



Department of Social Work

BSW Program Handbook

Westfield State University Department of Social Work

BSW Program Handbook

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Message from the BSW Program Director

This program manual is provided to all social work students at WSU as a resource to help you complete this program. This manual is also provided to all field instructors and advisory board members to keep them informed about the social work program. This manual includes several descriptions that will help to guide students throughout the process of the program. First, there is a descriptive overview of the program's mission, goals, objectives, and requirements. As a professional training program that is accredited by the Council on Social Work Education, we are committed to insuring that students gain specific competencies, in the form of practice behaviors, that are expected of bachelor level social workers. Within this manual, is an overview of the program competencies and practice behaviors, the coursework in the program, what students learn while in the program, and how each course builds upon each other to prepare students for entry into the field of social work.

Also, to be found in this manual, are the BSW Program policies regarding admission and retention, expectations of academic standards and student conduct, appeal policies, students' responsibilities regarding coursework, and an overview of various university policies, including the nondiscrimination policies. This material can be helpful in a number of ways from guidelines for formatting papers to understanding grounds for disciplinary action. The manual also includes a section about resources within the university community that students can access, including information about academic support programs, computing, and the email system.

Finally, the manual includes the National Association of Social Workers Code of Ethics. As social workers, we pledge to uphold the ethics of our profession and the unabridged Code of Ethics will be referred to in many classes. This manual is provided as a reference, but is not intended to replace personal contact between students and faculty. While the program at WSU has grown, it remains small enough that our size allows a level of interaction between students and faculty that students in larger programs may not be able to enjoy. Students are our first priority, and we invite you to express your concerns and ideas with us, the faculty.

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BSW Program Description

Program Mission Statement

Mission:

The BSW Program's mission has been developed by the Social Work faculty at WSU, reviewed and approved by the University Curriculum Committee, All University Committee and the university President as part of the curriculum approval process

This statement of mission is published in our BSW Program Manual, posted on our program website, and included in recruitment materials.

Mission Description:

The mission of the social work program is to prepare bachelor-level students to practice generalist social work at the entry level and be prepared for graduate education in social work. This mission specifically includes helping students to develop:

- a sense of social responsibility;
- an appreciation for the significance of the diverse nature of the world;
- knowledge regarding the impact of oppression in the world;
- an understanding of the key roles that social work values and ethics, knowledge and skills play in practice; and
- a respect for the changing nature of the social work knowledge base.

This mission translates into a challenging curriculum founded on a liberal arts base that is focused around: (1) generalist social work practice, (2) social welfare policy and planning, (3) human behavior and the social environment, (4) research, and (5) field practicum. Throughout this curriculum, the issues of diversity, culturally competent practice, promotion of social and economic justice, practice with populations at risk, the values and ethics of social work, and the changing knowledge base for social work practice are integrated. Further, students' preparation for practice in this complex changing world is accomplished through the development and promotion of students' critical thinking skills to enhance evidence-informed practice.

Program Goals

The goals of the Social Work Program at WSU were developed to reflect the program's mission and the Educational Policy and Accreditation Standards of the Council on Social Work Education. These goals are defined and specified through the Program Competencies that students are expected to develop. The competencies are presented after the goals and each competency is followed by specific Practice Behaviors that each student will develop, resulting in a demonstration of the competency.

Goal #1: Students will develop an understanding of the field of social work.

Goal #2: Students will develop critical thinking skills.

Goal #3: Students will be able to practice social work within the parameters developed in the Social Work Code of Ethics.

Goal #4: Students will develop knowledge needed to assess problems that impact client systems of various sizes.

Goal #5: Students will develop knowledge and skills to practice social work from a generalist perspective.

Program Competencies and Practice Behaviors

To accomplish these goals with students, the program has adopted the following Council on Social Work Education (2015) competencies for each student to master. Each competency is followed by a list of the specific behaviors students will learn and develop to master the competency.

Competency #1	Graduates of the program will demonstrate ethical and professional behavior:
F1.1	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
F1.2	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
F1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
F1.4	use technology ethically and appropriately to facilitate practice outcomes; and
F1.5	use supervision and consultation to guide professional judgment and behavior.
Competency #2	Graduates of the program will engage diversity and difference in practice:
F2.1	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
F2.2	present themselves as learners and engage clients and constituencies as experts of their own experiences; and
F2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency #3	Graduates of the program will advance human rights and social, economic, and environmental justice:
F3.1	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
F3.2	engage in practices that advance social, economic, and environmental justice.
Competency #4	Graduates of the program will engage in practice-informed research and research-informed practice:
F4.1	use practice experience and theory to inform scientific inquiry and research;

F4.2	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
F4.3	use and translate research evidence to inform and improve practice, policy, and service delivery.
Competency #5	Graduates of the program will engage in policy practice:
F5.1	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
F5.2	assess how social welfare and economic policies impact the delivery of and access to social services;
F5.3	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
Competency #6	Graduates of the program will engage with individuals, families, groups, organizations, and communities.
F6.1	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
F6.2	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency #7	Graduates of the program will assess individuals, families, groups, organizations, and communities.
F7.1	collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
F7.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
F7.3	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
F7.4	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Competency #8	Graduates of the program will intervene with individuals, families, groups, organizations, and communities.
F8.1	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
F8.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
F8.3	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
F8.4	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
F8.5	facilitate effective transitions and endings that advance mutually agreed-on goals.
Competency #9	Graduates of the program will evaluate practice with individuals, families, groups, organizations, and communities.
F9.1	select and use appropriate methods for evaluation of outcomes;
F9.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
F9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

F9.4	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
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Definition of Generalist Practice

Generalist Practice is defined by the Council on Social Work Education as “Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.” (Council on Social Work Education, 2008, pp. 7-8).

