

BACHELOR OF SOCIAL WORK STUDENT HANDBOOK

Calvin University



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2025-2026

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Introduction and History

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/>, 2019)

The Bachelor of Social Work (BSW) program at Calvin University strives to equip students to engage in this important work by developing the perspectives and skills of the social work profession. Calvin University is committed to offering a liberal arts education from a Reformed Christian perspective, aiming to equip students "to think deeply, to act justly, and to live wholeheartedly as Christ's agents of renewal in the world" (<https://calvin.edu/about/who-we-are/>). Jesus taught us by his words and actions that the Christian life requires us to look out for the vulnerable and marginalized to pursue social justice. It seems natural then that Calvin would offer a social work curriculum.

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 was 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, June 2013, and June 2021.

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.

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 of the social work profession to best prepare graduates for service in a variety of settings.

The Social Work Profession

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). Similarly, the National Association of Social Workers 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 Social Work 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 three statements:

- [*Expanded Statement of the Mission: Vision, Purpose, Commitment*](#)
- *An Engagement with God's World: The Core Curriculum of Calvin University* (Calvin University, 2006)
- *From Every Nation: Revised Comprehensive Plan for Racial Justice, Reconciliation, and Cross-Cultural Engagement at Calvin University* (<https://calvin.edu/directory/publications/from-every-nation-fen>, 2004)

Calvin's mission statement, most fundamentally, involves graduating students who are intent on 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 prepare students for effective entry-level generalist practice in social work within the context of a Reformed Christian, liberal arts education.

BSW program goals

1. To prepare students for competent and effective entry-level, generalist practice with individuals, families, groups, organizations, and communities.
2. To promote and develop in students an understanding of social work knowledge, values, and skills with a strengths perspective emphasis.
3. To prepare students for professional practice within the context of a Reformed Christian, liberal arts perspective—particularly its emphasis on the pursuit of interpersonal, social, and economic justice with diverse persons.

Generalist social work practice

Generalist social work practice has been defined in various ways. The Council on Social Work Education (CSWE) uses the following definition:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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, 2008).

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 several sizes and degrees of complexity. 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 (CSWE, 2015, p. 11)

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 clients' lives. Practitioners should respect 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 and opportunity. Third, social work practitioners do not know the upper limits of the capacity for growth and change in their clients. Fourth, discovering strengths requires a process of cooperative exploration and collaboration between clients systems and workers; "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).

Reformed Christian liberal arts 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 revelation. In order to live the Christian life, it is crucial to be informed about God's creation and discern from God's revelation through the Scriptures and creation the manner in which Christians ought to relate to the many parts of God's creation.

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. In 1999, Calvin University published *An Engagement with God's World: The Core Curriculum of Calvin University*. This document asserts that Christians, as a community, are called to engage with creation and to exercise our gifts in a life of service (Calvin University, 1999). As part of Calvin's liberal arts education there is a commitment 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" (1999). Consistent with this commitment of the Reformed community, Calvin's BSW program includes requiring students to complete several core, liberal-arts courses. These courses are taken primarily in a student's first and second years and serve as the foundation for the courses in the social work major.

Integration of Faith and Social Work Practice

The unique character of Calvin's BSW program is represented in the integration of the above ideas. A Reformed perspective has definite implications for how we conceptualize generalist social work practice and integrate this perspective into our teaching.

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 his world but rather sent 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. Therefore, a worthy calling for a Christian is to gain the professional knowledge and skills necessary to productively aid clients in meeting their developmental needs and so contribute to the restoration of a troubled world.

In addition, as Calvin's BSW program has matured, we have come to 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. The program seeks to highlight cultural and ethnic diversity through opportunities such as its global social work class and seeks to end discrimination through several means including encouraging faculty and students to participate in anti-racism trainings.

