

The University of Portland Dorothy Day Social Work Program

Social Work Program Student Handbook 2021-2022



Artwork: [Rini Templeton](#)

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.

Source: [International Federation of Social Work](#)

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INTRODUCTION

Most of what you need to know about the Social Work Major can be found in this handbook. We encourage you to read it and to use it as a reference guide.

Please note that the [Code of Ethics](#) of the National Association of Social Workers has been included. Every professional social worker needs to be familiar with this document. Also, one of the requirements for continuance in the major is professional and ethical behavior that is consistent with the Code.

If you have any questions, please visit with your advisor and/or visit the Social Work Program web site: (<https://college.up.edu/socialwork/index.html>) You may direct any questions to **Dr. Gates** (gatesa@up.edu).

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"What we would like to do is change the world—make it a little simpler for people to feed, clothe, and shelter themselves . . . to a certain extent, by fighting for better conditions, by crying out unceasingly for the rights of the workers, of the poor, of the destitute . . . We can to a certain extent change the world; we can work for the oasis, the little cell of joy and peace in a harried world."

DOROTHY DAY (1897-1980)

UNIVERSITY OF PORTLAND

DOROTHY DAY SOCIAL WORK PROGRAM

I. SOCIAL WORK PROGRAM MISSION

In keeping with the missions of the University of Portland and of the College of Arts and Sciences, the Dorothy Day Social Work Program offers an academically rigorous program enriched by intensive, educationally-directed field experiences and is committed to service, leadership, and social justice. Based upon Catholic social teachings, the social work program is dedicated to work with vulnerable and marginalized populations using person-in-environment lenses that promote integrity of human relationships, dignity and worth of people, and human and community well-being. It affirms the values of human diversity, self-determination, and community and global solidarity and sustainability. To achieve its goals, the social work program integrates a liberal arts foundation with social work values, skills, and knowledge to prepare students for service that is reflective, responsible, informed by scholarly knowledge, and responsive to the communities they serve.

II. SOCIAL WORK PROGRAM GOALS

Program Goal I: To provide a generalist social work curriculum based on a foundation of social, economic, and environmental justice.

Program Goal II: To promote educational and experiential contexts that emphasize ethical, value-based, and culturally responsive social work practice.

Program Goal III: To offer curricular and field opportunities that facilitate and support advanced graduate study and service leadership roles in diverse settings and communities.

III. LEARNING OUTCOMES FOR SOCIAL WORK MAJORS

Social Work graduates of the University of Portland should be able to:

[1] Articulate social work values that form the foundation of practice such as advocacy for human rights and social and economic justice.

1. Demonstrate professional behaviors congruent with social work's mission and values.
2. Advance human rights and social, economic, and environmental justice.

[2] Utilize critical thinking and ethical conceptualization skills when addressing social problems and approaches to working with those problems.

1. Apply ethical principles in practice.

2. Apply critical thinking in practice.

[3] Competently apply social work skills that are informed by theory, research, and best practices and that consider the cultural and other contexts in which practice occurs.

1. Incorporate diversity and difference in practice.
2. Engage in policy practice to advance social and economic well-being.
3. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities utilizing evidence-based methods and knowledge of human behavior in the social environment.

IV. COMPETENCIES AND BEHAVIORS FOR SOCIAL WORK MAJORS

The Dorothy Day Social Work Program is accredited by a national body, the Council on Social Work Education ([CSWE](#)). As a CSWE accredited program, the social work program has the following competencies and observable behaviors for social work majors that flow from the program's mission and learning objectives:

Social work students and graduates of the University of Portland should be able to:

Competency One: Demonstrate ethical and professional behavior.

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

- a.) Make ethical decisions by applying social work codes of ethics, laws and regulations, and ethical models.
- b.) Use self-reflection and regulation to manage personal values, maintain professionalism, and plan for professional development in practice.
- c.) Demonstrate professional demeanor including appearance and oral, written, and electronic communication.
- d.) Use supervision and consultation to guide and inform professional judgment and behavior.
- e.) Demonstrate ability to recognize signs of and effectively respond to stress, conflict, burnout, and vicarious trauma, and to plan for self care.

Competency Two: Engage diversity and difference in practice.

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

- a.) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro, mezzo, and macro levels.
- b.) Apply principles of cultural humility and present selves as learners and engage clients and constituents as experts of their own experiences.
- c.) Engage with others around identity and difference, and apply self-awareness and regulation to manage the influence of personal biases and values in working with diverse clients and constituents.
- d.) Apply knowledge of the historical and contemporary dynamics of privilege and oppression in society.