Generalist Practice, as viewed by this program, is a multifaceted concept that integrates a number of theoretical orientations. First, generalist social work practitioners utilize specific skills and knowledge at each stage of the social work process of engagement, problem definition, assessment, planning, intervention, evaluation, and termination. This process historically has been seen as linear but in reality is simultaneously a linear and nonlinear process where the social worker may be working on two stages simultaneously or going back and forth between stages. The social worker, guided by the “Ecological Perspective”, assesses problems at multiple system levels. Intervention is developed based on the “Ecological” assessment and may identify targets for change at any system level. The generalist perspective utilizes the problem solving model, empowerment and strengths perspectives, and an appreciation for issues of diversity, oppression and vulnerability when working with systems of any size.

Program Curriculum & Course Descriptions

The following courses are required as pre-requisites and are to be completed prior to entering into the social work program.

Social Work Pre-requisites:

Complete Foundation Courses (Total Credits: 16)

(can count as part of common core)

SOCI	0101	Principles of Sociology
PSYC	0101	Introduction to Psychology
POLS	0101	American National Government
	or	HIST 0132 US History since 1865
EGST	101	Introduction to Comparative Ethnic Studies
	or	EGST 102 Introduction to Women and Gender Studies
BIOL	0104	Human Biology
	or	BIOL 0106 Biology Today

Program Curriculum

Complete Major Courses (Total Credits: 51)

SOCW	0103	Introduction to Social Work and Social Welfare (3)
SOCW	0204	Introduction to Research Methods in Social Work (3)
SOCW	0301	Advanced Research Methods (3)
SOCW	0241	Human Behavior and the Social Environment I (3)
SOCW	0242	Human Behavior and the Social Environment II (3)
SOCW	0243	Social Welfare Policy Analysis (3)
SOCW	0340	Introduction to Generalist Practice (3)
SOCW	0341	Generalist Practice with Communities & Organizations (3)
SOCW	0342	Generalist Practice with Individuals (3)
SOCW	0343	Generalist Practice with Families & Groups (3)
SOCW	0351	Social Work Field Practicum I (7)
SOCW	0352	Social Work Field Practicum II (7)
SOCW	0352	Senior Capstone I (2)
SOCW	0353	Senior Capstone II (2)
SOCW	0360	Diversity & Social Justice (3)

Course Descriptions

SOCW0103: Introduction to Social Work and Social Welfare (3)

Preprofessional course designed to introduce the student to the present profession of social work, present social welfare programs, and the history of social work and social welfare.

SOCW0204: Introduction to Research Methods in Social Work (3)

The course will introduce social work students to the basics of social science research by examining the research process, purposes of research and the philosophy of research. Students will learn about the basics of measurement, sampling and causation. Students will review how the basic approaches to research, including qualitative research, experiments, surveys, and historical and comparative research, are applied and utilized by social workers. Research from social work will be used to exemplify research principles. Prerequisite: SOCW 0103

SOCW0301: Advanced Research Methods (3)

This course builds on research skills and knowledge developed in SOCW 0204 "Introduction to Research Methods in Social Work." This course examines the topics of advanced measurement, program evaluation N of 1 research, qualitative data analysis, and ethics in research with a focus on quantitative data analysis. Prerequisite: SOCW 204.

SOCW: 0241: Human Behavior and the Social Environment I (3)

This is the first course of a two-course sequence that will focus on how aspects of the social environment affect human behavior and on individual development across the life cycle. Prerequisite: SOCW 0103, SOCI 0101, & PSYC 0101

SOCW0242: Human Behavior and the Social Environment II (3)

This is the second course of a two-course sequence that will focus on how aspects of the social environment affect human behavior and on individual development across the life cycle. Prerequisite: SOCW 0241, BIOL 0104/0106 or permission of instructor

SOCW0243: Social Welfare Policy Analysis (3)

Social science, historical, and ideological models, theories, and perspectives are used as a foundation to examine and analyze present social policies and social programs. Prerequisite: SOCW 0103, POLS 0101/HIST 0132

SOCW0340: Introduction to Generalist Practice (3)

Provides an introduction to the generalist practice process, the problem-solving model, critical thinking, the values and ethics of social work, recording methods, basic interviewing skills and how to apply this knowledge and these skills across various types of practice situations (with individuals, families, groups, communities, and organizations). Prerequisite: SOCW 0241 or concurrent registration

SOCW0341: Generalist Practice with Communities & Organizations (3)

Examines the skills needed to develop and carry out community development and social activism interventions. Covers basic skills for developing organizations, creating organizational change and administering organizations. Prerequisite: SOCW 0340

SOCW0342: Generalist Practice with Individuals (3)

This course focuses on skills of assessment and intervention with individuals. Students examine models of micro practice, hone critical thinking skills, and develop methods for dealing with ethical dilemmas. Prerequisite: Acceptance in Social Work Program, & SOCW 0340

SOCW0343: Generalist Practice with Families & Groups (3)

Introduces students to the knowledge and skills needed to plan and guide social work groups and the knowledge and skills to work with family systems. Prerequisite: SOCW 0340

SOCW0351: Social Work Practicum I (7)

For Social Work Majors only. Social work majors in their senior year are required to complete a two semester, 480 hour (240 hours each semester), hands on social work experience in an approved agency under the supervision of a professional social worker. Included is a weekly seminar that provides further integration of practice with the skills, knowledge, and values and ethics of the field. Prerequisite: SOCW 0340 & SOCW 0342

SOCW0352: Social Work Practicum II (7)

For Social Work Majors only. This is the second half of the senior year field experience. Prerequisite: SOCW 0351

SOCW0353 : Senior Capstone I (2)

For Social Work Majors Only. Social work majors propose, receive approval, and begin to carry out a two-semester independent professional project that demonstrates integration of the six areas of the curriculum: 1) generalist social work practice, (2) diversity and social justice, (3) social welfare policy and planning, (4) human behavior and the social environment, (5)

research, and (6) field education. Prerequisites: 204, 301 and concurrent registration: SOCW 0351.

SOCW0354: Senior Capstone II (2)

For Social Work Majors Only. This course is the second half of the independent professional project that demonstrates integration of the six areas of the curriculum: 1) generalist social work practice, (2) diversity and social justice, (3) social welfare policy and planning, (4) human behavior and the social environment, (5) research, and (6) field education. Prerequisites: 204, 301 and concurrent registration: SOCW 0352.