Program competencies (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 (CSWE). The CSWE Educational Policy and Accreditation Standards (EPAS) promote academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice and set forth basic requirements for these purposes. An integrated program design includes program mission, anti-racism, diversity, equity, and inclusion, implicit and explicit curriculum, and assessment (CSWE, 2022).

According to the CSWE, "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, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally" (CSWE, 2022, p. 14).

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable behaviors comprising knowledge, values, skills, and affective processes. The goal of the outcome approach is to demonstrate the integration and application of competencies in practice with individuals, families, groups, organizations and communities. The nine core CSWE (EPAS, 2022) competencies are listed below:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
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 regarding social work education. CSWE (2022) states, "Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, 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 and measures of student acquisition and demonstration of the nine social work competencies" (p. 20).

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 course descriptions

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 13 courses (50 semester hours) and several required core courses. The courses in the major are:

240 Introduction to Social Work and Social Welfare. Fall and Spring (2 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 working 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). (Note: counts as Diversity and Difference tag).

250 Diversity and Inequality in the U.S. Fall and Spring (4 hours). This course analyzes the ways in which society is diverse and the societal values within these categories which result in social inequality. The primary objectives of this course are to: study the social construction, perpetuation, and intersections of gender, race, class, and sexuality; examine the impact of social groupings on human behavior, identity, and interactions with other persons; develop a sociological understanding of the nature of structured inequality and patterns of discriminations; explore the role of grouping systems within social institutions and vice versa; and 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). (Note: counts as Diversity and Difference or Social and Behavioral Sciences tag).

255 Social Science Statistics. Fall (4 hours). An introduction to statistics and statistical software in sociology and social work. Concepts and procedures taught include levels of measurement, measures of central tendency, correlation techniques, probability theory and hypothesis tests. Prerequisite: an introductory course in one of the social sciences. (Students normally take this course in their sophomore or junior year. Note: counts for Mathematical Sciences Core category).

260 Global Issues and Perspectives. Fall and Spring (2). 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. (Sophomore or junior level. Note: counts as Diversity and Difference or Global Regions and Cultures tag).

350 Human Behavior and the Social Environment. Spring (4 hours). This course involves the 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 from prerequisite courses are applied to enable students to assess, predict, and explain micro, meso, exo, and marco influences on human behavior and development. Prerequisites: ENGL

101, SOC 151, PSYC 151, SOWK 240, 250, biology core, or concurrent enrollment with biology core (junior level).

355 Social Research. Fall and Spring (4 hours). Students develop an understanding of research methods in social sciences. In collaboration with community partners, students conduct a research projects by describing a social issue and developing a research question, conducting a literature review, selecting appropriate methods, collecting and analyzing data, and communicating results through a research report and presentation to a vested community audience. Students consider implications of social researching findings for practice and policy. Through the course, students develop an awareness of the importance of social science research is understanding ourselves and the world around us. Prerequisites: SOC 151, SOWK 240, 255 (junior level).

360 Social Welfare Policy Analysis. Fall (2 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 structural and institutional barriers have influenced, and continue to 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: PSYC 151 or SOC 151, SOWK 240 (junior level).

370 The Helping Interview. Fall and Spring (4 hours). Through experiential work in a laboratory setting, students will learn the basic skills to conduct a solution-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, the value of others and their expertise, and the importance of diversity of difference. Prerequisites: PSYC 151 or SOC 151, SOWK 240 (junior level).

371 Generalist Practice with Individuals. Fall (2 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. Prerequisites: SOWK 370 (senior level).

373 Generalist Practice with Families and Groups. Fall and Spring (2 hours). Students will develop competencies in advanced generalist social work practice with groups and families. This course covers engagement, assessment, intervention, evaluation, and termination with groups and families using a problem-solving approach. Special attention is given to integrating issues of

diversity and inclusion into practice, and to competent and ethical generalist practice. Prerequisite: SOWK 370 (senior level).