Competency Three: Advance human rights and social, economic, and environmental justice.

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

- a.) Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.
- b.) Understand dynamics of power, privilege, and oppression, and engage in practices that advance social, economic, and environmental justice.

Competency Four: Engage in practice-informed research and research-informed practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.

Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Behaviors associated with this competency are:

- a.) Use practice experience and theory to inform scientific inquiry and research and translate research evidence to inform and improve practice, policy, and service delivery.
- b.) Apply critical thinking to analyze quantitative and qualitative research methods and research findings.

Competency Five: Engage in policy practice.

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

- a.) Identify social policy at the local, state, federal, and global levels that impacts well-being, service delivery, and access to social services.
- b.) Assess how social welfare and economic policies impact the delivery of and access to social services.
- c.) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice in local and global contexts.

Competency Six: Engage with individuals, families, groups, organizations, and communities.

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with

clients, constituencies, and other professionals as appropriate. Behaviors associated with this competency are:

- a.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks to engage with clients and communities.
- b.) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and communities.

Competency Seven: Assess individuals, families, groups, organizations, and communities.

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

- a.) Collect and organize data, and apply critical thinking to interpret information from clients and communities.
- b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in the analysis of assessment data from clients and communities.
- c.) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and communities.
- d.) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and communities.

Competency Eight: Intervene with individuals, families, groups, organizations, and communities.

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions,

recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Behaviors associated with this competency are:

- a.) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and communities.
- b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in interventions with clients and communities.
- c.) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- d.) Negotiate, mediate, and advocate with and on behalf of diverse clients and communities.
- e.) Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency Nine: Evaluate practice with individuals, families, groups, organizations, and communities.

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

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

V. ENTRANCE TO AND CONTINUATION IN THE MAJOR

To declare Social Work as a major, students must complete the “add major” form found in PilotsUP, on the Registrar’s page under Curriculum Change Request. The CAS Dean’s Office will process the form, ensure applicants meet the GPA requirements detailed below, and send an email to the Social Work Program Director and the applicant notifying them of the student's acceptance or nonacceptance to the major. Beginning first year students may declare social work as a major upon admittance to the University, but they must meet the standards for continuance in the major articulated below. Once accepted, students must read the Social Work Program Student Handbook (found on the Student Resource page on the SWP website) and meet the standards below for continuance in the major and entrance to the practicum. If denied

acceptance to the major, students may reapply after taking additional courses to raise their GPA or otherwise meet the standards for continuance in the major.

The criteria and procedures used for continuation in the major are based on the academic and professional requirements established by the University, the National Association of Social Workers Code of Ethics, and the Council on Social Work Education, the national accrediting body.

Social work is a diverse profession. As such, the Social Work Program (SWP) encourages majors from diverse populations and backgrounds. We honor and affirm diversity of characteristics such as sex, age, gender, ability, ethnic background, sexual orientation, national origin, immigration status. Students should begin the program no later than the fall semester of their junior year and are encouraged to begin by their sophomore year.

To continue in the major and be eligible to apply for the practicum, students must meet academic standards (described in the section below) and consistently demonstrate standards of professional behavior that are assessed regularly by the social work faculty (the rubric faculty members use for assessing professional behavior in selected required courses for the major can be found in the appendix).

Eligibility for Practicum: The Practicum program is designed for students in their *fourth year of study (senior year). To be eligible for the Practicum, students must have achieved senior status and completed the required courses for the social work major (up to the practicum and Theory and Methods courses). Students must have met academic and professional standards set forth in program policy (see student handbook or major website).

**Exceptions to this policy are rare. Students wishing to request an exception must complete a written appeal with rationale and workplan, directed to the Social Work program director and Director of Field Education. Requests will be evaluated on an individual basis.*

A statement on expectations around professional behavior can be found in social work course syllabi and in the section below and include the following:

1. Consistent, punctual attendance and participation in classes;
2. Respectful, supportive interactions with others;
3. Collegiality and collaboration;
4. Self-awareness and responsiveness to feedback;
5. Initiative and reliability;
6. Compliance with professional requirements, including the Code of Ethics;
7. As much as possible, participation in social work and social justice organizations.

Students who have difficulties meeting these standards will receive a letter from the Program Director outlining specific issues that need to be addressed. This process is explained in the next section.