SOCW0360: Diversity & Social Justice (3)

This course examines the existence of multiple, intersecting, and interlocking systems of advantage and disadvantage among the diverse social identity groups in the United States. The centrality of diversity competent practice with individuals, families, groups, and communities are emphasized. Prerequisite: EGST 101 or EGST 102.

Liberal Arts Requirements

At WSU, the liberal arts requirements are referred to as the "common core." The Social Work prerequisite courses are a part of the common core for all students, * denotes areas of the core curriculum that include pre-requisites.

Common Core

English Composition (6 credits)

Literary and Philosophical Analysis (6 credits)

Appreciation of the Arts (6 credits)

United States History and Government (3 credits) *

Social Understanding (9 credits) *

Traditional Laboratory and Allied Sciences (7-8 credits)*

Mathematics and Applied Analytical Reasoning (6 credits)

United States and Global Diversity (6 credits)*

The university's general education requirements are multidisciplinary and require 50 credits of course work. However, the typical student will actually complete less than 50 hours because the common core permits "qualified" courses to satisfy requirements in more than one area or even satisfy major requirements as well as a general education requirement simultaneously. Each area of the core has a set of standards which courses must meet in order to be included in that area of the program. These standards include knowledge expectations as well as expectations about writing and other skill competencies. For further information on the common core the reader should refer to the Westfield State University Bulletin.

Program Completion Plan for Social Work Major in Two Years

The BSW Program requires 67 total credits; six foundation courses (19 credits); ten social work courses (30 credits); and a two-semester field practicum and capstone research project (18 credits). To take courses beyond the fall of a student's junior year she/he must apply to the program to be a major.¹ Students are strongly encouraged to declare social work as their major before their junior year and be listed as a pre-social work major with a social work faculty member assigned as their advisor.

Foundation Courses (Students should complete these prior to Junior Year at WSU) – 19 credits:

SOCI	0101	Principles of Sociology*	(3)
SOCW	0103	Introduction to Social Work and Social Welfare	(3)
POLS	0101	American National Government*	(3)
	OR	HIST 0132 US History and Government since 1865*	
EGST	0101	Introduction to Comparative Ethnic Studies*	(3)
	OR	EGST 0102 Introduction to Women's & Gender Studies*	
PSYC	0101	Introduction to Psychology*	(3)
BIOL	0104	Human Biology*	(4)
	OR	BIOL 0106 Biology Today*	
			19

* - Courses that simultaneously fulfill the common core curriculum.

Social Work Major Courses (Courses must be taken in sequence) – 48 credits:

Fall Junior Year (9 social work credits)

SOCW	0241	Human Behavior and the Social Environment I	(3)
SOCW	0204	Introduction to Research Methods in Social Work	(3)
SOCW	0340	Introduction to Generalist Practice	(3)
<i>Student will fill schedule with core courses, electives, and other major/minor courses.</i>			9

Spring Junior Year (12 social work credits)

SOCW	0242	Human Behavior and the Social Environment II	(3)
SOCW	0301	Advanced Research Methods	(3)
SOCW	0342	Generalist Practice with Individuals	(3)
SOCW	0360	Diversity and Social Justice	(3)
<i>Student will fill schedule with core courses, electives, and other major/minor courses.</i>			12

Fall Senior Year (15 social work credits)

SOCW	0343	Generalist Practice with Families and Groups	(3)
SOCW	0351	Social Work Practicum I	(7)
SOCW	0243	Social Welfare Policy Analysis	(3)
SOCW	0353	Senior Capstone I	(2)
<i>Student will fill schedule with core courses, electives, and other major/minor courses.</i>			15

Spring Senior Year (12 social work credits)

SOCW	0341	Generalist Practice with Communities and Organizations	(3)
SOCW	0352	Social Work Practicum II	(7)
SOCW	0354	Senior Capstone II	(2)
<i>Student will fill schedule with core courses, electives, and other major/minor courses.</i>			12

Program Completion Plan for Social Work Major in Four Years

Prior to their junior year students should complete the foundation courses (16 credits) and “Introduction to Social Work and Social Welfare” (3 credits). To take courses beyond the fall of a student’s junior year she/he must apply to the program to be a major.¹ Students are strongly encouraged to declare social work as their major before their junior year and be listed as a pre-social work major with a social work faculty member assigned as their advisor. A typical schedule for students interested in completing the social work major in four years may look like the following:

Fall Freshman Year

SOCI 0101 Principles of Sociology (3)

POLS 0101 American National Government
or HIST 0132 US History and Government since 1865 (3)

Student will fill schedule with core courses, electives, and other major/minor courses.

Spring Freshman Year

PSYC 0101 Introduction to Psychology (3)

SOCW 0103 Introduction to Social Work and Social Welfare (3)

Student will fill schedule with core courses, electives, and other major/minor courses.

Fall Sophomore Year

BIOL 0104 Human Biology or BIOL 0106 Biology Today (4)

Student will fill schedule with core courses, electives, and other major/minor courses.

Spring Sophomore Year

EGST 0101 Introduction to Comparative Ethnic Studies or EGST 102 Introduction to
Women and Gender Studies (3)

Student will fill schedule with core courses, electives, and other major/minor courses.

Fall Junior Year (9 social work credits)

SOCW 0241 Human Behavior and the Social Environment I (3)

SOCW 0204 Introduction to Research Methods in Social Work (3)

SOCW 0340 Introduction to Generalist Practice (3)

Student will fill schedule with core courses, electives, and other major/minor courses.

Spring Junior Year (12 social work credits)

SOCW 0242 Human Behavior and the Social Environment II (3)

SOCW 0301 Advanced Research Methods (3)

SOCW 0342 Generalist Practice with Individuals (3)

SOCW 0360 Diversity & Social Justice (3)

Student will fill schedule with core courses, electives, and other major/minor courses.

¹ Application materials are available on-line at: <http://www.wsc.ma.edu/socialwork/>.