375 Generalist Practice with Organizations and Communities. Spring (4 hours). This course explores generalist social work practice with organizations and communities with an emphasis on how social workers plan and implement change at the macro level. This course examines both the historical context of social work with organizations and communities as well as systems and strategies for engagement, assessment, planning, implementation and evaluation at multiple levels. Prerequisite: SOWK 255, 350, 360, 370 (senior level).

380 Social Work Field Education. Concurrent: Fall and Spring. (6-F, 6-S), or Block (12-F OR 12-S). Students will integrate academic learning into social work practice through the completion of a 400-hour social work practicum education experience paired with a weekly professional seminar. The professional seminar will allow students to process their practicum experiences. Students will apply areas of social work content to experiences in the practicum, including professional ethics. Within the practicum 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. Prerequisites: Previous or concurrent enrollment in Social Work, admission to the BSW program, and satisfactory completion of the practicum admission process (senior level).

381 Social Work Capstone Seminar (4 hours). Fall and Spring. This course requires students to integrate the content of courses in the social work major with a Christian worldview. Students draw on core concepts and principles from the profession and from the Christian faith as they discuss issues associated with professional role and identity. Prerequisites: admission to the BSW program and satisfactory completion of the field education admission process (senior level). (Note: counts as Contemporary Challenges and Enduring Questions tag).

390 Independent Study

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/index.php>. Students are encouraged to follow the course catalog from their entrance year. If no specific course is noted for a category, students are free to select courses from the catalog.

Community and Commitments: CORE 100

Foundations of Christianity I: REL 121 or 131

Foundations of Christianity II: one course

Foundational Writing: ENGL 101, or ENGL 100 & ENGL 102

Health and Movement: two courses

World Languages: completion of a 201-level language course or higher (native

speakers may be exempt) or completion of 101-102 in two languages
 Arts, Oral Rhetoric, Visual Rhetoric: complete at least 5 credit hours
 Humanities: one course
 Mathematical Sciences: SOWK 255
 Natural Sciences: BIOL 115
 Social and Behavioral Sciences: PSYC 151 and SOC 151
 Engaged Citizenship Commitments: complete one course from each of the
 following tags- 'Diversity and Difference,' 'Environmental
 Sustainability,' and 'Global Regions and Cultures.'
[SOWK 240, 250, and 260 fulfill 'Diversity and Difference' tag]
[SOWK 260 fulfills 'Global Regions and Cultures' tag]
 Contemporary Challenges and Enduring Questions: SOWK 381

Model Program

The various core requirements and social work major courses required for a BSW degree have been combined into the following model BSW program:

<u>First Year</u>	<u>Semester Hours</u>
CORE 100	2
Foundations of Christianity I	4
Foundational Writing	4-6
Health and Movement	1
World Language I and II	4-8
PSYC 151	4
SOC 151	2
SOWK 240	2
SOWK 250	4

<u>Second Year</u>	<u>Semester Hours</u>
Foundations of Christianity II	2-4
Health and Movement	1
Arts, Oral Rhetoric, Visual Rhetoric	2-6
SOWK 255	4
SOWK 260	2
Humanities	2-6
BIOL 115	4
Electives or Courses for Minor	-

<u>Third Year</u>	<u>Semester Hours</u>
SOWK 350	4
SOWK 355	4
SOWK 360	2
SOWK 370	4
Remaining Core	0-6
Electives or Courses for Minor	2-13

<u>Fourth Year</u>	<u>Semester Hours</u>
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SOWK 371	2
SOWK 373	2
SOWK 375	4
SOWK 380 (Field Education)	12
SOWK 381	4
Electives or Courses for Minor	0-12

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. Some common minors chosen by recent social work graduates include Spanish, sociology, urban studies, gender studies, psychology, political science, and congregational ministry studies.

