



CSU DHD

DEPARTMENT OF SOCIAL WORK

2019 - 2020

**STUDENT
MANUAL**



Department of Social Work • College of Health, Human Services, and Nursing
1000 East Victoria Street • Carson, CA 90747 • (310)243-3170

Dear Master of Social Work Student,

Congratulations on your admission to the Master of Social Work (MSW) program at California State University, Dominguez Hills (CSUDH)!

The MSW program is your first step into the field of professional social work. As a partner in your education, we are committed to bringing you quality instruction through our challenging academic curriculum and comprehensive field education delivered by outstanding faculty and staff. Whatever your reasons for pursuing the MSW degree, the program will teach you the necessary skills and knowledge to empower individuals, families, and groups and bring about positive change in communities.

As a student at CSUDH and the Department of Social Work, you are encouraged to utilize the many resources offered to assist you to meet your educational goals. Perhaps one of your most valuable resources is the MSW Student Manual. This manual serves as a guide to familiarize and help you successfully navigate the program including our policies and procedures and to anticipate some of the questions you may have along the way to graduation. In addition, other University publications that supplement this manual are the University Catalog, the Student Rights and Responsibilities Handbook, and Class Schedule.

Other valuable resources are the faculty and staff. We are invested and supportive of our students and as a small department, we are privileged to have the ability to maintain a casual atmosphere where students are encouraged to visit faculty members in their office to discuss any issues related to their program. The dedicated faculty and staff are generous with their time and look forward to getting to know you and working with you over the next few years.

Welcome to California State University, Dominguez Hills and the Department of Social Work.

Sincerely,

Master of Social Work Program Faculty and Staff
Department of Social Work

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CODE OF ETHICS

The National Association of Social Workers (NASW) requires that all professional social workers promote and maintain high standards of ethical behavior in the field of social work. The Department of Social Work has adopted the NASW Code of Ethics (Appendix C) as the standard it expects its students to meet during their participation in the program. Students are expected to adhere to and maintain the highest level of ethical behavior. Any violations of the Code of Ethics may result in termination of the student from the program.

ACCREDITATION

The program at CSUDH is fully accredited by the Council on Social Work Education (CSWE) as of February, 2010. Obtaining full accreditation is a lengthy process involving several steps and lasting for at least four years. Accreditation is essential for all graduate social work programs especially in states where there is licensure, because only graduates from accredited programs are permitted to take the licensing exam. The accreditation process for programs involves several steps: (1) Application (2) Completion of an initial self-study referred to as Benchmark 1 followed by an on campus site visit results in admittance to candidacy. Candidacy is the first level of accreditation and graduates from programs in candidacy are granted the right to collect hours toward licensure. (3) Benchmark 2 is completed in year two of the program followed by another site visit; (4) A Draft Self Study is completed in year three of the program, with another on campus site visit and a recommendation the program complete a full Self Study and prepare for a full site team visit. (5) During year four the full Self Study is written and a team of social work educators visit campus to review the program. The program is then eligible for full accreditation. (6) Initial accreditation is granted for four years. The program has received reaffirmation of our accreditation as of 2015 through 2022.

OVERVIEW OF THE MSW PROGRAM AT THE CSUDH DEPARTMENT OF SOCIAL WORK

The Master of Social Work program at California State University, Dominguez Hills is strategically located to focus on the diverse social service needs and problems particular to the South Bay area of Los Angeles County, a large metropolitan area, which includes a socially and culturally diverse population. Because of this diversity the program will prepare social work students for contextually competent social work practice, inclusive of the issues of culture, race, ethnicity, socioeconomic status, class, gender differences, sexual orientation, religion and the effects of bias, prejudice and institutionalized racism. These issues and concerns may obscure helping efforts if they are not appropriately recognized and dealt with in practice and in social policy development and implementation. Thus, the program aims at increasing students' understanding of the underlying causes and resulting effects of prejudice, discrimination, and stereotyping from a variety of perspectives and teaches ways of identifying strategies and interventions for addressing these concerns and problems in social work practice.

The Department of Social Work has developed a psychosocial, ecological and cross-cultural orientation to social work practice and is designed to educate contextually competent social work practitioners. The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal

arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

The MSW program requires completion of 60 semester credit hours over two years of full-time study or three years of part-time evening and weekend study. Courses are evenly divided between foundation and concentration curricula. Foundation coursework is founded on a generalist social work practice curriculum that prepares students for advanced academic work in one concentration, Social Work Practice in Communities. Students who are participating in the full-time program are able to select a program specialization: Children, Youth and Families (CYF), Community Mental Health (CMH) or Community Capacity Building (CCB). The three- year program offers an advanced generalist practice that will incorporate aspects of CYF, CMH and CCB. Currently Community Mental Health is the only specialization offered in the three- year program. Presently the program does not offer advanced standing.

The foundation curriculum is considered the underpinning for social work practice. The intent of the foundation experience is to:

1. Give students grounding in the social work profession.
2. Teach students' assessment, practice and research models at all levels of social work practice.
3. Teach them about the social welfare institution and its many facets.
4. Engage them in practice opportunities utilizing the full range of social work roles in working with the breadth and scope of social work client systems, and
5. Expose them to advanced theory in preparation for and autonomous practice.

The concentration coursework prepares students for autonomous professional social work practice in the area of Social Work Practice in Communities. This course of advanced study requires students to use the educational and practice skills from the foundation experience to specialize in one of these fields of practice: CYF, CMH or CCB. At the advanced levels students are expected to understand theory, analyze it for its contextual properties and implement cultural and contextually competent. Additionally, students will be prepared to evaluate their practice, programs and create research questions that demonstrate advancement of ideas with specific populations. Students are expected to understand the connection between personal troubles and issues and realize that social change is a natural extension of social work practice at all levels. They will therefore be prepared to advocate and organize for this end. Under the supervision of program approved Fieldwork Instructors, students will complete a total of 1028 internship hours allowing them to carry out concentration curriculum objectives. And, at the conclusion of their study students will present a capstone project that reflects their knowledge, skills and values as professional social workers.

MISSION OF THE MSW PROGRAM

The mission of the MSW program guides the program goals and objectives. The mission statement reads as follows:

The CSUDH MSW Program is dedicated to the pursuit of a more just, global society through a critical, theoretical approach to education, scholarship, research, and community practice addressing societal dynamics stemming from the intersection of race/ethnicity, culture, gender, immigration, and socio-economic status, and membership in other categories historically subjected to oppression, discrimination and indifference. Located in a diverse, complex urban setting, the program prepares Master level social workers to professionally and ethically deliver social work practice grounded in analysis, intervention, evaluation and advocacy which addresses oppression and structural inequality to enhance the well-being of individuals, families and communities.

ADMISSIONS CRITERIA, PROGRAM OPTIONS AND POLICIES

Currently we offer two program options: 1) A two year full-time program with classes meeting on Tuesdays and Thursdays throughout the day, and fieldwork hours on Mondays, Wednesdays, and some Fridays; 2) A three year part-time program that is offered through the College of Extended and International Education with classes in the evening and most every other weekend and fieldwork hours on Mondays, Wednesday and some Fridays in the second and third years.

Admission to the Master of Social Work program is limited to the fall semester each academic year; we do not offer spring or summer admissions. CSUDH's Rolling Admissions process accepts applications during a specified application period. Typically we accept applications from October through early February. Once the program is filled, eligible students who have been reviewed may be placed on a waiting list for any potential last minute openings in the current academic year only. Applications received after the program is filled may or may not be reviewed. Please be sure to check the website for updated information.