Fall Senior Year (15 social work credits)

SOCW	0243 Social Policy Analysis	(3)
SOCW	0343 Generalist Practice with Families & Groups	(3)
SOCW	0351 Field Practicum I	(7)
SOCW	0353 Senior Capstone I	(2)

Student will fill schedule with core courses, electives, and other major/minor courses.

Spring Senior Year (12 social work credits)

SOCW	0341 Generalist Practice with Communities & Organizations	(3)
SOCW	0352 Field Practicum II	(7)
SOCW	0354 Senior Capstone II	(2)

Student will fill schedule with core courses, electives, and other major/minor courses.

Program Completion Plan for CGCE Social Work Major in Three Years

CGCE students should consider completing the social work major as the final phase of their WSU education. Prior to starting the program students should have completed a majority of the college common core, the Social Work Foundation Courses, and have taken Introduction to Social Work. Many students complete these courses at local community colleges and transfer their credits to WSU. If you are a transfer student, you will also be required to complete the Core Curriculum at WSU, please check with your current institution to insure that your courses are equivalent.

Prior to starting the program, the student should have completed:

SOCW	0103 Introduction to Social Work and Social Welfare	(3)
SOCI	0101 Principles of Sociology	(3)
PSYC	0101 Introduction to Psychology	(3)
POLS	0101 American National Government	
	or HIST 0132 US History since 1865	(3)
EGST	101 Introduction to Comparative Ethnic Studies	
	or EGST 102 Introduction to Women and Gender Studies	(3)
BIOL	0104 Human Biology	
	or BIOL 0106 Biology Today	(4)

Assuming that the Core Curriculum is fulfilled, students will then be required to complete a total of 48 credits, taking 9 social work credits per semester a CGCE students schedule may look like:

Year 1 Fall (9 social work credits)

SOCW	0241 Human Behavior and the Social Environment I	(3)
SOCW	0204 Introduction to Research Methods in Social Work	(3)
SOCW	0340 Introduction to Generalist Practice	(3)

Year 1 Spring (9 social work credits)

SOCW	0242 Human Behavior and the Social Environment II	(3)
SOCW	0301 Advanced Research Methods	(3)
SOCW	0342 Generalist Practice with Individuals	(3)

Year 2 Fall (6 social work credits)		
SOCW	0343 Generalist Practice with Families & Groups	(3)
SOCW	0243 Social Policy Analysis	(3)
Year 2 Spring (6 social work credits)		
SOCW	0341 Generalist Practice with Communities & Organizations	(3)
SOCW	0360 Diversity & Social Justice	(3)
Year 3 Fall (9 social work credits)		
SOCW	0351 Field Practicum I	(7)
SOCW	0353 Senior Capstone I	(2)
Year 3 Spring (9 social work credits)		
SOCW	0352 Field Practicum II	(7)
SOCW	0354 Senior Capstone II	(2)

BSW Program Policies

Admission Policy

This admission policy will outline the process of admission and requirements for admission to the social work major. It will continue with a description of the make-up, role and responsibilities of the “Admission Committee”. The policy will describe the standards for acceptance, and notification of students who apply. This policy ends with the procedures for appealing decisions made by the Admission Committee.

Admission Process & Requirements:

Students are admitted into the program after completing 60 credit hours of study (usually obtained at or by the beginning of their junior year). Students should apply in the first semester of their junior year in preparation for admittance into the field education portion of the BSW program.

Students should have completed and/or be presently enrolled in all foundation courses and SOCW 0340 at the time of application. Any student who applies without having successfully completed all foundation courses and SOCW 0103 at the time of application may be conditionally accepted pending successful completion of those courses.

Interested students will need to complete and submit all of the following to the Program Director by November 1st.

1. Application Form
2. Personal Statement Essay
Use the following outline to write an essay and include the essay when you submit your application. Essays must be typed, double spaced, and on 8 ½ x 11 paper. The essay will be

evaluated regarding the material below and also will be considered a writing sample to evaluate your ability to express yourself in written form.

Use the underlined words as headings in your essay.

1. An assessment of your personal values and congruence of these beliefs with the profession's values and ethics;
 2. A discussion as to how you will balance outside commitments and the required coursework with a 16-hour per week internship;
 3. An assessment of personal strengths and limitations as they pertain to your human service experience or life experience;
 4. A discussion of a personal or professional experience where you needed to maintain appropriate boundaries and how you will apply that knowledge to working with vulnerable populations.
 5. Additional Information. Please add any other information you believe is relevant to this application, that would support your application, or that you think is important for the Admission Committee to consider. Potential information includes: explanation of any criminal offenses, any special needs, particular experiences, concerns, or requests.
3. 60 Hours of Social Work Human Service Experience & Activity Form
The undergraduate social work program at WSU requires students to complete 60 hours of human service experience **by the time they apply for admission** to the social work program. This experience is designed to give students an opportunity to engage in face-to-face helping activities that will allow the student to determine if s/he is well suited for a career in social work.
4. Social Work Major Code of Conduct
 5. Professional Resume
 6. Field Education Application (see the Field education Manual for more information).

Admission Committee

All admission decisions will be made by the “*BSW* Social Work Admissions Committee.” This committee will be comprised of the Social Work faculty members that serve on the BSW Committee. The committee will be able to: (1) accept a student; (2) accept a student conditionally, or; (3) reject the student.

Standards for Acceptance

For acceptance into the social work major, students will have:

1. a minimum overall GPA of 2.5;
2. a minimum GPA of 2.5 in social work and foundation courses; and no grade below a “C” in any foundation course or social work course taken;

3. shown evidence of sound written, interpersonal, and verbal communication skills;
4. emotional and mental stability to practice social work (including being free of substance abuse or mental health problems that may negatively impact clients);
5. a commitment to the profession and adherence to the primary values and ethics of the field as set forth in the NASW Code of Ethics; and
6. shown evidence of a commitment to working with people who are members of oppressed or vulnerable groups.

These are the minimum standards for acceptance and do not guarantee students acceptance into the program.

The university and the social work program maintain and promote a policy of nondiscrimination against any person on the basis of race, gender, age, creed, ethnic or national origin, disability, political orientation, veteran status, marital status, or sexual orientation.