Student Development

Admission to the BSW program

Students who wish to pursue a BSW degree must apply to the social work program by April 1 of their sophomore year. Decisions about admission to the program are made by the Social Work Program Committee (SWPC) composed of social work faculty and two BSW students. Applicants are informed of the committee's decision no later than the first week of May. The committee bases its decisions on the following criteria:

1. Applicants must have earned 35 semester hours of credit, and either have completed or be currently enrolled in Psychology 151, Sociology 151, and Social Work 240. Biology 115 and Social Work 250 should be prioritized as they are pre-requisites for upper-level social work courses but are not required for program admission.
2. Applicants must have a minimum GPA of 2.5 and a minimum grade of C- in courses listed above and all 200-level SOWK classes.
3. Applicants must have completed at least 30 hours of social work-related volunteer or paid service (from 2 different agencies at most). A letter of reference from a supervisor and a Service-Learning Center transcript providing evidence of the completed hours.
4. Applicants must submit a written personal statement which includes information about their commitment to social work, and their strengths and areas for development as potential professional social workers.

Since enrollment in the senior-level field education must be limited to the number of placements available, applicants should be aware that admission to the program may be limited. Fulfillment of the admission requirements does not necessarily guarantee admission. Also, in the evaluation of transfer credits or past experiences, academic credit is not given in Calvin University's BSW program for life experience or previous work experience. This policy applies to all courses in the BSW program including Social Work Field Education (380).

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.

The forms necessary to apply to the BSW program should be obtained online at <https://calvin.edu/academics/school-humanities-arts-and-social-sciences/social-work/academics/program-admission>. As part of our commitment to promote an ethnically and culturally diverse program, as in accord with Calvin University's *From Every Nation* plan, we encourage racial and ethnic minority students to apply.

Advising

Before new students begin their coursework at Calvin, 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 first make the request of the new advisor and then make the request to the Registrar's office.

BSW students minimally meet with their advisors once per semester to plan course selection and scheduling. They also confer with their advisors about their performance in the BSW program, career-related matters, and graduate school options and opportunities.

Additionally, 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 coordinator to share information about the following year's field education placements.

Retention in the BSW program

Policies and procedures for continuance and graduation: Due to the nature of social work practice and the expectations of a professional program, academic standards for continuance in the program include professional behaviors and practices. All undergraduate 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 field education handbooks. Social work students are also expected to adhere to the *National Association of Social Workers (NASW) Code of Ethics* and the Michigan Social Work Licensing Code of Ethics. These expectations also align with the CSWE 2022 Educational Policies and Accreditation Standards, 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 with or without accommodations. Please refer to the section on accommodations for students with disabilities (p. 17). Faculty members regularly evaluate students' academic and professional performance in several areas, including but not limited to the following:

1. Basic professional practice competencies

- Communication: practices using effective oral and written skills; uses existing technologies as appropriate; employs effective interpersonal skills including the ability to take appropriate responsibility for one's own actions and decisions and their potential impact on others; possesses the ability to identify and acknowledge limitations.
- Ability to exercise critical thinking: demonstrates the ability to plan, monitor, and evaluate practice interventions and overall practice; articulates the planned change process.

2. Stress management and emotional self-awareness

- Effective self-care and coping skills: handles stress appropriately by use of self-care techniques and supportive relationships; recognizes personal needs and plans accordingly.
- 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; seeks professional help for medical or emotional issues that interfere with professional and academic performance.

3. Professional judgment

- Comprehension of ethical behavior: demonstrates 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.
- Committed to professional learning: takes responsibility for learning and seeks feedback and/or supervision from field education instructors, faculty, peers, and colleagues; participates in classroom discussions and stays engaged in learning; holds oneself accountable for work assigned.
- Self-awareness: demonstrates awareness of one's own attitudes and beliefs (economic status, age, ethnicity, and lifestyle differences) and their impact on professional practice; acknowledges when personal values interfere with professional practice and client relationships and makes appropriate referrals or takes appropriate action.

