341

### **Brookcrest Nursing Home**

3400 Wilson SW  
Grandville, MI 49418

### **Christian Rest Home**

1000 Edison Ave NW  
Grand Rapids, MI 49504

### **Heartland Healthcare**

2320 East Beltline NE  
Grand Rapids, MI 49546

### **Pilgrim Manor**

2000 Leonard Street NE  
Grand Rapids, MI 49505

### **Senior Neighbors**

820 Monroe NW, Suite 640  
Grand Rapids, MI 49503

## **Adults**

### **61<sup>st</sup> District Ct., Chief Probation Office**

180 Ottawa NW, Suite 2200  
Grand Rapids, MI 49503

### **Alpha Women's Center**

1055 East Fulton Street  
Grand Rapids, MI 49503

### **Degage Ministries**

144 S. Division Avenue  
Grand Rapids, MI 49503

### **Department of Human Services**

415 Franklin SE  
Grand Rapids, MI 49507

### **Grand Rapids Housing Commission**

1420 Fuller Avenue SE  
Grand Rapids, MI 49507

### **Hope Network**

755 – 36<sup>th</sup> Street  
Grand Rapids, MI 49548

### **Liz's House**

343 South Division SE  
Grand Rapids, MI 49503

### **Love, Inc.**

3300 Van Buren Street  
Hudsonville, MI 49426

### **Native American Community Services**

671 Davis Avenue NW  
Grand Rapids, MI 49504

### **Omega Maternity Home**

326 East Fulton  
Grand Rapids, MI 49503

### **Other Way Ministry**

710 West Fulton  
Grand Rapids, MI 49504

### **Pregnancy Resource Center**

415 Cherry Street SE  
Grand Rapids, MI 49503

### **Safe Haven Ministries**

3501 Lake Eastbrook Blvd SE, Suite 335  
Grand Rapids, MI 49546

### **Spectrum Health – Butterworth Campus**

100 Michigan NE  
Grand Rapids, MI 49503

### **Spectrum Health - Kent Community Campus**

750 Fuller NE  
Grand Rapids, MI 49503

**United Church Outreach Ministry**

631 Hall Street SW  
Grand Rapids, MI 49503

**Westown Jubilee Housing**

724 West Fulton  
Grand Rapids, MI 49504

**YWCA Domestic Crisis Center**

25 Sheldon Boulevard, SE  
Grand Rapids, MI 49503

**Substance Abuse**

**Pine Rest DeMey Center**

2303 Kalamazoo Avenue SE  
Grand Rapids, MI 49507

**Project Rehab**

330 Eastern SE  
Grand Rapids, MI 49503

**Roosevelt Park Ministries (RPM)**

1530 Grandville Avenue SW  
Grand Rapids, MI 49509

(Revised: December 2006)

# **SOCIALLY AWARE STUDENTS (SAS)**

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Founded in the fall of 1999 as the Social Work Club, Socially Aware Students (SAS) is a student-run organization composed of any interested student “who desires to educate the Cornerstone University campus of the surrounding community needs and broader social issues with the goal of encouraging active social involvement that is our Christian mandate.”

In 2006, the SAS organization created the following Mission Statement: To bring awareness of the social needs in our world to the Cornerstone University community.” The organization members also created a Vision: “To empower students to be socially active through their awareness.”

The organization meets weekly and sponsors social activities, special lectures, presentations and service opportunities. Fundraising events are also scheduled. The Advisor of SAS is the Director of the Social Work Program.

The qualifications of SAS Officers (President, Vice-President, Secretary, and Treasurer) include:

- Officers must meet the requirements as stated in the CUSG constitution,
- Officers must be an accepted social work major or minor,
- Officers must be full-time students,
- Officers will be voted on every spring semester by the current members.

Officer responsibilities are as follows:

- The President/Chairperson attends organizational council meetings, coordinates at least two campus wide events per semester, meets with the organizational advisor, updates student council as to activities of the organization, and promotes the organization of Civitas Festivus.
- The Vice-President supports the President in all activities.
- The Secretary takes minutes at all meetings and sends a copy to the Social Work Director
- The Treasurer is responsible for the budget of the organization, and coordinates fundraising activities.

The qualifications of SAS Members include:

- Any student, regardless of major or minor, may be a part of SAS
- All meetings are open to the student body, and anyone may join at anytime throughout the school year.
- There is no attendance policy for members, although they are encouraged to attend all meetings.