Notification of Students

Students will be informed of the status of their application at the beginning of the Spring semester. Student who applied will be sent an email to their WSU email address (**the WSU issued email address is the official means of communication within WSU**) that includes whether they have been accepted, conditionally accepted, or rejected. The email also will include information for students regarding how they should respond or proceed.

Description of Types of Notification

1.) Acceptance

In the cases where students are accepted they will be notified of the acceptance and will be directed to make an appointment with their advisor to plan for the next semester and for their entire social work program at WSU.

2.) Conditional Acceptance

A student who appears to be a promising social worker but does not fully meet the above admission criteria or has not completed all foundation courses and SOCW 0103 may be conditionally admitted to the program at the discretion of the Admission Committee. The student will be sent an email informing her/him of the conditional acceptance, the reasons for conditional acceptance and his/her responsibilities regarding being admitted. The responsibilities may include the development of a written contract that addresses how the unmet admission criteria will be ameliorated. If so, the student will be informed of how to proceed with the appropriate parties. For example, if a student had a pre-requisite course still outstanding, the program director and student would monitor the completion of the requirement. If the student was conditionally accepted due to concerns regarding writing skills, maturity, emotional stability, or any behaviors incompatible with social work, the Admissions Committee would invoke a behavioral contract with the student. This student also will be directed to make an appointment for course planning with their assigned advisor.

3.) Rejection of student's application

In the case where a student does not meet the criteria listed above, the student may be rejected. The student will receive an email detailing the reasons for rejection and whether the committee feels the reasons for rejection can be ameliorated if the student wishes to work on the defined issues and reapply at a future date. Any student who wishes to take further social work courses after being rejected but having the intent to reapply will be required to meet with the Program Director to develop a plan that has the highest potential for admission at a second application. Students who it is felt cannot make changes that will result in later acceptance will be clearly informed of this in their email.

Appeal Process

Students who feel they were unfairly treated during the admission process are urged to meet with the program director to discuss their treatment. Further, students who feel unfairly treated have the right to appeal any decision made by the admission committee through the academic appeals process. For details on appeals see the section titled “Student Responsibilities, Rights, and Appeals.”

Academic Standards Policy

The BSW Program has developed a number of policies that inform students of the academic and professional standards expected of them. Students are informed of the standards at the Social Work Orientation (a mandatory event held at the beginning of each fall semester for incoming Juniors) and on-line at the department website. At the orientation students receive the following: **1) Academic Performance Standards for Retention, and Graduation; 2) Behaviors Incompatible with Social Work or Impeding Academic Performance Form; 3) Code of Conduct; and 4) Academic Review Policy.**

Academic Performance Standards for Retention and Graduation

Because of the responsible positions of authority that social workers hold, and the potential to do harm in those positions, academic requirements in a social work program are by necessity comprehensive. In addition to student scholastic requirements for completion of courses at certain grade levels, social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers. Comprehensive academic performance standards in the social work program include cognitive, skill, scholastic, behavioral, and professional components and are primary indicators of professional readiness for practice in the field of social work.

The Academic Performance Standards for the WSU BSW Program fall into 7 categories: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Problem-Solving Abilities, and Communication Skills.

The BSW Program’s academic performance standards and examples of essential behavior for each standard were developed to ensure clarity on expectations for student behavior and achievement and to ensure that students from our program are well-suited for the professional demands, roles, and responsibilities of professional social workers.

Students who are unable to achieve or to demonstrate the essential behavior identified in this document will come before the Academic Review Committee, in accordance with the program policies and procedures that govern how issues of student continuation in and termination from the program are handled.

Scholastic Standard: Includes overall GPA, GPA in required social work courses, and course grades.

Essential Student Behavior:

- Must achieve/ maintain an overall GPA of 2.5.
- Must achieve/maintain a GPA of 2.5 in required SOCW courses.
- Must earn a C or better in all required SOCW courses.

Professional Values and Ethics Standard: Students demonstrate adherence to ethical, legal, and professional directives and expectations.

Essential Student Behavior:

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW *Code of Ethics*, as well as with established laws, policies, and professional standards of care.
- Demonstrates potential for adherence to ethical expectations and obligations in working with diverse client populations, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the objectives of the social work program and in fulfilling all program requirements. Students should remain aware of and abide by the Academic Honesty Policy as defined in *The Bulletin*.
- Demonstrates respect for the rights of others and upholds the ethical standards of client privacy and confidentiality at all times.

Self-Awareness Standard: Students demonstrate professional readiness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance problems and unprofessional behavior.

Essential Student Behavior:

- Demonstrates awareness of self and its impacts on interpersonal and professional relationships.
- Demonstrates a willingness to examine and assess the relationship between his/her personal values/socialization and their fit with expected professional behavior, as well as to grow toward professionalism by responsibly reconciling differences, as required by the NASW *Code of Ethics*.
- Demonstrates the capacity to assess strengths, limitations, and suitability for professional practice throughout the program of study.

- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with clients, peers, supervisors, faculty, and other relevant parties.
- Advocates for himself/herself in an appropriate and responsible manner.
- Shows a willingness to receive and accept feedback and/or supervision in a positive manner and to use the feedback to enhance his/her professional development.
- Demonstrates the ability to deal with life stressors through the use of appropriate coping mechanisms.
- Identifies appropriate professional learning goals and takes an active role in the learning process.
- Prepares for and effectively utilizes supervision and other forms of professional advisement and mentorship.
- Demonstrates a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance.

Interpersonal Relationship Skills Standard: Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional role and appropriate boundaries.

Essential Student Behavior:

- Relates interpersonally in a manner that is respectful, nonmanipulative, nondisruptive, non-discriminatory, and characterized by maturity.
- Demonstrates interpersonal skills that would indicate an ability to form and to sustain effective helping relationships.
- Uses proper channels for conflict resolution.
- Maintains appropriate boundaries in all relevant relationships and arenas.
- Demonstrates appropriate use of self in the professional role.

Responsibility and Professional Readiness Standard: Appropriate levels of responsibility and professional readiness are demonstrated over the course of the program of study.

Essential Student Behavior:

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Shows potential for responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.