4. Academic performance

- Earns a minimum of C- in Psychology 151, Sociology 151, Biology 115, and 200-level social work classes. Earns a minimum of C in 300-level social work classes. Maintains a cumulative GPA of 2.5. Classroom performance and class attendance constitute behaviors that factor into a course grade.
- Fulfills the expectations and standards detailed in the 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 which affirms the student is adequately prepared to graduate as a beginning generalist social work practitioner. Specific expectations and standards are detailed in the Field Education Manual.

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

It is the student's responsibility to *request* an Incomplete before the end of the semester (i.e. the final exam day/time). The decision to grant an Incomplete is at the professor's discretion.

Accommodations for students with disabilities: No student who demonstrates professional ability and qualifications will be discriminated against or excluded from the social work program on the basis of disability. Students with disabilities seeking reasonable accommodations must work 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 for the student.

Policies and procedures for academic or disciplinary probation or termination:

All faculty are involved in the formation of a student's professionalism and are responsible for reporting concerns to the BSW program director and other faculty as appropriate to assure ethical practice and academic achievement. The specific process employed for reporting and reviewing a concern relative to a student's performance will be based on the severity of the issue. If the concern is field education related or is affecting performance in the field, relevant information may be disclosed to the field education site per the release of information from which all students receive when they are accepted into the program.

In most situations, a faculty member will address concerns directly with a student and establish a plan of action with that student to resolve the concern. Faculty should use the "Professional Behavior and/or Academic Performance Concern Form" to document concerns. Faculty should meet individually with the student to discuss and develop a plan of action. Faculty will inform the SWPC of the concerns so that any pattern of behavior or issues is identified and addressed in a timely manner.¹

Documentation of individual meetings, concerns addressed, and plans of action will be completed by the concerned faculty member and maintained by this faculty member, the program director, and within the student's permanent file. In most cases, the student's advisor will become involved as a support to the student. If the concern is field related, the faculty liaison may offer to meet with the field education instructor and the student.

¹ The SWPC includes social work faculty and staff and two BSW student representatives.

In the event the concerns are unresolved or of a more serious nature, a meeting will be conducted with the student, the involved faculty member and/or the academic advisor, and the program director. If the problem is related to field education, the meeting will include the field education coordinator. The outcome of this meeting is discussed with the SWPC; the student is invited to be present. This committee has the power to terminate the student from the program through a simple majority vote. Action of the SWPC can include any of the following actions:

- continuation in the program with no restrictions
- probationary status
- termination from the program

Following the meeting, a letter will be written by the BSW program director documenting the outcome of the meeting and any actions taken. This letter will be sent to the student, the concerned faculty member, the academic advisor, the field education coordinator, and the program's academic dean. If the matter is related to field performance, a copy will also be sent to the field education instructor. The program director will also write a summary of the meeting. This summary and any related documentation will be maintained by the program director.

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 placed on probationary status or terminated from the program have the right to appeal the decision (see student appeals, p. 19).

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.

Admission to 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 Uganda 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 Stacia Hoeksema, field education coordinator (Hiemenga Hall 441).

Student appeals

Should a student be refused admission to either the BSW program or field education, or should a student otherwise be informed that he/she may no longer continue in the program, the student has the option of appealing such actions. If the student chooses to appeal, he/she must submit a written appeal to the director of the social work program within two weeks of the date of rejection or discontinuation from the program. The director will forward the appeal to the Social Work Appeals Committee. This committee consists of a member of the sociology department, 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, 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. Similarly, a member of the committee may request to be excused from hearing an appeal. Both requests should be made to the social work program director who will make final decisions and, if necessary, appoint another member.

The social work appeals committee will follow this procedure, processing the appeal within four working weeks of when the appeal is received, and notifying the student of its decision in writing within one week of the date of that decision:

- The program director will present the reasons for the termination. This will be done in writing, including any supporting evidence.
- The student will present his or her appeal in writing and with supporting evidence.
- Other parties may submit responses and documents.
- All parties may appear in person before the committee. The program director must be notified if an appearance is desired.
- The appeals committee will discuss the matter and vote. A simple majority is needed to approve the appeal. The program director has the right to vote.
- The program director will notify all parties as to the outcome. The student will be notified by email. The program director will maintain the files.