The CSUDH MSW Program Admissions Committee welcomes applicants that can demonstrate high academic achievement and potential for professional social work practice. The requirements for admissions are as follows:

- Completed bachelor's degree with a liberal arts foundation from an accredited institution. Coursework should include a minimum of three (3) courses in the behavioral sciences (social work, sociology, cultural anthropology, psychology, economics, political science, gender or ethnic studies), two (2) courses in the humanities (philosophy, history, literature, religious studies, performing or visual arts, etc.), one (1) course in English composition and the two outlined prerequisites.
- Completion of a Cal State Apply application available online at www2.calstate.edu/apply
- A complete application packet including: two sets of official transcripts from each college and university attended, personal statement, 3 sealed reference forms with accompanying letters of recommendation, optional GRE scores, and a completed supplemental (department) application.

- Students are required to have a 2.75 GPA in their last 60 semester units (or 90 quarter units) to be admitted to the MSW program. Applicants with a lower GPA may be considered based on their meeting certain other criteria.
- Students are required to have passed one (1) course in either human development or its equivalent.
- Students are required to have passed one (1) course in Elementary Statistics.
- Graduate Record Exam (GRE) scores are strongly recommended if GPA is below 3.0.

One must be accepted to both the University and to the MSW program in order to matriculate. At this time, the MSW program at CSUDH does not offer advanced standing to students. For students who believe they have already mastered foundation curriculum content please see the credit by examination and credit for transfer graduate work sections. Students are reminded that no academic credit is given for life experience or previous or current employment.

EDUCATIONAL GOALS AND OBJECTIVES

The CSUDH Department of Social Work has adopted the following five goals in order to accomplish our stated mission:

1. To educate social work practitioners to engage in autonomous, professionally competent practice, which includes culturally appropriate interventions tailored to enhance the well-being of individuals, families, and the successful functioning of groups, organization.
2. To educate social work practitioners to engage in economic and social justice work through the practice of culturally and contextually competent interventions at all levels, including analysis, advocacy, direct interventions and evaluation with communities in diverse urban environments.
3. To educate social work practitioners to develop a life-long learning philosophy based on ongoing self-evaluation of practice with individuals, families, groups, organizations and communities informed by social research.
4. To educate social work practitioners to engage in ethical social work practice which is consistent with the values of the profession through expectations and opportunities in work with clients in community practice.
5. To educate social work practitioners to engage in a critical and theoretical approach to social work practice through exposure to and participation in faculty scholarship and research in the classroom and in the community.

We have selected the theoretical framework of Critical Race Theory and Intersectionality as an organizing principle of the curricula of the MSW program.

Upon completion of the MSW program at California State University, Dominguez Hills graduates *will be able to*:

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

Competencies based on the Council on Social Work Education's (CSWE) Educational Policies and Accreditation Standards (EPAS), 2015

NONDISCRIMINATION POLICY

California State University, Dominguez Hills is an equal opportunity/affirmative action institution that does not discriminate on the basis of race, color, religion, national origin, sex, gender, sexual orientation, age, disability or handicap, disabled veteran's or Vietnam Era veteran's status. This policy is applicable to all employment practices, admission of students, and educational programs and activities.

Only the following factors may be used to make distinctions among individuals: merit, ability, talent, knowledge, and achievement as they related to the goals and missions of this institution. We reaffirm that full support will be given to affirmative action programs which seek to overcome under-utilization of ethnic minorities, women, Vietnam-era veterans, special disabled veterans, and persons with disabilities.

California State University, Dominguez Hills is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs. The university's full

nondiscrimination statement can be found in Appendix A. Inquiries concerning this policy's application may be referred to the Special Assistant to the President for Equity and Internal Affairs.

SEXUAL HARASSMENT POLICY

It is the policy of California State University, Dominguez Hills and the Department of Social Work to maintain a working and learning environment free from sexual harassment of its students, employees, and those who apply for student or employee status and to take action to eliminate sexual harassment. Sexual harassment is illegal and such conduct is subject to disciplinary action being taken against the alleged harasser.

In determining whether conduct actually constitutes sexual harassment, the circumstances surrounding the conduct will be carefully considered. Where the facts support the allegations, all appropriate measures including disciplinary action shall be taken.

Students may view the complete policy at:

<http://www.csudh.edu/studentaffairs/studentrights/policies.shtml>.

This policy is administered by the Assistant Vice President of Human Resources. Questions, comments, suggestions, or complaints should be directed to that office.

STUDENT CONCERN PROCEDURE

The purpose of this procedure is to provide a mechanism to resolve student complaints against other members of the campus community. If a student has concern(s) regarding a member of the campus community, they are encouraged to address their concern(s) in the following order: with that individual first, if they are comfortable doing so. If the student feels no resolution from this mode of communication or does not feel comfortable addressing their concern(s) with the individual, they should direct their concern(s) to the Chair of the Department, then the College Dean's Office. Students should be prepared to document and discuss their concerns. This procedure does not handle grade appeals for which there is a separate process.

ACCOMMODATION OF DISABILITY

The Department of Social Work is committed to making the university's programs, activities, and facilities fully accessible to all students. Verification and arrangements for necessary accommodation(s) must be coordinated through The Student disABILITY Resource Center. Students who do not utilize the Student disABILITY Resource Center process will not be entitled to accommodations. Students must also inform classroom instructors of their need for accommodations and present documentation provided by The Student disABILITY Resource Center. Forms, procedures and contact persons can be found at: <https://www.csudh.edu/sdrc/>

RESOURCES

Access the resources listed on pages 11-13 to answer commonly asked questions about the University, the College of Health, Human Services and Nursing and the Department of Social Work. We urge that you use these resources in order to find the answers to your queries in a timely manner.

CAMPUS RESOURCES

University website
www.csudh.edu

College of HHSN website
<https://www.csudh.edu/chhsn/>

Department website
<https://www.csudh.edu/social-work/>

Office of Graduate Studies

<https://www.csudh.edu/gsr/graduate-studies/>

(310) 243-3756

General information about graduate studies, fees and tuition, financial aid, graduation, etc.

University Library

<http://library.csudh.edu>

(310) 243-3715

Admissions, Records & Registration

<https://www.csudh.edu/records-registration/>

(310) 243-3645

Bookstore

<https://www.bkstr.com/csudominguezhillsstore>

(310) 243-3829

Student Disability Resource Center

<https://www.csudh.edu/sdrc/>

Voice: (310) 243-3660 TDD: (310) 243-2028

Information regarding special facilities and services available to students with a disability.

Student Health Center & Psychological Services

<https://www.csudh.edu/shps/>

Student Health Services: (310) 243-3629

Psychological Services: (310) 243-3818

<https://www.csudh.edu/shps/psychological-services/>

Services for students who are experiencing any type of personal or interpersonal problems who may want to participate in a counseling experience.

Information Technology

www.csudh.edu/infotech/ (310)
243-2500

Help Desk

<https://helpweb.csudh.edu/>
(310) 243-2500

University Police

www.csudh.edu/dhpd/
Non-emergency: (310) 243-3639

My CSUDH

[https://my.csudh.edu/psp/paaprd/EMPLOYEE/CDHPRD/c/DH_SA_CUSTOM.DH_CC_UID_LO
OKUP.GBL?](https://my.csudh.edu/psp/paaprd/EMPLOYEE/CDHPRD/c/DH_SA_CUSTOM.DH_CC_UID_LO OKUP.GBL?)

Online registration for classes, obtain access to records (schedule, grades, transcripts), financial aid, account balance, search for classes, etc.

