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The Social Work Profession and Calvin University

Do you believe things can be better? At Calvin, we believe in Christ’s promises to make all things new. With heart and mind, we strive to understand what is and live our lives in light of what can be. After all, what is a vacant lot can become a community garden. What is a muddied river can become a fresh water supply. And what is a broken relationship can become reconciliation in action. With the right lens, and God’s transformative hand in the world, an unsolved problem can become the catalyst for a game-changing solution. ([https://calvin.edu/about/who-we-are/](https://calvin.edu/about/who-we-are/), 2019)

The Bachelor of Social Work (BSW) program at Calvin University strives to equip students to engage in this important work by developing commitment to the purpose and values of the social work profession. Calvin University is committed to offering a liberal arts education from a Reformed Christian perspective, aiming to equip students in line with the University mission “to think deeply, to act justly, and to live wholeheartedly as Christ’s agents of renewal in the world.” Jesus taught us by his words and actions that the Christian life requires us to serve the vulnerable and marginalized and to pursue social justice. It seems natural then that Calvin University would offer a BSW degree.

In fact, Calvin first offered a social work class in 1934. This was a course in social casework that involved classroom work and volunteer service for area social service agencies. In the late 1960s, a course in social welfare policy and one in social work practice were introduced. By 1971-72, Calvin was offering internship experiences in social work. In 1981-82, Calvin began offering its first formal social work program: a supplementary concentration consisting of five social work courses and an additional psychology or sociology course. In 1982-83, the Department of Sociology changed its name to the Department of Sociology and Social Work. In 1986-87, with the addition of a social work interviewing course, the supplementary concentration (by then called a group minor) was changed to include six social work courses: a welfare policy course, a practice course, a child welfare course, the interviewing course, and two semesters of field education. Students would major in Sociology or Psychology and take the group minor in Social Work. In 1989-90, the BSW curriculum was implemented and the first group of BSW students graduated in May 1990. In June 1992, Calvin’s BSW program was granted accreditation by the Council on Social Work Education (CSWE); Calvin’s BSW program was re-accredited in June 1997, June 2005, and June 2013.

Today, Calvin University offers a Bachelor of Social Work degree program (BSW), accredited by the Council on Social Work Education (CSWE) since 1992. Calvin’s BSW curriculum integrates a Reformed perspective grounded in Scripture with the knowledge, skills, values, and critical thinking skills of the social work profession to best prepare graduates for service in a variety of settings.
The social work profession’s origins in North America lie in early twentieth century efforts to meet the needs of the poor, neglected children, and exploited workers. Early social workers led in the struggle for child labor laws, humane working conditions, voting rights for women, cooperation and peace between nations, and many other reforms.

Today’s social workers belong to a growing profession which addresses social concerns as varied as child abuse, substance abuse, homelessness, aging, and mental health. Professional social workers continue to advocate for clients and multiple systems levels—individuals, groups, families, communities, and organizations—and perform a wide range of services in a variety of practice settings. Some search out adoptive and foster homes for children. Some counsel patients and families experiencing traumatic illnesses. Some work with people with disabilities. Others organize community members to improve the quality of life in their neighborhoods or work for policy changes at the local, state, or federal level. Still others assist older adults to make new life adjustments. Social workers practice in diverse settings such as government agencies, faith-based organizations, neighborhood centers, health care organizations, schools, and private practices.

The Council on Social Work Education through the Educational Policies and Accreditation Standards (EPAS, 2015), defines the purpose of the social work profession as follows:

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

According to the International Federation of Social Workers, the social work profession, “promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work” (2000, para. 3). Similarly, the National Association of Social Workers (NASW) Code of Ethics states that the mission of the social work profession aims “to enhance human wellbeing 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” (2008, p. 1). The goals of the social work profession are achieved by providing services directly to individual clients but also by working within economic, social, and political structures to implement programs and policies that promote social change and social justice.

Social work engages people at all different client levels—individuals, families, groups, communities, and organizations—in a variety of different practice areas—mental health,
behavioral health, diversity and equity, community organizing, policy and evaluation, interpersonal practice, international social work, peace and social justice, aging, bereavement/end of life care, school social work, violence and victimization, and with a variety of populations—children, youth, families, and older adults. Recognizing the importance of context, social workers consider the interactions of persons and their social environments when providing services.

If you are interested in learning more about social work or careers in social work set up a meeting with a social work professor, take SOWK 240 Introduction to Social Work or refer to the National Association of Social Worker’s (NASW) Careers in page at https://www.socialworkers.org/Careers.
Calvin University BSW Program

In order to understand the social work program at Calvin University, it is important to become acquainted with the mission of Calvin and the goals and objectives of the BSW program. This section presents Calvin’s overall mission and then explains how this mission helps define the nature and purposes of Calvin’s BSW program.

Calvin University Mission Statement

Calvin University equips students
to think deeply,
to act justly,
and to live wholeheartedly
as Christ’s agents of renewal in the world.

The mission of Calvin University is well articulated in institutional documents that serve as guides for the work of the administration, faculty, staff, and students. The documents that guide work at Calvin University today include the following:

- **An Engagement with God’s World: The Core Curriculum of Calvin College (2006)**
- **From Every Nation: Revised Comprehensive Plan for Racial Justice, Reconciliation, and Cross-Cultural Engagement at Calvin University (2004)**
- **The Educational Framework (2015)**

Calvin’s mission statement, most fundamentally, involves preparing students who are committed to involvement in the world in service to others. This commitment has proved to be a hospitable context in which to offer a professional degree in social work.

Calvin University Vision Statement

By 2030, Calvin will become a Christian liberal arts university with an expanded global influence. We envision Calvin University as a trusted partner for learning across religious and cultural differences and throughout the academy, the church, and the world.

Calvin University will be animated by a Reformed Christian faith that seeks understanding and promotes the welfare of the city and the healing of the world. We welcome all who are compelled by God’s work of renewal to join us in the formative pursuits of lifelong learning, teaching, scholarship, worship, and service.

BSW Program Mission Statement

The mission of the BSW program is to “participate in God’s work of renewal by preparing students who embrace the purpose and values of the social work profession and demonstrate competence for generalist practice at the BSW level.”
**BSW Program Goals**
This BSW program mission is further defined through three program goals:

1. To prepare students for competent, entry-level, generalist practice with diverse populations at the individual, family, group, organization, and community level.

2. To promote the use of a strengths perspective regardless of setting, social issue, type of practice, or client level.

3. To foster a commitment to integrity, service, the dignity and worth of all people, the importance of relationships, and the pursuit of social justice, as rooted in a Reformed Christian liberal arts education.

**Generalist Social Work Practice**
Generalist social work practice has been defined in various ways. The Educational Policies and Accreditation Standards (EPAS, 2015) uses the following definition:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The competent generalist practitioner is one who, through completing an accredited BSW program, has the social work knowledge, skills, values, and cognitive and affective processes to work with client systems of different sizes and degrees of complexity. The generalist practitioner identifies with the social work profession, embraces the values of the profession, and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice (CSWE, 2015, p. 11).

**A Reformed Christian Perspective**
The values of the profession are also reinforced through connections to a Reformed Christian perspective. The Reformed tradition underscores the importance of the work that we do here on earth. In other words, it is not heaven-focused. Reformed traditions, unlike some other Christian traditions, emphasize engagement with the world, rather than separation from it, and that all work, not just work done “in Jesus name,” can be
part of God’s renewal. In this context, service and the pursuit of social justice is pressing—it is, in fact, the call of a Christian to participate in God’s work of restoration and renewal, to call attention to injustices and to work towards social justice. A Reformed perspective on Christianity also shares the social work value of the dignity and worth of the person, emphasizing that all individuals are made in the image of God with inherent worth and dignity, not because of anything they have done, but in their very existence. We are called to view everyone from this perspective. Enhancing human well-being and alleviating injustice, enhancing the social functioning and interactions of different client systems, formulating and implementing social policies and programs that further justice, and using advocacy and other social or political action to promote justice all speak to commitments stemming from a Reformed Christian perspective.

A Reformed perspective suggests that God is sovereign over the entire world and every creature living in it. The Christian life is a person’s response to God’s revelation through the Holy Scriptures and creation. Living that life involves everything a person does, whether it be selling insurance, studying Spanish, nurturing one’s children, attending a worship service, or practicing as a professional social worker. All activities and callings are potentially of equal value and all can be carried out in a manner faithful or unfaithful to God’s intentions for human and community well-being.

Reformed thinking views God’s special revelation (the Bible) as teaching that there are three predominant turning points in God’s relationship to creation. First, God made everything in the world perfect—physical, biological, psychological, social, cultural, and spiritual reality (creation). Second, sin entered the world and distorted the creation (the fall). Third, God, in infinite love, sent his Son to sacrifice himself for the disobedience of human beings and to offer the hope of ongoing restoration of the creation (redemption). Reformed thinking differs from many other theologies in that it gives primary emphasis to the “relationships” among the various parts of creation rather than to the parts themselves. Thus, in reflecting on the impact of the fall on human beings, Reformed thinkers emphasize the distortion in relationships that occurred between people and their environments, between people and God, between one another, and so forth. Similarly, in reflecting on the implications of redemption, these thinkers emphasize that, because God has not abandoned the world but rather entered into it through his Son to redeem it, healing and justice can occur in broken relationships in different areas of life. In Reformed-Christian terminology, this process of restoring broken relationships in the world occurs through participation in God’s redeeming work, actively pursuing the ideal relationships intended by God in creation. We have conceptualized generalist social work practice in the BSW program at Calvin to be one aspect of this transformational or restorative process.

In addition, we believe that “reconciling broken relationships” at all levels of society is best accomplished by practitioners focusing on and identifying the strengths of clients and the directions in which they want to apply them. We believe this strengths emphasis, addressed in many of the courses in the social work major, reflects the redemptive theology of a Reformed, Christian outlook. Furthermore, together with the Calvin community and as outlined in Calvin University’s *From Every Nation* (2004)
document, the social work program is committed to restoring relationships through our commitment to racial justice and reconciliation.

