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Welcome to the California State University, Chico School of Social Work!

You are entering an exciting field of study and practice with countless career possibilities. Social Work is unique in its emphasis on social justice and work with the most vulnerable populations. The Bachelor’s of Social Work (BSW), which is accredited by the Council on Social Work Education (CSWE), prepares you for beginning professional generalist social work practice. A generalist approach requires that social workers have a foundation of knowledge and skills to access, analyze, plan, evaluate, and treat clients from diverse backgrounds in various settings and systems. This degree will enable you to work in many different settings such as health care, rehabilitation, criminal justice, schools, government agencies, mental health, child and adult protective services, counseling, and many others. We are proud to have a faculty with extensive experience in many different practice areas. CSU, Chico School of Social Work faculty members are eager to talk with students about their own social work experiences and to offer mentoring and support.

The Student Association of Social Workers (SASW) is your organization – it is a primary means for social work students who are interested in enhancing their education through activities on and off campus to address their interests. All social work majors are automatically members. SASW officers are elected by the students each Spring semester. SASW can provide wonderful opportunities to meet others and to address community issues and organizations. In the past, SASW has been involved in projects with domestic violence, older adults, fundraisers for needy families, attending social work conferences, and bringing guest speakers to campus. SASW has also organized social activities for social work majors, including graduate students and faculty. For further information please visit: http://www.csuchico.edu/swrk/about/students/student_BSW.shtml

The BSW Director serves as the advisor for all Social Work undergraduates until their acceptance into the “Professional Sequence” in November of the junior year. Once accepted, the junior-level BSW students are assigned to individual faculty advisors who provide students with individual advising and direction throughout the three Professional Sequence semesters of their BSW experience. The faculty and staff look forward to working with you to ensure an enjoyable and rewarding educational experience.

Vincent Ornelas, MSW, PhD
BSW Director
School of Social Work
California State University, Chico
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Akers, Glenna, MA</td>
<td>Instructor, Advisor for Gerontology</td>
<td>898-5086</td>
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<tr>
<td>Bassett, J. David, PhD</td>
<td>Professor, School of Social Work Director</td>
<td>898-6204</td>
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<tr>
<td>Borel, Patrick, MSW, LCSW</td>
<td>Instructor</td>
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<td>Funk, Jenny</td>
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<tr>
<td>Hunter, Patty, MSW, LCSW</td>
<td>Professor, Field Education Director, HPPAE Co-Director</td>
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<tr>
<td>Illa, Maia, ASW, PPS</td>
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<td>Johansen, Pam, EdD, LCSW</td>
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<tr>
<td>Jones, Celeste A., PhD</td>
<td>Professor</td>
<td>898-6205</td>
<td>Tehama 333</td>
</tr>
<tr>
<td>Klungtvet-Morano, Meka</td>
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<tr>
<td>Ornelas, Vincent, PhD</td>
<td>Associate Professor, BSW Program Director</td>
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<td>Proebstel, Melody, MSW</td>
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<td>Rabo, Jené</td>
<td>Distributed Learning Administrative Support Assistant</td>
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<td>Rioux, Andrea, MSW</td>
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<td>Roll, Susan, PhD</td>
<td>Assistant Professor</td>
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<td>Saletta, Richard, LCSW, LMFT</td>
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<td>Schulberg, Jean, EdD, LCSW</td>
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<td>Sehrawat, Seema, PhD</td>
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<td>Song, Kui-Hee, PhD</td>
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<td>Steiner, Sue, PhD</td>
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<tr>
<td>Vang, Judy, MSW, PhD</td>
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</table>
Introduction

This BSW Student Handbook has been prepared to inform you about the School’s policies, procedures, and provide information regarding the program. It is important that you become familiar with the contents of the Handbook, as it will give you an overview of what to expect throughout your time in the program. It may save you considerable time and difficulty if you know this information from the beginning.

The School of Social Work is housed within the College of Behavioral and Social Sciences and, therefore, is also subject to the policies and procedures of that body as well as the University. To make yourself aware of those requirements, please become familiar with the University Catalog.

As the policies and procedures of the School of Social Work are constantly under review and revision, please stay in close communication with the Program personnel. The School of Social Work website is updated regularly and will give you the most current version of policies and procedures, as well as other valuable information. Your faculty advisor is also an important source of information.

Social Work Education

Formalized social work education began in 1898 with a professional training program in New York. By the early 20th century, social workers organized several professional organizations. There are three professional levels of social workers in the U.S. today: baccalaureate degree (BSW), master’s degree (MSW), and doctorate (PhD or DSW). In California, many students graduating with MSW degrees plan to work towards licensure and completion of Licensed Clinical Social Worker (LCSW) requirements. The LCSW is administered through the State Board of Behavioral Examiners. Requirements for LCSW include a minimum of two years of post-MSW supervised clinical practice, as well as successful completion of the state licensing examinations.

The Council on Social Work Education (CSWE) is the professional education organization that monitors and accredits undergraduate and graduate social work programs in the U.S. The CSWE establishes the required body of knowledge that social workers must acquire (See Appendix). An ethical code of conduct has been established by the National Association of Social Workers (NASW) called the NASW Code of Ethics. A code of conduct, established educational standards, state regulations, and licensing establishes social work as a profession opposed to merely a job or occupation (See Appendix).

History of the CSU, Chico School of Social Work

Social Work studies in Chico began in 1956. Due to growing need for trained social workers throughout northern California, the Northeastern County Welfare Directors enlisted the support of the California State Legislature and lobbied Chico State College to establish a program to deliver undergraduate and graduate degrees in social welfare. To develop the social welfare program, Chico State College hired the late Dr. Archie McDonald in 1958 as the coordinator, and in 1959 the program in social welfare was established with Dr. McDonald as its sole full-time faculty member. McDonald was the chair of the program until 1969 and retired as a teaching faculty member in 1987. He established three undergraduate social work scholarships bearing his name: the Archie McDonald Social Work Scholarships for Academic Excellence, Professional Service, and the Social Work Sophomore Scholarship, as well as one Master of Social Work (MSW) Scholarship named for his wife, Lois McDonald.
The program grew as faculty members were hired and they developed new courses. Also in 1971, the social work program became the Department of Social Welfare and Corrections under the Division of Special Academic Programs, and subsequently, the School of Health and Human Services. During the 1970s, the department had 10 full-time faculty members and 300 undergraduate majors. When the School of Health and Human Services was disbanded in 1979, the Department of Social Welfare and Corrections joined the School of Behavioral and Social Sciences under the leadership of James O. Haehn. The departments of Social Work and Sociology merged in 1984, during California’s time of fiscal difficulties, and became the Department of Sociology and Social Work. Although this arrangement proved to be highly collegial for the faculty and students, they began the process of separating the two programs in 1999 to allow for development of the MSW program. Planning for the MSW program was initiated by Professor Jan O’Donnell at the request of the directors of social services agencies throughout the 12 northern California counties. CSU, Chico’s faculty and students conducted a feasibility study in 1998. The CSU, Chico Academic Senate approved the MSW Degree Program and the creation of a new administrative unit, “The School of Social Work” within the College of Behavioral and Social Sciences. Once eight additional faculty members and support staff were hired, the curriculum developed, and the self-study completed, the MSW program was awarded full accreditation in February 2005 by the Council on Social Work Education (CSWE), the accreditation organization for all social work education programs in the United States.

The undergraduate Social Work Program has held “constituent membership” and “approved status” with the Council on Social Work Education from 1960 until 1974. It has been fully and continuously accredited since 1974. The high quality of the undergraduate program and its collaborative relationship with agencies throughout the region during this time provided a solid foundation for expansion of the School and its programs.

Professor Janice K. O’Donnell served as the Director of the School of Social Work from 1994 to 2005, with Dr. Celeste A. Jones serving from 2006-2013. Under Dr. Jones’ direction, the distributive learning (DL) Three-Year MSW program developed from a Chico campus-based program (2006-09), Redding Shasta Center hybrid program (2009-12) and current distributive learning (BSW and MSW) program that meets on the Chico campus two weekends per semester (2012-15). Dr. J. David Bassett is the current Director of the School of Social Work. There are currently 15 full-time faculty and over 15 adjunct (non-tenured) faculty serving the BSW and MSW programs. The School of Social Work at CSU, Chico currently offers two fully accredited programs: the BA in Social Work and the Master of Social Work.

School Mission and Baccalaureate Goals and Objectives

Mission of the School of Social Work at CSU, Chico

The mission of the School of Social Work is to provide accessible, high quality education for generalist practice at the baccalaureate level and advanced generalist practice at the graduate level. We educate students to be ethical, knowledgeable, and versatile practitioners and leaders who value collaboration, social and economic justice, and lifelong learning.
Goals of the MSW Program
To fulfill its mission, the MSW Program will work toward the following goals:

1. Prepare social workers to provide leadership for social service agencies and communities in Northern California and the profession.
2. Prepare social workers with the knowledge, values, ethics and skills for advanced generalist professional practice with multi-level systems.
3. Prepare social workers for culturally competent practice in diverse settings with an emphasis on the Northern California region.
4. Prepare social workers as leaders in advocacy and social and political action to promote human rights, social and economic justice.
5. Prepare social workers to commit themselves to the profession enhancement and their own professional conduct and growth.
6. Partner with community service agencies to produce competent social workers.
7. Prepare social workers to think critically and effectively utilize various sources of information to build on strengths and address complex problems.

Competencies for the MSW Program

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Statement of Unqualified Respect for Human Diversity and Nondiscrimination

As stated in the National Association of Social Workers Code of Ethics, specified within the Educational Policy and Accreditation Statement (EPAS) of the Council on Social Work Education (CSWE), and consistent with the California State University, Chico's Policy on Nondiscrimination and Affirmative Action in Employment and Education, we the faculty, staff, and students of the School of Social Work:

1. Advocate the elimination of any form of discrimination on the basis of age, class, socioeconomic status, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation and gender identity, and other physical, psychological or social characteristics.