Standards for Entering into the Senior Practicum & Continuation in the Program*

To be admitted into the senior year practicum and to remain in good standing with the SWP, students must meet the criteria outlined below. Students who do not meet the criteria must meet with their advisors to develop a plan to ensure successful advancement into the senior year and continuance in the program. In addition, students must develop a behavioral contract with the Practicum Director upon applying to the practicum. Should a student fail to meet performance criteria, he or she may not be allowed to apply for the senior year practicum or may be dismissed from the SWP.

1. The college policies and procedures for warning, probation, and severance (described in the University Bulletin) will be used for the following continuance requirement: A minimum overall grade point average (GPA) of 2.0.
2. A minimum GPA of 2.5 in all courses required for the major must be maintained.
3. Compliance with the criteria set forth under the section "Termination for Cause".

APPEAL

Students have the right to appeal any SWP academic restriction by writing to the Program Director. The Director, in consultation with students' advisors and the faculty, will review all appeals. The Program's decisions may be appealed in writing to the Chair of the Department of Sociology and Social Work. The decision of the Chair of the Department may be appealed in writing to the College of Arts and Sciences Dean's Office.

TERMINATION FOR CAUSE

The SWP may terminate students from the SWP for reasons other than unsatisfactory academic performance. Non-academic cause for removal of students may be for unprofessional conduct, unethical behavior, incompetence, or similar behavior exhibited by students. Reasons for removal from the program include but aren't limited to the following:

- a.) Failure to abide by the NASW Code of Ethics, Standards of Practice, relevant agency policies or procedures, and/or UP policies or procedures;
- b.) Violation of any of the principles or standards outlined in the NASW Code of Ethics;
- c.) Attempt to harm oneself, others, or clients;
- d.) Repeated tardiness and/or unexcused absences without notification to the instructors and/or noncompliance with any professional behavior standards;
- e.) Lack of progress in correcting identified deficiencies and concerns as outlined in the Program Director's documentation and faculty member assessment of professional behavior;
- f.) Impairment for any reason to the degree that it interferes with student's ability to satisfy learning goals and objectives.
- g.) Specific termination policies for the practicum program are outlined in the practicum manual (available in the department office BC 135 and online)

* The policies described above are subject to change and/or revision.

VI. DEGREE REQUIREMENTS FOR THE SOCIAL WORK MAJOR

Course		Credits
SW 101/205	Social Welfare and Social Justice	3
SW 214	Social Work Research Methods	3
SW 313	Social Welfare Policy	3
SW 325	Power, Oppression, and Critical Consciousness**	3
SW 343	Human Behavior in the Social Environment	3
SW 386	Interviewing and Counseling	3
SW 480	Theory & Methods of Social Work Practice I	3
SW 481	Theory & Methods of Social Work Practice II	3
SW 482	Social Work Practicum I	6
SW 483	Social Work Practicum II	6

Highlighted courses are completed during the senior year. All 300-level required courses must be completed prior to beginning the senior year.

**Previously named *Cultural Diversity & Cultural Competence*

Social Work Program Prerequisites

Social Work Course	Prerequisites
SW 214 Social Work Research Methods	SW 101/205 and MTH 161
SW 313 Social Welfare Policy and Services	SW 101/205 or Instructor permission
SW 325 Power, Oppression, & Critical Consciousness	SW 101/205 or SOC 101
SW 343 Human Behavior and the Social Environment	SW 101/205 or Instructor permission
SW 386 Interviewing and Counseling	SW 101/205 or Instructor permission
SW 480, 481 Theory & Methods of SW Practice I & II	All other required SW courses (except 482-483)
SW 482, 483 Social Work Practicum I & II	All other required SW courses (except 482-483)

Suggestions for Selecting Double Majors and Minors

Many majors complement the Social Work Major and can be completed in four years with careful planning. Consequently, many students choose to double major. Common double majors include Social Work and Spanish, Nursing, Psychology, Sociology, and many others. Please contact the Social Work Program Director for guidance on planning your double major.

Similarly, most minors offered through CAS and the professional schools fit very well with Social Work. Examples of minors that complement the Social Work Major include Spanish, Psychology, Sociology, Gender, Women, & Sexuality Studies, Education, Economics, Communication, Entrepreneurship, Fine Arts, Social Justice, and Political Science.

For additional information on schedules and planning 4-year programs of study, including double-majors and minors, please contact Program Director Dr. Alice Gates.

Transfer Students/Transfer Credit

Transfer students applying for admission to the University of Portland and students applying for transfer credit for individual courses taken at other institutions follow a two-tiered assessment process.