Testing Office

www.csudh.edu/testing/
(310) 243-3909 / (310) 243-3635

Blackboard

<https://toro.csudh.edu/webapps/login/>
Web-based classroom educational and management platform.

University Catalog

<http://csudh.smartcatalogiq.com/en/2019-2020/Catalog>
General information about the University, policies and procedures.

Class Schedule

<http://www.csudh.edu/schedules/>
Up to date information about class schedules.

Academic Calendar

[https://www.csudh.edu/Assets/csudh-sites/academic-affairs/academic-
calendar/docs/CSUDH_approved_academic_calendar_2019_2020.pdf](https://www.csudh.edu/Assets/csudh-sites/academic-affairs/academic-calendar/docs/CSUDH_approved_academic_calendar_2019_2020.pdf)

DEPARTMENT RESOURCES**MSW Student Manual**

The manual provides students with an overview of the program including departmental policies and procedures.

Fieldwork Manual

The manual provides students with an overview of the field education program including policies and procedures, contracts, and forms.

Advising

The Faculty Advisor is responsible for answering questions about academic requirements, professional goals and advising students with issues and problems that may impact a student's success in the program e.g., academic probation, changes in course plan, and specialization declaration. Prior to each semester the student must complete the MSW Program Advising Registration Form to receive approval of the upcoming course load. This process ensures ongoing communication between the advisor and the student in regards to their academic progress. It is strongly recommended that the student meet with their academic advisor at least once throughout the academic year.

Student Organizations

Various student organizations exist within the University and are centered on student interest to serve as a vehicle to promote student development and support. Students have created the CSUDH Graduate Association of Social Work (GASW), which was created to provide mutual support to each other and create a social work presence in the campus community. The CSUDH GASW meets monthly with a faculty advisor and is informed of various MSW program happenings. The GASW elects a student representative to serve as the liaison to the faculty.

This student attends faculty meetings as they are able, and communicates information, opportunities and/or issues to the GASW. Reciprocally, if students have issues or input that need to be brought to faculty, this liaison provides that communication to the faculty.

The MSW Q+ Group is a student-led group committed to establishing an open, safe, and supportive space for LGBTQ+ students and allies. The mission is to promote educational and advocacy events that foster the acceptance and inclusion of LGBTQ+ students on the CSUDH campus and in the larger community.

COMMUNICATION

Department to Student Contact

Contact from the department to the student will be made primarily via University email. Contact may include policy and procedure changes, announcements, events, new developments, and other business. Thus, it is vital that students check their University email regularly. CSUDH provides free email and internet access to students and all students are assigned an email address on the system.

Students will also have an individual file folder located in a filing cabinet housed in the Social Work Office (Welch Hall B-385). These file folders will also be used to communicate with students regarding major matters and to return assignments or other school-related documents.

Student to Department Contact

Faculty and staff mailboxes are located in Welch Hall 385. Contact information (e.g. phone number, email address) can be found on page 4 of this handbook. For speedy responses, it is highly encouraged for students to email faculty and staff.

Change of Address or Name

Students must report all change of address or contact information to the Administrative Assistant of the Social Work Department as soon as possible. The Department is not responsible for communication not received due to a change in e-mail address or home address.

Students must **also** inform Admissions and Records/Registration of any change of contact information.

CLASS SCHEDULING

With the exception of the three year part-time program all MSW classroom courses are scheduled on Tuesdays and Thursdays and students are expected to be available for classes on those days. Summer classes may be scheduled on different days and students will be informed of the schedule the semester before the summer session starts. The three year part-time program includes weekend classes. Students are advised to consult the class schedule in advance to plan for the successful completion of their program.

CLASS SEQUENCE

All MSW courses are scheduled in progression and students are expected to follow the prescribed sequence. Pages 15-16 show the class sequence for both programs as well as the foundation and concentration curriculum.

COURSE SEQUENCE 2019-2021 MSW Course Schedule for Full-time, Two Year Students Foundation Year Course Schedule

Fall	Spring
MSW 500 Human Behavior and the Social Environment I (3)	MSW 501 Human Behavior and the Social Environment II (3)
MSW 510 Social Welfare Policy I (3)	MSW 511 Social Welfare Policy II (3)
MSW 520 Generalist Social Work Practice I (3)	MSW 521 Generalist Social Work Practice II (3)
MSW 524 Critical Race Studies in SW Practice (3)	MSW 530 Social Welfare Research (3)
MSW 540 Fieldwork Practicum I (3)	MSW 541 Fieldwork Practicum II (3)

Concentration Year Course Schedule: Children Youth and Families Specialization

Fall	Spring
MSW 550 Advanced SW Practice in Communities (3) *	MSW 555 Advanced Practice in Administration and Leadership (3) *
Elective (3) ****	MSW 560 Social Welfare Policy III: Children Youth and Families (3) ***
MSW 570 Fieldwork Practicum III (3) **	MSW 571 Fieldwork Practicum IV (3) **
MSW 580 Seminar in Child Welfare Issues (3) ***	Elective (3) ****
MSW 595 Advanced Research in SW Practice (3) *	MSW 595 Seminar in Integrative Learning (3) *

* Courses required of all students regardless of concentration

** Courses required of all students but placement is in a setting that supports their specific specialization

*** Courses required of CYF specialization only unless approved by specialization instructor

****Please consult with your Advisor re: approved electives that are available within or outside of the Department

Concentration Year Course Schedule: Community Mental Health Specialization

Fall	Spring
MSW 550 Advanced SW Practice in Communities (3) *	MSW 555 Advanced Practice in Administration and Leadership (3) *
MSW 592 Diagnostic Assessment in Social Work (3) ***	MSW 561 Social Welfare Policy III: Community Mental Health (3) ***
MSW 570 Fieldwork Practicum III (3) **	MSW 571 Fieldwork Practicum IV (3) **
MSW 582 Seminar in Mental Health Issues (3) ***	Elective (3) ****
MSW 595 Advanced Research in SW Practice (3) *	MSW 595 Seminar in Integrative Learning (3) *

* Courses required of all students regardless of concentration

** Courses required of all students but placement is in a setting that supports their specific specialization

*** Courses required of CMH specialization only unless approved by specialization instructor

**** Please consult with your Advisor re: approved electives that are available within or outside of the Department

Concentration Year Course Schedule: Community Capacity Building Specialization

Fall	Spring
MSW 550 Advanced SW Practice in Communities (3) *	MSW 555 Advanced Practice in Administration and Leadership (3) *
Elective (3) ****	MSW 551 Social Welfare Policy III: Community Capacity Building (3) ***
MSW 570 Fieldwork Practicum III (3) **	MSW 571 Fieldwork Practicum IV (3) **
MSW 581 Seminar in Community Capacity Building (3) ***	Elective (3) ****
MSW 595 Advanced Research in SW Practice (3) *	MSW 595 Seminar in Integrative Learning (3) *