2. Are committed to teach, encourage, and promote an appreciation, respect, and understanding of human diversity in the School of Social Work, California State University, Chico, our professions, and our communities.

3. Affirm the value of soliciting, incorporating, and respecting human diversity into all aspects of our educational experiences, our profession, and our personal lives as ways to enrich our total life experience individually and collectively as members of a diverse world community.
The Bachelor of Arts in Social Work (BSW)

Admissions Policy
Any student admitted to CSU, Chico may specify “Social Work” or “Social Work (Distributed Learn)” as their major. Actual admission to the program or “Professional Sequence” occurs in Fall semester of the Junior year. Admissions Policy for the BSW degree program applies to all prospective majors. The BA in Social Work is the entry level professional degree. Therefore, it is important that you complete the liberal arts base, the Social Work Core listed below before Professional Sequence I, and regularly meet with the BSW Director or your advisor.

You are ready to begin the Professional Sequence if you have:
1. Achieved junior class standing, including upper division transfer students with 60 or more transferable semester college units (90 or more quarter units).
2. Completed or have in progress 39 of the 48 required General Education (GE) units (See University Catalog). It is also recommended you have completed or have in progress the United States History, Constitution, and American Ideals requirement.
3. Completed or have in progress, the Social Work Core (SWRK 170, SWRK 200 & SWRK 302) at CSU, Chico or their articulated equivalents. (See Assist.org for more information)
4. A minimum overall GPA of 2.0.
5. Passed all Core courses with a minimum of a C- (overall GPA must be 2.0 or higher)
6. Documented completion of 60 hours of volunteer work in one or more social service agencies.
7. Submitted paperwork for “Professional Sequence” in September of your junior year, including professional sequence application, documented volunteer hours (a form will be attached to the application), and your responses to the questions.
8. Applicants will submit their Professional Sequence Application online through the School of Social Work website, and email all transcripts to bswadmissions@csuchico.edu

You will need to download the Professional Sequence Application that will be available on the SWRK website September 2014. It will be due by late September. Specific dates will be listed on the School of Social Work Calendar. Delays in submission may result in postponement of entering the Professional Sequence. The BSW Director is only responsible for evaluating the transferability of social work prerequisites not listed on the articulation agreements between CSU, Chico and other units of the California State University, the University of California, and the California Community Colleges system. Please meet with Academic Advising regarding the transferability of other courses.

Many undergraduates who desire to major in Social Work are accepted into the program; however, admission may be delayed or discouraged in the event of potential conflicts with the NASW Code of Ethics, academic standing, and/or other concerns. Students and potential students should become familiar with the Code of Ethics, including but not limited to the six sets of standards specifically delineating the social worker’s ethical responsibilities to: 1) clients, 2) colleagues, 3) practice settings, 4) as professionals, 5) the social work profession, and 6) to the broader society. Students unable to focus on their academic or field performance will be encouraged to resolve physical, psychological, legal, or social problems prior to progressing in the program. For some students, this may require delays in graduation and/or completion of the Social Work Professional Sequence.

We are committed to your success. Many resources are available to assure your success in our program, including the Student Counseling Center, Health Services, and our own “Writing for the Major” course. Please help us to support your achievements by maintaining frequent contact with your instructors, the
BSW Director, and/or your undergraduate advisor, asking for help and/or information when you need it, and by helping to create a community of mutual respect and collaboration with your student colleagues and faculty.

**Total Course Requirements for the Bachelor’s Degree: 120 units**

See “Requirements for the Bachelor’s Degree” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the SWRK major, must be upper division.

**General Education Requirements: 48 units**

See “General Education Requirements: in the University Catalog for the most current information on General Education requirements. Many of the course requirements below may also be applied toward General Education. The 9-unit Upper Division Theme requirement, included within the 48-unit GE requirement, may NOT be taken until you have completed 45 semester units and GE core requirements. Complete all nine-units within one theme. A complete description of the GE requirements for graduation can be found in the catalog and online.

**Cultural Diversity Course Requirements: 6 units**

See “Cultural Diversity” in the University Catalog. Most courses used to satisfy these requirements may also apply to General Education. SWRK 200 is designated as an U.S. Diversity course.

**United States History, Constitution and American Ideals Requirement: 6 units**

See “United States History, Constitution, and American Ideals Requirements” in the University Catalog. Courses used to satisfy this requirement do not apply to General Education. This requirement must be completed prior to entering the senior year in the major.

**Literacy Requirement**

See “Mathematics and Writing Requirements” in the University Catalog. Writing proficiency in the major is a graduation requirement and may be demonstrated through satisfactory completion of a course in your major which has been designated as the Writing Proficiency (WP) course for the semester in which you take the course. Students who earn below a C- are required to repeat the course (see University Repeat Policy at the end of this handbook) and earn a C- or better to receive WP credit. See the Class Schedule for the designated WP courses for each semester. A grade of C- or better in ENGL 001 (or its equivalent) is required before admission to a Writing Proficiency (WP) course. SWRK 435 and SWRK 445 are the approved WP (Writing Proficiency) courses in this major.

**Course Requirements for the Major: 61–62 units**

The following courses, or their approved transfer equivalents, are required of all candidates for this degree. *Note: In keeping with CSWE (Council on Social Work Education) policies and our own program philosophy, the School of Social Work does not grant social work course credit for previous experience, employment, or volunteer experience.

NOTE: A maximum of 15 units of internship (courses numbered 189, 289, 389, and 489) may be applied to a bachelor’s degree at CSU, Chico. Social Work practicum (field internships in community agencies) courses expend 10 of those units.
**Social Work Core: 24-25 units**

The following courses must be completed before taking any courses from the professional sequence in the spring semester of the junior year (Semester I).

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<th>Social Work Core Courses (24-25 units)</th>
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<td>ECON 101 or 102 (Area D2) or 103 (Area D1)</td>
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<td>MATH 105 Statistics (Area A4)</td>
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<td>SOCI 101 Intro to Sociology (Area D1)</td>
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<td>SWRK 170 Welfare Inst (Area D1, avail FA/SP)</td>
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<td>SWRK 200 Multicult (US Diversity, avail FA only)</td>
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<td>SWRK 302 Human Beh. (Avail FA only)</td>
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**Service Learning**

Social Work programs, including our programs at CSU, Chico, have a strong emphasis on “field placements” or experiential learning in community organizations. These placements give students opportunities to learn about work with different populations and settings, as well as provide a valuable contribution to the community. “Service Learning” in our program begins in SWRK 170. SWRK 170 requires 10 hours of service learning over the course of the semester. During the senior year, students spend sixteen hours a week in a structured field placement for the entire year.

**Traditional Social Work Sequence - Effective AY 2014 - 2015**

The traditional social work program at CSU, Chico involves a sequence of courses that must be completed in a specific order. Because the Professional Sequence courses are offered only one semester each academic year, it is essential that you become familiar with the Professional Sequence and plan accordingly. We recommend that you meet with the BSW Director or your advisor at least once each semester to make sure you are following the Professional Sequence.

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<td>Human Behavior &amp; the Social Env   (3 units)</td>
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<td>325</td>
<td>Basic Skills in SWRK Practice   (3 units)</td>
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<td>SWRK Research Methods           (4 units)</td>
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<td>Social Work Methods I             (3 units)</td>
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<td>Community &amp; Organizational Change (3 units)</td>
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<td>485</td>
<td>Soc Welfare Pol/Progs &amp; Svcs      (3 units)</td>
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<td>Social Work Methods II             (3 units)</td>
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<td>489A</td>
<td>Social Work Practicum I           (5 units)</td>
<td>489B</td>
<td>Social Work Practicum II           (5 units)</td>
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<td>Seminar for Practicum I           (1 unit)</td>
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</tbody>
</table>

In the event a) you drop, b) do not receive at least a grade of C- in Social Work Core courses including prerequisite courses, or c) take an incomplete in any Social Work course, you may ineligible to progress to the Professional Sequence. Contact the BSW Director immediately to develop an alternative academic plan.
Three-Year Distributed Learning Sequence

The BSW Distributed Learning Program provides the same curriculum as the Traditional BSW Program except it is delivered in a distributed educational format. It must be taken in sequence. The Distributed Learning Program is three years, and consists of Fall, Spring and Summer semesters. It contains two-three weekend face-to-face class sessions each semester on the CSU, Chico campus. As in the Traditional Program, the Bachelor’s Degree requires 120 units of course work and 480 hours of field education practicum experience. In addition to the social work courses, you will need to complete the required upper-division general education coursework as outlined by the University Catalog.

Distributed Learning Program students are required to attend a mandatory two-day orientation prior to the fall semester on: **Thursday September 4th and Friday September 5th, 2014.**

- **Thursday September 4th:** 12:30p.m.-5:00p.m.
- **Friday September 5th:** 9:00 a.m. – 7:00p.m.

BSW Distributed Learning 3-Year Face-to-Face Calendar can be found on our School of Social Work website: [http://www.csuchico.edu/swrk/programs/distributedlearning/Calendar.shtml](http://www.csuchico.edu/swrk/programs/distributedlearning/Calendar.shtml)
Professional Standards and Disqualification

The social work degree signifies readiness to begin professional work in positions requiring trust and high ethical standards. You are expected to meet the ethical and professional standards set by the profession and the practicum agencies. Should it be determined you do not meet such standards, you can be dropped from the practicum and all co-requisite social work courses and thus, be prevented from completing the social work major. Disqualification occurs in extremely rare situations, usually involving a referral to Student Review Committee and/or Field Committee. Frequently, students are advised to take immediate action to remedy problems, including but not limited to slowing down completion of the degree to attend to personal problems and/or repeat courses (see University Repeat Policy at the end of this handbook).