1. The Admissions Office makes decisions regarding admission to the University. The College of Arts and Sciences (CAS) Dean's Office determines both acceptance of transfer credits and whether transfer credits are applicable to the general core courses and elective courses. College policy regarding transfer of these credits can be found in the University Bulletin. The CAS Office sends a list of accepted transfer courses to the SWP Director.
2. The SWP Director makes decisions regarding acceptance and continuance in the major.
 - A.) A number of non-social work courses are required for the liberal arts foundation for the major. Courses that are accepted for transfer credit, as core or elective courses, will generally be granted credit for the SWP. However, the Program Director reviews the initial decision made by the College of Arts and Sciences regarding these courses on an individual basis. In some cases, additional information (such as course description, syllabi, texts, etc.) may be required by the Director to further assess the course and grant equivalency credit.
 - B.) All social work courses with a grade of C+ or better from Social Work Programs accredited by the Council on Social Work Education may be applied to the major. To receive transfer credit for a social work course taken at a non-accredited Social Work Program, the course must a) be completed with a grade of C+ or better; and b) be reviewed and approved by the Program Director. Based upon an assessment of the syllabus of the course or courses in question, the successful completion of a waiver exam may be required.
 - C.) Transfer credit is not granted for the Social Work Practicum (SW482/483) or the Social Work Practice courses (SW480/481); the requirements of the practicum experience must be completed at the University of Portland.
 - D.) Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of the field practicum or any of the courses required for the major.

VII. ADVISING

All students in the College of Arts and Sciences will meet with an advisor in the Dean's office to schedule courses during students' first year. Students are also invited to meet individually with Dr. Gates to discuss major requirements and academic and professional goals including professional licensure and postgraduate employment,

volunteering, and graduate school opportunities. During sophomore and junior years, students will be advised by social work faculty to support students in their class schedules, monitor progress in the major, and discuss questions about academic and professional goals. During the senior year, Dr. Gates and other faculty will meet with students to discuss postgraduate planning. Any advising needs beyond course scheduling can be done at any time during the year with an appointment.

VIII. SOCIAL WORK PROGRAM ACTIVITIES AND OPPORTUNITIES

The Social Work Program strives to offer students the following opportunities:

1. The opportunity to study in an academic environment free of discrimination based on age, race, color, religion, gender, gender identity and expression, national or ethnic origin (ancestry), immigration or citizenship status, disability, marital status, sex, sexual orientation, military status, social or economic class.
2. The opportunity to advocate, individually and collectively, for their own interests and concerns.
3. The opportunity to study free from reasonable fear of improper disclosure of confidential information such as their academic records and illegal limitations upon freedom of expression or due process of law.
4. The opportunity to study with the support of appropriate pedagogical practices including those related to academic and field evaluations, class cancellation and rescheduling, establishment of course objectives and expectations, returning papers and exams in a timely fashion, and posting and keeping office hours.
5. The opportunity to use University of Portland meeting facilities in accord with the standing regulations for scheduling and purposes for such use.
6. The opportunity to receive appropriate recognition for their contributions through participation in faculty or staff research projects or other scholarly works.

Graduate School and Career Workshops

In collaboration with other BSW programs in the area, students will be invited to a workshop where representatives from local graduate social work schools provide information about their respective school's application process.

In partnership with the **Career Center**, the Social Work Program hosts a spring workshop which representatives from local social service fields provide information about their respective areas of practice and job entry strategies in those fields.

Study Abroad and International Programs

The Social Work Program at University of Portland is committed to providing students with powerful and authentic cross-cultural experiences that complement and enhance the educational and professional development experiences that form the core of the Social Work curriculum. To achieve this goal, Social Work students are offered many different opportunities to complete coursework abroad, including semester-long senior placements in Quito, Ecuador. More information on the various international opportunities can be obtained in the Studies Abroad office or from the Program Director.

Student Organizations

1. Phi Alpha Honor Society

A national honor society for social work students, the purposes of Phi Alpha Society are to provide a closer bond among students of social work and to promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. To join, please contact the SWP or see the brochure in this handbook.

2. Student Research

Students are encouraged to engage in research with social work faculty or independently. Students are hired regularly as research assistants with the SWP. Students regularly present at local, national, and international conferences, and the SWP has been successful in locating grant or institutional resources to support these activities.

3. National Association of Social Workers (NASW)

Students are strongly encouraged to join and participate in NASW. Two board positions are reserved for student representation.