Organization meetings follow the following criteria: meetings are scheduled weekly and facilitated by the President. If the President is absent, the Vice-President chairs the meetings with other Officers, as needed. Meeting agendas include opening prayer, address of current issues, and open discussion of ideas and suggestions for the future.

# APPENDIX I - CSWE EDUCATIONAL POLICY<sup>1</sup>

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## 1. Purposes

### 1.0 Purposes of the Social Work Program

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 economical 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 economical 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.

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<sup>1</sup> Council on Social Work Education, & Commission on Accreditation. (2003). *Handbook of Accreditation Standards and Procedures* (5th ed.). Alexandria, VA: The Council.

- ◆ Providing curricula that builds 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.
- ◆ 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 interprofessional 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**

### **2.0 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.

## 2.1 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.<sup>2</sup>
- 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.

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<sup>2</sup> Items preceded by a B or M apply only to baccalaureate or master's programs respectively

### **3.1 Concentration Objectives**

Graduates of a master's social work program are advanced practitioners who apply 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 higher degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

### **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 promote 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.

# **APPENDIX II - ACCREDITATION STANDARDS**

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## **1. Program Mission, Goals, and Objectives**

- 1.0 The social work program has a mission appropriate to professional social work education as defined in 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 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 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 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 instruction.
  - 2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.<sup>3</sup> 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 of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a

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<sup>3</sup> 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.

professional degree in social work from a CSWE-accredited program or a doctoral degree. 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.

- 3.0.4 The chief administrator of the social work program 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. Combined programs designate a social work faculty member and assign this person sufficient time 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 faculties 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 has 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.
  - M5.0.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.
- 5.1 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
- 5.2 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.
  - 5.2.1 The program has written policies and procedures concerning the transfer of credits.
  - M5.2.1 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.
- 5.3 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.
- 5.4 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.

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

## **APPENDIX III - PROFESSIONAL DEVELOPMENT**

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### **Michigan Board of Examiners of Social Workers**

The Michigan Board of Examiners of Social Workers was created under Article 16 of Public Act 299 of 1980, as amended, the Occupational Code, to register social workers in Michigan. Public Act 11 of 2000 transferred the Board of Social Work, and its authority, to the Public Health Code, Public Act 368 of 1978, as amended. Social Work is defined by the State of Michigan as the professional application of social work values, principles, and techniques to counseling or to helping an individual, family, group, or community enhance and/or provide, obtain, or improve tangible social and health services.

Effective April 12, 2004, legislation was enacted which changed the regulation of social workers and certified social workers from registration to licensure in Michigan.

For more information visit the website at:

[http://www.michigan.gov/mdch/0,1607,7-132-27417\\_27529\\_27554---,00.html](http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27554---,00.html)

### **Association of Social Work Boards**

The Association of Social Work Boards (ASWB) is the association of boards that regulate social work. ASWB develops and maintains the social work licensing examination used across the country, and is a central resource for information on the legal regulation of social work. Through the association, social work boards can share information and work together. ASWB is also available to help individual social workers and social work students with questions they may have about licensing and the social work examinations. Their website is: [www.aswb.org](http://www.aswb.org).

### **National Association of Social Workers**

NASW is the largest membership organization of professional social workers in the world, with more than 155,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. The National Association of Social Workers is your connection to current ideas, information, resources and people.

NASW's membership benefits include: A subscription to the *NASW NEWS*, a subscription to the journal, *Social Work*, free chapter membership in your state, linking you to local people and programs, access to social work professional liability insurance, and more. Students pay only one-quarter of the full dues. Their website is: [www.socialworkers.org](http://www.socialworkers.org).

### **North American Association of Christians in Social Work**

NACSW is committed to assisting and challenging its members to grow in their ability to actively integrate their Christian faith and social work practice toward the end of better serving those in need. NACSW provides a variety of ways for Christians in social work to connect and stay connected with one

another. They offer their members opportunities for fellowship with other Christian social workers who share a similar identity and faith commitment.

Members receive a bi-monthly newsletter, *Catalyst*, and a semi-annual journal, *Social Work and Christianity*. Discounts are available for training workshops, conferences, books and magazines. Professional liability insurance is available as well as reduced membership dues for students. ([www.nacsw.org](http://www.nacsw.org))

## **National Association of Black Social Workers**

The NABSW is designed to promote the welfare, survival, and liberation of communities of African ancestry. Members of the NABSW recognize the necessity of Black community control and accountability of self to the Black community. Membership is available to persons of African ancestry who, regardless of profession, share similar concerns regarding health and welfare issues in the Black community.