The professional standards include the following:

1. Honoring the NASW Code of Ethics of the social work profession; this includes not allowing your own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties impair your judgment or performance;
2. Being found acceptable and receiving at least a minimum satisfactory evaluation by practicum agencies;
4. Avoiding behavior that suggests potential harm to clients, colleagues, or themselves.

Program Description

BA Program in Social Work (BSW)

The practice of social work actively seeks out and develops peoples’ capacities by reaching for strengths in individuals, families, organizations, communities, and society as a whole. Social work rests on the firm belief that all people are of equal value and that every person possesses the capacity to face challenges and to grow and change. People experience “problems in living” when life presents them with challenges of an historical, institutional, interpersonal, or intrapersonal nature. The social work profession has always been in the forefront of promoting positive social change in the broader societal context, empowering our most vulnerable citizens.

The baccalaureate curriculum and the foundation year of the MSW curriculum are based upon competencies necessary for social work practice at the foundation level. The advanced year of the MSW curriculum prepares students for advanced social work practice. Faculty members assess students’ progress in acquiring those competencies throughout their coursework, including all field experience.

Practicum is an integral part of social work education. Students are placed as interns in regional social service programs to integrate social work knowledge with the realities of working in the field. Practicum provides opportunities for students to develop practice skills in relation to social work values and ethics. Contact Patty Hunter, Director of Field Education, for more information.

Scholarships and Financial Assistance

If you have any questions regarding Scholarships or Financial Aid, please contact the Financial Aid Office at (530) 898-6451.
Career Outlook

Social work is one of the fastest growing professions in the United States. For variety few occupations can compare with social work. While social workers are employed as lobbyists, administrators and policymakers, they frequently choose to work directly with individuals, families, and groups of people who experience problems that are economically, politically, and socially based. Social work is unique in its dedication to working with people who are economically disadvantaged; no other helping profession so clearly defines its mission to work with this population. Among the settings that employ social workers are schools, hospitals, mental health clinics, private counseling services, drug and alcohol clinics, job training programs, adult and child social services, in-home services for isolated older adults or persons with AIDS, social welfare agencies, adult corrections and juvenile probation.

Roles, Rights and Responsibilities of Social Work Students

The expectations of a professional education program with a commitment to service to individuals, groups, families, organizations, communities, and society places additional demands on students. The BA program is accredited by the CSWE, and that ensures students’ education meets national standards for professional social work practice. Students are responsible for pursuing excellence in their social work practice. Listed below are some of the roles and responsibilities of undergraduate students.

1. Students, as adult learners, will benefit from an attitude that values opportunities to explore new ideas, new concepts, and the acquisition of new skills.
2. Attendance and timeliness is required in all Social Work courses. Excessive absences and/or lateness – whether excused or unexcused – is likely to result in non-passing course grades and/or delays in graduation.
3. Basic skills in technology are necessary for completion of the Social Work program, as well as other course requirements at CSU, Chico. See university catalog for details.
4. Students are expected to be familiar with the NASW Code of Ethics and will be held accountable for adhering to its tenets in both their educational and professional roles.
5. Students must maintain a 2.0 GPA in the major and overall and not earn below a C- in any course required in the major, except in the methods courses – SWRK 325, 435, and 445 – which must be passed with a C or better.
6. It is important that students develop and maintain the habit of reading the most current professional journals and generally stay abreast of current and relevant social work issues. Membership and participation in NASW is highly encouraged.
7. Familiarity with and regular use of the library is an essential habit. Ms. Jodi Shepherd, the Social Work Liaison, is an invaluable resource. You may contact Jodi at: jshepherd@csuchico.edu or 898-5499. Other resources include the Butte County Library and local social service agencies.
8. Writing papers is a major component of most social work courses. Students will be given numerous writing assignments designed to enhance their ability to analyze and synthesize concepts in preparation for the rigors of social work practice. Students are expected to select topics that challenge their abilities. Plagiarizing or purchasing papers is strictly forbidden and in violation of university regulations. Students will be held accountable for observing the University Policies stated in the University Catalog. Writing assistance is available through the School by registering for SWRK 310: Writing for the Social Work Profession or from The Student Learning Center.
   Contact the Social Work office for information on registering for the Writing for the Social Work Profession course. The School of Social Work has adopted the American Psychological Association Reference style (APA), and students are required to be familiar with and use this format in writing their papers. Papers will be written in gender-neutral language.
9. All students are members of the Student Association of Social Workers (SASW) and are encouraged to participate in this organization. SASW is an officially recognized campus organization, eligible for resources from Associated Students, including the use of facilities and funding for events and activities. All students with declared social work majors are automatically
members of the SASW. Each academic year, students elect officers, schedule ongoing meeting
times, and invite a faculty member to serve as an advisor. For further information contact the club
President (see BSW website for contact information).

10. Students are encouraged to participate fully in course and teaching evaluations. The School of
Social Work and individual professors appreciate the time and thoughtfulness that students take to
make these evaluations meaningful. When appropriate and feasible, the feedback is incorporated
into future classroom teaching.

11. Advising is mandatory. Students will consult their advisor to understand degree requirements and
timelines, to select courses, to discuss difficulties and concerns, and to discuss career and
professional development and goals. The BSW Director serves as advisor for all new Social Work
majors until individuals are assigned advisors after being accepted into the Professional Sequence.

12. It is incumbent upon students to be aware of the Policy on Nondiscrimination and Affirmative
Action in Employment and Education, the Policy on Sexual Harassment, the Guidelines for
Faculty/Student Relationships, the Nondiscrimination Policy Regarding Individuals with
Disabilities, the Commitment to Vietnam Era Veterans and Veterans with Disabilities, the Code of
Student Rights and Responsibilities, the Policy on Use of Computing and Communication
Technology, the Zero Tolerance Policy on Workplace Violence, the Campus Policy on Alcoholic
Beverage and Controlled Substance Abuse, and the CSU, Chico Grievance Procedure found in the
These are found in the University Catalog and Executive Memorandums.

13. Communication is essential for a successful undergraduate experience. The School of Social Work
will provide students with a student handbook (on-line), a field education handbook, and maintain a
school website. Students are encouraged to meet and share ideas or concerns with any of the faculty
or administration at any time. Communication should follow ethical guidelines according to the
NASW Code of Ethics.

14. Students who receive funding from a stipend program are not eligible for any other stipend
programs until the first stipend has been fulfilled or repaid.

Academic Regulations for BSW Students

Electives Requirement
To complete the total units required for the bachelor’s degree, select additional elective courses from the total
University offerings. You should consult with your major advisor regarding the selection of courses that will
provide breadth to your university experience and apply to a supportive second major or minor. For the three
unit Social Work elective, you are expected to take one of our Social Work electives. These include, SWRK
320 (Child Welfare) offered both Fall and Spring semesters, SWRK 481 (Law and Disadvantaged Persons) is
offered live only during the Spring semester, SWRK 474 (Policy and Programs for Older Adults) is offered only
online in the Spring semester, and SWRK 478 (Mental Health Wellness and Recovery) is only offered in the
Spring semester. All Social Work majors must complete one of the electives prior to completion of degree
requirements.

A CAUTIONARY NOTE: The University allows students to take 15 units of internship (practicum) towards
their degree. Internships/practicum are numbered 89, 189, 289, 389, and 489 and are offered by many
disciplines. In this major, students are required to enroll in 10 units of practicum. Students can enroll in more
than 15 units of an internship, but only 15 units will count toward the 120 units needed for a BA degree.
**Grading Requirement**

All courses taken to fulfill major course requirements must be taken for a letter grade, except those courses specified by the department as Credit/No Credit grading only.

By policy, students receiving less than a grade of C- in the Social Work Core and Professional Sequence courses or a C in the methods courses (SWRK 325, 435 and 445), cannot progress in the program. Because the Social Work sequence is designed for more advanced courses to build on competencies developed in earlier courses, it is essential for students to master course content prior to moving ahead. Progression in the Professional Sequence also depends on maintaining a cumulative and a Chico State GPA of 2.0 and completing all prior and current required classes. Please note that if you are interested in earning an MSW after completion of the BSW program, grading requirements may be different. Consult with the MSW Director for the program you are interested in applying to for specific minimum required grades in select courses.

**Advising Requirement**

Advising is mandatory for all majors in this degree program. Consult your undergraduate advisor for specific information. The BSW Director serves as advisor to all new students and potential students. Social Work majors are assigned to individual advisors in the Fall semester of the junior year after acceptance into the Professional Sequence.

**Honors in the Major**

“Honors in the Major” is a program for advanced, independent work in your major. It involves 6 units of coursework completed over two semesters. Your Honors work will be recognized at your graduation, on your permanent transcripts, and on your diploma. It is often accompanied by letters of commendation from your mentor in the School or the BSW Program Director. Most importantly, Honors in the major permits you to work in an area of interest to you on an original research project. The year-long collaboration allows you to work in your field at a professional level and culminates in a public presentation of your work. Students sometimes take their projects beyond the University and submit to professional journals and/or present at conferences; such experience is valuable for graduate school and later professional life.

Some common features of Honors in the Major program are:

1. Must take 6 units of Honors in the Major course work. At least 3 of these 6 units are independent study (499H) as specified by the School of Social Work. Each class must be completed with a minimum grade of B.
2. Must have completed 9 units of upper-division course work or 21 overall units in the major before being admitted to Honors in the Major. Check the requirements carefully, as there may be specific courses that must be included in these units.
3. Cumulative GPA should be at least 3.5 or within the top 5 percent of majors in the department.
4. GPA in the major should be at least 3.5 or within the top 5 percent of majors in the School.
5. Students apply for or are invited to participate in Honors in the Major during the second semester of their junior year. The 6 units of course work are completed over the two semesters of the senior year.
6. Honors work culminates with a public presentation of the Honors project as well as a final paper.