4. The Social Work Program (SWP) Community Advisory Board

The SWP Advisory Board was formed in 2002. Board membership includes field instructors, local social work professionals, currently enrolled social work majors, and program alumni/ae. A list of advisory board members can be found on the SWP website. The purpose and structure of the committee are as follows:

A.) Purpose:

1. To develop and maintain ongoing ties between the social work practice community and the program.
2. To provide opportunities for students, field supervisors, and social work practitioners to contribute to the program's educational policies and curriculum content.

B.) Composition:

Eight to ten members representing students (currently enrolled and alumni/ae); field supervisors; social work practitioners from a range of fields of practice; the SWP Director; and the SWP Practicum Director compose the Advisory Board.

C.) Structure:

Meetings held as needed, at least one time a year.

D.) Tasks:

Board members have the opportunity to offer feedback, suggestions, and recommendations to address the areas listed below as well as others identified by the committee:

1. To examine how well students are prepared to meet the needs that exist in the community;
2. To examine the program's expectations for students in field education and the ability of agencies to meet these expectations;
3. To react to proposed or anticipated changes in the curriculum and/or structure of the program; and
4. To contribute to the maintenance and development of educational policies regarding student recruitment, admission, advisement, retention, and graduation.

Dorothy Day Social Work Program Nondiscrimination Policy

The SWP's Nondiscrimination Policy reflects the Equal Opportunity and Nondiscrimination Policy and Statement on Inclusion of the University of Portland. The SWP's Nondiscrimination Policy states:

The SWP is committed to providing a learning and working environment free from discrimination and harassment and to fostering a nurturing and inclusive community founded upon dignity and worth of all its members, including those identifying with historically vulnerable, marginalized, and underrepresented groups. The SWP does not discriminate in its admissions policies or educational programs and events on the basis of age, race, color, religion, sex, gender, gender identity and expression, national or ethnic origin (ancestry), immigration and citizenship status, disability, marital status, sex, sexual orientation, military status, social or economic class, or any other social identity category.

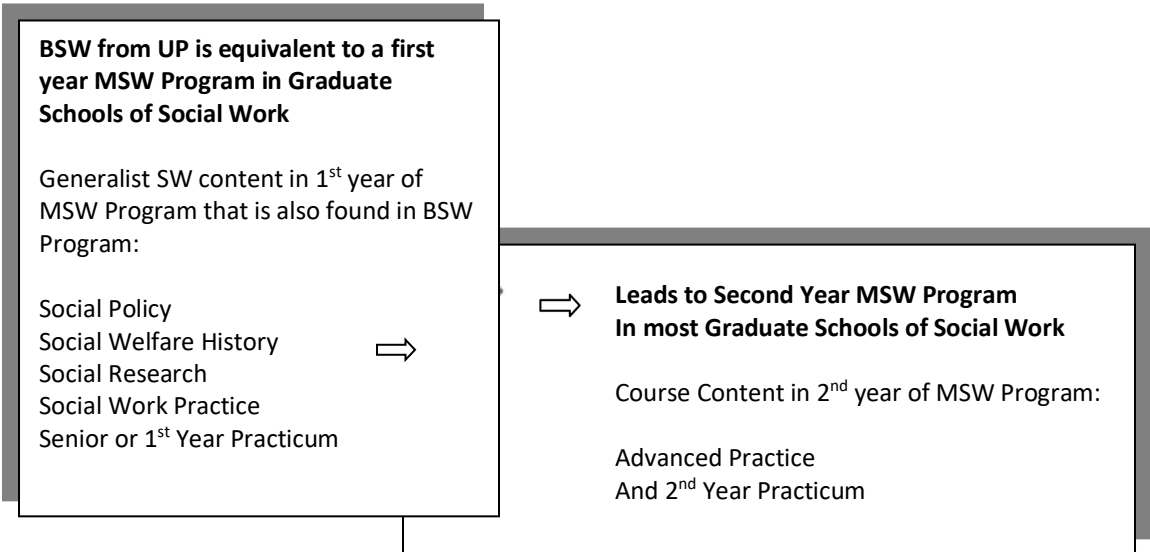
IX. GRADUATE SCHOOL, LICENSURE, AND LOAN FORGIVENESS INFORMATION

Advanced Standing in MSW Programs

The accrediting body for social work is the Council on Social Work education (CSWE). [Accreditation by CSWE](#) assures that the program at the University of Portland meets national social work education standards. The Dorothy Day Social Work Program was awarded full accreditation in 2006 and our accreditation was reaffirmed in 2018.