**A Strengths Perspective**

The strengths perspective rests on the following principles: First and foremost, despite life’s problems, all persons and environments possess strengths which can be marshaled to improve the quality of their lives. Practitioners should assess and affirm these strengths and the directions in which client systems wish to apply them. Second, trauma, abuse, illness and struggle may be injurious, but they may also be sources of challenge that bring about opportunity. Third, social work practitioners do not know the upper limits of the capacity for growth and change in in the individuals, families, groups, communities, and organizations with whom they work. Fourth, discovering strengths requires a process of cooperative exploration and collaboration between client systems and social work practitioners; “expert” practitioners do not have the last word on what clients need. Fifth, all environments—even the most bleak—contain resources. Sixth, social work practice takes place within a context of caring and caretaking which emphasizes that people have the right to be cared for and to care for others (Saleebey, 2009, p. 15-18).

**A Liberal Arts Perspective**

Christians who share this Reformed perspective, as a community, have historically been committed to Christian higher education as a means of achieving the Christian life. The existence of Calvin University and other Reformed universities are evidence of this commitment. Moreover, Calvin has long embraced a core study of the liberal arts integrated with understandings from Scripture as the most effective way to achieve the understanding necessary to live the Christian life. The Calvin publication, *An Engagement with God’s World: The Core Curriculum of Calvin University* provides a framework for understanding the importance of a liberal arts foundation. Calvin University is committed to “engage in the rigors and the rewards of the academic life as a Christian calling, and to prepare students for their respective vocations, ever mindful of the aching distance between the basic goodness of this fallen world for which God incarnate died and the surpassing splendor of the world which is to come and for which all Christians hope” (*An Engagement with God’s World*, 2006, p. 10). The liberal arts core is intended to introduce students, from the vantage point of various disciplines, to the world in which they will serve as social workers and global citizens. The BSW program is firmly rooted in this liberal arts context, which affirms the importance of the liberal arts core, typically taken during the first and second years.

**Integration of Calvin University and BSW Program Goals**

The unique character of Calvin’s BSW program is represented in the integration of the liberal arts foundation, a Reformed perspective, and the social work curriculum. The BSW program is a natural extension of the University’s mission and the all-university goals expressed in the *Educational Framework* (2015). The institutional context affirms the purpose of social work education and is consistent with the mission of the social work program. The *Educational Framework* (2015) points to institution-wide goals, derived from the University mission, that ground curricular and co-curricular
activities. These goals center on learning, faith, citizenship, and vocation, all of which connect to the mission of the BSW program.

**Learning**

An assumed goal of any institution of higher education is learning; Calvin points to the importance of a liberal arts education directed toward the specific aim of service. According to the *Educational Framework*, “Calvin students learn that a broad study of the liberal arts in a core curriculum develops essential knowledge, skills, and virtues” (2015, p. 1). Calvin University’s “primary purpose is to engage in vigorous liberal arts education that promotes lifelong Christian service” (https://catalog.calvin.edu/content.php?catoid=16&navoid=497). This purpose derives from the historical commitment of Reformed Christians to higher education as a primary means of preparing for a life of service. Both the University and the social work program emphasize learning through a liberal arts foundation, which provides a context for developing knowledge and skills, and promoting the social work values of service, integrity, social justice, dignity and worth of the person, the importance of human relationships, and competence. At Calvin, we hope that learning is “deep, broad, engaged,” so that “imagination, knowledge, and courage in learning equip us for transformative action” (*Educational Framework*, 2015, p. 1). Calvin students learn “life-long habits of effective and enthusiastic learning [that] prepares us for lives of faithful service” (*Educational Framework*, 2015, p. 1). Learning is pointed in a direction, toward an engaged life of action. This understanding of the goal of learning aligns clearly with the mission of the social work profession and the mission of our BSW program “to participate in God’s work of renewal by preparing students who embrace the purpose and values of the social work profession and demonstrate competence for generalist practice at the BSW level.”

**Faith**

The *Educational Framework* (2015) states a goal that faith be “informed, courageous, and lived” (p. 2). It acknowledges that “a richer and more complex understanding of Christian faith emerges when studied in reference to multiple Christian traditions and other world faiths” (p. 2). It embraces the goals of a liberal arts education by arguing that “Christian faith increases in richness, resilience, and passion when grounded in biblical, theological, and historical knowledge” (p. 2). The social work program’s mission and goals point to the importance of being rooted in a liberal arts education, understanding the importance of knowledge from a variety of disciplines. We recognize that many students may not share in this faith tradition; we respect those differences and do not proselytize in our classrooms. We do, however, aim to demonstrate that our Christian faith compels us to be informed, to be courageous, and to seek justice and flourishing in this world. We aim to emphasize that in contrast to what we sometimes see in the world around us, “Christian faith finds purpose in acts of justice, mercy, and love in the world—acts by which we show gratitude and through which God builds the kingdom” (*Educational Framework*, 2015, p. 2).
Citizenship
The social work program's mission closely connects with the University goal related to citizenship. The University’s mission aims “to equip students to think deeply, to act justly, and to live wholeheartedly as Christ’s agents of renewal in the world.” This statement lines up with the mission of the social work program as participating in “renewal” and “acting justly” are efforts that should promote human and community well-being. The Expanded Statement of Mission adds that “our educational goals include the development of abilities and competencies that enable people to be effective in the tasks of knowing and caring” (2004a, p. 27). The social work program is embedded in this environment where there is emphasis on understanding people in their environment, taking on a global perspective, respecting diversity, and seeking knowledge through scientific inquiry. It is also embedded in an environment that uses knowledge and skills to be directed towards citizenship at the local and global levels, as “attentive, insightful, and creative participants in the world” (Educational Framework, 2015, p. 2). The Educational Framework (2015) argues that “Christian stewardship commits us to become faithful caretakers of the physical creation, and to study and sustain our universe” (p. 2).

Being a good citizen “moves us to work alongside others with compassion, confronting our own and others’ injustice and sharing hope in Christ’s justice and mercy” (Educational Framework, 2015, p. 2). The University’s mission and its accompanying documents, From Every Nation and the Educational Framework, place a high priority on promoting multicultural citizenship and racial justice by actively combatting racism and establishing accountability mechanisms. The University is committed to anti-racism at the personal and institutional levels while also being active agents of racial reconciliation (From Every Nation, 2004b). The University seeks to perform our tasks as teachers and students in a caring and diverse educational community. It promotes themes of multicultural citizenship and community building and aims to promote justice across racial, ethnic, and cultural lines. This respect for diversity and commitment to confront oppression and discrimination is consistent with the purpose of the social work profession. As the program works to educate competent generalist social work practitioners, it works toward creating and sustaining an educational community that similarly models respect and appreciation for diverse populations while seeking to end all forms of discrimination and oppression. This is consistent with the mission of the program and the purpose of the social work profession as it is committed to promoting human rights, recognizing diversity in a global context, and advocating for social and economic justice. The following excerpt from the Expanded Statement of Mission provides evidence of the consistency between the institutional and program mission:

The college’s programs encourage insightful and creative participation in society. We aim to foster sensitivity to the working of God and creation and respect for the variety of gifts that are offered by people of different genders, races, ages, and abilities. We strive to learn the demands of justice, an appreciation for diverse cultures, an attentiveness to the religious meanings of life events, and an awareness of ways to renew the world for God’s glory. (2004a, p. 27)
**Vocation**

At Calvin University, we believe that “the lifelong practice of discerning and developing our talents and passions prepares us to respond with our gifts of knowledge, skills, virtues, and faith” (*Educational Framework*, 2015, p. 3). This notion of vocation, of a sense of purpose in what we do, the idea that work is more than earning money, connects with the mission of the Calvin BSW program. We understand that being a part of the social work profession is a vocation, it is a response to a call, a response to a need to work towards what is good and right and what promotes human and community well-being. Christian service involves recognizing, understanding, and being committed to faithfully and persistently redressing all forms of injustice. As described in the *Expanded Statement of Mission*, “The outreach to an external community, moreover, will be marked by an insistence upon justice, identifying clearly the injustice in this world, refusing to tolerate it, and working to eradicate it” (2004a, p. 49). Not only does the notion of Christian service involve recognizing, understanding, and being committed to redressing all forms of injustice, it also requires that such efforts be carried out in a context of substantive scholarship, of learning, that, among other things, promotes healing and furthers justice in intellectual and public spheres which translates to social work practice. Competent generalist social work practitioners who develop social work knowledge and provide leadership will need critical thinking skills and a global perspective that build on the liberal arts foundation at Calvin University.

**Program Competencies and Student Learning Outcomes**

The BSW curriculum prepares its graduates for generalist practice through mastery of a set of core competencies, defined by the Council on Social Work Education (CWSE). The CSWE Educational Policy and Accreditation Standards (EPAS) promote academic excellence in baccalaureate and master’s social work education. The EPAS specify the curricular content and educational context to prepare students for professional social work practice and set forth basic requirements for these purposes. An integrated curriculum design includes program mission and goals, implicit and explicit curriculum, and assessment (CSWE, 2015).

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The nine core CSWE (EPAS, 2015) competencies are listed below:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CSWE considers field education the "signature pedagogy" of any BSW/MSW curriculum, placing field education as the center of importance with regard to social work education. CSWE (2015) states, “The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies” (p. 12).

Field education is an integrative experience which reinforces and deepens previous learning acquired in the liberal arts courses as well as in the professional social work competencies. Field education facilitates the development of new knowledge, skills, and competencies through the behaviors. Field education provides students with the opportunity to apply classroom learning in actual social work practice situations.

Social Work Curriculum
The BSW degree program is intended for students who want to prepare for a career of Christian service as a professional social worker. The social work major consists of 12 courses (47 semester hours) and several required core courses. The courses in the major include the following:

SOWK 240 Introduction to Social Work and Social Welfare. Fall and Spring (3 hours). Students will discover what it means to be a professional social worker in this course. With attention to the importance of diversity, history, and the experiences of at-risk populations, students will explore the range of social services and advocacy opportunities for work with individuals, families, groups, communities, and organizations. This will include an exploration of several areas of practice, such as poverty and inequality, housing and homelessness, family and child welfare, health and health care, disability, mental health, substance use, and criminal justice. Students will approach social issues from a strengths-based and systems-based view of persons in their environment. This course has no prerequisites and is typically taken in either a student’s first year or sophomore year. This course is a requirement for program admission.