While Honors in the Major is part of the Honors Program, each department or school administers its own program. Please contact your major advisor for further information. **The Honors in Social Work program is offered by faculty permission and open only to seniors who meet the above requirements. The Honors in Social Work program is subject to availability of faculty and university resources.**
Gerontology Program
California State University, Chico offers a Certificate or Minor in Gerontology at the baccalaureate level. To earn a Certificate or minor in Gerontology, a student must be accepted for university admission and complete required course work. An overall grade point average of 2.5 is required for the certificate. For information on course requirements, see the School of Social Work website regarding Gerontology.

The CSU Online Gerontology Consortium is a multi-campus statewide consortium founded in 2001, as a means to develop and offer online gerontology courses to students admitted to one member institution who wish to study at other member institutions via internet-based courses. Students enrolled in 12+ units on any CSU campus may take courses at other CSU campuses through concurrent enrollment. Thus, a student at CSUC may take a course listed by the CSUC Gerontology Consortium at CSU East Bay and receive credit toward their Certificate in Gerontology at CSUC. For information, see: http://www.csugerontology.org/.

For information on the Certificate in Gerontology, contact Glenna Akers, Interdisciplinary Gerontology Program Coordinator, at: gakers@csuchico.edu or 530-898-5086.

BASW Title IV-E Child Welfare Training Program
The CSU, Chico School of Social Work is a participant in the statewide Title IV-E Child Welfare Training Program, a collaborative project of the California Department of Social Services, the County Welfare Directors Association, California’s schools of social work and social welfare, and the California Chapter of the National Association of Social Workers (NASW). The primary goal is to professionalize child welfare services by increasing the number of bachelor’s-degreed social workers who provide services to children and their families. For more information, visit: http://www.csuchico.edu/swrk/ive/index.shtml.

BASW One-Year Full-Time Title IV-E Program
- Provides stipend support of $15,000 per year for students in the full-time BASW program
- Senior year field placements must be in California county child welfare services agencies
- Students sign a contract agreeing to pay back this award by securing employment in a California county department child welfare services agency within six months of graduation. They must complete one year of full-time, continuous employment to “pay back” the full-time stipend. Monetary payback is only required when appropriate and/or approved employment is not obtained.
- Students who are DSS/CDSS employees on educational leave must return to work in their home county upon graduation.

BASW Part-Time Pathway Title IV-E Program (Distance Education)
- Provides financial assistance via tuition, fees, required books, and some travel expenses needed to attend face-to-face courses
- Students must be current public child welfare or tribal agency employees, and provide an agency letter of support for coursework
- Senior year field placements must be in California county child welfare services agencies
- Students sign a contract agreeing to pay back support by securing or maintaining employment in a California public child welfare agency within six months of graduation, and fulfill a work commitment of six months for every fifteen units of support provided

Qualifications
Students must be enrolled in the California State University, Chico, School of Social Work to be eligible to apply for the BASW Title IV-E Program in their junior year. Students are required to graduate by May of their senior year. The number of stipends is limited. Applications must demonstrate commitment to public child
welfare. Current child welfare employees and as well as student with fluency in a high demand language is given priority.

Awards Process
The Title IV-E application process occurs each spring. A written application is required that will be available on the website: http://www.csuchico.edu/swrk/ive/titleiv-eapply.shtml. An awards committee, made up of representatives of the CSU, Chico, School of Social Work, and representatives of public child welfare agencies from counties surrounding the University, will review all applications, interview qualifying candidates, and finalize selection of candidates to whom the award will be offered.

School of Social Work Policies

Cultural Diversity
As stated in the National Association of Social Workers Code of Ethics and consistent with the California State University, Chico’s Policy on Nondiscrimination and Affirmative Action in Employment and Education, we the faculty, staff, and students of the School of Social Work
1. Advocate for the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socioeconomic status.
2. Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the School of Social Work, California State University, Chico, our professions, and our communities.
3. Affirm the value of soliciting, incorporating, and respecting diversity into all aspects of our educational experiences, our profession, and our personal lives as one way to enrich our total life experience individually and collectively as members of a diverse world community.

Statement on Legal Charge of or Conviction of a Misdemeanor or Felony
Students considering a degree in social work that have been charged with or convicted of a misdemeanor or felony should be aware of the following:
1. As social workers, we believe that people who have committed criminal acts in the past can change, rehabilitate themselves, and become useful, productive and law abiding citizens or society and, by extension, well-qualified professional social workers. However, we also understand the need for agencies to protect their clients and their reputations by thoroughly investigating the criminal records of student interns and potential employees.
2. As policy, some agencies are mandated by law to require a criminal background check on all employees, interns, and volunteers.
3. The fact that persons have been convicted of a misdemeanor or felony will not preclude their acceptance or entry into a program offered by the School of Social Work. However, admission to a School of Social Work program does not guarantee graduation or acceptance by an agency for field practicum.
4. Some state licensure laws for social workers ask whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination. The California Board of Behavioral Sciences (BBS) requires applicants to report all misdemeanor and felony convictions on their application for the Licensed Clinical Social Work (LCSW) license and requires “a complete explanation of the underlying circumstances, sufficient rehabilitation evidence, and a certified copy of the court documents”. In addition, the BBS conducts a criminal background check with the U.S. Department of Justice and the FBI that includes a fingerprint analysis on all LCSW applicants. (See the BBS website for more details.)

The school strongly recommends that applicants/students in this situation consult with their advisor, the BSW Director, and the Director of Field Education.
Standards of Professional Conduct

Professional Conduct
The social work degree signifies readiness to begin professional work in areas requiring trust and high ethical standards. Students are expected to meet the ethical and professional standards set by the profession and the agencies providing field placements. Should it be determined that students do not meet such standards, they can be terminated from the BSW Program.

Standards for Students’ Academic and Professional Performance
Expectations for students’ performances and conduct are included in the following documents: the National Association of Social Workers (NASW) Code of Ethics; the BSW Field Education Handbook; this Handbook; the University Catalog; and the CSU, Chico Code of Student Rights and Responsibilities (Executive Memorandum 96-38, July 8, 1996).

1. The National Association of Social Workers’ Code of Ethics is included in the BSW Field Education Handbook and this student handbook
2. The BSW Field Education Handbook outlines the field education program’s methods for dealing with academic and professional performance problems
3. The statement regarding professional standards and disqualification can be found in this handbook and in the current University Catalog
4. An excerpt from the CSU, Chico Code of Student Rights and Responsibilities (Executive Memorandum 96-38, July 8, 1996) is included in the Appendix of this Handbook.
5. The University Policies provide a statement regarding academic honesty which can be found in the Appendix of this Handbook or the current University Catalog.

Students in the program must maintain:
1. A cumulative GPA of at least a 2.0 or evidence of improvement over two semesters if less than 2.0.
2. A minimum grade of C- in all prerequisite and Social Work Core courses except for the social work methods courses (SWRK 325, 435, and 445) which must be passed with a C or better grade.
3. Regular attendance in all required social work courses. Excessive absences are likely to result in non-passing grades and/or delays in graduation. Please see NASW Code of Ethics regarding personal impairments and professional competency.

Attendance
You are expected to attend classes regularly. Instructors can, if they choose, drop you from a course for non-attendance.

Campus Attendance Policy: http://catalog.csuchico.edu/viewer/12/ACAREGS.html

Please review each course syllabus for any additional attendance policies specific to that course.
Informal Process
At any time during the informal and formal appeal processes, students have the right to contact the Office of Student Judicial Affairs for assistance or information regarding their rights.

1. **Student-Instructor Meeting**
   No later than the second week of the semester following the semester in which the grade at issue was earned, the student must meet with the instructor to attempt to informally resolve the grade issue.

2. **Student-Program Director Meeting**
   If the informal meeting between the student and the instructor did not resolve the matter, the student must meet with the MSW Program Director no later than the third week of the semester following the semester in which the grade was earned. The MSW Program Director provides a report to the student and instructor regarding her/his decision regarding the outcome of the meeting.

3. **Student-Instructor-School Director Meeting**
   If the meeting between the student and the MSW Program Director did not satisfactorily resolve the issue, the student may request a meeting with the instructor and the School of Social Work Director within 10 days of receiving the report from the MSW Program Director. If this meeting fails to resolve the issue, the student may choose to begin the formal appeal process in accord with university guidelines.

Formal Process
Should the informal appeal process not resolve the issue to the students’ satisfaction, she/he may initiate a formal appeal with the Office of Student Judicial Affairs. Please see EM 05-022 Student Grievance Procedures in [http://www.csuchico.edu/prs/EMs/2005/05-010.shtml](http://www.csuchico.edu/prs/EMs/2005/05-010.shtml)

**POLICIES AND PROCEDURES FOR ADDRESSING STUDENTS’ ACADEMIC CONCERNS**

The policies and procedures for addressing student academic performance concerns, including termination of a student’s enrollment in the graduate level social work program involve use of one or more of the following mechanisms: 1) Informal Review; 2) Student Review Committee; 3) University policy for Addressing Graduate Students’ Academic Performance Problems; and 4) the CSU, Chico Office of Student Judicial Affairs.

**Informal Review of Academic Performance**
The School of Social Work reviews student progress throughout the academic year. The Informal Review is initiated when any Faculty Member, Advisor, or Field Instructor expresses concern regarding a student’s academic performance.