The Bachelor of Social Work (BSW) degree is a four-year undergraduate college degree, and the Master of Social Work (MSW) degree is a two-year graduate degree. Students graduating from an accredited undergraduate social work program, such as the Dorothy Day SWP, are eligible for advanced standing in most MSW programs (meaning that students will advance to the second year of graduate school.) CSWE offers a directory of accredited MSW programs:

<https://www.cswe.org/Accreditation/Directory-of-Accredited-Programs.aspx>



Dual Degree MSW Programs

Many MSW programs offered dual degrees that provide graduates with a specific skill set through a unique combination of graduate degrees, equipping graduates to serve in a particular field of social work. The most popular dual degree combines an **MSW** and a **JD** degree, enabling the graduate to do social work in a legal setting. Other examples of dual degrees include

- MSW/MBA (Social Work and Business)
- MSW/MPH (Social Work and Public Health)
- MSW/MPA (Social Work and Public Administration)
- MSW/M.Div (Social Work and Theology)
- MSW/Urban Development/Architecture

Licensure in Social Work

1. Educational Requirements

To be a social worker, one must have a degree in social work from a college or university program accredited by CSWE. CSWE accredits BSW and MSW Programs. Degree programs involve classroom study as well as practical field experience. The BSW prepares graduates for generalist entry-level work, whereas the MSW is for more advanced clinical practice such as providing mental health therapy. A Ph.D. in Social Work or related field is useful for doing research or teaching at the university level.

2. Oregon Licensure

Most states require practicing social workers to be licensed, certified, or registered, although standards vary by state. In Oregon, under the Title Protection Act, anyone using the title "Social Worker" is required to be registered with the Oregon Board of Licensed Social Workers. The different degrees of licensing in Oregon are as follows:

- LCSW, Licensed Clinical Social Worker (MSW-level)
- CSWA, Clinical Social Work Associate (for those working on the LCSW)
- LMSW, Licensed Master Social Worker (MSW-level, non-clinical)
- RBSW, Registered Baccalaureate Social Worker (BSW-level)

Information on Oregon licensing requirements can be found at the Oregon Board of Licensed Social Workers or the licensing board of the state in which students anticipate practicing. A link to Oregon's Board can be found on the SWP website (<http://college.up.edu/sbs/socialwork/>).

Student Loan Forgiveness

Please see [National Association of Social Work website](http://www.nasw.org) for resources on loan forgiveness for social workers: <https://www.socialworkers.org/Advocacy/Policy-Issues/Student-Loan-Forgiveness>

APPENDICES

Rubric for Assessing Professional Behaviors

Phi Alpha Honor Society Application

Social Work BA Worksheet

University of Portland Academic Calendar

NASW Code of Ethics

Rubric for Assessing Professional Behaviors

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 16 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers. Students will be assessed in selected 300-level required courses, particularly SW 343 and SW 386, before being admitted into the practicum. A copy of this completed form will be sent to the student and saved on the departmental shared drive for use by program administrators/faculty.

Student name: _____ Semester: _____ Date: _____

Instructor name: _____ Course: _____

Students' professional behaviors will be scored using the following rubric:

1	2	3	4
Unacceptable	Needs Improvement	Acceptable	Outstanding

Instructors are asked to provide specific comments for what needs to be addressed either in the table or on the back of this page.

	Attendance and Punctuality
	Communication: both verbal and non-verbal
	Awareness of power and oppression: interpersonally and institutionally
	Skills in addressing conflict
	Self-awareness: social location and one's impact on others (cultural humility)
	Skills in addressing racism and other forms of oppression
	Ability to collaborate
	Oral expression
	Written expression
	Initiative and reliability
	Responsiveness to feedback
	Compliance with NASW Code of Ethics
	Responsiveness to communication
	Professional appearance and professional presence
	Academic performance*

*As stated in the Social Work Program Handbook, to remain in good standing, students must maintain an overall GPA of 2.0 and a minimum GPA of 2.5 in all courses required for the major.