- Refrains from illegal drug use and demonstrates behavior that is consistent with WSU's Alcohol and Other Drug Policy, as outlined in *The Bulletin*.
- Passes drug screens, as may be required by the program or field practicum.
- Absence of a history involving conviction of a violent crime or other felony.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective time management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from faculty, supervisors, field instruction personnel, and clients.

Critical Thinking and Problem-Solving Abilities Standard: Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.

Essential Student Behavior:

- Demonstrates the ability to identify ways in which biological, psychological, developmental, spiritual, socioeconomic, and environmental factors may affect an individual, family, or groups of various sizes.
- Demonstrates ability to gather and assess relevant information; to interpret information correctly; to come to well-reasoned conclusions and/or solutions; to think open-mindedly about alternative viewpoints, recognizing their underlying assumptions, implications, and practical consequences.
- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with clients.
- Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

Communication Skills Standard: All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

Essential Student Behavior:

- Speaks with dignity, respect, and cultural sensitivity to peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
- Shows skill in building rapport and engaging clients, applying principles of sound communication.
- Demonstrates good empathic and attending skills in client interactions.
- Demonstrates mastery of the English language in oral and written form.
- Prepares written products that reflect mastery of the conventions of the written word in clarity, accuracy, completeness, as well as correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.

- Follows agency guidelines for recordkeeping.

Behaviors Incompatible with Social Work or Impeding Academic Performance

The Behaviors Incompatible with Social Work or Impeding Academic Performance form is used as a means for communicating verbally and in writing with students when there is a concern. Faculty fill out this form if they have a concern about a student and then meet with the student to read through the form and address the concern. The student is then asked to create a plan to address the concerning behavior(s). Once the student has completed their portion of the form, it is passed along to the BSW Program Director and a copy is placed in the student’s file. Should the concerning behavior persist, the student will be asked to meet with the department wide Academic Review Committee. The Academic Review Committee is charged with reviewing the academic standing of students (BSW &MSW) when issues around academic performance require a formal review. The committee has the ability to require a plan of action for improvement (probation) or may remove the student from the program (termination).

**WESTFIELD STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK – BSW PROGRAM**

**Behaviors Incompatible with Social Work or Impeding Academic Performance
(When completed, this form becomes part of the student’s performance file)**

Date _____

Student Name _____

A # _____

Faculty member raising concern _____

In what course? _____

- 1 = No evidence of being problematic
- 2 = Somewhat problematic: further growth needed
- 3 = A significant concern

If all behaviors in a category are not of concern, highlight or circle those that do apply.

AREAS OF CONCERN	1	2	3
Frequently absent from or tardy to class or leaves class early			
Work performance does not meet minimal requirements or expectations; work turned in incomplete or late; unprepared for class			
Not receptive to constructive criticism or negative feedback; doesn’t take ownership of problems; blames others for shortcomings; defensive or nonresponsive to feedback			
Personal beliefs that interfere with acceptance of core social work values; unable to internalize core social work values; overly biased with personal viewpoints to the extent that there is no openness to professional growth; danger of imposing these beliefs in practice; ethnocentric in viewpoints			
Inability to work in groups; does not carry fair load in the group; lack of collaborative skills in working with others			
Disruptive behaviors in class, e.g., chatting with others; inappropriately using cell phone or computer; overly communicative, which bars others from contributing to discussions and impedes instructors ability to conduct class, etc.			
Focuses on grades rather than learning; argumentative about grades received			

Inappropriate comments in class; too much personal sharing, often inappropriately; acts out self-interest in most situations; egocentric			
Sleeps during class			
Disrespectful in discussing sensitive issues, such as diversity; insensitive to the feelings or needs of others			
Evidence of substance abuse			
Dishonesty of any type; plagiarism			
Immaturity in behavior; general lack of self-awareness			
Lacks independence in completing work; overly dependent on additional instructions from instructor and/or tutoring center; dependent on other students; little evidence of responsibility for own learning, etc.			
In trouble with the law, particularly violence issues; evidence of volatility; lack of self-control			
Boundary issues; evidence of a dual relationship; conflict of interest; breach of confidentiality			
Poor coping skills; excessive or chronic complaining; cannot take control of/manage life and/or own learning			
Poor oral or written communications skills; poor grammar; inability to articulate points in a professional manner; overuse of informal language in written assignments			
Inappropriate attire; does not meet the standard of the agency and/or profession			
Personal problems and issues interfere with learning and performance			
Exhibits “judgmental and controlling” behaviors; has expert status on other people’s problems and solutions; attempts to run the client and others life; voices frustration with lack of initiative by others to solve their problems			
Inability to form healthy and/or productive relationships with others; critical of others; discourteous; poor social skills; little or no self-awareness of impact of behavior on others			
Demonstrated inability to follow the policy and procedures outlined in the BSW Field Manual when applying for field, participating in pre-placement interviews, and communicating with the Field Education Director			
Two unsuccessful pre-placement interviews as a result of either (1) the student rejecting the placement or (2) agency feedback demonstrates strong concern in an area(s) related to the Academic Performance Standards of the BSW Program			
Difficulty(ies) during the field placement that have not been resolved at the field instructor and/or faculty field liaison level			
Use of unprofessional verbal and/or email communication with agency personnel at proposed or accepted internship sites.			

Short narrative that further elaborates concerns:

Plan for Corrective Actions:

Student Response:

These concerns were discussed with the student, and the student was provided a copy of this document.

Student signature _____ **Date** _____

Faculty signature _____ **Date** _____

Code of Conduct

The Code of Conduct form highlights the ethical standards of the profession, academic standards such as grade point average, issues around academic advising, and the student's pledge to take responsibility for reading the BSW Program Handbook and the Field Education Manual. Students sign this form at the Orientation and it becomes part of their student file.

The Social Work Code of Conduct is designed to promote the growth of ethically responsible students and future professionals by setting standards for academic integrity and overall ethical conduct. The purpose of this Code is to instill a sense of individual responsibility on the part of each student and to foster a departmental culture of honor and trust. By way of this Code, students are challenged to rise to academic excellence, with professional ethics as a central feature of academic expectations. Academic standards in the social work program include those that are scholastic and professional in nature; in combination, both are seen as the primary indicators of readiness for professional practice.