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<tr>
<th>PROCESS</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>Initial meeting</td>
<td>If the concern is resolved to the satisfaction of all parties involved, no further action is necessary.</td>
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<tr>
<td>The initiating party meets with the student and communicates verbally the specific nature of the concern. Whenever possible, documentation regarding the concern should be</td>
<td>A note documenting the meeting contents and</td>
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The student is informed that she/he may contact Student Judicial Affairs at any time during this process.

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<tr>
<th>Meeting with Faculty Advisor</th>
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<tr>
<td>If the issue does not involve field and remains unresolved, the Faculty Member refers the matter to the student’s Advisor who, by ten (10) instructional days, meets with the student to attempt a resolution.</td>
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- It is the Advisor’s responsibility to acquire relevant information regarding the matter by reviewing the student’s record and consulting other personnel who have contact with the student.

- The Advisor summarizes information from the review of records and contacts and meets with the student, serving as a resource for the student and not as a mediator with other parties. An Action Plan is developed in coordination with the student.

<table>
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<tr>
<th>Action Plan</th>
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<tr>
<td>After meeting with the student, the Advisor meets with the student and the referring faculty member to develop an Action Plan to resolve the concern.</td>
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- The action plan is presented to the student in writing and is placed in the student’s file in the School Office within five working days from the meeting with the student, referring faculty member and Advisor.

- If the concern is resolved at this level no further action is necessary.

- If the issue of concern for the student’s academic performance remains unresolved, the Advisor contacts the BSW Program Director to determine if the matter should be referred to the Student Review Committee.
### Formal Review of Academic Performance

#### Step 1 – Student Review Committee

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<tr>
<th>Action</th>
<th>Description</th>
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<td>If this is determined to be the case, a faculty member, BSW Program Director, or Director of the School of Social Work may refer the matter to the Student Review Committee by five (5) instructional days and at the same time, communicates this action to the student and other parties involved.</td>
<td>A faculty member, BSW Program Director, or Director of the School of Social Work makes a written request to the Chair of the Student Review Committee, specifying the student’s performance that initiated the need for review and the corrective action taken to date. The person initiating the request may make a written request to the Committee Chair to cancel or discontinue the review process. If such a request is received, the Chair polls the members in a timely manner as to the appropriateness of the request.</td>
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#### Step 1a Student Review Committee Initial Notification

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<th>Action</th>
<th>Description</th>
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<tr>
<td>The Chair of the Student Review Committee forwards the request and supporting materials to the committee members, informing them that the committee will meet within one week to review the request.</td>
<td>If the committee determines the request is legitimate, the student must be given written notification five instructional days before the review date.</td>
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1 The Student Review Committee is a standing committee of three Faculty Members appointed by the Director of the School with the committee chair elected from its membership. Its purpose is to review students experiencing performance concerns that interfere with their ability to function successfully in the program. In cases where the Informal Review process does not resolve the problem, the Student Review Committee is the primary mechanism for resolution of the matter.

Some examples of concerns warranting possible referral of a student to the Student Review Committee include:

- a. Student engages in behavior that is disrespectful of other students, instructors, practicum personnel and that disrupts the classroom, office or practicum, alienates self from others related to the program, results in repeated complaints and requires undue time from faculty, staff or practicum personnel.
- b. Student displays attitudinal or unethical behaviors that question the student's fitness for the profession of social work.
- c. Student displays attitudes or behaviors inconsistent with the values and ethics of the social work profession.
- d. Student acts out unresolved personal issues that affect classroom behavior and/or relationships with colleagues, faculty or staff.
- e. Student engages in behavior in or outside the classroom that is illegal, indicates a substance abuse problem, or interferes with the student’s ability to function in the program or with colleagues.
- f. Student is placed on academic probation.
- g. Termination from Field Practicum.
- h. Student is placed on academic probation.
- i. Termination from Field Practicum.
The student, student’s Advisor, BSW Program Director, Director of the School, and representative from CSU, Chico Student Judicial Affairs are notified in writing of the date, time and place of the review, and the alleged nature of the deficiencies in performance or conduct under review.

Note: The CSU, Chico email is the official form of communication and notification.

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<tr>
<th>Step 1b – Attendees and Participants at Student Review Committee</th>
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<tr>
<td>At the discretion of the committee, the person requesting the review may be present during the Student Review Committee review.</td>
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<tr>
<td>The student has the right to present material on her/his behalf that challenges the allegations, including asking others to address the Student Review Committee on her/his behalf. The advocate may be a student or any other advocate save a licensed attorney.</td>
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<th>Step 1c – Questioning Process</th>
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<td>The student has the right to question anyone participating in the proceedings.</td>
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<tr>
<th>Step 1d – Student Review Committee Procedure</th>
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<tr>
<td>Call to order.</td>
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<tr>
<td>Designation of a committee member to record the minutes of the meeting.</td>
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<tr>
<td>Recording of attendees and their role in the proceeding (committee member, student, other faculty, and student’s invitees).</td>
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<tr>
<td>Identification of the matter for discussion.</td>
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<tr>
<td>Description of the known facts regarding the issue by a designated committee member.</td>
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<tr>
<td>Student’s comments, explanations, challenges, evidence (if applicable).</td>
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<tr>
<td>Comments of other attendees.</td>
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<tr>
<td>Discussion with the goal of reaching concurrence on</td>
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the nature of the difficulty and possible solutions including, possibly, dismissal from the School of Social Work.

Informing student of the recommendation to be made to the Director of BSW Program. Recommendation may be further deliberations or a decision.

Notification to student of date and location for securing a copy of the minutes as well as a written explanation that amendments to the minutes must be made within six weeks.

Adjournment.

Note: The designated Student Review Committee member records the proceedings and arranges for faculty attendees to receive copies.

It is the student’s responsibility to obtain a copy, if desired, per above instructions.

In addition, the secretary provides a copy of the committee’s recommendation to the BSW Program Director.

A copy of the report is kept in the student’s file within the School of Social Work.

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<th><strong>Step 1e – Determination of Action</strong></th>
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<tr>
<td>The BSW Program Director makes a determination of the action to be taken, if any, and notifies the student by registered letter. Any action will be carried out by the BSW Program Director and, possibly, other interested parties in accordance with the terms of the decision.</td>
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</tr>
<tr>
<td>If the student agrees with this determination of action, the BSW Program Director’s recommendation is followed.</td>
<td></td>
</tr>
<tr>
<td>If the student would like to appeal this decision, a rebuttal is sent to the Director of the School of Social Work within 5 instructional days.</td>
<td></td>
</tr>
<tr>
<td>The Director of the School of Social Work will review all the documents and will make a determination of action, and notify the student by registered mail within five (5) instructional days.</td>
<td></td>
</tr>
</tbody>
</table>
### Student Judicial Affairs

If the issue remains unresolved, the student may request advice and guidance from Student Judicial Affairs.

Note: Unresolved field practicum issues are referred to the Director of Field Education for further investigation and/or action.

Students wanting assistance in responding to a negative evaluation of their performance, dismissal, being placed on academic probation, or believe the School of Social Work faculty, staff, or administration have violated their rights, may enlist assistance from the Office of Student Judicial Affairs at any point in the process.

The formal grievance process with Judicial Affairs may be initiated only after all informal attempts to resolve the problem have been made and found unsatisfactory in reaching a solution (see CSU, Chico Student Judicial Affairs).

The student must file a request for a formal hearing with the Coordinator of Judicial Affairs within 30 instructional days after the problem has come to the student’s attention. See EM 94-22, The Student Grievance Procedures.

Note: Students who violate EM 96-38, the Code of Student Rights and Responsibilities, or the NASW Code of Ethics, may be referred to Student Judicial Affairs.
TECHNOLOGY AND DISTRIBUTED LEARNING

The School of Social Work is excited to be able to offer access to social work education through distributed learning. For some the technology components of your courses may be overwhelming. This section of your student manual will address technological information as well as tips for success in the online environment.

Technology
Because technology and computer use are an important part of your education at CSU Chico School of Social Work, we recommend that all students own computers. Every student will also need a web camera that is compatible with your computer, a microphone headset, and basic computer literacy skills.

If you have financial barriers that prevent you from purchasing this equipment, please contact Jean Schuldberg (jschuldberg@csuchico.edu) to discuss if there are options to qualify for loaned equipment. For those who have applied for financial aid, please check with your financial aid counselor as there may be funds or allowances made for you to purchase the needed educational equipment.

You will need Internet access. A broadband/hi-speed connection is required for the best online education experience. If you have a dial-up or satellite connection, you can optimize your experience by following the tips: http://www.csuchico.edu/itss/documents/dial-up-tips.pdf

To be effective, your computer should meet these minimum specifications: http://www.csuchico.edu/itss/online-educ/index.shtml

<table>
<thead>
<tr>
<th>Minimum Recommendation Computers:</th>
<th>PC</th>
<th>Macintosh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>Pentium 4 Processor or Higher</td>
<td>G4 Processor or higher</td>
</tr>
<tr>
<td>System Memory</td>
<td>Minimum 512 MB RAM 1 GB Recommended</td>
<td>Minimum 512 MB RAM 1 GB Recommended</td>
</tr>
<tr>
<td>Browser</td>
<td>Internet Explorer 7.0+ Firefox 3.0+</td>
<td>Safari 3.0+ Firefox 3.0+</td>
</tr>
</tbody>
</table>

Remember these are minimum requirements and should be sufficient to use for the online portions of your courses. However, the higher your processor speed and memory, the more efficiently you will be able to navigate through the courses. You will also need Internet.

Computer
You may be purchasing a new computer for your BSW program. If you are interested, you can explore CSU, Chico’s tech support recommendations: https://wiki.csuchico.edu/confluence/display/help/ITSS+Purchasing+Recommendations
It is your choice if you want a desktop computer or a laptop computer. Many students prefer the option of a laptop as it can easily be brought to campus for the weekend intensives.