Additional comments may be provided here. Please include any information that will be helpful in communicating what steps the student can take to better comply with these requirements. In addition, if the instructor or student took steps during the semester to address any concerns, please describe:

Instructor: Please send a copy of this form to the student and copy program faculty

University of Portland
Dorothy Day Social Work Program
Phi Alpha Honor Society
Student Application

Constitution

The purpose of Phi Alpha honor society is to prepare students for professional practice as social workers. Trained as generalists, graduates are competent and competitive for case- management and similar positions in human service agencies. The focus of the honor society is professional problem solving through value based social work knowledge and skills. The path for training is further delineated by a focus on continued education and academic achievement that will prepare graduates for leadership roles in social change and social justice especially as they relate to disenfranchised groups such as the poor, the elderly, the disabled, and minority communities.

Membership Requirements

1. Any undergraduates declared social work students at the University of Portland who meets the qualifications set forth in the By-Laws and the National Phi Alpha standards shall be eligible for active membership.
2. Sophomore status is required for membership eligibility.
3. An overall grade point average of 3.0 (on a 4.0 scale) is required for membership.
4. An achieved grade point average of 3.25 within the social work major (on a 4.0 scale) is required for membership.
5. Completed 9 semester hours of required courses for the major, which includes 3 credits from a SW course and 6 credits from any combination of Psych, Soc, or SW courses, including the introductory courses.
6. Honorary membership may be granted to two students each year whose support of social work education and practice merit such recognition by approval of the chapter.
7. Faculty members having an official connection with the social work curriculum may be granted membership upon invitation and approval of the chapter.
8. There is a \$40.00 application fee for membership into Phi Alpha.

Honor Society Application

Name: _____

Date: _____

Local Address: _____

Local Phone Number: _____

Overall GPA: _____ GPA in Social Work Courses: _____

Status (circle one): Sophomore Junior Senior

Social Work Courses Completed:

* Are you applying for honorary membership? Yes No

If so, please attach a short personal statement to this document (150 words or less please).

To be completed by the Department:

_____ Application Approved Date: _____

_____ Application Denied Date: _____

Reason: _____

* There are two honorary membership slots available in the Phi Alpha Honor Society. If a student's GPA does not meet the membership requirements, a student may apply for one of these slots.

Social Work Program BA Worksheet (prior to AY22)*

*Students entering in Fall 2021 and later will be provided with an updated worksheet

NAME:	ID #:	B.A. SOCIAL WORK
ADDRESS:	Ent:	120 Sem Hrs (5/13)
CITY:	SCDF:	Advisor:
H.S.:	G.P.A.:	
CEEB: Verbal:	B.D.:	
Math:	ACC:	
TOEFL:	ACC Comments:	
Transfer:		

The College REQUIRES 48 UPPER DIVISION hours for GRADUATION with at least 24 upper division credits in the major

University Core				College Requirements				Major Requirements				Electives			
Course	Hrs	Grade	Semester	Course	Hrs	Grade	Semester	Course	Hrs	Grade	Semester	Course	Hrs	Grade	Semester
				Effective Communication <i>(Choose one: Cst 107,332,Eng 107,311.)</i>				42 hours required for major.				6 hours required:			
The 105	3				3			SW 205	3						
The 205	3														
UD The	3														
				Phi 33~	3			SW 313	3						
Phi150	3			15 Upper Division hours outside of primary major. <i>(9 hrs must come from at least three different CAS Disciplines)</i>				SW 214	3						
Phi 220	3							SW 325	3						
Social Science (6) <i>(Choose from two different disciplines normally fulfilled by Soc 101, Psy 101, Sw 205,Ecn 120, Pol 200, 203, 205, Cst 225)</i>															
Psy 101	3			Foreign Language (12)											
Soc 101	3														
Science (6)															
Eng 112	3														
Mth 161	3														
FA 207	3			MINOR											
History (200 or 300 level)															
Hst	3														
TOTAL CORE HRS				TOTAL COLLEGE HRS				TOTAL MAJOR HRS				TOTAL ELECTIVE HRS			
0.00				0.00				0.00				0.00			
REMAINING CORE HR				REMAINING COL. HRS				REMAINING MJR HRS				REMAINING HRS			
39.00				33.00				42.00				120.00			
CORE G.P.A.				COLLEGE G.P.A.				MAJOR G.P.A.				G.P.A.			
#DIV/0!				#DIV/0!				#DIV/0!				#DIV/0!			

This is an unofficial document. GPA may slightly differ from official transcript.