* Courses required of all students regardless of concentrations

** Courses required of all students but placement is in a setting that supports their specific specialization

*** Courses required of CCB specialization only unless approved by specialization instructor

**** Please consult with your Advisor re: approved electives that are available within or outside of the Department

COURSE SEQUENCE 2019-2022

MSW Course Schedule for Accelerated Three Year Part-time Students

Fall Semester Year 1	Spring Semester Year 1	Summer Year 1
MSW 500 Human Behavior and the Social Environment I (3) Sat (AM)	MSW 501 Human Behavior and the Social Environment II (3)	MSW 510 SW Policy I (3)
MSW 524 Critical Race Studies (3) Sat (PM)	MSW 530 SW Research 530 (3) Sat (PM)	MSW 511 SW Policy II (3)
MSW 520 General Practice 1 (3) Wed evening	MSW 521 Gen Practice 2 (3) Wed evening	
		Total Credit Hours 24
Fall Semester Year 2	Spring Semester Year 2	Summer Year 2
MSW 550 Advanced SW Practice in Communities (3) Sat (AM)	MSW 582 Seminar in Mental Health (3) Sat (AM)	Elective (3) ****
MSW 592 Diagnostic Assessment in Social Work (3) Sat (PM)	MSW 555 Advanced Practice in Administration and Leadership (3) Sat (PM)	MSW 561 Social Welfare Policy III: Community Mental Health (3)
MSW 540 Field Practicum I (3) Wed	MSW 541 Field Practicum II (3) Wed	
		Total Credit Hours 24
Fall Semester Year 3	Spring Semester Year 3	
MSW 570 Field Practicum III (3) Thurs	MSW 571 Field Practicum IV (3) Thurs	
MSW 595 Advanced Research in SW Practice (3) Thurs	MSW 595 Seminar in Integrative Learning (3) Thurs	
		Total Credit Hours 12
		Total Program Credit Hours: 60

COURSE DESCRIPTIONS

Foundation Curriculum

MSW 500 Human Behavior and the Social Environment I (3) Fall

The first of two companion courses focuses on individual and family life span development. Cast in the context of an ecosystems framework, theoretical perspectives examine individual and family development in the context of social, political, historical and cultural variables.

MSW 501 Human Behavior and the Social Environment II (3) Spring

HBSE II, the second of two companion courses, examines the interrelationships among social institutions, social structure and social processes, on the one hand, and the realities of the lives of individuals, families, groups, communities, organizations and societies, on the other.

MSW 510 Social Welfare Policy I (3) Fall

The structure, functions and components of US social welfare policy are identified and critically analyzed to reveal its scope, reach and limitations; current and historically successful approaches and tools to improve policies, increase social justice and reduce inequalities are reviewed.

MSW 511 Social Welfare Policy II (3) Spring

Preparation to engage in policy practices advancing social and economic well-being of individuals, families, organizations and communities, improving service delivery systems by critically assessing legislative, social, economic, cultural, political, administrative and legal aspects of policy provisions and advancing social justice.

MSW 520 Generalist Social Work Practice I (3) Fall

This course will focus on theories, models and interventions of generalist social work practice when working with individuals and families. Emphasis is placed on effective and equitable multicultural and contextual service delivery and interventions with poor, vulnerable and oppressed populations.

MSW 521 Generalist Social Work Practice II (3) Spring

This course will focus on theories, models and principles for generic social work practice with groups, communities and organizations. Emphasis is placed on effective and equitable multicultural and contextual service delivery and interventions with poor, vulnerable and oppressed populations.

MSW 524 Critical Race Studies in Social Work Practice (3) Fall

In-depth overview of Critical Race Studies (CRS) in social work fields. Examination of the causes and symptoms of structural racism and social/racial hierarchies in underserved communities. Analysis of the history and development of CRS' application to practice issues.

MSW 530 Social Welfare Research (3) Spring

Critical assessment and mastery of research methodologies to systematically evaluate one's own social work practices, focusing on those used to evaluate published research studies, assess service and program delivery, and participate in conducting research as a professional social worker.

MSW 540 Fieldwork Practicum I (3) Fall

Supervised foundation field placement in an educationally supervised agency designed to apply the knowledge, skills and values learned in concurrent social work courses. Students complete 240 hours of supervised practice and participate in a weekly seminar throughout the semester.

MSW 541 Fieldwork Practicum II (3) Spring

Continued supervised field placement in an educationally supervised agency designed to apply the knowledge, skills and values learned in concurrent social work courses. Students complete 272 hours of supervised practice and participate in a weekly seminar throughout the semester.

Concentration Curriculum

The concentration curriculum revolves around the same conceptual framework articulated earlier but focuses on teaching theory and critique based on Critical Race Theory leading to contextually competent practice. This theory-guided focus of the concentration curriculum expands the student's ability to incorporate relevant aspects of the CSUDH MSW's theoretical framework and continues to hone his or her relationship-building and problem solving skills developed during the foundation year. During the concentration year students are expected to master at least two theories, from the list of five discussed earlier: Attachment, Cognitive, Constructionist, Intersectionality and Asset and Social Development, relevant to their field of practice. However, beyond theory mastery students are expected to develop a practice approach that combines theory with analysis based on the assumptions of Critical Race Theory. This application of theory to context reflects the goals of this program to develop culturally appropriate and contextually competent social work professionals. Advanced practice is measured by the student's ability to understand theory, critique it and appropriately apply it using the broad range of social work roles in the cultural context. The courses for the concentration year are listed below; students will complete those that are required in their selected concentration.

MSW 523 Social Justice in Social Work Practice (3) Spring

This course examines the history and consequences of different definitions of social justice. Social justice within human rights, culture, values, and ethics will be explored including related theory, social policy and movements and development of effective strategies promoting social justice.

MSW 550 Advance Social Work Practice in Communities (3) Fall

In-depth overview of Social Work from a Community Practice perspective, educating about the following intervention theories: Cognitive; Attachment; Intersectionality; Constructionism; and Assets and Social Development. The course will examine skills used by social workers to conduct culturally competent interventions.

MSW 551 Social Policy III Community Capacity Building (3) Spring

Community Capacity Building's growing influence on social policies and achievements improving the well-being of individuals and families in poor urban neighborhoods are described

and analyzed to prepare professional social workers to advance social, economic and environmental justice.

MSW 555 Advanced Practice in Administration and Leadership (3) Spring

This course introduces the concepts and theories involved in leadership, administration and management of a human services organization. Leadership styles will be examined, paying close attention to those that recognize diverse cultural styles and incorporate contextually competent approaches to administration.

MSW 560 Social Welfare Policy III: Children, Youth and Families (3) Spring

This course is designed to provide students with an advanced understanding of key issues, concepts and skills associated with policy analysis and development of policy alternatives and political action on behalf of children, youth and families.

MSW 561 Social Welfare Policy III: Community Mental Health (3) Spring

Community mental health policies, programs, services and initiatives identified and critically assessed for quality, utilization, social justice considerations, and social work impact, using specialized policy analyses, professional activities and political actions focusing on populations-at-risk within and across affiliated organizations.

MSW 570 Fieldwork Practicum III (3) Fall

Supervised agency experience at an advanced level in direct and administrative practice within student's concentration. Students integrate at least two of the five intervention theories taught in practice curriculum. Students complete **258 hours** of supervised practice and bi-monthly integrative seminars.

MSW 571 Fieldwork Practicum IV (3) Spring

Supervised agency experience at an advanced level in direct and administrative practice within student's concentration. Students integrate at least two of the five intervention theories taught in practice curriculum. Students complete **282 hours** of supervised practice and bi-monthly integrative seminars.

MSW 580 Seminar in Child Welfare Issues (3) Fall

This course identifies and critically analyzes a broad range of welfare issues related to children, youth and families, such as child maltreatment, poverty, race, gender, sexual orientation, and gang violence, focusing on contributing factors, recent research, policies and treatment modalities.

MSW 581 Seminar in Community Capacity Building (3) Fall

Focus is on the collaboration, assessment, implementation and evaluation of various strategies utilized to build capacity within communities. Students will apply the tenets of Asset and Social development to support/aid in the development of families, neighborhoods and communities.

MSW 582 Seminar in Mental Health Issues (3) Spring

This course examines mental health from a community perspective. Cast in the context of the recovery model, theoretical perspectives examine assessment, treatment planning and approaches to recovery and wellness. Critical Race Theory, cultural implications and outcomes will be examined.