Students wishing to appeal the decision of the 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 for policy). This process ensures that the student's concern is heard by a new audience.

Student initiated grievances

On occasion, a student may have criticism of a professor for which they request 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 matters other than academic standards and expectations, the student must follow the procedure as outlined in the Calvin University catalog and 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 to 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 Council on Social Work Education, 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 right to personal 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, disability, political affiliation, marital status, sex, gender expression, or 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 objectives of the BSW program. Regarding field instructors, students, and support personnel, the program is also committed to non-discrimination based on creed.)

Any person formally associated with Calvin’s BSW program (faculty, field instructor, student, support personnel) who believes that he/she has been discriminated against has the right, and is urged, to make complaint to the director of social work (students are encouraged first to make complaint to their social work faculty advisor and then to the 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 formally empowered to respond to such complaints. (Complaints of discrimination by faculty, students, and field instructors are processed by the dean and the provost; complaints by support personnel are processed by the vice president for administration and finance.) Ethnic minority students who are making complaint are urged to contact the dean of multicultural student development for additional service and support.

Students' right to organize

Students have the right to organize in their own interests in matters related to academic and student affairs. This also applies to the BSW program. BSW students are encouraged to maintain and participate in Organization of Students in Social Work (OSSW), a social work student organization which affirms two students to serve on the SWPC, advocates with the University structure for the needs of social work students, invites social work professionals to campus for presentations, and organizes social and educational events.

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/academics/honors>. The advisor for the social work honors program is Stacia Hoeksema.

Honors Scholars program

To graduate with honors in social work, students that have been admitted to the Honors Scholars 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 and 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).

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. Candidates are nominated by department faculty; no application is required.

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: 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 Bouma Memorial 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.

The D'Ippolito Family Social Work Scholarship: One scholarship will be awarded annually to a social work major entering his or her junior year with financial need. An application is required.

Peter and Charlotte De Jong Scholarship in Sociology and Social Work: This scholarship is awarded annually to a sociology or social work student entering their senior year who is interested in the study and healing of social relationships, and the promotion of social justice.

Daniel C. Duyst Memorial Scholarship: One scholarship is awarded annually to a student entering junior or senior year who is interested in criminal justice work and demonstrates evidence of Christian motivation to serve others. Special consideration may be given to students aspiring to careers in law enforcement. An application is required.

Carl and Sandra Gronsman Family Scholarship: One scholarship is awarded annually to a student entering their junior or senior year pursuing a major in business, education, medicine, or social work.

James and Barbara Haveman Family Scholarship: One scholarship is awarded annually to a student entering their freshman, sophomore, junior, or senior year majoring in public health, business, social work, engineering, or education. The recipient must demonstrate Christian character, promise of

growth, and participation and leadership outside of the classroom.

James and Catherine Haveman Family Scholarship: One scholarship is awarded annually to a student entering their freshman year who has demonstrated financial need. Preference given to students studying primary education, social work, and engineering.

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.

John C. Heerspink Memorial Scholarship: One scholarship is awarded annually to a student entering their junior or senior year who is interested in non-profit or philanthropic leadership and demonstrates a spirit of service through volunteering. An application is required.

The 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.

Ann, Myrtle, Eunice, Faith and Marie Huizenga Scholarship for Women: One scholarship is awarded annually to female students entering their junior or senior year who demonstrate a caring attitude and interest in a life of Christian service. The recipient must be pursuing a career in the medical field or in social work.

Leanne Joy Knot 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.

Andy W. Schrier Memorial Scholarship: One scholarship is awarded annually to a humanities student entering their sophomore, junior, or senior year. Preference given to history, political science, and social work majors. An application is required.