AJA 2000

University of Portland 2020-2021 Academic Calendar

Fall Semester

2021-22	Day(s)	2022-23	Fall Semester
Aug. 23	Mon.	Aug. 29	Semester begins: Classes begin at 8:10 a.m.
Aug. 23	Mon.	Aug. 29	Late registration begins
Aug. 27	Fri.	Sept. 2	Last day to drop courses with full tuition refund
Aug. 27	Fri.	Sept. 2	Last day to register or change registration (drop/add)
Sept. 6	Mon.	Sept. 5	Labor Day (classes in session, offices closed)
Oct. 1	Varies	Oct. 3	Last day to apply for degree in May
Oct. 8	Fri.	Oct. 14	Mid-semester (academic warnings)
Oct. 11-15	Mon.-Fri.	Oct. 17-21	Fall vacation, no classes
Nov. 1-4	Mon.-Thurs.	Nov. 7-10	Online advanced registration for spring semester, seniors and juniors
Nov. 7-10	Sun.-Wed.	Nov. 13-16	Online advanced registration for spring semester, sophomores and freshmen
Nov. 25-26	Thurs.-Fri.	Nov. 24-25	Thanksgiving vacation - no classes (begins 4 p.m. Wednesday)
Nov. 17	Wed.	Nov. 23	Last day to change pass/no pass
Nov. 17	Wed.	Nov. 23	Last day to withdraw from courses
Dec. 3	Fri.	Dec. 9	Last day of classes
Dec. 6-9	Mon.-Thurs.	Dec. 12-15	Semester examinations
Dec. 9	Thurs.	Dec. 15	Meal service ends with evening meal
Dec. 10	Fri.	Dec. 16	Christmas vacation begins, residence halls close
Dec. 14	Tue.	Dec. 20	All grades due in registrar's office, 9:00 a.m.

Spring Semester

2021-22	Day(s)	2022-23	Spring Semester
Jan. 10	Mon.	TBD	Semester begins: Classes begin at 8:10 a.m.
Jan. 10	Mon.	TBD	Late registration begins
Jan. 14	Fri.	Jan. 20	Last day to drop courses with full tuition refund
Jan. 14	Fri.	Jan. 20	Last day to register or change registration (drop/add)
Jan. 17	Mon.	Jan. 16	MLK Day (no classes, offices closed)
Feb. 1	Varies	Feb. 1	Last day to apply for degree in August
Feb. 21	Mon.	Feb. 27	Advanced registration for Summer Session begins
Feb. 25	Fri.	Mar. 3	Mid-semester (academic warnings)
Mar. 7	Varies	Mar. 1	Last day to apply for degree in December
Feb 28- Mar 4	Mon.-Fri.	Mar. 6-10	Spring vacation, no classes
Mar. 21- 24	Mon.- Thurs.	Mar. 20- 23	Online advanced registration for fall semester, seniors and juniors
Mar. 27- 30	Sun.- Wed.	Mar. 26- 29	Online advanced registration for fall semester, sophomores and freshmen
Apr. 6	Wed.	Apr. 12	Last day to change pass/no pass
Apr. 6	Wed.	Apr. 12	Last day to withdraw from courses
Apr. 12	Tue.	Apr. 4	Founders' Day (special schedule)
Apr. 15- 18	Fri.-Mon.	Apr. 7-10	Easter vacation – no classes (begins 4 p.m. Thursday, ends 4 p.m. Monday. Monday classes with 4 p.m. or later start times are in session.)
Apr. 22	Fri.	Apr. 28	Last day of classes
Apr. 25- 28	Mon.- Thurs.	May 1-4	Semester examinations
Apr. 28	Thurs.	May 4	Meal service ends with evening meal

2021-22	Day(s)	2022-23	Spring Semester
May 1	Sun.	May 7	Commencement
May 2	Mon.	May 8	Residence halls close for graduating students
May 3	Tue.	May 9	All grades due in registrar's office, 9:00 a.m.
May 16	Mon.	May 15	Continuous registration for Summer Session

Summer Session

2022	Day(s)	2023	Summer Session
May 16	Mon.	May 15	Classes begin
Aug. 4	Thurs.	Aug. 3	Summer Session ends

NASW Code Of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

The first Section, "Preamble," summarizes the social work profession's mission and core values.

The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.

The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.

The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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:

The Code identifies core values on which social work's mission is based.

The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

The Code provides ethical standards to which the general public can hold the social work profession accountable.

The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

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

*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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner

that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

ETHICAL PRINCIPALS

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

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

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

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

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

1.04 Competence

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

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

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

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

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

1.05 Cultural Awareness and Social Diversity

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

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

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

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

1.06 Conflicts of Interest

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

interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

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

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

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

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

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

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

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

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

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

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should

occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages .

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

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

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

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

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of 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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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