After you have identified the computer(s) that you will be using for your coursework, go to the Information Technology Support Services (ITSS) webpage and hover your mouse over “Online Education” in the index to the left of your screen.

Click on “Blackboard System Check” this will conduct a system check on your computer to make sure you have all the plug-ins you will need to operate the learning management system. In addition to running this system check, please feel free to hunt around this website to locate additional technical information and resources that may be helpful to you.

As a CSU, Chico student, you qualify for some software for free or a reduced cost through the CSU, Chico Associated Students (AS) campus bookstore. This software is available after you obtain your student identification. There will be time during your orientation to visit the bookstore and purchase software if desired.

**Email Policy**

CSU, Chico email accounts are the officially recognized accounts for email communication between students and the University. Students are responsible for checking their Wildcat Mail regularly and ensuring that they are able to receive communications sent to their Wildcat Mail account.

Students can check their Wildcat Mail by logging in via the web: [http://webmail.csuchico.edu/](http://webmail.csuchico.edu/)

Alternatively, students have the option of setting their Wildcat Mail account to forward to an existing personal e-mail account: [http://mail.google.com/support/bin/answer.py?hl=en&answer=10957](http://mail.google.com/support/bin/answer.py?hl=en&answer=10957)

When a student sets up email forwarding, a copy of the message will be saved in the student's Wildcat Mail inbox, as well as sent to the personal email account of the student's choosing.

Having email lost as a result of redirection does not absolve the account holder from responsibilities associated with communication sent to their official email address. The university is not responsible for the handling of email by outside vendors or unofficial servers.

**Other Ways to Check Wildcat Mail**

Users who would like to use mail programs like Outlook, Outlook Express, Mac Mail, or Thunderbird to access their Wildcat Mail can use the e-mail client setup guides to set up their client to access Wildcat Mail: [http://www.csuchico.edu/google/tutorials/imap.shtml](http://www.csuchico.edu/google/tutorials/imap.shtml)

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**Five Things to Remember When E-mailing a Professor**

1. **Be Formal**

   Always use a proper salutation when emailing a professor — even if you know the professor personally or professionally. Use “Dear” to begin the email and address him or her by the name you would use if speaking to the professor in person (Dear Dr. _____ or Dear Ms. _____). If you do address the professor by first name, still use “dear” to set up a respectful tone for the letter.
2. Specify
Specify who you are by first and last name, and specify which class you are taking before diving into the specifics. Professors often teach anywhere from two to six classes per semester and usually have hundreds of students to serve. State your name, the class you are taking and the course section (the professor might teach three sections of your course and will need to know which one you attend).

3. Be thorough
Any time you send a message, you should have two things in mind: goal and audience. Your audience here is a professor, who is an authority figure. Your goal could be any number of things, from clarifying the reading assignment to asking for an extension. Whatever your goal may be, you’ll want to anticipate any questions the professor may have and incorporate the information into your message. For example:

Dear Professor Smith,
My name is John Green and I attend your ENC4214 section 9 course. I missed class on Tuesday and would like to find out the assignment for Thursday. The syllabus only lists a reading assignment, but I wanted to make sure nothing is due to hand in Thursday. Thank you for your help.
Sincerely,
John Green

The example above shows that John indicated that he had already checked the syllabus. This saves time and allows the professor to simply respond, “Yes, there is a written assignment and it is ______” or “No, there is no written assignment,” knowing that John has already gone to the syllabus.

4. Be kind
Professors are people, too. They have friends, families, hobbies and favorite foods. When you email a professor, remember that you are not writing to an entity, a building or a computer — you are communicating with a real person. Be kind, be thankful and never come across as demanding. This can be accomplished with the “You Attitude,” a concept that asks you to consider yourself as the reader. What words or sentences would be off-putting? For example:

- “Get back to me as soon as possible.” This sentence is demanding, pushy and gives a direct command — something you want to avoid. After all, you are communicating with a higher-up.
- “Please advise me at your convenience.” This conveys respect and awareness. The professor is not a public servant and doesn’t need to do anything as soon as possible for you.

Using the “You Attitude” establishes goodwill and respect and increases the chances you will receive the help you need. It also won’t hurt to thank the professor at the end of the email, which establishes good rapport (see the example above).

5. Proofread
Perhaps the most important and final step, proofreading ensures that you come across as professional and caring. An email full of errors and faulty sentence structure is sure to enflame a busy professor. After all, if your writing is unclear, the reader has to work to understand what you want. Do the work on your end and make the message is clear and easy to read. For a short message, don’t get fancy. Use simple syntax (subject-verb-object) and proofread for run-on sentences, misspellings and other errors.

Adapted from: Megan Roth, USA TODAY College: Posted March 15th, 2012

Logging into Blackboard Learn (Bb Learn)
Blackboard Learn (Bb Learn) is CSU, Chico’s system for delivering online course content. As a distributed learning student you will have much of your course content delivered through BbLearn. You can access Bb Learn through your portal account. There are a few ways to do this. You can begin at the www.csuchico.edu and click on the portal link at the top of the page.
Click on the “Log to the Portal” link

Enter your portal user name and password, select the “login” icon. This will take you to your portal where you can access your Bb Learn courses under “My Course Resources” by clicking on the “Click here to access Blackboard Learn” link.
**Blackboard (Bb) Learn**

Once into Bb Learn, on the left of your screen you will see course announcements, your calendar and a “what’s new” notification box. In the middle section, you will see the courses in which you are enrolled and below that, any organizations/learning communities that you belong to. To the right of your screen, you will see a “To Do” list where you can set personal reminders of assignments, meetings, etc.

To access your course, look in the middle section in the box titled, “My Bb Learn Courses” and click the link to the desired course. You will find the course syllabus and additional information from your instructor. If you have difficulty accessing your portal account or Bb Learn courses, you can access the ITSS website: [http://www.csuchico.edu/itss](http://www.csuchico.edu/itss) where you can chat live with a technician, browse tutorials and receive general information about the technology needed to access your email and courses. ITSS can also be reached by email: itss@csuchico.edu or phone: 530-898-HELP (4357). They are located in the Meriam Library Room 142.

In addition to Bb Learn, your course may also utilize Wimba Tools or Blackboard Collaborate to support your online learning. If your instructor chooses to utilize these tools, you will be instructed on how to access and use them.

**Distributed Learning Tips**

In addition to the two-three face-to-face meetings each semester, courses may have synchronous elements. On these occasions, the class will be meeting together at the same time, but from your home location. These dates and times will be negotiated by the instructor and class during at the beginning of the course and will be mindful of work schedules.

In many ways, taking an online course is like taking a face-to-face course. Both feature a forum for you to learn and process knowledge. The professor directs you through the activities, posting announcements, delivering lecture materials, responding to questions, and grading assignments.

The great benefit of being in an online course is that you can have direct, one-to-one communication with your professor and colleagues at any time, rather than only during class or office hours. *It is important to note that you will be expected to do the same amount of homework you would do in a face-to-face class.*

Distributed learning courses are flexible. You can log on when it is convenient for you. However, it is important to note that there are deadlines and due dates that need to be followed.

- You are responsible for securing assigned reading materials.
- You will need to contribute to discussions and reply to other students' comments.
- You will need to turn in assignments on time.
- Your presence in the course will be apparent only if you contribute to discussions and do the online assignments.

It is crucial that you keep up to date by reading and listening to all materials and posted comments before participating in the online discussions.

**Please read the material below to ensure you feel prepared to begin your classes.** It will be an exciting opportunity to learn relevant material, interact with interesting colleagues, and engage in unusual and thought-provoking activities.
**Become Acquainted with the Bb Learn Format**

Take time to review all the help files available. Spend some time just navigating your way through the class and making sure you can figure out what the buttons are for. If you are having difficulties following the tutorial, contact ITSS. Their contact information, in addition to being listed in this handbook, will be available on the home page of each course.

**Log-On at Least Three Times per Week**

For successful online learning, it is recommended that you log on at least three times a week (ex. Monday, Wednesday, and Friday) to check for announcements and review online materials. How long you need to be online depends on the activities for that module.

**Assignments, Journals, and Discussions—The Differences from a Face-to-Face Course**

You must be responsible for keeping up with the workload so that you can be an active participant in online discussions.

**Manage your time.** You will find that your time management skills will be critical in an online class. It is very easy to spend either too little or too much time on the class. Set designated blocks of time to work on the class. This will help you stay up with the assignments and with the interaction required for this course.

**Planning is very important.** Unlike the situation in most face-to-face courses, where you can show up for class, listen to lectures, and perhaps not play an active role in the discussion, the assignments in online courses require your participation. It will be impossible to pass the course if you do not participate in the discussions and activities.

**Keep up with reading and other homework** in order to contribute meaningful, timely comments to the online discussions. Avoid falling behind by setting aside specific times each week for engaging in course participation activities, and stick to your schedule. Otherwise, you may find that you quickly fall behind in reading messages to which you need to respond. These can quickly become overwhelming in volume if you don't keep up with the reading.

**Journals, Blogs or Wikis** may be utilized to process your course learning. These will be built into your course if your instructor chooses to use those learning tools.

**Discussion Questions**

Your course may consist of discussion questions that address topics relevant to the course. These discussion questions provide an opportunity for interaction with your classmates, critical reflection on course content and an expansion on reading and lecture material. You will be asked to spend time generating and participating in discussions with the professor and the other students.