Sociology and Social Work Faculty Honors Scholarship: One scholarship is awarded annually to a sociology or social work major entering the senior 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.

Arnold and Janice VanderBok Family Scholarship: One scholarship is awarded annually to a student entering freshman, sophomore, junior, or senior year. The recipient must be majoring or planning to major in a helping profession and able to communicate in Spanish. First preference will be given to a Hispanic student from North, Central, or South America. An application is required.

Vanderploeg-Edgerly 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: 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.

Scholarship application forms are available online at <https://calvin.academicworks.com/>. Information is available in January 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.

Course/faculty/program evaluation

BSW students are asked to give written evaluation of course content, and also of instructors who teach courses in the social work major. A University-wide evaluation instrument is used in these cases. Social work faculty may ask students to complete additional evaluation instruments. Additionally, just prior to graduation, senior BSW students are asked to participate in an exit interview and online assessment tests to assist the program in evaluation.

Transfer students

Calvin University's stated procedures and policies regarding transfer students are stated in the University catalog. In brief, students transferring from other universities and universities must follow the same application process as first-year students. 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 admitted to Calvin, the records of transfer students are first evaluated by the registrar's office and then passed on to the director of social work, provided there are courses on these records which might transfer as credit for courses in Calvin's social work major. The social work program director makes these determinations after reviewing course syllabi of the social work courses taken at other institutions (the syllabi must be detailed enough to indicate learning objectives, course topics, learning assignments, required reading, suggested readings, and, ideally, course bibliographies). Once transfer students know which courses will transfer, they are required to make full application to Calvin's BSW Program and await a decision from the SWPC. Care is taken in this procedure to grant transfer students the maximum allowable credit for their previous academic work without violating course sequencing in the BSW program or otherwise compromising the integrity of the program.

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 (380).

Appendix A: Department faculty

Jonathan Hill

PhD (University of Notre Dame); research interests are religion, higher education and quantitative methods; teaches Sociological Theory, Social Science Statistics, and Sociology Integrative Seminar; currently serves as the Department Chair of the Sociology and Social Work Department.

Stacia Hoeksema

MSW (University of South Florida), LMSW (State of Michigan); practice experience with Bethany Christian Services in Romania; in-home family counseling; medical social work; hospice social work; interdisciplinary social work; support group facilitation; anti-racism education and coaching; teaches Global Issues and Perspectives, The Helping Interview and Generalist Practice with Families, and Groups at both Knollcrest and Handlon campuses; serves as Social Work Program Director.

Sherita Washington

PhD student (Lancaster Bible College: Capital Seminary), MSW (Norfolk State University), MA (Grand Rapids Theological Seminary); practice experience includes faith-based community organizing, academic advisor, adoption recruiter, child protection services advocate, cultural intelligence facilitator, anti-racism, and implicit bias trainer; research interests include the intersectionality of race and gender in Christian and secular institutions; teaches Introduction to Social Work, Human Behavior and the Social Environment, Social Welfare Policy, and Generalist Practice with Organizations and Communities.

Elisha Marr

PhD (Michigan State University); research interests include transracial adoption, intersections of race, class and gender, media and popular culture, policy; teaches Introduction to Sociology, Sociology of Deviance, Gender and Sexuality in the United States, and Criminology.

Mark Mulder

PhD (University of Wisconsin-Milwaukee); has research and teaching experience in urban sociology and social problems; has taught Diversity and Inequality in North American Society, Urban Sociology, and Corrections and Incarceration.

Jenny Siegel

PhD (University of Maryland), MSW (Michigan State University); practice experience includes work with Church World Service, US Conference of Catholic Bishops in D.C. and Zambia, Lutheran Immigrant and Refugee Services, policy advocacy and consulting. Dr. Siegel's research examines structural conditions impacting behavior health disparities among diverse populations. Specifically interested in structural conditions impacting mental health and substance use patterns among immigrant and refugee youth and families. Expertise in qualitative and quantitative research methods as well as program

monitoring and evaluation. Teaches Human Behavior and the Social Environment, Social Research, Global Issues and Perspectives, and serves as the Field Education Director.