MSW 595 Advanced Research in SW Practice (3) Fall

Community-based participatory action (CPAR) research skills and knowledge are acquired and applied to a topic relevant to social work organization to generate a collaborative research proposal with a client participation component.

MSW 595 Seminar in Integrative Learning and e-Portfolio Development (3) Spring

This course is designed to provide the opportunity for social work students to engage in integrative learning, peer consultation, and professional development activities. In this course, students will reflect (make meaning) and connect social work knowledge across learning opportunities to create an e-Portfolio that showcases several key learning experiences.

MSW 592 (Elective) Diagnostic Assessment in Social Work Practice (*Suggested elective for stipend and CMH specialization*) (3) Fall

Overview of assessment for contextually and culturally-competent social work practice using the DSM-5. A principal goal is to address from a social justice standpoint issues of social hierarchies and power in the use of diagnoses of mental health disorders.

MSW 600 Project Continuation Course (0)

Students who have completed their course work but not their comprehensive exam, directed project or thesis may maintain continuous enrollment by registering for this course with permission of the program coordinator

FIELDWORK SEQUENCE

The philosophy of the California State University, Dominguez Hills (CSUDH) Field Education Program is that field practice supplements and reinforces classroom instruction through the utilization of a field practicum site. The practicum offers students an opportunity to come in contact with a variety of populations that have various types of needs and problems reflective of the population the student would encounter in future practice. In the practicum, the student is able to go where the client population is located, provide a service, and assist in meeting individual, family, group, organizational, community, and societal needs. The practicum plays a vital role in the preparation of competent future social work professional practitioners. In addition to the skills and theoretical knowledge needed for direct service with various client systems, students also gain a hands-on understanding of the social work profession's value base, its expectations in terms of practice and codes of conduct, communication, and protocols.

The MSW program is a rigorous course of study comprised of 60 semester units of course work. Twelve of these units are devoted to fieldwork, where the student spends a total of 1028 hours in an educationally-focused fieldwork experience at selected social work/social service agencies in a surrounding community. Each student has two fieldwork placements (in two different agencies) during the course of study. Fieldwork placements are identified and assigned by the Director of Field Education and Field Faculty. Every effort is made to provide each student with one placement in a public agency and one placement in a non-profit agency. Foundation-year placements focus on direct service. Concentration-year placements may focus on direct service or on administration/management activities.

The schedule for the academic year model of fieldwork parallels the University academic year, with field placement typically beginning in September and continuing through mid-May. Students take concurrent course work and a weekly fieldwork seminar. Students complete 16 hours per week during their foundation year field placement and 20 hours per week during their concentration year of fieldwork practicum for a total of 1028 of fieldwork clock hours by the end of their MSW program.

Special Note: part-time programs weekly field hours may vary slightly but 1028 hours are still completed.

For further information and details of the Field Education Program, please refer to the Master of Social Work Fieldwork Education Manual.

MALPRACTICE INSURANCE REQUIREMENTS

All students enrolled in the MSW program and in fieldwork must be included in the blanket university policy for malpractice liability insurance. Prior to the beginning of the field placement period, students will have paid the required fees, completed the necessary application, and follow any additional procedures as set forth by the Field Education office for adequate and sufficient coverage.

ACADEMIC INTEGRITY; PLAGIARISM AND CHEATING

Academic integrity is of the utmost importance to the Department of Social Work. Integrity concerns honesty and implies being truthful, fair, and free from lies and deceit. All students are responsible for understanding university policies related to academic integrity. The university's stance on academic integrity is communicated to students in several ways:

- The University Catalog includes a section entitled Academic Integrity: Its place in the University Community.
- The Student Rights and Responsibilities Handbooks provide a guide to academic integrity as it relates to students.
- Each course syllabus includes a statement related to academic integrity, plagiarism, and cheating and references the relevant section of the University Catalog.

At the Department of Social Work, the definition of academic dishonesty, as provided Kibler, Nuss, Paterson, and Pavela (1988) usually refers to forms of cheating and plagiarism which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.

Cheating, as also provided by Kibler, et al, is the practice of intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes fabrication and plagiarism. Fabrication is the intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism includes the following: copying of one person's work by another and claiming it as their own, false presentation of one's self as the author or creator of a work, falsely taking credit for another person's unique method of treatment or expression, or the presentation of one's self as the source of ideas or expression, or the presentation of someone else's language, ideas, or works without giving that person due credit. It is not limited to written work. A complete definition can be found in the University Catalog.

Any and all academic misconduct will be investigated by the Department of Social Work and may result in sanctions against the student if the student is found to be culpable.

When a student detects or has reason to believe that another student has been academically dishonest, the student has the obligation to address it. One option is to directly confront the person. Another option is to report the details of the incident to the instructor. If the student is unsure about the dishonesty of a student, they can see the instructor and simply inform him or her of their suspicion.

Academic Advisory Form

The purpose of this form is to report any violations of the MSW Program and University's Academic Integrity policy, Student Conduct Policy, NASW Code of Ethics Violations, as well as any policies outlined in the MSW Student handbook. Reporting Procedures:

A faculty member who believes that a violation of a MSW Program or University policy has occurred should:

1. Faculty should complete the academic advisory form, attach supporting evidence, and submit the information to the student services chair, student academic advisor, and program chair. Evidence may include:
 - a. Copy of the class syllabus, assignment, exam, paper, etc.
 - b. Plagiarism report (turnitin.com or SafeAssign), if any.
 - c. Copy of any communication with the student(s).
 - d. Any additional relevant evidence.

2. Inform the student(s) about the alleged violation and request a meeting to discuss the matter with the student(s). If a meeting is not possible, the faculty should inform the student(s) of the alleged violation via phone or e-mail. The phone call or email to the student(s) should include the following information:
 - a. The alleged violation (e.g. cheating, plagiarism, unauthorized collaboration, behavioral, field, etc.)
 - b. An opportunity for the student(s) to provide a response to the allegation.
 - c. The grade assigned or outcome due to the violation.
 - d. A statement that the alleged violation will be reported to the student services committee, student(s) academic advisor, and the program chair.

DECLARING SPECIALIZATIONS

Specializations must be declared one semester before students enter their second year of field placement. This allows the Field Education department adequate time to prepare for a concentration year placement that is appropriate for the specialization.

CREDIT BY EXAMINATION

The foundation curriculum is designed to build on students' knowledge with increased breadth and depth of theories, models and frameworks in order to prepare them for the advanced or concentration curriculum. Therefore, it is not expected that admitted students will be repeating content already mastered at the undergraduate level. If a student wishes to challenge the aforementioned policy and receive exemption for course content, then the sequence chair will develop and administer an exam. Students however, cannot substitute an exam for credit in practice courses and are still expected to complete 60 credit hours (units) for the degree. Students who successfully pass the exam will not have to repeat the course at the graduate level. There may be areas of review, but the essence of the preparation for concentration mitigate against repetition. Moreover, in adherence to University policy, no student may receive credit by examination in a course used to satisfy the requirements for the degree.

CREDIT FOR LIFE EXPERIENCE OR PREVIOUS WORK

The MSW program does not grant social work course credit for life experience or previous work experience.