In addition to this Code of Conduct, all students are expected to know and follow the ethical standards established by the educational institution and the National Association of Social Workers.

- Westfield State University's BSW Program Handbook, which includes policies on disciplinary offenses and academic misconduct such as plagiarism and cheating, can be found at <http://www.wsc.ma.edu/uploads/socialwork/handbook.pdf>
- The National Association of Social Workers' *Code of Ethics*, which will be reviewed and applied in your social work classes, can be found at <http://www.socialworkers.org/pubs/code/code.asp>

Ethical Standards

The ethical standards promulgated in this Code coincide with the ethical principles established in the NASW Code of Ethics. (Initial each standard on the line provided.)

Service: I will engage in human service volunteer activities to the best of my ability and in a socially responsible manner during my social work courses, and during my senior practicum, as outlined by the department with full cognizance of the serious nature of working with vulnerable segments of society. _____

Social Justice: I will engage in activities to gain sensitivity to and knowledge about oppression and cultural/ethnic diversity and, further, become committed to promoting the achievement of individual and collective social and economic justice. _____

Dignity and Worth of People: In the spirit of a respectful culture of learning, I will treat my fellow students, my teachers, my field supervisors, and other departmental personnel in a caring, respectful, and courteous fashion, mindful of individual differences, as well as of cultural and ethnic diversity.

I will resolve any conflicts that arise in a manner that reflects the behaviors expected of future social work professionals. Additionally, I will support the concept of client self-determination. _____

Importance of Human Relationships: I will engage faculty as partners in my growth and engage clients as partners in the helping process. In working with clients, I will avoid conflicts of interest that would interfere with the exercise of professional discretion and impartial judgment, which includes setting clear, appropriate, and culturally sensitive boundaries. _____

Integrity: I understand that I am expected to demonstrate personal integrity in meeting the objectives of the social work program and in fulfilling all degree requirements. I will carry out my role as learner honestly, honorably, and responsibly. The academic products I prepare and submit to meet program requirements will be produced through my own efforts and will not involve the use of term paper mills or be the result of any other form of unauthorized aid—nor will I submit in whole or in part the same work for credit in more than one class, except with prior approval of the instructor. I will meet and maintain academic standards of the institution and the department, and I will refrain from academic dishonesty of any sort. _____

Competence: In order to become a culturally competent practitioner, I will conscientiously participate in educational activities that promote sensitivity to, knowledge about, and appreciation of cultural diversity. I will strive to develop an awareness of self as a person and as a future professional helper and will commit to ongoing learning throughout my career. _____

Additional Academic Standards

Repeating Social Work Courses: I understand that if I earn a grade lower than a “C”, I must repeat the course. _____

Grade-Point Average: I understand that I must maintain a 2.5 GPA overall and a 2.5 GPA in social work courses to remain in the program. _____

Advisement Information

In order for the WSU social work program to maintain its integrity and accreditation, students must follow the program’s curriculum design, adhering to prerequisites and co-requisites, as explicated in programmatic and university documents. Each student is assigned an advisor; the department’s Secretary or any faculty member can help you connect with your advisor.

As a student (Day Division or DGCE), I agree to the following:

I will see my advisor before registering for any coursework and understand that any shortcuts to this established procedure involves a serious risk of not completing requirements in a timely manner.

I understand if I do not enroll in the courses I have been advised to take during advisement sessions, the department assumes no responsibility for making later course sequencing exceptions in order to keep me on target in meeting my desired graduation timeline. _____

I understand that if I attempt to enroll in courses without having the required pre- or co-requisites, I will not be allowed. The department will attempt to work with me to manage this situation _____

I understand that seeking advisement is my responsibility and that I must set up an appointment for course registration with my advisor. _____

I acknowledge that I have access to the *BSW Program Student Handbook* on the WSU social work program website and I will review it. _____

I acknowledge that I have access to the *BSW Field Manual* on the WSU social work program website and I will review it. _____

I have received a copy of the Program's Academic Performance Standards. _____

I acknowledge that I was in attendance at the BSW Orientation on DATE _____

My signature below indicates that I have read this document carefully and fully understand its contents.

PRINT YOUR NAME

Signature and Date

Probation/Dismissal Policy

This academic review policy describes the reasons for probation or dismissal from the Social Work Program. It includes the procedures for being placed on probation or dismissed and student's rights during the process of ameliorating problems or dismissal.

Reasons for Probation or Termination from the Major:

Social work education serves the function of assuring that competent persons enter the social work profession, and WSU's Department of Social Work is committed to ensuring that students from our program are well-suited for the professional demands, roles, and responsibilities of social workers. Consequently, at times social work faculty may find it necessary to assess or reassess a student's motivation and/or suitability for a career in social work, and thus for continuation in the program. To fulfill this obligation, the social work faculty has defined herein the policies and procedures that govern how issues of student continuation in and termination from the BSW Program are handled when a concern is raised about a student's performance.

Given the nature and scope of professional social work practice, academic performance standards, as defined in the program's Academic Performance Standards for Admission, Retention, and

Graduation, are comprehensive. Students are introduced to these standards at the Junior Year Orientation. At that time, they are provided with a copy of the “Student Code of Conduct” that they sign, as well as the Academic Performance Standards. The signed documentation of attendance and Code of Conduct is then placed in their student file.

Below is an illustrative but not exhaustive list of problems that might result in an Academic Performance Review, based on the program’s Academic Performance Standards.

Students are seen as violating the BSW Program’s Academic Performance Standards and might be subject to performance review when they:

- ◆ fail to demonstrate professional integrity in meeting the objectives of the social work program and in fulfilling all program requirements.
- ◆ perform at levels of C- and below in course and/or field work
- ◆ breach the standards for academic conduct, including but not limited to plagiarism, the giving or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. WSU’s policy on academic and classroom misconduct is defined in the student handbook, The Bulletin found on the university website <http://www.westfield.ma.edu/firstyear/>
- ◆ are excessively absent from class, as defined in the instructor’s syllabus.
- ◆ are consistently irresponsible in meeting classroom and program requirements; for example, they are involved in a high frequency of the following: tardiness and absences, absences on exam days, assignments are turned in late, required field experiences or group meetings to prepare for group projects are missed.
- ◆ do not meet the grade-point requirements that have been established at different points in the program.