SOWK 250 Diversity and Inequality in the U.S. Fall and Spring (3 hours). This course analyzes the social meanings of our various identities (i.e., race-ethnicity, class, and gender), how these identities affect our self-concepts, and the impact of these identities upon our social and societal relationships. The primary objectives of this course are to study the social definitions of gender, race, and class; to examine the impact of these social constructs on human behavior, identity, and interactions with other persons; to
develop a sociological understanding of the nature of structured inequality, and patterns of discrimination; to become familiar with social-scientific methods appropriate for the studying of diversity and inequality; and to understand the promise and challenge of biblical reconciliation for seeing ourselves as image bearers of God; and for easing the social tensions associated with diversity and inequality in the United States. This course has no prerequisites and is typically taken in either a student's first year or sophomore year. This course is a requirement for program admission.

**SOWK 255 Social Science Statistics.** Fall and Spring (4 hours). Students will be introduced to social statistics and statistical analysis software as a tool for social research. Throughout the course, students will learn theoretical statistical concepts as well as skills to perform data analysis. Students will analyze data and present findings to develop skills as a critical consumer of statistics, with an emphasis on developing virtuous practice in the ethical use of statistics. This course fulfills the Mathematics core category for social work majors. Students typically take this course in the sophomore or junior year. It is a pre-requisite for SOC/SOWK 355 Social Research.

**SOWK 260 Global Issues and Perspectives.** Fall and Spring (3 hours). Students will understand the history and practice of global social work, with a particular focus on human rights and development. Using a framework of social exclusion, students will look critically at specific social justice issues facing the global community and the field of international social work such as international migration, human trafficking, international adoption, world poverty, and public health. Students will advance their understanding of global issues and their impact on practice and policy at all levels. This course fulfills the global and historical core. Social work majors can take this course at any point, although most students will take it during their sophomore or junior year. It has no prerequisites and is not a pre-requisite for other social work major courses.

**SOWK 355 Social Research.** Fall and Spring (3 hours). Students develop an understanding of quantitative and qualitative research methods in the social sciences. In collaboration with community partners, students conduct a research project by describing a social issue and developing research questions, conducting a literature review, selecting appropriate methods, collecting and analyzing data, and communicating results to a vested community audience. Students consider implications of social research findings for practice and policy. Through the course, students develop an awareness of the importance of social science research as a means to understand ourselves and the world around us. This course is typically taken in the sophomore or junior year. SOC/SOWK 255 Social Science Statistics is a pre-requisite.

**SOWK 350 Human Behavior and the Social Environment.** Fall and Spring (4 hours). This course involves a study of persons in their environment with a particular focus on human behavior and development. Persons are described as biological, psychological, social, cultural, and spiritual beings who grow and develop throughout their lives. Theoretical frameworks enable students to assess, predict, and explain micro, meso, exo, and macro influences on human behavior and development. Prerequisites for social work majors and minors only include PSYC 151 Introductory Psychology:
Perspectives on the Self or SOC 151 Sociological Principles and Perspectives, SOWK 240 Introduction to Social Work and Social Welfare, and BIOL115 Human Biology. This course is typically taken in the junior year.

**SOWK 360 Social Welfare Policy Analysis.** Fall and Spring (3 hours). This course helps students examine and think critically about how social welfare policies in the United States affect client systems. Specifically, students examine how the definitions of social problems as well as structural and institutional barriers influence social welfare policy and practices. Students are introduced to the history of social welfare policies, ideologies and values that influence policy decisions, and major policies that influence social work practice (e.g. TANF, OASDI, Medicare). Students will evaluate and analyze policies as well as develop practical advocacy skills in relation to human rights and social, economic, and environmental justice. Prerequisites for social work majors and minors only include PSYC 151 Introductory Psychology: Perspectives on the Self or SOC 151 Sociological Principles and Perspectives and SOWK 240 Introduction to Social Work and Social Welfare. This course is typically taken in the junior year.

**SOWK 370 The Helping Interview.** Fall and Spring (3 hours). Through experiential work in a laboratory setting, students will learn the skills to conduct a solutions-focused helping interview. Students will conduct several types of recorded interviews, participate as role-players, and provide constructive feedback to peers. Students will also engage contextual material about ethical issues, a Christian view of relationship, and the importance of diversity and difference. Prerequisites include PSYC 151 Introductory Psychology: Perspectives on the Self or SOC 151 Sociological Principles and Perspectives and SOWK 240 Introduction to Social Work and Social Welfare. This course is typically taken in the junior year. It is a pre-requisite for upper-level practice courses, such as SOWK 371 Generalist Practice with Individuals, Families, and Groups and the recently added SOWK 373 Generalist Practice with Groups and Families.

**SOWK 371 Generalist Practice with Individuals, Groups, and Families.** Fall (4 hours). Students will develop competencies in advanced generalist social work practice with individuals. Students develop skills in engagement, assessment, intervention, evaluation, and termination within a problem-solving context. Special attention is given to integrating issues of diversity and inclusion into practice, and to competent and ethical documentation. SOWK 370 The Helping Interview is a prerequisite. This course is taken in the senior year.

**SOWK 372 Generalist Practice with Organizations and Communities.** Fall and Spring (3 hours). Students will develop competencies in advanced generalist practice with organizations and communities, with an emphasis on how social workers engage, assess, plan, implement, and evaluate change at the macro level. Students will examine the historical roots of social work in macro practice and the social gospel. Students will deepen their understanding of the profession's ethical commitments to economic, social, and environmental justice, and to anti-oppressive models of trauma-informed community practice that build off individual strengths and community assets. Prerequisites for social work majors and minors only include PSYC 151 Introductory
Psychology: Perspectives on the Self or SOC 151 Sociological Principles and Perspectives and SOWK 240 Introduction to Social Work and Social Welfare. This course is typically taken in the senior year, although it may be taken in the junior year.

SOWK 380 Social Work Field Education. Fall, Interim and Spring. (5 hours-F, 5 hours-S). Students will integrate academic learning into social work practice through the completion of a 400-hour social work field education experience paired with a weekly professional seminar. The professional seminar will allow students to process their field experiences. Students will apply areas of social work content to experiences in the field, including professionalism, the planned change process, social policy, human diversity, and professional ethics. Within the field setting, students will interact with client systems at the individual, family, group, community, and organizational levels, and will process these interactions with their peers in the professional seminar. The pre-requisite for SOWK 380 Social Work Field Education is admission to the BSW program and field education.

Most students will complete SOWK 380 Social Work Field Education as a “concurrent” placement, meaning they complete the 400-hour requirement over two semesters (fall and spring of their senior year). Some students will apply to complete SOWK 380 Social Work Field Education as a “block” placement, typically completing all 400 hours of field education during the spring semester of their senior year. These block placements are typically done through the Calvin University Washington D.C. Semester or the Calvin-endorsed program, the Chicago Semester. Students may also apply to complete SOWK 380 Social Work Field Education as a “block” placement in the fall if they are graduating early or adding a semester beyond their fourth year. These block placements can be accomplished in Grand Rapids, MI.

SOWK 381 Social Work Capstone Seminar. Fall and Spring (4 hours). Students will integrate the content of their courses in the social work major and a Christian worldview. Students draw on core values and principles from the profession and from the Christian faith as they discuss issues associated with professional role and identity. SOWK 240 Introduction to Social Work and Social Welfare is a prerequisite for social work majors and minors only.

SOWK 390 Independent Study. Fall and Spring (1-3 hours). Calvin University provides the opportunity to do independent research or reading when students have demonstrated their competence in social work classes and have shown the ability to study on their own initiative. It must be approved by the instructor directing the study, the social work department chair and the registrar’s office. It must be subject to the supervision of the instructor during that term.
Liberal Arts Core Requirements
A general list of core requirements for the BSW are listed below; however, the Calvin University website will contain the most recent list [https://catalog.calvin.edu/preview_program.php?catoid=16&poid=8096](https://catalog.calvin.edu/preview_program.php?catoid=16&poid=8096). Students are encouraged to follow the course catalog from their entrance year.

The core curriculum for BSW students is designed to help students develop a broad understanding of the world, including but not limited to history, culture, the environment, the person, and the biological aspects of human life. It also aims to prepare students with specific skills and practices in areas such as research and information technology, written rhetoric, visual rhetoric, foreign language, and health and fitness. The core categories at Calvin University include those listed below. Typically, students may choose from a variety of courses to fulfill a core category. However, when a specific course within a core category is required for BSW students, it is identified below. Additionally, some social work major courses fulfill certain core categories, which are also identified below.

- Developing a Christian Mind (3 credits)
- First Year Seminar (1 credit)
- Written Rhetoric (3 credits)
- Foundations of Information Technology (1-3 credits)
- Rhetoric in Culture (3 credits)
- Health and Fitness (3 courses, 1 credit each)
- Foreign Language (to achieve a 202 level, 0-12 credits)
- Historical Foundations (3 credits)
- Philosophical Foundations (3 credits)
- Biblical or Theological Foundations I and II (2 courses, 6 credits total)
- Persons in Community (2 courses, 6 credits total)
  - PSYC 151 Introductory Psychology: Perspectives on the Self
  - SOWK 250 Diversity and Inequality in the United States
- Societal Structures in North America (SSNA) (2 courses, 6 credits total)
  - SOC 151 Sociological Principles and Perspectives
  - One additional SSNA course
- Literature (3 credits)
- Global and Historical Studies
  - SOWK 260 Global Issues and Perspectives (3 credits)
- The Arts (3 credits)
- Mathematics
  - SOWK 255 Social Science Statistics (4 credits)
- The Living World (Physical) (exempt)
- The Living World (Living)
  - BIOL115 Human Biology (4 credits)
- Cross Cultural Engagement and Integrative Studies
  - SOWK 381 Social Work Capstone Seminar (4 credits)
The core curriculum for BSW majors differs from other majors in the following ways:

- Social work majors are required to take BIOL 115 Human Biology for the Living World core requirement.
- Social work majors are not required to fulfill the Living World (Physical) core category.
- Social work majors are required to take two (2) courses in both the Persons in Community and Societal Structure in North America core categories.