Hennie Schoon

Ed.D (Bethel University), MSW (Western Michigan University); practice experience with university populations and residential programs for at risk youth. She facilitates Mental Health First Aid for school and community groups, both in Canada and the U.S.; research interests include mental health, use of technology, and social connections; teaches The Helping Interview, Social Research, and Social Work Capstone.

Todd Vanden Berg

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

Appendix B: Department facilities

The social work program department office is located in Hiemenga Hall 440-450. Faculty mailboxes are located in this space, and students are welcome to leave messages for faculty there. The department office houses a lounge space and is connected to HH 440, which serves as the program conference room.

Faculty offices are in HH 440-450 and HH 460. Most social work classes are taught in classrooms adjacent to these facilities. The social work program has a room designated for The Helping Interview class lab located 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. This space is towards the back of the department office by the conference room. Telephones in this space are to be used only for social work research projects; infractions of this rule will result in loss of privileges to use this space. Students wishing to use this space for research-based projects should contact the administrative assistant of the department.

Appendix C: 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.

We have now either acquired or have on order the most recent editions of all social welfare policy and social casework titles listed in the standard reference, *Books for University Libraries*, and the titles listed in the Council on Social Work Education's publication, *Building the Undergraduate Social Work Library: An Annotated Bibliography*. We also have several major journals in social work including *Families in Society*, *Public Welfare*, *Social Work*, *Social Work and Christianity*, *Social Work Research and Abstracts*, as well as others in social problems and social research. Calvin's library is also a partial depository of U.S. government documents holding some 100,000 items. When using the library, remember that there are library personnel willing to assist you.

Computer Services

The information technology department offers several services to students. The Information Technology Center (CIT) lab is on the second floor of the library and offers PC and Macintosh computers attached to the University network. Other computer labs on campus include PCs and terminals attached to the network in residence halls and a Sun and MAC classroom in North Hall. The social work program gives instruction in computer use in its social science statistics and research design courses, and encourages its students to develop and use word processing and PowerPoint skills for their writing assignments and projects in social work courses.

The Service-Learning Center

The Service Learning Center, located on the second floor of the library, 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. Students can get involved through 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.).

Career Services

Staff in the career development office, located in the Hekman Library 372, provide assistance for students searching for careers by helping them recognize their own resources and talents and by exploring with them the variety of careers available to them. The career resources area includes various career information resources including a

computerized informational system. Additionally, career development staff help BSW seniors prepare professional resumes.

Center for Student Success

The Center for Student Success offers services designed to help students become more effective at learning. It offers review courses in English and mathematics as well as a course which assists students in developing study skills and adjusting to university-level work. Tutoring by trained upper-class students is available in many courses free of charge for any student with permission of the student's professor.

Student Services for Diversity and Inclusion

Calvin University is striving to be an anti-racist, multicultural, and inclusive Christian academic community. They hope to provide programs and support services to help students adjust to Calvin's campus culture and achieve their educational goals. Students are also encouraged to contact the Center for Intercultural Student Development (CISD) which exists to create a campus community where all students feel a sense of belonging through support services, multicultural programming, and anti-racism education. There are multiple ways to get involved in the Intercultural Student Development office. You can contact Josh Samarco, Program Director for the CISD via email or 616-526-6680, or stop by the office in Hekman Library 2nd floor.

Rhetoric Center

This service offers tutors to assist students in writing term papers. Students at any level of writing experience are welcome to use this service. The office is on the third floor of the Hekman Library and 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.

Graduate School Information

Students are encouraged to consult with their social work advisor about graduate schools. Each year, faculty members generally conduct an informational meeting about graduate education in social work which describes types of programming, admissions information, and resources available to help with decision making.

Appendix D: 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.

(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 disability.

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.