CREDIT FOR TRANSFER GRADUATE WORK

For matriculating students who wish to transfer from another CSWE accredited graduate social work program, the MSW program has a written policy stipulating the transfer of credits as follows. Students who wish to transfer credits must make the request and present relevant syllabi and transcripts six (6) weeks prior to the beginning of the first semester of matriculation. The Curriculum Committee reviews the syllabi and transcripts to determine equivalency of the course. If the course(s) is determined to be appropriate and comparable and the student has received a "B" or better in the course(s) and is in good standing at the previously attended institution, the student will be granted the transfer of credit(s). Students may only transfer a maximum of nine (9) semester units for the degree in order to preserve the integrity of his/her education at the degree granting institution; field practicum credits will not be transferred. A student may not use a course from a previous degree to count in their MSW degree completion. This is also in accordance to the University's policy on credit for transfer graduate work.

For matriculating students who wish to transfer credit from an accredited graduate program that is

not social work, the MSW program has a written policy stipulating the transfer of such credits as follows. Students who seek to transfer credits from another graduate program must make the request and present relevant syllabi and transcripts at least six (6) weeks prior to the beginning of the first semester of matriculation. The Curriculum Committee reviews the syllabi and transcripts to determine equivalency of the course. If the course(s) is determined to be appropriate and comparable and the student has received a “B” or better in the course and in good standing at the previously attended institution, the student will be granted the transfer of credit(s). Students may only transfer a maximum of six (6) semester units, or two (2) courses to replace one (1) elective course and/or one (1) research course.

GRADE REQUIREMENT/GRADING AND ACADEMIC PROBATION

Grades are an evaluative tool for instructors to fairly and accurately measure a student’s performance and attainment in courses. Students should not assume that they will generally receive an “A” in every course. Following is the rubric in order to determine student grades.

Grade	Quality
A	Reserved for work that is considered outstanding in every respect including, but not limited to, originality, clarity, completeness, etc.
A-	Reserved for work that is considered exceptional with some particular shortcoming(s).
B+	Reserved for work that is solid, though less than exceptional, work.
B	Reserved for work that is average at a graduate level.
B-	Reserved for work that is adequate but below desirable standards.
C+, C, C-	Given for work which is passing but considerably below average.
D	Not used at graduate levels
F	Given to indicate a failure to meet the minimum standard for passing a course.

The grade requirements are in accordance to the policies as set forth by the University. In order for students in the MSW program to remain in good academic standing, a “B” (3.0) average is required in the master’s degree program and for all courses taken (related and unrelated; lower division, upper division, and graduate).

If a student’s cumulative grade point average falls below 3.0 in all post baccalaureate units attempted, the student will be placed on academic probation. Any student on probation will be required to see their faculty advisor for consultation and advisement. The student will receive a registration hold and will have to receive Department Chair approval to register for courses the following semester. If the student does not bring up their grade point average to 3.0 in the following semester in residence, they will be disqualified from the program.

Special Note: Students who receive financial assistance should check with the Office of Financial Aid to address potential repercussions for probationary status.

Probation

There are two types of probation:

Academic Probation

A student enrolled in a graduate degree program will be placed on Academic Probation if the cumulative Grade-Point Average falls below 3.00. If the student does not bring their cumulative grade point average up to 3.00 in the following semester in residence, they will be disqualified from the program in which they are enrolled. Students who have been disqualified from a master’s degree program may be admitted to another degree program only on the recommendation of the department concerned and with the approval of the appropriate school

dean.

Administrative-Academic Probation

A graduate student may also be placed on probation for reasons other than Grade-Point Average. This is known as Administrative-Academic Probation. When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

Students will remain on Administrative-Academic probation contingent upon conditions required for their continuing in the program. The Office of Graduate Studies and Research maintains a list of students on probation and subject to disqualification.

The reasons may include:

- repeated withdrawal,
- failure to progress toward an educational objective, non-compliance with an academic requirement,
- failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline,
- failure to comply, after due notice, with an academic requirement or regulation, which is routine for all students or for a defined group of students (example: failure to take placement tests, failure to complete a required practicum, failure to satisfy GWAR), or
- inappropriate behavior as defined in the Student Bill of Rights and Responsibilities and in the Academic Dishonesty sections of the CSUDH catalog.

Disqualification

The Dean of Graduate Studies and Research (or designee), in consultation with the student's Graduate Program Coordinator, will disqualify a master's student who is on probation if the student does not, or cannot, raise the graduate Grade-Point Average to 3.00 by the completion of the second regular semester following the semester in which the Grade-Point Average fell below the minimum 3.00 standard.

If a student's Grade Point Average becomes so low that it cannot be raised to 3.00 within the prescribed limits of course work, the student will be disqualified from the graduate degree program.

Students placed on probation for reasons other than Grade Point Average will be disqualified if:

- The conditions for removal of Administrative Academic Probation are not met within the period specified;
- The student becomes subject to Academic Probation while on Administrative Academic Probation;
- The student is removed from Administrative-Academic Probation and subsequently becomes subject to Administrative-Academic Probation for the same or similar reasons as originally placed on probation.

Disqualification removes a student from graduate standing and prevents further enrollment in University courses (except through University Extended Education). A student who has been disqualified from a master's degree program may not re-apply for admission to that program. A student who has been disqualified from one degree program may apply for admission to a different degree program.

Appeals related to graduate degree probation or disqualification should first be directed to the departmental Graduate Program Coordinator. Please contact the Office of Graduate Studies & Research for further information and procedures.

Administrative Disqualification

This may happen if a student was placed on administrative probation and they did not complete their contract duties. It may also be for a student who broke a student misconduct policy. No probation may be required.

Petition for Reinstatement

A student who is disqualified from the program has the option to submit a Petition for Reinstatement available in the Office of Graduate Studies. The student will not be considered for reinstatement until the student has not attended for one semester (please see the *Reinstatement of Formerly Disqualified Students* policy found in the university catalogue for more detailed instructions). Once the Office of Graduate Studies reviews the petition they will forward it to the MSW department. The Student Services committee in conjunction with the chair will review the petition and provide formal notification to the student in regards to the final decision.

Students who are recipients of our stipend programs placed on probation may be subject to other consequences e.g., stipend suspension, program disqualification, immediate pay back of stipend etc. Please see stipend coordinator for more details.

For graduation, the grade point average of 3.0 is calculated on all courses taken beginning with admission to the program. No course with a grade lower than a "C" will be applied to the degree program. No student who is on academic probation may be granted a master's degree.

All classes must be taken for a letter grade, unless the class is offered only on a CR/NC basis. Final grades will be posted on Blackboard or by checking the "my.csudh.edu" account

Incomplete Grade

A grade of Incomplete "I" may be assigned only if a portion of the required course work has not been completed and evaluated in the prescribed time period.

In the event that justifiable reasons exist that warrants the assignment of an incomplete grade, the instructor and student must agree to a resolution plan prior to the deadline for the instructor to submit the final grades for the course. The resolution plan must be fulfilled within six (6) weeks after the end of the semester and include an agreement on required make-up work. *A Request for Incomplete Grade Form* must be submitted to the Registrar's office. When the required make-up work is completed, the student will be allowed to do a late add to enroll in the subsequent course.

An incomplete grade is replaced by a failing grade for grade point average and progress point computation if not changed by the instructor within six (6) weeks after the end of the semester. Please refer to the University Catalog for more information.

It should be noted that a student may not be able to continue in the MSW curriculum if the incomplete grade is not resolved before the start of the next semester.

Grade Change

The MSW program follows standard CSUDH policies regarding the change of grades.

Changes to letter grades may occur only in cases of clerical error, administrative error, disciplinary sanction, or when an instructor discovers an error on an original course assignment. *A Change of Grade* form must be filed within one (1) semester of when the original grade was submitted.

Grade Appeal

The MSW program follows standard CSUDH policies regarding the basis and resolution of complaints and appeals of grades.