The liberal arts education provides a foundation for the social work major. During the 2019-2020 academic year, the social work major consisted of 12 courses. These 12 courses constitute 47 credits. Some (14) of these credits also meet the liberal arts core. These courses and core categories include:

- Persons in Community: SOWK 250 Diversity and Inequality in the United States
- Mathematics: SOWK 255 Social Science Statistics
- Global and Historical Studies: SOWK 260 Global Issues and Perspectives
- Integrative Studies: SOWK 381 Social Work Capstone Seminar
- Cross Cultural Engagement: SOWK 381 Social Work Capstone Seminar

Suggested Plan of Study
The various core requirements and social work major courses required for a BSW degree have been combined into the following suggested plan of study:

### First Year

<table>
<thead>
<tr>
<th>Core Category/Major Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Developing a Christian Mind</td>
<td>3</td>
</tr>
<tr>
<td>Written Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Rhetoric in Culture</td>
<td>3</td>
</tr>
<tr>
<td>Biblical or Theological Foundations 1</td>
<td>3</td>
</tr>
<tr>
<td>Persons in Community 1 (PSYC 151 Introductory Psychology: Perspectives on the Self required)</td>
<td>3</td>
</tr>
<tr>
<td>Societal Structures in North America 1 (SOC 151 Sociological Principles and Perspectives required)</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (101 and 102)</td>
<td>8</td>
</tr>
<tr>
<td>Health and Fitness 1</td>
<td>1</td>
</tr>
<tr>
<td>Foundations of Information Technology</td>
<td>1-3</td>
</tr>
<tr>
<td>Philosophical Foundations</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>32-35</strong></td>
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</table>
Second Year

<table>
<thead>
<tr>
<th>Core Category/Major Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural World: Living (BIOL115 Human Biology required)</td>
<td>4</td>
</tr>
<tr>
<td>Societal Structures in North America 2</td>
<td>3</td>
</tr>
<tr>
<td>Historical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (201 and 202)</td>
<td>8</td>
</tr>
<tr>
<td>The Arts</td>
<td>3</td>
</tr>
<tr>
<td>Health and Fitness 2</td>
<td>1</td>
</tr>
<tr>
<td>Persons in Community 2 (SOWK 250 Diversity and Inequality in the United States required)</td>
<td>3</td>
</tr>
<tr>
<td>Global &amp; Historical Studies (SOWK 260 Global Issues and Perspectives required)</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 240 Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Core Category/Major Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>Biblical or Theological Foundations 2</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (SOWK 255 Social Science Statistics required)</td>
<td>4</td>
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<tr>
<td>Health and Fitness 3</td>
<td>1</td>
</tr>
<tr>
<td>SOWK 350 Human Behavior and the Social Environment</td>
<td>3</td>
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<tr>
<td>SOWK 355 Social Research</td>
<td>3</td>
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<tr>
<td>SOWK 360 Social Welfare Policy Analysis</td>
<td>3</td>
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<td>SOWK 370 The Helping Interview</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td>3-8</td>
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<td><strong>Total</strong></td>
<td><strong>26-31</strong></td>
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Fourth Year

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<tr>
<th>Core Category/Major Courses</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SOWK 371 Generalist Practice with Individuals, Families, and Groups</td>
<td>4</td>
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<tr>
<td>SOWK 372 Generalist Practice with Communities and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 380 Social Work Field Education</td>
<td>10</td>
</tr>
<tr>
<td>Integrative Studies and Cross-Cultural Engagement (SOWK 381 Social Work Capstone required)</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>0-9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21-30</strong></td>
</tr>
</tbody>
</table>
Honors Program for Social Work Majors
Students wishing to pursue Honors as a social work major should visit the Honors and Collegiate Scholars website at https://calvin.edu/honors/collegiate-scholars-program/. The advisor for the social work honors program is Professor J. Kuilema.

Legacy Honors (through 2022 graduation)
To graduate with honors in social work, students that have been admitted to the Legacy Honors program must meet the following criteria:
Students wishing to graduate with honors in social work must maintain a minimum GPA of 3.5 and must complete at least six honors courses (18 semester hours minimum). Three of these courses must be in Social Work and three must be from outside of the major. At least two of the three courses must be chosen from 300-level offerings. Students will complete an honors thesis in SOWK-381, the capstone seminar, or through an independent study (390) or another approved means. This research will be publicly presented to the Calvin community. Honors students must achieve a minimum cumulative GPA of 3.5 in the social work major.

Collegiate Scholars program
Collegiate Scholars program. Strong students are eligible to apply to this program at any time while they are at Calvin. This program is highly co-curricular in nature, with service-learning and internships, among a wide array of other academic and community-based activities, counting toward fulfillment of Collegiate Scholars requirements. This program requires students to maintain a 3.65 GPA, complete an upper-level thematic Honors course (HNRS 380), and complete four advanced academic (e.g. research experience, minor or second major, study abroad) or co-curricular activities (e.g. leadership in a student organization, service-learning project, participation in varsity athletics, participation in the theater company or music ensemble).

Additional Minors
Although social work majors are not required to have a minor, many students choose to pursue minors with their elective credits. Declaring a minor can be useful in better understanding other disciplines and prepare you for a specific field of social work practice. Some common minors chosen by recent social work graduates include Spanish, sociology, international development studies, gender studies, psychology, political science, and congregational ministry studies.
Student Development

Advising
Before new students begin their coursework at Calvin, and before they are admitted into the social work program, they are assigned to a faculty advisor. Students changing from another major to the BSW program may indicate a preference for a particular advisor from the social work faculty. A BSW student who wishes to change advisors should make this request to the Center for Student Success.

BSW students minimally meet with their advisors once per semester for academic and professional advising. Students are welcome to confer with their advisors about their performance in the BSW program, volunteer opportunities, interest in areas of practice, options and opportunities for graduate school, and other career-related matters, such as licensing. The program conducts an annual informational meeting about graduate education in social work which describes types of programming, admissions information, and resources available to help with decision making.

Twice each academic year, the director of the social work program calls a meeting of all those interested in applying for the BSW program to share information about the program and admission requirements. In the fall of each year, a meeting of all junior-level-BSW students is held by the Field Education Director to share information about the following year's field education placements.

Admission to the BSW Program
Students should apply to the social work program by May 1 of their sophomore year. Students who want to switch to a social work major from another major after this May 1 deadline should contact the social work program director. The social work program will review applications on a rolling basis. Decisions about admission to the program are made by the Social Work Program Committee (SWPC) comprised of social work faculty and two BSW student representatives. Applicants are informed of the committee’s decision no later than the first week of July. The committee bases its decisions on the following criteria:

1. Students must have earned at least 35 semester hours of credit and completed, currently be enrolled in, or have a plan to take BIOL115 Human Biology, SOC 151 Sociological Principles and Perspectives, PSYC 151 Introductory Psychology: Perspectives on Self, a second social science course from the Societal Structures in North America core category, SOWK 240 Introduction to Social Work and Social Welfare, and SOWK 250 Diversity and Inequality in the United States.

1 One from the following courses: CMS 151 Church and Society, ECON 151 Principles of Economics, ECON 221 Principles of Microeconomics, ECON 232 Sustainability Economics, ECON 233 Economics of Energy and Sustainability, IDIS 205 Societal Structures and Education, POLS 101 Ideas and Institutions in American Politics, POLS 212 American Public Policy, POLS 237 Parties and Interest Groups, SOC 303 Criminology, STHO The Problem of Poverty
2. Students must have a minimum overall GPA of 2.5 and a minimum grade of C- in each of the courses specified above.

3. Students must have completed 50 hours of social work-related volunteer or paid service (from 2 different agencies at most). A letter of reference from a supervisor provides evidence of hours completed.

4. Students must submit a written personal statement, which includes information about their commitment to social work as a profession and their strengths and areas for development as a professional social worker. An applicant’s personal statement is an important part of the process.

It should be noted that academic credit is not given for life experience or previous work experience. This policy applies to all courses in the BSW program including SOWK 380 Social Work Field Education.

A student who does not fully meet one or more of the admission criteria may be admitted to the BSW program conditionally, provided that the student fulfills the criteria by the time specified by the SWPC. Students who are accepted conditionally should be aware that there are risks involved in pursuing the social work major on a conditional basis. For instance, if the conditions are not met, the student will not be admitted to the program and will need to pursue an alternate major, changing their course toward graduation. For students applying by the May 1 deadline, they will be informed of the committee’s decision in writing no later than the first week of July.

The forms necessary to apply to the BSW program should be obtained online at http://www.calvin.edu/academic/social_work/program/forms.html.

**Transfer Students**
For students transferring to Calvin University from another institution, students must first be admitted to Calvin before transferring into the social work program. Calvin University’s stated procedures and policies regarding transfer students are given in the *Calvin University Catalog*. In brief, students transferring from other institutions must follow the same application process as first-year students. Once admitted to Calvin, the records of transfer students are first evaluated by the Center for Student Success and then passed on to the social work program director, provided there are courses on these records which might transfer as credit for major courses in Calvin’s BSW program.

Calvin University’s stated procedures and policies regarding transfer students are stated in the *Calvin University Catalog*. Academic credits from accredited institutions are normally accepted according to the following stipulations:

1. The courses must be academic and similar in nature to courses offered at Calvin University.
2. A minimum grade of C- is required in each course to receive credit.
3. No more than seventy semester hours of advanced credit is allowed for work completed at an accredited community University.
4. No matter how much work completed at other institutions may be accepted, all students must complete their last year in residence at Calvin.