NABSW hosts an annual National and International Conference open to its membership and potential members. The organization also publishes bi-annually a scholarly journal entitled *The Black Caucus*. Their website is [www.nabsw.org/mserver/](http://www.nabsw.org/mserver/)

## **Council on Social Work Education**

CSWE is a national association that preserves and enhances the quality of social work education for practice that promotes the goals of individual and community well-being and social justice. CSWE pursues this mission through setting and maintaining policy and program standards, accrediting bachelor's and master's degree programs in social work, promoting research and faculty development, and advocating for social work education.

Benefits of membership include subscriptions to the *Journal of Social Work Education* and *Social Work Education Reporter*, special prices to attend the Annual Program Meeting and discounts on CSWE's publications ([www.cswe.org](http://www.cswe.org)).

## **Graduate Programs**

Students graduating from the Social Work Program at Cornerstone University are encouraged to seek opportunities for continued professional growth and development, including graduate education. Graduate programs are discussed in SWK 462, Senior Seminar, and students are notified when graduate school representatives are visiting the campus.

Further information and guidance in selecting a program for graduate study can be obtained through the student's faculty advisor or the Career Services office. Students may continue to utilize the Career Services office for such purposes well after graduation.

# APPENDIX IV - NASW CODE OF ETHICS

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## PREAMBLE

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

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

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

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

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

## PURPOSE OF THE NASW CODE OF ETHICS

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

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

## **ETHICAL PRINCIPLES**

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

**Value:** Service

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

Social workers elevate service to others above self-interest.

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

**Value:** Social Justice

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

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

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

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

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

**Value:** Importance of Human Relationships

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

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

**Value:** Integrity

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

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

**Value:** Competence

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

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

## **ETHICAL STANDARDS**

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

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

### **1. Social Workers' Ethical Responsibilities to Clients**

#### **1.01 Commitment to Clients**

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

#### **1.02 Self-Determination**

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

#### **1.03 Informed Consent**

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

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

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

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

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

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

#### **1.04 Competence**

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

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

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

#### **1.05 Cultural Competence and Social Diversity**

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

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

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

## **1.06 Conflicts of Interest**

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

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

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

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

## **1.07 Privacy and Confidentiality**

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all

instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

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

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

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

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

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

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

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

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

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

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

## **1.08 Access to Records**

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

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

## **1.09 Sexual Relationships**

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

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

other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment

for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

### **1.14 Clients Who Lack Decision-Making Capacity**

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

### **1.15 Interruption of Services**

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

### **1.16 Termination of Services**

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

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

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

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

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

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

## **2. Social Workers' Ethical Responsibilities to Colleagues**

### **2.01 Respect**

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

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

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

### **2.02 Confidentiality**

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

### **2.03 Interdisciplinary Collaboration**

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

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

### **2.04 Disputes Involving Colleagues**

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

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

### **2.05 Consultation**

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

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

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

## **2.06 Referral for Services**

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

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

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

## **2.07 Sexual Relationships**

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

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

## **2.08 Sexual Harassment**

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

## **2.09 Impairment of Colleagues**

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

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

## **2.10 Incompetence of Colleagues**

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

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

## **2.11 Unethical Conduct of Colleagues**

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

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

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

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

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

# **3. Social Workers' Ethical Responsibilities in Practice Settings**

## **3.01 Supervision and Consultation**

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

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

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

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

### **3.02 Education and Training**

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

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

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

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

### **3.03 Performance Evaluation**

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

### **3.04 Client Records**

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

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

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

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

### **3.05 Billing**

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

### **3.06 Client Transfer**

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before

agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

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

### **3.07 Administration**

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

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

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

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

### **3.08 Continuing Education and Staff Development**

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

### **3.09 Commitments to Employers**

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

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

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

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

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

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

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

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

### **3.10 Labor-Management Disputes**

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

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

## **4. Social Workers' Ethical Responsibilities as Professionals**

### **4.01 Competence**

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

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

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

### **4.02 Discrimination**

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

### **4.03 Private Conduct**

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

### **4.04 Dishonesty, Fraud, and Deception**

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

### **4.05 Impairment**

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

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

### **4.06 Misrepresentation**

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

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

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

### **4.07 Solicitations**

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

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

### **4.08 Acknowledging Credit**

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

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

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

### **5.01 Integrity of the Profession**

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

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

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

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

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

### **5.02 Evaluation and Research**

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

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

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

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation

or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

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

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

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

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

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

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

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

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

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

## **6. Social Workers' Ethical Responsibilities to the Broader Society**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

### **6.04 Social and Political Action**

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

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

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

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

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