Students who believe that they have a grievance or a basis for grade appeal should first seek to resolve the matter informally with the instructor. For a student to proceed with a grievance or grade appeal, they must have met with the instructor of record within one (1) semester of the time that the student knew or should have known of the problem or dispute unless a prior agreement for extension has been made between the student and the Chair of the MSW program or Chair of the Student Grievance and Grade Appeals Committee. University policy on Grade Appeals can be found at: <http://www.csudh.edu/studentaffairs/studentrights/policies.shtml>

CLASSROOM ATTENDANCE

The curriculum of the MSW program is designed such that it involves learning through direct experience. Thus, classroom attendance is of utmost importance to a student's ability to retain and apply course knowledge. Moreover, consistent attendance and punctuality reflect a student's commitment to the desirable professional behaviors of time management and planning and demonstrates responsibility and reliability to instructors and student colleagues. Please see specific course syllabus for attendance expectations.

POLICY REGARDING TERMINATION FOR ACADEMIC AND NONACADEMIC REASONS

The MSW program is structured to avoid having to terminate a student from the program for academic and nonacademic reasons. However, when prevention efforts have not been successful, students may be terminated from the program.

Reasons for which a student may be terminated from the MSW program are:

1. Having a grade point average which is less than 3.0 for more than one semester
2. Receiving a failure or "no credit" in the fieldwork practicum
3. Exhibiting behavior in class or field that is assessed by the faculty to indicate an inability to perform with the maturity, sensitivity, or wisdom required for satisfactory social work practice
4. Behaving unethically in a situation where the student knew or should have known that the behavior was unethical
5. The student has serious difficulties accepting supervision in fieldwork, thereby undermining his or her learning and also placing clients' well-being in jeopardy
6. The student has unresolved emotional problems that make it difficult for him or her to develop and maintain effective working relationships with clients
7. The student is not capable of developing a viable helping relationship with clients due to extreme shyness, inappropriate prejudices or negative predispositions towards clients
8. The student decides that a career in social work is not really what he, she, or they want and is not motivated to complete the requirements for fieldwork

9. Violations of any aspects as outlined in the NASW Code of Ethics.

PROCEDURES FOR IMPLEMENTING THE TERMINATION

The procedure for implementing the termination process for academic and/or nonacademic reasons includes advising the student in writing of his or her status, a decision by the Student Services Committee of the Department of Social Work, and an opportunity for the student to appeal. Specific steps in the termination procedure include:

1. Any member of the faculty, the Fieldwork Instructor, the Director of Field Education, or a fellow student may initiate review by communicating his or her concerns to the Chair of the MSW program.
2. The student's advisor will then confer with the student to:
 - a. Inform him or her of concerns regarding performance;
 - b. Obtain the student's perspective;
 - c. Clarify any information;
 - d. Determine if the student might wish to withdraw. The faculty advisor prepares a written report that is presented to the student and the Chair of the MSW program. The Chair of the MSW program, with faculty consultation, refers the matter to the Chair of the Student Services Committee. The Chair of the Student Services Committee talks to any persons with relevant information including, but not limited to, the student, the student's advisor, faculty member, Faculty Fieldwork Liaison, Fieldwork Instructor, Director of Field Education or to the student bringing the matter to the attention of the program. The Student Services Committee then makes a decision regarding termination, no termination or remedial action. The Chair of the MSW program implements the Committee's decision with written notice to the student.

The student may appeal the decision to the Chair of the MSW program, whose decision will be final.

REGISTRATION

Enrollment and registration in courses at CSUDH is available from the CSUDH Registrar's Office via my.csudh.edu. [My.csudh.edu](http://my.csudh.edu) allows students to access their records (schedules, grades, transcripts), check their financial aid status, account balance, search for classes, etc. If you need technical assistance with registration you can reach the IT helpdesk at (310) 243-2500.

To add a course during the first three weeks of instruction, students must obtain instructor approval. To drop a course during the first three weeks of instruction, students do not need to obtain instructor approval. Any changes in a student's program (e.g. adding/dropping a class, changing from one section to another of the same course) must be made before the deadline date listed for each semester in the official University Academic Calendar. See the Academic Calendar at the beginning of the University Catalog or the Class Schedule for specific deadline dates for the particular term. All students must be enrolled in the proper section of each course. Failure to enroll in the proper course and/or section may result in a delay of graduation.

For students who must submit a petition to change their study list for a previous semester (retro-enrollment), the student must obtain the approval of the Chair of the MSW program, who must write a letter of support. Retro-enrollment requests are not automatic and there must be an

extenuating circumstance. If approved at the departmental level, retro-enrollment requests are processed through the Office of Graduate Studies for additional approval prior to filing with the Registrar. Enrolling in the wrong section of a course or failing to enroll are not sufficient reasons for retro-enrollment and may result in a delay of graduation.

It is the student's responsibility to ensure that they are enrolled in the correct courses by the appropriate deadlines. Students should see their Faculty Advisor or the Director of Admissions and Student Services if they have any questions about enrollment.

GRADUATE ENROLLMENT POLICIES

Continuous Attendance Requirement

In accordance with university policies, all MSW students must maintain continuous attendance, defined as attendance in regular session each fall and spring semester of the college year. Students who have completed their course work but not their advanced community/research project may maintain continuous enrollment by registering for this course with permission of the Director of the MSW program. MSW students who fail to maintain continuous attendance interrupt their residency and must reapply to the university; they are subject to any new requirements of the university or program. Students who break continuous attendance are not guaranteed readmission to the program, and if readmitted, lose their residency credit (courses they may apply to the degree), and their catalog rights. Loss of residency units means there is no guarantee that more than 9 units of previous work may apply to the degree requirements upon readmission to the program. For more information about the continuous attendance requirement, refer to the University Catalog.

Leave of Absence

In rare instances or extenuating circumstance, a student in good academic standing may request for a leave of absence. The student must be conditionally classified or classified graduate students with a grade point average of 3.0 or better. Application for the leave must be filed with your Academic Advisor before the first day of classes for the semester during which the leave is to begin and should be accompanied by appropriate documentation.

The minimum leave is one full term and the maximum is one calendar year. Under compelling circumstances, a student may request, in writing and in advance, an extension of the leave. The total number of approved leaves may not exceed two, and the duration of leaves may not total more than two calendar years.

The leave is approved at the discretion of the Chair of the MSW program. A student may be required to submit periodic reports while on leave. Approval of the leave does not constitute an extension of the time period for completing all course work and/or other requirements for the MSW degree.

Students who do not return to the university at the conclusion of their planned leave will be considered to have withdrawn from the university at the end of their last semester of regular enrollment at CSUDH.

Students meeting all conditions of the approved leave shall be required to complete an application for readmission on returning from the leave. A student shall be guaranteed

reentry and retention of registration priority if all conditions of the approved leave have been met.

Any student on a leave of absence who does not comply with all provisions of this departmental and university policies and the condition of the leave is subject to forfeiture of the advantages of this program. Please refer to the University Catalog for more detailed information.

Request for Program Change

Once a student is accepted into one of the MSW program options it is expected that the student will remain in that option. The MSW program has a procedure for **rare** occasions when students wish to request a change in their program status. If a student wishes to switch between the full or part-time programs the student must request this change in writing to their academic advisor. The student must be in good academic standing and must provide documentation to support the reason for the change e.g., stipend opportunity, work schedule changes, family circumstances, etc. The program director will make the determination whether or not to grant the request based upon documentation presented, cohort size and date request was submitted. If the request is granted, then the student is responsible for adhering to the program requirements of the new program. There is no guarantee that a student will be allowed this option.