Once transfer students know what courses will transfer, they will follow the standard process to apply to Calvin’s BSW program. It should be noted that a student’s GPA from another institution does not transfer to their Calvin University GPA; however, the social work program will use the GPA from the previous institution for admission decisions. The student, then, needs to maintain a 2.5 GPA once enrolled in Calvin and the BSW program. In accordance with Calvin’s policies concerning the transfer of credits, the BSW program transfers credits from other social work programs if they meet the following stipulations:

1. The course must be from a CSWE-accredited BSW program.
2. The course must be academic and similar in nature to courses offered at Calvin University.
3. The minimum grade requirement is achieved for relevant courses to receive credit.

In the evaluation of transfer credits or past experiences, academic credit is not given in Calvin University’s BSW program for life or previous work experience. This policy applies to all courses in the BSW program including Social Work Field Education (SOWK 380).

Admission to Social Work Field Education
BSW students are required to formally apply for the field education sequence to the field education coordinator. In mid-October, an informational meeting regarding field education options is held for all junior students planning to enter field education during the following academic year. At this meeting, the application materials for field education are distributed. The application process requires:

1. A written personal statement of preferences and goals for one’s field education work.
2. An interview with the field education coordinator.

Students who wish to complete their field education requirements in ways other than the normal design (for example, a block or off-campus placement must apply through the field education coordinator for an exception. Exceptions are not guaranteed and must be approved by the SWPC. Students who wish to do their field education through the Chicago Semester or Washington D.C. Semester should be certain of their plans by the fall of their junior year.

Should significant reservations about a student’s continuation in the BSW program arise at the point of application to field education, these will be processed by the SWPC. In cases where the committee decides to deny admission to field education, the student involved will have the opportunity to appeal the decision to the SWPC.
For more information about field education, please contact Professor Kristen Alford, field director (Spoelhof Center 231).

Retention in the BSW Program
Students should be aware that in professional programs, academic and professional performance includes classroom performance, class attendance, ethical and professional behavior, self-awareness, and well-being sufficient to perform the tasks of a social worker. Academic performance is measured by course assignments which lead to course grades and GPA. Professional performance is measured by professional behaviors within social work courses, social work field, and other social work program-related activities. Professional behaviors include but are not limited to behaviors such as practicing effective communication skills, taking appropriate responsibility, meeting deadlines, practicing effective self-care and coping skills, demonstrating an understanding of appropriate self-disclosure, maintaining respectful relationships with faculty, peers, and colleagues, using professional judgment, and demonstrating self-awareness as it relates to practice. Students should refer to the list of support services found in Appendix C and on the program’s website.

Policies and Procedures for Program Retention
Due to the nature of social work practice and the expectations of a professional program, academic standards for good standing and continuance in the program include academic and professional behaviors. All under-graduate social work students will receive and are required to comply with the following standards as well as related policies in social work course syllabi and the Social Work Program Field Manual. Social work students are also expected to adhere to the National Association of Social Workers (NASW) Code of Ethics (See Appendix G) and the Michigan Social Work Licensing Code of Ethics. These expectations also align with the CSWE 2015 EPAS, particularly the competencies of conducting oneself as a professional social worker, engaging in ethical decision-making, communicating effectively, and engaging diversity and difference in practice.

All students must meet the basic requirements of the social work program. Faculty members and the SWPC regularly evaluate students’ academic and professional performance in several areas, including but not limited to the following:

1. Basic Professional Communication and Critical Thinking
   - Uses professional communication: practices using effective oral and written communication skills; uses existing technologies appropriately; employs effective interpersonal skills including the ability to take appropriate responsibility for one’s own actions and decisions and their potential impact on others; communicates in a timely and professional way with professors, peers, and field instructors.
   - Exercises critical thinking: demonstrates the ability to plan, monitor, and evaluate their own professional behaviors, including professional social work activities.
2. **Appropriate Self-Awareness and Self-Care**
   - Demonstrates effective self-care and coping skills: handles stress appropriately by use of self-care techniques and supportive relationships; recognizes personal needs and plans accordingly; demonstrates self-awareness to identify and acknowledge limitations or areas of growth; seeks professional help for physical or mental health that interfere with professional and academic performance; makes use of support services as necessary.
   - Displays interpersonal maturity: demonstrates understanding of appropriate self-disclosure; maintains respectful relationships with peers, colleagues, faculty, and others; demonstrates empathic support to peers; uses assertive problem-solving strategies rather than aggressive or passive actions.

3. **Professional Judgment and Ethical Behavior**
   - Demonstrates ethical behavior: practices adherence to the NASW Code of Ethics, state licensing laws, and field education site policies and procedures; practices within the competencies and limits of a generalist BSW practitioner.
   - Demonstrates commitment to professional learning: takes responsibility for learning (through class attendance, assignment submission, proactive communication) and seeks feedback and/or supervision from field education instructors, faculty, peers, and colleagues; participates in classroom discussions and other classroom activities and stays engaged in learning; holds oneself accountable for work assigned.
   - Displays self-awareness: demonstrates awareness of one’s own attitudes, beliefs, and biases and their impact on professional practice; acknowledges when personal values interfere with professional practice and client relationships and takes appropriate action.

4. **Academic Performance**
   - Earns a minimum of C in courses in the social work major beyond SOWK 240 Introduction to Social Work and SOWK 250 Diversity and Inequality in the United States (C- is minimum grade for SOWK 240 and 250). If for any reason, a student social work major cannot earn the minimum grade requirement for a social work course, they may re-take the course. Professional behaviors such as attendance, late submission of assignments, and class participation will factor into a course grade.
   - Maintains a cumulative GPA of 2.5.
   - Fulfills the expectations and standards detailed in the *Social Work Field Education Manual*.
   - Obtains a mid-year (or mid semester for block placements) evaluation from the field education instructor and faculty liaison that satisfactory progress is being made toward competent, ethical practice; earns a final evaluation in the field education that affirms the student is adequately prepared to graduate as a BSW-level generalist social work practitioner. Specific expectations and standards are detailed in the *Social Work Field Education Manual*. 

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5. Professional Behavior in Course work (on SOWK syllabi)

a. Attendance
Regular attendance is expected for class sessions and any activities that are a part of the course. If you miss more than the equivalent of one week of class for any reason, each class session missed will reduce your grade. If you miss more than one-third of the class sessions, you are subject to failing the course.

b. Assignment Deadlines and Submission Guidelines
All assignments need to be submitted on Moodle before the due date/time. It is your responsibility to ensure that your assignment is fully submitted. There will be a minimum grade reduction of 5% for each day the assignment is late. Additionally, assignments will not be accepted more than one week late. If you are falling behind in the course, it is important to contact the professor to discuss your individual circumstance. No assignments will be accepted after the scheduled exam time.

c. Tests
If tests or exams are missed due to an absence that is not excused prior to the class, you will not be allowed to make them up.

d. Incompletes
If you fail to complete all the required work or to sit for the final examination, instructors may, if they consider a student’s reason valid, give a grade of I, incomplete, rather than a grade of F. It is your responsibility to initiate a conversation with the instructor to request an Incomplete before the end of the semester (i.e., the final exam day/time). See https://calvin.edu/directory/policies/grading-systems.

Accommodations for Students with Disabilities
Students will be evaluated for admission to the program and for retention by how well they meet basic academic and professional standards. No student will be discriminated against or excluded from the social work program on the basis of disability. Students with disabilities (i.e., physical or mental impairment that substantially limits one or more major life activity) should proactively seek accommodations by working with a disability coordinator in the Center for Student Success. The social work program will work with the student and the disability coordinator to make reasonable accommodations.

Policies and Procedures for Probationary Status or Program Termination
All faculty are involved in the formation of a student’s professionalism and are responsible for reporting concerns to the social work program director and other faculty as appropriate to assure professional practice and academic achievement. The specific process employed for reporting and reviewing a concern relative to a student’s performance is based on the severity of the issue. If the concern is related to field education or is affecting performance in the field, relevant information may be disclosed to the field education site per the release of information that all students sign when they are accepted into the program.
In most situations in which there is a student concern by a faculty member, the faculty member will address concerns directly with the student and establish a plan of action with that student to resolve the concern. Faculty will inform the SWPC of the concerns and, depending on the concern, may complete the Social Work Student Concern Form so that any pattern of behavior or issue is identified and addressed in a timely manner, and so that documentation of these concerns occurs. Documentation of individual meetings, concerns addressed, and plans of action will be maintained by the concerned faculty member and the social work program director. The student’s advisor or another faculty or staff may become involved as a support to the student, if desired by the student. If the concern is field related, the faculty liaison and field supervisor may be involved in these conversations.

Before the social work program considers program dismissal, the following process is followed. First, faculty members will report student concerns during the semester in which the concern occurs in order to give students an opportunity to create an action plan to address the concern before the semester ends (See Appendix D for Social Work Student Concern Form). A concern during the semester will always involve follow-up by the faculty member and will sometimes involve follow-up by the social work program director. Second, if a student demonstrates academic or professional performance that is noted as a concern after a Social Work Program Committee (SWPC) semester-review meeting, they are placed on “probationary status” and given a timeframe in which to address the concern. These students are reviewed again after the given timeframe. If they have addressed the concern, the “probationary status” is removed. If the concern remains unresolved or is of a more serious nature, a meeting will be conducted with the student and the program director. If the concern is related to field education, the field education director will also be present. Involved faculty members and the student’s advisor (or another supportive staff or faculty member identified by the student) may be involved in the meeting. The next step is a meeting with the entire SWPC, in which the student is invited to be present. The SWPC will decide whether to terminate the student from the program through a simple majority vote. The SWPC can decide one of the following actions:

- Continuation in the program with no restrictions
- Continued probationary status
- Termination from the program and/or field

Following the SWPC meeting, a letter is written by the BSW program director documenting the outcome of the meeting and any actions taken. This letter is sent to the student, the student’s academic advisor, the field coordinator, and, if the decision is program dismissal, the program’s academic dean. All documentation of student concerns leading to this meeting/decision and including this meeting are maintained by the social work program director. Students terminated from the program have the right to appeal the decision.