- Discussions, in which you will respond to other students' comments, play a central role in the learning experience.
- Discussions must be in a reflective, meaningful and respectful manner.
- For example, a post such as “I agree, good point” would not be considered a substantive post.
- A thoughtful reflection and communication regarding the subject matter would exhibit meaningful participation and integration of the course material.
Be mindful of the information shared in the postings. Some students may choose to share sensitive information about their professional or personal experiences. Special precautions will need to be taken in regards to confidentiality to ensure this is a respectful process.

Read/Listen to All Material Carefully
Remember that you won't have all those non-verbal cues that you get in the physical classroom and neither will your professor. Also, your professor's role will be much less that of the distributor of information, and much more that of a guide or resource for you in facilitating discussions and exploring an area of knowledge.

It is often said that in Distributed Learning courses, the professor’s role is less of a “Sage on the Stage” and more of a “Guide on the Side”. This implies a partnership of learning where you are responsible for learning the content and the professor will help you deepen and refine that knowledge.

Almost all your information will come in the form of words.
- Words on the screen help the professor 'see' you much more clearly.
- The teaching style used in online courses may be different from the traditional college model.
- Taking a class online means you won't be sitting quietly in the classroom; participation is even more essential.

Don't read material just once. Multiple reading and line-by-line reading are important to ensure you have a clear understanding of the assignments, discussions, and readings. It may be helpful to download or print out pages for reference and review away from the computer.

Communicate with Your Professor
As always, effective communication is critical to success. It's even more important in the online environment because your professor can't see your frown, or hear the question in your voice. Here, you'll be responsible for initiating more contact, for being persistent and vocal when you don't understand something. We want to make sure you understand and find this experience meaningful as well as enjoyable.

If you are confused, carefully re-read the assignment, the discussion board, and the announcements as your question(s) may be answered there. If not, and you think this is a group question, post it on the discussion board. If you have a question, it’s quite likely there are others with the same question.

- The professor will be available for phone contact during stated office hours and will be checking questions and discussions periodically through each week.
- As much as your professor will try to be prompt in answering questions, do not expect instantaneous responses to your queries.
- If you wish a direct answer from your professor, email your question (using the email function within Bb Learn) in a clear fashion. You will save time, and both you and your faculty field liaisons will know better what you intend.
- Feel free to ask about course content, course procedure and evaluation that may seem unclear in the posted material.

*See Five Things to Remember when Emailing a Professor tips.
Share Tips and Questions
For many of us, taking online courses is a new frontier. There are no dumb questions, and even if you think your solution is obvious, please share it! Someone in the class will appreciate it.

Think Before You Push the “Send” Button

- Before you send material, ask yourself, “did I say just what I mean?”
- How will the person on the other end read the words?”
- While you cannot anticipate all reactions, do read over what you have written before you send it.
- You want to ensure that what you say is meaningful, thoughtful, and carefully crafted to accurately describe your perspective.

Participate
In the online environment, it is not enough to show up! We need to hear your voice to feel your presence, and we especially need your comments add to the information, the shared learning, and the sense of community in the class.

Look at the syllabus to see when assignments are due and when modules begin and end. Courses typically have a very explicit schedule that tells you when you need to be online for different assignments. For example, you may have a class discussion for which you will need to submit an initial comment on a Monday and then respond to another student's comment on Tuesday. Requirements of this kind will be spelled out in the respective assignment or discussion.

Note: If you are not an active participant in the online portion of your courses, you will not successfully master the class material, and there is a high probability that you will not receive credit for the course.

Understand Confidentiality
Learning products or discussions associated with the class will be treated as privileged. As such, they will not be shared beyond the classroom with three exceptions
1. Discussions that indicate the likely endangerment or the compromising of the well-being of enrollees or specific persons identified as being targeted for such activity
2. Discussions related to consultation with faculty regarding classroom conduct and student learning
3. Learning products that are referenced by the School of Social Work as one aspect of the instructor’s retention, tenure and promotion (RTP) process and the general education review process.

Student learning products included in review processes will be modified in such a way as to safeguard the identity of the student(s) and the identity of his/her/their object of study. For example, when referencing professional experiences do not use your client’s or agency’s name. Keep it specific enough to capture the essence of the case, but general enough as to safeguard the confidentiality of your client and/or agency.

Because this course will be delivered in an online format, it is critical to be mindful of legal and ethical issues around confidentiality. Remember to log off your class/Bb Learn when you leave your computer. Information discussed in courses will be held to the same standards of confidentiality as an
on-site course. You will be responsible for taking precautions that the information shared in courses is protected from any breach of confidentiality.

Library ReSEARCH
For Off Campus Users
How to Access the Library's Restricted Research Databases
Current CSU, Chico, students, staff, faculty, and emeritus faculty can access the Meriam Library's restricted databases from their homes, or any other remote location.

To access databases from off campus, go to the research databases: http://www.csuchico.edu/lref/dbaz.html via the Library ReSEARCH Station: http://www.csuchico.edu/library/
When you select a database, you will be asked for your CSU, Chico Portal username and password.

If you don’t have a portal account, if it’s not working, or if you encounter difficulty, please review "Your Portal Account" information: http://www.csuchico.edu/stcp/portal/ or call (530) 898-4357. Note: the Chico Password Station: http://password.csuchico.edu/ manages faculty and staff account passwords and security.


The Self Guided Library Tool: http://www.csuchico.edu/lins/tours/self_guided.pdf will give you a physical layout of the library which may be helpful for the times you are on campus. Library hours vary by day and service you need, you can check the library hours: http://www.csuchico.edu/library/libhours.html for current information on hours of operation.

Online Resources
Diigo (www.diigo.com) is a free browser add-on that improves your research productivity. As you browse and read the web, instead of just bookmarking you can:

- Highlight portions of web pages that are of particular relevance to you
- Attach sticky notes to specific parts of web pages.
- Organize your saved webpages by content with “tags” so you can easily retrieve your saved webpages by subject.

Diigo’s highlights and sticky notes are persistent in the sense that whenever you return to the original web page, you will see your highlights and sticky notes superimposed on the original page.

All the information -- highlighted paragraphs, sticky notes, and the original url -- are saved on Diigo servers, creating your personal digest of the web, your own collection of highlights from the web. You can search, access, sort and share this collection from any PC or iPhone. Unlike the bookmark function on your computer, the Diigo tool, allows you to access your information from any computer.
Diigo enables effective collaborative research. You can share your findings, complete with your highlights and sticky notes, with friends and colleagues. A project team, a class, or a club can create a group on Diigo to pool relevant resources, findings and thoughts together.

Mendeley (www.mendeley.com) is a free reference manager and academic social network that can help you organize your research, collaborate with others online, and discover the latest research.

- Automatically generates bibliographies
- Collaborate easily with other researchers online
- Easily imports papers from other research software
- Read and annotate PDF’s and capture your thoughts through sticky notes and highlights
- Find relevant papers based on what you’re reading
- Access your papers from anywhere online
- Read papers on the go, with iPhone app

Dropbox (www.dropbox.com) can be used to keep track of files you need at home, work, and anywhere else you might be. It provides:

- The ability to access your files from any location
- Allows others to "drop" files into your Dropbox, and to share any files you have placed in there
- Use for student work or just as a personal productivity tool
- Can be utilized your smart phone and IPAD.

Google Sites makes information accessible to people who need quick, up-to-date access. People can work together on a Site to add file attachments, information from other Google applications (like Google Docs, Google Calendar, YouTube and Picasa), and new free-form content. Creating a site together is as easy as editing a document, and you always control who has access. You can publish Sites to the world. The Google Sites web application is accessible from any Internet connected computer.

Quick facts about Google sites:

- Single-click page creation - Creating a new page for your Google Site just takes the click of a button.
- No HTML required to create a Google Site is as easy as editing a document, which means there's no markup language for you to learn -- just get started.
- Make it your own -customization options let you give your Google Site your own look and feel
- Get started with templates -offer a growing list of page types -- web page, announcements, file cabinet, dashboard and list -- to help you get started with your Google Sites pages.
- Upload files and attachments Use the file cabinet to upload files up to 10MB in size. Each Google Apps account receives at least 10GB of storage in Google Sites. Google Apps Premier and Education editions get an additional 500MB for each user account.
- Embed rich content Google Sites is integrated with other Google products, so you can insert videos, docs, spreadsheets, presentations, photo slide shows, and calendars directly onto your Google Sites pages.
- Work together and share- permission settings let you designate owners, viewers and collaborators (meaning they can edit pages) for your site. And you can make your Google Sites available to just a few people, your entire organization, or the world.
• Search with Google - You can search across Google Sites pages and content using powerful Google search technology. You'll find specific pages and documents instantly, the same way you would on Google.com.

**Wiggio** ([www.wiggio.com](http://www.wiggio.com)) is a free, online toolkit that makes it easy to collaborate in groups. It provides private and secure online environment for group work. With Wiggio you can:

• Host virtual meetings and conference calls
• Create to-do lists and assign tasks
• Send email, text and voice messages
• Manage events with a shared calendar
• Poll groups in real time
• Upload and manage files in a shared folder

**Skype** is a service that allows users to:

• Communicate with peers by voice, video, and instant messaging over the Internet
• Place phone calls to recipients on the traditional telephone networks
• Call other users within the Skype service, free of charge
• Place calls to landline telephones and mobile phones via a debit-based user account system.
• file transfer, and videoconference

**FreeConferenceCall.com**, is a reservation-less audio conferencing service. Services include:

• FreeConferencing.com, with conference web controls
• FreeConferenceCallHD.com, with high definition sound geared to higher quality equipment
• FreeScreenSharing.com, with unlimited real-time sharing of desktop content
• toll-free conference calls
• voicemail and voice messaging
• mobile phone application
• International Conferencing (with domestic dialing)
• Free Conferencing Corporation
• 24/7 customer service

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**Mentors and Support**

For a new student, a university can be an exciting but also intimidating place. Even simple things that experienced students take for granted can be challenging for a new student, such as finding your way around a virtual classroom and the learning management systems to understanding school policies for registration for classes, and learning the special language of the university such as “syllabus,” “office hours,” “annotations,” and “prerequisites.”