DEPARTMENT REQUIREMENTS FOR THE MASTER'S DEGREE

Elective Courses

All MSW students must complete one (1) elective course to fulfill the requirements of the degree. Students are responsible for investigating an elective course that is internal or external (approved list of electives), to the Department of Social Work and is relevant to the student's field of study. Upon identification of an appropriate course, the relevant documentation (i.e. syllabus) must be presented six (6) weeks in advance prior to the beginning of the semester when the class will be taken to the Faculty Advisor in consultation with the Curriculum Committee for approval. The course will be examined for appropriateness, comparability, and fit to the student's program. If approved, the course will be granted as an elective and will be applied towards the degree program.

UNIVERSITY REQUIREMENTS FOR THE MASTER'S DEGREE

Graduation Writing Assessment Requirement (GWAR)

All students are required to satisfy the Graduation Writing Assessment Requirement (GWAR) as administered by the University at matriculation and before the completion of 9 units in the MSW program. Failure to satisfy the requirement will result in an advising hold on the student's registration and students will need to contact a University Advisement Center (UAC) advisor to map out a strategy, including a signed contract to meet the requirement before the hold is lifted. This requirement must be met before students can begin their capstone project.

There are four existing pathways for entering graduate and post-baccalaureate students to immediately satisfy GWAR requirements:

1. Graduate students who earned a baccalaureate degree from an accredited college or university in the United States satisfy the GWAR.
2. Graduate students who earned a baccalaureate degree from an accredited non-US institution where English is a primary language of instruction satisfy the GWAR.
3. Graduate students who earned a 4 or above on the analytical writing component of the GRE or GMAT satisfy the GWAR.
4. Students coming from baccalaureate programs offered in non-English speaking university settings can qualify to enter a graduate program by meeting one of the following options: take the TOFEL and achieve a score of: 550 (paper- based; 80 (internet-based); 213 (computer-based); or achieve an IELTS score of 6.5.

Please refer to the University Catalog or contact the University Testing Office for more information.

Time Limit for Completion of Degree

In accordance to University policies, all requirements for the master's degree, including all coursework on the student's approved program of study must be completed within five (5) years. This time limit commences with the semester of the earliest course used on the student's program of study.

ADVANCEMENT TO CANDIDACY

Advancement to candidacy recognizes that the student has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements. Upon advancement of candidacy, the student is cleared for the final stages of the graduate program, which, in addition to any remaining coursework, will include the capstone project.

Following are the requirements for Advancement to Candidacy:

1. A minimum of 15 resident units
2. Classified Standing
3. An approved program of study
4. Successful completion of the GWAR
5. A cumulative GPA of 3.0 in all courses taken as a post-baccalaureate student
6. No grade lower than a "C" in the degree program

7. The Department will certify a student's advancement to candidacy at the end of the third semester, typically the fall semester of the second year of residence, after successful completion of the requirements listed above.

Because the Department also requires a capstone project, all students must follow the Department guidelines, procedures, and deadlines. As such, the student must also comply with the University's procedures and adhere to all the deadline dates as specified in the Thesis and Project Guide, available in the university bookstore and at the Graduate Studies website.

COMMENCEMENT/GRADUATION

Upon satisfactory completion of all course requirements for the MSW degree and at least 60 semester units, students will obtain departmental clearance for graduation. Each prospective graduate must submit an Application for Graduation form with the Office of Admissions & Records available online at <http://www.csudh.edu/studentaffairs/admissionsrecords/forms.shtml>. In order to do this, the Department of Social Work will issue all necessary departmental documentation to prospective graduates to be included with the Application for Graduation.

The Application for Graduation, available in the Office of Admissions and Records or online at <http://www.csudh.edu/studentaffairs/admissionsrecords/forms.shtml> should be taken to the Cashier's Office with the payment during the announced filing periods. Students should direct all questions regarding graduation procedures to the Graduation Unit of the Office of Records and Registration.

Graduating students are invited to participate in the University's annual commencement ceremony held in May. If a student plans to participate in commencement, they must wear academic regalia, which should be purchased from the University Bookstore. Students can begin purchasing the academic regalia at the 3 Day Commencement Fair held annually.

As students prepare and apply for employment, they may request a letter that verifies that the department expects them to complete all requirements and receive the MSW degree. In cases where employers require an official verification statement that confirms the student has obtained the degree, the student must contact the Registrar's Office. The Registrar's Office maintains the sole authority to confer degrees and provide verification letters. When all departmental and campus clearances are obtained, the Registrar can provide a verification letter prior to the date of availability of actual paper degrees. Students and prospective employers should directly contact the Registrar for degree verification.

RECORD KEEPING

It is highly recommended that all students retain a copy of all official paperwork from and to the University such as financial aid forms, transcripts, graduation application, etc. Students should also keep a copy of coursework documents such as course papers, Field Evaluations, and any other documents that prove useful at a later time.

APPENDIX A

University Nondiscrimination Policy

California State University, Dominguez Hills

The California State University does not discriminate on the basis of race, color, national origin, sex, physical handicap or sexual orientation in the educational programs or activities it conducts.

Sex/Gender

The California State University does not discriminate on the basis of sex, gender, or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws, prohibit discrimination on these bases in education programs and activities operated by California State University, Dominguez Hills. Such programs and activities include admission of students and employment. Inquiries concerning the application of these laws to programs and activities of California State University, Dominguez Hills may be referred to the Special Assistant to the President, Equity and Internal Affairs, or to the Regional Director of the Office for Civil Rights, Region IX, 50 United Nations Plaza, Room 239, San Francisco, CA 94102.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Race, Color, and National Origin

The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964 as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and various state laws, prohibit such discrimination. The Director of Equity and Internal Affairs has been designated to coordinate the efforts of California State University, Dominguez Hills to comply with all relevant

disability laws. Inquiries concerning compliance may be addressed to this person at California State University, Dominguez Hills, 1000 East Victoria Street, Carson, California 90747.

Compliance

Person responsible for reviewing concerns and for coordination of the university's efforts to comply with these laws and regulations is the Director of Equity and Internal Affairs. Inquiries concerning compliance may be directed to (310) 243-3970. Sexual Harassment Policy

APPENDIX B

NASW Code of Ethics

NASW Code of Ethics

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

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible

self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.1 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.)

1.2 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.

1.3 Informed Consent

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

1.4 Competence

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

1.5 Cultural Competence and Social Diversity

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

1.6 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 are 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 occurs when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

1.7 Privacy and Confidentiality

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

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

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

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

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

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

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

- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.8 Access to Records

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

1.9 Sexual Relationships

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision

of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.1 Respect

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

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

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

2.2 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.

2.3 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.

2.4 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.

2.5 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.

2.6 Referral for Services

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

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

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

2.7 Sexual Relationships

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

2.8 Sexual Harassment

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

2.9 Impairment of Colleagues

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

2.10 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.1 Supervision and Consultation

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

3.2 Education and Training

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

3.3 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.

3.4 Client Records

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

3.5 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.

3.6 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.

3.7 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.

3.8 Continuing Education and Staff Development

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

3.9 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

4.1 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.

4.2 Discrimination

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

4.3 Private Conduct

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

4.4 Dishonesty, Fraud, and Deception

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

4.5 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.

4.6 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.

4.7 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.

4.8 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

5.1 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.

5.2 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or

potential conflict of interest arises and should take steps to resolve the issue in a manner that makes participants' interests primary.

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.1 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.

6.2 Public Participation

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

6.3 Public Emergencies

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

6.4 Social and Political Action

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

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

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

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