In the event of probationary status, the student will be advised in writing of the actions that must be taken to address the concerns and a timeframe for doing so in order to
regain full program status. This may include, but is not limited to, future meetings with
their advisor, seeking outside assistance, re-evaluating academic load and readiness
for the major, meeting a minimum GPA during the subsequent semester, and/or a
specific performance level in field. Students may also be asked to submit their own plan
documenting the steps they will take to address the program’s concerns.

Student Appeals
Students terminated from the program have the right to appeal the decision. The
student must submit an appeal in writing (see guidance below) to the social work
program director within one week of the date of the termination from the program. The
program director will forward the appeal to the Social Work Appeals Committee, which
consists of a sociology faculty member, a member of the Center for Student Success, a
faculty representative from another Calvin professional program (e.g., speech
pathology, nursing, education), a social work student (typically one of the SWPC
student representatives), and the social work program director. The student appealing
may request replacement of one member of the committee if the student believes there
is bias or prejudice. If the student requests that the program director be replaced,
another social work faculty member will serve in this role.

The Social Work Appeals Committee will follow this procedure, processing the appeal
and communicating a decision to the student in writing within two working weeks of
when the appeal is received.

The following process will be used within the Social Work Appeals Committee meeting.
• The program director (or faculty substitute if requested by the student) will
  present the reasons for the termination. This will be done in writing, including any
  supporting evidence.
• The student will present their appeal in writing and with supporting evidence.
• Other parties may submit responses and documents.
• All parties may appear in person before the Appeals Committee. The program
director must be notified if the student desires to attend the meeting in person.
• After the student, if present, is excused from the meeting, the Appeals
  Committee will discuss the matter and vote. A simple majority is needed to
  approve the appeal.
• The program director will notify all parties as to the outcome. The student will be
  notified by email. The program director will maintain supporting files.

Students who wish to appeal the termination from the program must include the
following in their letter of appeal:
• Briefly describe the events which led you to appeal. For example:
  o Your cumulative GPA is below a 2.5
  o You did not receive the requisite grade in a major course.
  o The social work program has indicated a concern related to professional
    behaviors. For example, the social work program raised a concern about:
      • frequent absences.
      • frequent lack of assignment submissions.
• State what you are requesting:
  o An appeal of the decision to dismiss you from the social work program.
  o Permission to continue in SOWK 380 Field Education.

• State your rationale for the appeal. Include supporting data when appropriate.
  Keep your comments as concise as possible. Include a plan for action.

Students wishing to appeal the decision of the Social Work Appeals Committee should follow the University’s student protest and appeals procedure, beginning at the level of the academic dean and following the outlined steps (see Calvin University Catalog and Calvin University Student Handbook). This process ensures that the student’s concern is heard by a new audience.

**Early Identification of Concerns and Provision of Support to Prevent Termination**

Faculty and advisors work with students to prevent termination from the program; however, in the case that termination is necessary, several mechanisms are in place to ensure that termination policies are implemented fairly and consistently.

First, because all social work students are assigned a social work advisor upon indication of interest in the major, formal advising times each semester allow for review of students’ academic progress. Problems such as consistently marginal academic performance can be addressed during these times. Advisors can, for instance, remind students of the requirement to re-take courses if the GPA requirement is not met. Advisors can also talk with students about academic or professional behavior if concerns are present, since all social work faculty are aware of concerns brought to the SWPC. Advisors can serve to assist students in developing plans to address concerns with academic performance or professional behaviors. Advisors are aware of, and refer students to, on-campus and off-campus resources that might provide necessary support.

Second, students apply for field education in the fall of their junior year. All students who apply for field education are presented to the SWPC for approval. Students who present concerns, either academically or professionally, are discussed. In most cases, it is the student’s advisor, along with the program director and/or field education coordinator, who takes a lead role in meeting with the student to discuss the concern(s) and develop and implement a plan to address the concern. In the case that a student persists in their desire to be in the social work program without the required GPA or where there are concerns related to professional behaviors, the SWPC may recommend termination of the student from the program.

Third, it is sometimes the case that students already in field education present academic or professional concerns that merit possible termination from the program. In cases where a student’s overall GPA falls below 2.5 while in field, the Social Work Field Education Manual states that it is the student’s responsibility to inform their SOWK 380 Field Education instructor (i.e., faculty liaison) of this immediately and submit a written document to the SWPC within two weeks of receiving grades. A student whose overall GPA falls below 2.5 may continue in field education if recommended by the SWPC after
submission of a written document by the student outlining the areas of concern and a plan for change, and discussion with the involved parties. Such situations are assessed carefully. The plan is monitored during the subsequent interim and/or semester, with the student taking the initiative to schedule regular progress meetings with the field education coordinator. Students unable to achieve a 2.5 GPA during the final semester of field will not be able to graduate with a BSW degree unless they re-take courses and improve their GPA. When there are concerns related to professional behaviors for students already in field education, the SWPC follows the process outlined above by first alerting the student to the program-level concern and placing the student on probationary status. A plan with student participation might be developed to rectify the concern. If several attempts at rectifying the situation have already been made and the SWPC concurs that the student’s professional behavior is such that the well-being of clients, or the reputation of the program is jeopardized, the SWPC can recommend program dismissal based on concerns about professional behaviors. Field supervisors and faculty liaisons may be brought into these conversations.

**Compliance with other Policies, Laws, and Regulations**

Social work students are subject to the policies and procedures for appropriate conduct as stated in the *Calvin University Student Handbook*. In addition to all University regulations governing student conduct and responsibilities, social work majors as citizens are also subject to all federal and state laws. A student may be terminated from the social work program for violating these laws, rules or regulations. Social work students may also be dismissed from the program for violations of the *NASW Code of Ethics*. This policy does not supersede or replace any applicable University-wide disciplinary process or policy.

**Student Initiated Grievances**

On occasion, a student may have criticism of a professor for which he or she requests some action. Criticisms may include the requirements of a course, the nature of a test, a grade received, teaching effectiveness, general performance, or sanctions given for academic dishonesty. The student should present such criticism directly to the faculty member. The student’s concern or criticism should be heard and given serious attention by the faculty member.

If the faculty member’s response does not satisfy the student, or if the student, for good reason, does not feel free to approach the faculty member, the student should bring the concern or criticism to the social work program director. The program director should work for resolution.

If the grievance involves the social work program director, the most senior faculty member of the program shall serve in all areas that are indicated as program director responsibilities.

If the student or the involved faculty member does not accept the advice of the program director, then one of the following procedures will be followed:
• If the complaint regards academic standards and expectations, the student must follow the appeal procedure as outlined above, submitting a written request to the program director that presents the concern and asks for resolution. This must occur within two weeks following the meeting with the program director. The program director will forward the appeal to the appeals committee, and the process noted above will be followed.

• If the complaint regards a matter other than academic standards and expectations, the student must follow the procedure as outlined in the Calvin University Catalog and Calvin University Student Handbook.

Student Files
The Family Rights and Privacy Act of 1974 along with 1976 amendments to the law require that institutions such as universities provide:
students access to official records directly related to the students and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate; that institutions must obtain written consent... before releasing personally identifiable data about students from records other than a specified list of exceptions: that … students must be notified of these rights” (Federal Register, January 6, 1975)

In accordance with this law and the standards of the CSWE, BSW students will be granted access to their files for review. Requests must be in writing and must be submitted to the social work program director. Students may appeal in writing to the SWPC to remove any inaccurate information from their files. These appeals will be acted on and the student notified within four working weeks of the date of the request. Students with concerns about their files are encouraged to first discuss these concerns with their advisor.

In the BSW application materials, students will indicate electronically a “Release of Filed Information” so that social work faculty can use this information in making decisions about student retention in the BSW program, entry into the field education, recommendations to field instructors, recommendations for employment, and recommendations to graduate school.

Program Statement on Non-Discrimination
The SWPC has adopted the following statement on non-discrimination:
The Calvin University bachelor of social work program, convinced that all persons are created in the image of God, affirms the worth and dignity of all persons. Consequently, the program is committed to operating in all respects without discrimination on the basis of race, color, ethnicity, age, religion, national origin, citizenship, ability status, political affiliation, marital status, sex, gender identity or expression, and sexual orientation.
In regard to creed, the program appoints social work faculty who are committed to and articulate the mission of the University and the goals of the BSW program.
Although the social work program welcomes direct complaints, we recognize the power differentials, and would encourage individuals to go directly to Safer Spaces to report an incident or concern related to discrimination, harassment or retaliation (see https://calvin.edu/offices-services/safer-spaces/). Safer Spaces includes the goals based on Title IX to eliminate discrimination and violence based on sex, but goes beyond Title IX to include all instances of discrimination, harassment and retaliation based on race, gender identity, sexual orientation, national origin, ability and all other protected groups on Calvin’s campus and in the wider Calvin community. Students are encouraged to discuss their concerns or complaints with other staff on campus who might support them in this reporting process, such as staff in ISDO, the Sexuality Series, or the Center for Counseling and Wellness, for example.

Any person formally associated with Calvin’s BSW program (i.e., faculty, field instructor, student, support staff) who believes that they have been discriminated against has the right, and is urged, to make a complaint to the social work program director. The complaint may be related to any aspect of the program, including, but not necessarily limited to, admission to the program, course procedures and assignments, field placement procedures and assignments, classroom and field placement interactions, grades, field evaluations, faculty advising, and student organization. The director, upon receiving a complaint, will within two weeks initiate attempts to help the person reach satisfactory resolution of the complaint. If this fails, the person has the right, and is urged, to seek advice and help from those in the University administration, such as the academic dean, formally empowered to respond to such complaints.

**Students’ Rights to Inform Program Policies and Organize**

Students have the right to organize in relation to formulating and modifying academic and student affairs. Students are encouraged to maintain and participate in the Organization of Students in Social Work (OSSW) which advocates for the needs of social work students in the University structure, invites social work professionals to campus for presentations, and organizes social and educational events.