Some students learn the answers by directly asking professors in their classes or talking to university professional staff. But many, many students find out information by asking friends, especially more experienced students or folks who have recently graduated from CSU, Chico’s Social Work Program. Regionally placed mentors, placed around the Northwest counties of California are also available to meet with students in those areas. To learn more, contact the DL Coordinator at [jschuldberg@csuchico.edu](mailto:jschuldberg@csuchico.edu) or support staff at [jmrabo@csuchico.edu](mailto:jmrabo@csuchico.edu)
Student Association of Social Workers

SASW, the Student Association of Social Workers, is an official campus organization for social work students. Participation in the SASW provides opportunities for those interested in volunteer activities on campus and in the community in a variety of settings to develop and strengthen the skills that will make them better social workers. And as you will hear from any graduate school or employer, hands-on experience above and beyond your field experience is a valuable asset!

The mission of the Student Association of Social Workers includes the following objectives:

✓ To act as activists for social change in our community at CSU, Chico and our surrounding communities;
✓ To advocate for student educational concerns and issues;
✓ To be group facilitators for projects, volunteer opportunities, and related educational experiences;
✓ To promote professional identity as a social worker;
✓ To provide public speakers on issues of interest and concern; and
✓ To foster a sense of community within the School of Social Work to include students and faculty.

The SASW has a mailbox located in Butte 504. Those interested in more information on the SASW should contact one of the members or leave a message in the organization’s mailbox. Each Spring, meetings are scheduled to elect student officers and select a faculty advisor. Those interested in SASW should contact the BSW Director for more information.

Other Opportunities and Resources

Participation on School of Social Work Committees
In addition to participation through the SASW, there are several standing committees that allow student representation.

The Assessment Committee is charged with developing and regularly monitoring the policies and procedures for assessing the BSW and MSW curricula and their respective courses and student outcomes.

The Curriculum Committees of the BSW and MSW programs develop, monitor, and review all matters of their respective curricula. These committees review the curricula in relation to CSWE Accreditation Standards, CSU, Chico standards, and the objectives of the School of Social Work, the College of Behavioral and Social Sciences, and the needs of its constituents.

The Field Education Advisory Committee advises the Director of Field Education on the practicum component of the major regarding course curriculum content, seminars for agency field instructors, SSWAB membership, and revision of the SSWAB Constitution and Bylaws.

The School of Social Work Advisory Board (SSWAB) is a vehicle for community involvement in the School of Social Work. It is an opportunity for members of community organizations to discuss and give input on issues such as course curriculum content, seminars for agency field instructors, SSWAB membership, and revision of the SSWAB Constitution and Bylaws.

The School of Social Work Student Advisory Board advises the Director of the School of Social Work on program issues, school mission and vision, community networking, accreditation and assessment. This committee consists of BSW and MSW students who volunteer their time each year. This committee meets one time each spring.
National Association of Social Workers
The National Association of Social Workers (NASW), established in 1955, is the pre-eminent professional organization, and currently has more than 140,000 members nationwide. We encourage student membership in NASW. As a student, your fee is greatly reduced, and this rate continues for one year after graduation. As a member, you will receive the national and state newsletters that publish job vacancies and articles on contemporary issues and concerns. You also would receive Social Work, a scholarly and professional journal. Many students also attend NASW state and/or national conferences for learning and networking.
Social Work Course Offerings

All social work majors, in consultation with their major advisor, must take a 3-unit social work elective prior to the completion of the program.

Please see the School of Social Work Courses in the University Catalog for an explanation of course description terminology and symbols, the course numbering system, and course credit units. All courses are lecture and discussion and employ letter grading unless otherwise stated. Some prerequisites may be waived with permission of the BSW Director. All syllabi are available on Blackboard; students are responsible for printing their own copies.

Standards for Syllabi

These standards have been developed by the social work faculty for social work curriculum.

COURSE LEARNING ENVIRONMENT

A. Students with Disabilities or Physical Limitations
   It is the responsibility of students with a disability or physical limitation to initiate requests for services and accommodations at Accessibility Resource Center, Student Services Center 170, 530.898.5959 v/t, 530.898.4411 fax, email: dssdept@csuchico.edu. Students with a disability are encouraged, but no obligated, to register with ARC. After reviewing the student’s records, the ARC advisor will determine eligibility and consult with the instructor to facilitate access.

   If you need assistance in evacuating the building during a fire or other emergency please inform the instructor immediately so that arrangements can be made for your safety.

B. Attendance
   You are expected to attend classes regularly. Campus Attendance Policy: http://catalog.csuchico.edu/viewer/12/ACAREGS.html

C. Academic Honor and Honesty
   It is expected that all students will conduct themselves with honor and honesty regarding their academic work during the course. All academic dishonesty, including cheating, plagiarism, and misrepresentation is prohibited. Please read the university policy regarding academic misconduct located in the University Catalog and MSW Student Handbook. It includes taking information, providing information, plagiarism, misrepresentation, and other forms of academic dishonesty. Deliberate failure to properly cite another’s work is cheating.

D. Writing Standards
   All papers are to be double spaced with one-inch margins and 12-point font. After you spell check your papers, be sure to proofread again to ensure that the words you used were the ones that you desired. Watch for homonyms such as there, their, and they’re. American Psychological Association (Fifth Edition) documentation is required. You are required to use the writing guidelines as described by CSUC and professional writing standards. The use of nonsexist language is expected in class discussions and written assignments.

E. Evaluation
   Students’ work will be graded on criteria for each assignment, exam, level of participation, etc. as described for the course as a whole. They are encouraged to meet with the instructor regarding any
request to change a particular assignment or requirement to better meet her or his particular goals or learning needs.

Students are encouraged to meet with their instructors to provide feedback regarding relevance of course content, reading assignments, texts, evaluation methods and other learning experiences. This is the best way for students to provide feedback to the instructor for ongoing evaluation and course/curriculum improvement. Students also have the opportunity to provide feedback through the university’s formal Student Evaluation of Teaching (SET) process.

F. Grades
Grades are determined by each student’s points totals applied to the following percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>74-76</td>
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<td>C-</td>
<td>70-73</td>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>F</td>
<td>≤ 63</td>
</tr>
</tbody>
</table>

G. Incomplete Grades
An “incomplete” is given only in rare circumstances when a student has serious and compelling reasons for not being able to complete all assignments for a given course. Prior to the end of the semester, the student must initiate a request to the instructor, indicating reasons why the work could not be completed, and present a plan for completing the missing work prior to the beginning of the following semester. The instructor will grant or deny the request. If approved, the instructor must draft a final written plan for completing the work, acquire the student’s signature on the incomplete form, and along with the instructor’s signature, submit the plan to the School Office for the student’s file.

H. Confidentiality
Learning products or discussions associated with the class will be treated as privileged; as such, they will not be shared beyond the classroom with three exceptions: 1) those discussions that indicate the likely endangerment or the compromising of the well-being of enrollees or specific persons identified as being targeted for such activity; 2) those discussions related to consultation with faculty regarding classroom conduct and student learning; and 3) those learning products that are referenced by the School of Social Work as one aspect of the instructor’s retention, tenure and promotion (RTP) process and the general education review process. Student learning products included in review processes will be modified in such a way as to safeguard the identity of the student(s) and the identity of his/her/their object of study.
California State University, Chico University Policies

All University Policies can be found in the California State University, Chico Catalog

INFORMATION LINKS

Chico Specific
CSU, Chico: http://www.csuchico.edu/
CSU, Chico School of Social Work: www.csuchico.edu/swrk
Chico and the surrounding counties: http://www.chico.ca.us/

Code of Ethics

Social Work Education
Association of Social Work Baccalaureate Program Directors: http://www.bpdonline.org
Association of Latino Social Work Educators: http://alswe.org/
Information on the GRE: http://www.ets.org/gre
Association for Community Organization and Social Administration: http://www.acosa.org/joomla/

Student Grievance Procedures EM 05-010
http://www.csuchico.edu/prs/EMs/2005/05-010.shtml


Students with Criminal Records-Expungement Assistance Starting Over Strong (SOS) http://www.startingoverstrong.com/Contact_Us.php


Policy on Academic Integrity and the Establishment of the Council for Promoting Academic Integrity EM 04-36
http://www.csuchico.edu/prs/EMs/2004/04-036.shtml

Discrimination, Harassment, and Retaliation Policy EM 12-043 http://www.csuchico.edu/prs/EMs/2012/12-043.shtml

Policy on Campus Behavior and Violence Prevention EM 12-025 http://www.csuchico.edu/prs/EMs/2012/12-025.shtml

Policy on Use of Computing and Communications Technology EM 97-18

System-wide Policy Prohibiting Harassment in Employment and Retaliation for Reporting Harassment or Participation in a Harassment Investigation http://www.calstate.edu/eo/EO-1045.html


Policy on Sexual Harassment EM 12-043 (Discrimination, Harassment, and Retaliation Policy)
http://www.csuchico.edu/prs/EMs/2012/12-043.shtml
APPENDIX

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.

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 professional. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.
1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. 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
(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

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

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

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

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

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

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

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

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

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

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.
1.11 **Sexual Harassment**
Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

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

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

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

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

1.14 **Clients Who Lack Decision-Making Capacity**
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

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

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

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

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

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

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

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

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

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

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

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

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

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

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

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

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

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

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

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

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

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

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

5.02 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

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

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

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

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

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

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

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

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

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

CSWE Educational Policy and Accreditation Standards