Student representatives on the SWPC also serve as ambassadors to the program, reminding students of the policies and procedures outlined in the *Social Work Student Handbook*. The two BSW student members of the SWPC work with faculty on such matters as: reviewing student applications to the BSW program, formulating and modifying curricular and policy structures, and engaging in discussions related to admission or retention standards.

The social work program provides opportunities and encourages students to organize in their interests. Students are encouraged to become involved in the Organization of Students in Social Work (OSSW) or another University-wide student organization that aligns with their interests. OSSW advocates for the needs of social work students in the University structure and within the social work program, invites social work professionals to campus for presentations, and organizes social and educational events.
Program Assessment
The social work program is evaluated as a whole through several assessment activities and through individual course evaluations. Senior social work majors evaluate the program through their responses on the Social Work Educational Assessment Project (SWEAP) General Exit survey, the students’ evaluation of the field education experience, and through their responses in the annual Senior Exit Interviews with Social Work Program Advisory Board members. All students taking social work courses are asked to respond to a University-selected faculty and course evaluation instrument.

Departmental and Program Scholarships
There are several department and program scholarships available to BSW students. These scholarships are in addition to those offered by the University.

**Barbara Gezon Baker Scholarship for Academic Excellence in Sociology and Social Work:** Scholarships are awarded to students entering the junior or senior year who have an outstanding academic record, particularly within the sociology and social work department. The quality of the student’s written work may be considered as well.

**Balog Family Social Work Scholarship:** One award is given to a social work major entering the junior or senior year who intends to choose a field education placement in gerontology and is planning to pursue a career in the field of gerontology. This scholarship requires an application.

**Donald and Marie Boersma Family Scholarship in Social Work:** One scholarship is given annually to a student entering the junior year in the BSW program. It is renewable for the senior year. The scholarship requires an application.

**Dr. Donald H. Bouma Scholarship in Sociology and Social Work:** Two scholarships are given annually to a sociology or social work major entering the junior or senior year, in memory of Dr. Bouma, Calvin’s first professor of sociology. The scholarship requires an application. The recipients will agree to write a major paper in an existing course on a topic related to issues of social justice.

**Connie Bratt Social Work Scholarship:** Two scholarships are awarded annually to students entering their junior or senior year in the BSW program who exhibit a commitment to Christian service. This scholarship requires a written application.

**D’Ippolito Family Social Work Scholarship**
One scholarship will be awarded annually to a social work major entering his or her junior or senior year with financial need. An application is required.
Annemary Heerspink Memorial Social Work Scholarship: One scholarship is awarded annually to a social work major entering the junior or senior year. An application is required.

Helping Hand Scholarship: Two scholarships are awarded annually to social work majors entering the junior or senior year who are interested in working with people experiencing homelessness. An application is required.

Leanne Joy Knot Memorial Scholarship: Two scholarships are given annually to a sociology or social work major entering the junior or senior year. An application is required.

Ronald L. Peterson Scholarship: One scholarship is awarded annually to a social work major entering the junior or senior year. An application is required.

Mary Elizabeth Pray Riley Scholarship: One scholarship awarded annually to a social work major entering the sophomore year. An application is required.

Richard and Janice Van Deelen Scholarship: One scholarship is awarded annually to a social work major entering the junior or senior year. The award is intended for students who are adopted persons, have a special interest in adoption, or have interest in working in the field of adoption. The scholarship requires an application.

Vanderploeg-Edgerly Sociology & Social Work Scholarship: One scholarship is awarded to a sociology or social work major entering the junior or senior year. The recipient agrees to write a major paper on child sexual abuse in one of his or her courses. An application is required.

Mary E. VandenBosch Zwanstra Scholarship in Social Work and Gerontology: One award is given to a social work major entering the senior year based on the student’s commitment to the field of gerontology and principles of social justice, as demonstrated by personal aptitudes and testimony, backed by actions (volunteer service and/or work experience) and his/her intentional choice of a field placement in gerontology in the senior year. In addition, the applicant(s) shall submit a course paper(s) and/or essay in which the cause of the elderly is argued in a clear and cogent way from the perspective of a social worker.

James and Mary Wieland Family Scholarship: Students entering their sophomore, junior or senior year and studying social work or pre-dentistry will be considered for this scholarship. This award is intended for students who are active in their church, committed to volunteering, and have a caring attitude to bring to their occupation.

Peter and Charlotte De Jong Scholarship in Sociology and Social Work: This scholarship is awarded to a student entering his or her senior year pursuing...
a major in sociology or social work. This scholarship was established to support students interested in the study and healing of social relationships, and the promotion of social justice.

Scholarship application forms are available online at https://calvin.edu/offices-services/financial-aid/types/scholarships/scholarship-search/. Information is available in late February or early March in courses and through announcements in hallways or on bulletin boards near the department, and also via the social work list serv. Department and program awards for the following academic year are made in April. More information on each of these awards is given in the University catalog.
Appendices

Appendix A: Department Faculty

Kristen Alford, Social Work
PhD, MPH (Michigan State University), MSW (University at Albany, State University of New York); previously worked for the New York State Department of Health, focusing on cancer, arthritis, and osteoporosis; research interests include access to clean water, quality of life and cancer treatment, aging and health, and infectious disease. Dr. Alford teaches Human Behavior and the Social Environment, Social Welfare Policy Analysis, Social Work Field Education Seminar, and Public Health Capstone.

Cheryl Kreykes Brandsen, Sociology & Social Work
PhD (Michigan State University), MSW (University of Michigan); worked for several years as a Pregnancy Services Specialist at Bethany Christian Services doing counseling, in-service training, and administration. Dr. Brandsen has taught Human Behavior and the Social Environment, Introduction to Social Work and Social Welfare, Social Gerontology, and Sociology of the Family; currently serves as the Academic Provost.

Junghee Han, Social Work
PhD (Fordham University), MSW (Washington University in St. Louis); practice experience in gerontology and working with kids on the autism spectrum. Dr. Han has taught Social Science Statistics, Human Behavior and the Social Environment, Social Research, Social Welfare Policy Analysis, and Social Work Field Education Seminar.

Jonathan Hill, Sociology
PhD (University of Notre Dame); research interests are religion, higher education and quantitative methods. Dr. Hill teaches Introduction to Sociology, Sociological Theory, Social Science Statistics, and Sociology Integrative Seminar.

Stacia Hoeksema, LMSW, Social Work
MSW (University of South Florida); practice experience with Bethany Christian Services in Romania; in-home family counseling with the Florida Department of Children and Families; medical social work; hospice work; outpatient counseling; support group facilitation; anti-racism training and organizational coaching. Professor Hoeksema teaches the Helping Interview, Generalist Practice with Individuals, Families, and Groups, and Social Work Practicum.

Joseph Kuilema, Social Work
PhD (Michigan State University), MSW (University of Michigan); practice experience includes community development work with CRWRC in Nigeria, concentrated on micro-lending and clean water, as well as community organization with Michigan Peaceworks, assisting youth activist networks in Ann Arbor and the metro Detroit area on issues of military recruiting in schools. Dr. Kuilema worked for eight summers with Camp Tall Turf, in roles ranging from a frontline counselor to the year-round camp director.
Currently teaches Global Issues and Perspectives in Social Work, Generalist Practice with Organizations and Communities, the Integrative Seminar, and the Social Work Field Seminar.

**Michelle Loyd-Paige, Sociology**
PhD (Purdue University); has research experience in gerontology and teaching experience in social problems. Dr. Loyd-Paige currently serves as the Executive Associate to the President for Diversity & Inclusion.

**Elisha Marr**
PhD (Michigan State University); research interests include transracial adoption, intersections of race, class and gender, media and popular culture, policy. Dr. Marr teaches Diversity and Inequality in the United States.

**Mark Mulder**
PhD (University of Wisconsin-Milwaukee); has research and teaching experience in urban sociology and social problems. Dr. Mulder teaches Diversity and Inequality in the United States. He currently serves as the Department Chair of the Sociology and Social Work Department.

**Todd Vanden Berg**
PhD (State University of New York at Buffalo); research interests include involuntary resettlement, religious integration, and Jamaican tourism. Dr. Vanden Berg teaches Introduction to Cultural Anthropology, Intercultural Communication, Anthropology of Religion, Sociology of Sport, and Ethnography.

**Rachel Venema**
PhD (University of Illinois at Chicago), MSW (University of Michigan); practice experience in local program evaluation; research interests include criminal justice system responses to violence, sexual assault prevention, and international collaborations in social work. Dr. Venema teaches Introduction to Social Work and Social Welfare, Social Science Statistics, Social Research, Diversity & Inequality in the United States, the Social Work Field Seminar, and currently serves as the social work program director.
Appendix B: Department Facilities

The social work program department office is located in Spoelhof Center, Room 226. Faculty mailboxes are also located in SC 226, and students are welcome to leave messages for faculty in this office. Students are welcome to email the department assistant, Bonnie Mulder (blm6@calvin.edu) with questions.

Spoelhof Center 201 serves as the program conference room, student lounge, and is also used for sociology and social work seminars. Most social work classes are taught in classrooms adjacent to these facilities. Faculty offices are also located in the hallway near the classrooms. The social work program has a lab dedicated to SOWK 370 The Helping Interview in Spoelhof Center 212.

The social work program has office space for student research assistants that can be used for research related to coursework in the social work program and faculty related research projects (Spoelhof Center 211). Students wishing to use this room should contact the department assistant in the department office (SC226).
Appendix C: Suggested Support Services for Students

Academic Support: Center for Student Success (on-campus)
- Academic support
  - Tutor:
    - Free tutoring offered for most 100 and 200 level courses and gateway courses for most majors, a weekly one-hour commitment for a semester
    - The first day to request a tutor is typically one week after the semester begins
  - Academic Coach:
    - Help students with time management, study skills, and overall college success
  - Get in contact: Request a tutor or coach by going to: calvin.edu/offices-services/center-for-student-success/support/ or email Caitlin Finch: cjf34@calvin.edu

- Students with Disabilities
  - Accommodations
    - Provides assistance to students with learning disabilities, mobility visual and hearing impairments, chronic health conditions, psychological disabilities and temporary disabilities
  - Get in contact: Lisa Kooy by email: lrk6@calvin.edu or by phone: 616-526-8431, or Tim Mohnkern by email: tsm9@calvin.edu, or phone: 616-526-6542

Mental Health and Wellness
Center for Counseling and Wellness (on-campus)
- Provides screenings, campus support, peer support, self-help resources, workshops and seminars, therapeutic consultation, group therapy, TAO (Therapy Assisted Online) therapy, Individual counseling, and off-campus referrals
- To request an appointment:
  - Google “Center for Counseling and Wellness Calvin University” and request appointment
  - Walk in to schedule an appointment in the Spoelhof Center 368
  - Get in contact by phone: 616-526-6123, or by email: counseling@calvin.edu

Campus Ministries (on-campus)
- Talk to a Chaplain
  - Chaplains are willing to listen and discuss whatever is on your mind, with topics such as relationships, doubt, anger, wonder, vocation, regret, forgiveness, sadness, sin, wanting to grow or needing encouragement, etc.,
  - Get in contact by emailing Campus Ministries: campusministries@calvin.edu

Pine Rest Christian Mental Health Services (off-campus)
- Provides counseling, therapy, consultation, assessment and testing for all ages in convenient, welcoming environments
- Get in contact:
  - To schedule a new outpatient appointment, call 866-852-4001
For after-hours emergencies, call the Pine Rest Contact Center at 616-455-9200 or 800-678-5500

**Relationship and Sexual Violence**

**SAPT (on-campus Sexual Assault Prevention Team)**
- Group of students, staff and faculty who are dedicated to prevention and advocacy work to end rape, sexual assault, and harassment
- Get in contact with Kelsey Colburn by email kjc49@calvin.edu.

**Safe Haven Ministries**
- Provides 24/7 hotline, safety planning, support groups, case management, emergency shelter, and prevention and education programming
- If you think you or a friend might be in an abusive relationship, consider taking this assessment: [https://safehavenministries.org/get-help/for-you/](https://safehavenministries.org/get-help/for-you/)
- For 24-hour confidential help, call 616-452-6664

**YWCA (off-campus)**
- Intervention services for all to address domestic and dating abuse, sexual assault, stalking, and child sexual abuse
- Sexual Assault Exams and Medical Help: Nurse Examiner program:
  - Exams are performed at the YWCA on a 24-hour, on-call basis for children and adults, and all genders. To arrange for an exam, contact the YWCA within 120 hours (5 days) of the incident (616.454.9922). We can also provide referrals for follow-up medical care and counseling.
- Get in contact:
  - For counseling services, contact YWCA by phone: 616-459-4652
  - For 24-hour confidential help, contact YWCA by phone: 616-454-9922

**Sexuality and Gender**

**SAGA (Sexuality and Gender Awareness) (on-campus)**
- A peer education group of LGBT+ and straight students who support each other and educate the campus. The group meets weekly for fellowship and learning
- Get in contact with Kelsey Colburn (Commons Annex 139) by email: kjc49@calvin.edu or phone: 616-526-7577

**Pride Center (off-campus)**
- Since 1988 empowering our LGBTQ community through social services and awareness
- Get in contact by phone: 616-458-3511, or by email: info@grpride.org

**Alliance Counseling Group (off-campus)**
- Heather Visser: Sex therapist who addresses all forms of sexuality and gender
- Dr. Jenna Wierenga: Affirming therapist who is familiar with issues of faith and spirituality
Appendix D: Student Concern Form

Date:

Faculty name:

Student Name:

Course:

Short Description of Concern, with concrete examples of behavior:

Concern Type:
[ ] Academic Performance
[ ] Late Work
[ ] Quality of Work
[ ] Attendance or Tardiness
[ ] Communication
[ ] Classroom Behavior
[ ] Interpersonal Skills
[ ] Wellness Observation or Safety Concern
[ ] Other:

Faculty Response:
[ ] Sent email
[ ] Requested in-person meeting with student

Student Response:
[ ] Returned email
[ ] Met with faculty and/or program director
[ ] No response

Plan of Action:

Student signature (opt.): Date:

Program Director signature: Date:
Appendix E: Other Resources

Hekman Library
The social work faculty has been reviewing Calvin’s social work holdings and adding to them over the past several years. Faculty members review new titles in their areas of expertise and place orders to keep our holdings up to date. The social work program strongly encourages students to use the Hekman Library catalog and online databases for finding sources. Calvin’s library is also a partial depository of U.S. government documents that may be useful to you. When using the library, remember that there are library personnel willing to assist you. Mr. Paul Fields is the librarian who is particularly trained to respond to the questions of social work majors, and serves as the research librarian, although any library employee is willing to meet with you about specific papers or projects.

Technology Services
Calvin Information Technology (CIT) provides technological resources for students, including computing, wireless access, digital storage, printing, copying, telephone, and technology training services to faculty, staff, and students. CIT has 32 full-time staff who work with faculty, staff, and students to make technology widely available across the campus. More than 2,450 University-owned computers exist on campus. 60 University-owned computers are placed in the residence halls. There is 100% wireless internet coverage in the library and residence halls and the majority of the classrooms have access to wireless internet. CIT staffs and supervises the HelpDesk. The HelpDesk’s goal is to provide faculty, staff, and students with knowledgeable, efficient, and accurate solutions to their technology needs. Students can request help 24 hours a day/seven days a week and the response time averages 2-3 days. Computer labs for student use exist across campus (some of these labs double as computer classrooms). The main student computer lab is in the basement of the Hekman Library, connected to the CIT department. Access to Calvin computers, printers, and the internet for students, faculty, and staff is free. Students, upon their arrival at Calvin, are given campus accounts for Moodle (Calvin’s learning management system) and Office 365.

The Service-Learning Center
The Service-Learning Center, located in Spoelhof Center 301, provides opportunities for students and others in the Calvin community to participate in meaningful service-learning, social justice activity, and civic participation in the Grand Rapids community. Student employees at the Service-Learning Center assist students in finding opportunities for academically based service-learning, non-academic opportunities such as spring break trips, or may independently seek out opportunities to get involved.

The Center for Counseling and Wellness
The Center for Counseling and Wellness, located in Spoelhof Center 366-368, offers a range of professional counseling services for students. Counselors are available by appointment (8:00 a.m. to 5:00 p.m.) or by daily walk-in times (3:30 to 4:30 p.m.). Students can also seek support from the Peer Listener Program, both online (24/7) and in-person (twice per week). The Center for Counseling and Wellness provides students
with the opportunity to participate in group therapy focused on specific topics, such as grief or mindfulness, and more general emotional support.

**Career Center**
Career Center staff, found at Hekman Library 372, provide career assistance for students by helping them identify how they can use their talents to pursue their passions and recognize their resources. Additionally, career center staff help students prepare professional resumes, cover letters, practice interviews, and find and apply for graduate schools and jobs.

**Center for Student Success**
The Center for Student Success is located at Spoelhof University Center 360, and includes both the Registrar and Support Services for students. Center for Student Success staff equip students with skills that promote effective learning. It also will assist students with disabilities to identify appropriate accommodations during your time at Calvin. Students can enroll in review courses in English and mathematics as well as a course which assists students in developing study skills and adjusting to University-level work. The Center for Student Success provides tutoring by trained upper-class students in many courses free of charge for any student with permission from the student’s professor. The Center for Student Success also provides peer academic coaches who help students create short-term and long-term personal and academic goals, gain time management skills, work to eliminate procrastination, improve note-taking, and learn test-taking strategies.

**Student Services for Diversity and Inclusion**
Calvin University strives to be an anti-racist, multicultural, and inclusive Christian academic community. Students are encouraged to visit the Multicultural Student Development Office (MSDO), which exists to create a campus community where all students feel a sense of belonging through support services, multicultural programming and anti-racism education. The Intercultural Student Development Lounge offers a safe space for all students to explore, celebrate and relax in their racial, and ethnic identity. Students may contact Christina Edmondson, the Dean of Intercultural Student Development, at (616)526-7852 or stop by her office–Commons Annex 131 or Dr. Michelle Loyd-Paige, Executive Associate to the President for Diversity & Inclusion, at (616) 526-8703 or lopa@calvin.edu.

**Rhetoric Center**
The Rhetoric Center, located on the second floor of the Heckman Library (HL207), matches students with trained peers to assist with written, visual, and oral assignments. Students of all communication levels are invited to get help from the Rhetoric Center. The Rhetoric Center is open 9:00 a.m. to 5:00 p.m (Monday through Friday) and 7:00 p.m. to 9:00 p.m. (Monday through Thursday) during the fall and spring semesters.
Appendix F: Social Work Advisory Board

David Ames          Kent ISD
Regina Archie      Mel Trotter Ministries
Geoffrey Beene    Grand Rapids Community College
Chris Burgess      Kent County 17th Circuit Court
John Carman        ICCF
Nick De Boer       Pine Rest Christian Mental Health Services
Anissa Eddie       KConnect/First Steps Kent
Matthew Kuzma      Department of Human Services
Dana Price         The Change Studio
Judi Ravenhorst Meerman Kuyper College
Christ Romero      Home Repair Services of Kent County
Emma Schaub        Bethany Christian Services
Savator Selden-Johnson Department of Human Services
Ali Short          Spectrum Health
Aubree Thompson    Pine Rest Christian Mental Health Services
Rachel VerWys      Solutions to End Exploitation (SEE)
Brie Walter-Rooks  Pine Rest Christian Mental Health Services
Appendix G: NASW Code of Ethics

Code of Ethics of the National Association of Social Workers

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:

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

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

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

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

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

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

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

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

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

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

**Ethical Principles**

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

**Value: Service**

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

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

**Value: Social Justice**

Ethical Principle: *Social workers challenge social injustice.*

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

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

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

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

**Value: Importance of Human Relationships**
Ethical Principle: *Social workers recognize the central importance of human relationships.*

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

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.