Students must have a 2.5 overall GPA and 2.5 GPA in the prerequisites and required social work courses in order to gain formal admittance into the program as a social work major. In order to enter the field practicum during the senior year, BSW students must meet the same GPA requirements as for admission to the program. BSW students must repeat any course in which they received a grade below that of C.

- ◆ continue to reject social work values as they proceed through the program or who do not comply with the *NASW Code of Ethics*.
- ◆ fail to engage in ethical behavior in the community commensurate with the professional role.
- ◆ are found to be in serious violation of WSU Student Disciplinary Rules, as determined by the WSU Judicial System.

- ◆ are convicted of a violent crime or other felony.
- ◆ are under the influence of alcohol or drugs in the classroom or field settings, which causes them to function in an impaired manner, exhibit inappropriate behavior, or demonstrate negligence or unprofessional conduct, as defined in the NASW *Code of Ethics* and the BSW Program Manual <http://www.westfield.ma.edu/academics/degrees/social-work>
- ◆ violate WSU's Alcohol and other Drugs Policy, as defined in The Bulletin on the university website <http://www.westfield.ma.edu/firstyear/>, and/or engage in behaviors that are inconsistent with the professional competencies defined in the BSW Program <http://www.westfield.ma.edu/academics/degrees/social-work>
- ◆ are unable to pass a drug screen, as required by the program or the field practicum.
- ◆ behave in ways that are inappropriate to the field of social work, as defined in the NASW Code of Ethics or WSU and the BSW Program policies.
- ◆ are unable to demonstrate willingness to grow toward professionalism by responsibly and satisfactorily reconciling differences between personal and professional values/ethics in order to practice in an ethical and a professional manner, as required by the NASW *Code of Ethics*.
- ◆ interact inappropriately or ineffectively with faculty, staff, peers, field instructors, or in other collegial relationships

It is the hope of the program that problems will not develop to the point of dismissal. If a problem occurs that jeopardizes the standing of a student in the program, the Academic Review Committee will be informed and will examine the situation.

Academic Review Policy & Procedures - Probation/Dismissal Procedure

Scope of Policy: This document describes policies governing the procedures for the Academic Review Committee (ARC) and the use of the "Behaviors Incompatible with Social Work or Academic Performance" form.

Academic Review Committee (ARC) Policy

Purpose of Committee: The committee is charged with reviewing the academic standing of students (BSW & MSW) when issues around academic performance require a formal review. The committee has the ability to require a plan of action for improvement (probation) or may remove the student from the program (dismissal).

Committee Membership:

- The committee will be comprised of four department faculty members, appointed to the committee by the Chair and should represent both BSW & MSW Programs,

- Committee members serve a two-year term with members terms staggered.
- ARC student reviews require that three members of the committee be in attendance. The reporting faculty member is exempt from serving on the committee if a member of the ARC.

Committee Procedure:

- The Program Director will notify the Committee Chair of the referral to ARC committee.
- The ARC Chair will notify all department faculty/field instructor (if relevant)/staff of the referral and give all the opportunity to supply the committee with pertinent information (in writing) or request the opportunity to attend the hearing. The referring faculty will attend the hearing.
- All written material will be provided to the committee members and student prior to the meeting for their review.
- The committee will convene a meeting to review the referral and to determine what background data needs to be gathered. This should include all behavior forms and input from referring faculty.
- The Chair schedules all dates for meetings. all attendees will be given a minimum of 3 days notice of a meeting.
- The initial meeting with the student will be held within 14 working days of the referral.
- The committee will review all relevant information (talk with advisor, field liaison, faculty, etc.).
- The student may request an advocate who is a member of the WSU learning community attend the meeting (relatives and legal counsel are not allowed).
- The ARC Chair will meet with the student prior to the committee meeting to provide an orientation to the process.
- The committee will meet with the student, and interested parties and then deliberates.
- Committee makes a determination of “no action required”, “probation” or “dismissal” and may define a time limited plan of action or probation plan.
- The committee will report their determination in writing to the student, the MSW and/or BSW Director, and the Department Chair within 5 business days of the meeting. A copy of the determination will be placed in the student’s department file. The committee will inform the student of their rights regarding appeals including the timelines for appeals (see Student Manual for Policy).
- If the BSW or MSW Committee have concerns or questions, the program committee may

request clarification from the ARC or a meeting with ARC to review the findings and plan.

- All plans will be monitored by either the BSW or MSW committee as routine agenda items during subsequent meetings. When resolved the appropriate program committee will send a final report to the ARC and file the report in the student's department file.
- Continued issues with the student around the plan will be referred back to the ARC via a written referral with a copy placed in the student's department file.

“Behaviors Incompatible with Social Work or Academic Performance” form

Purpose of Form: This form is used to document student behaviors that are incompatible with being a Social Worker or issues around academic performance. The form once completed is kept on file in the Student's Department of Social Work file. For repetitive or serious problems the form is used to request an ARC review for a student.

Procedure for use of Form:

1. Form is completed by faculty/staff
2. Form is reviewed with student who signs off on form to acknowledge receipt and review. Student may write a response and include it with the form. If student does not respond within 7 days, the form is forwarded to the appropriate program director without the signature. Failure to sign will be noted on the form.
3. The referring faculty member will file the form in the student's departmental file. If in the opinion of the faculty member the seriousness of the report warrants, he/she may refer the issue for review with the appropriate Program Committee (BSW or MSW)
4. In either case the form is filed in student's departmental file
5. In the case where in the judgment of the Program Committee the incident is more serious or is a repeat event and requires further action, the form is routed to the ARC Chair who convenes the committee.

Appeals

If a student feels he/she was unfairly treated during the probation process or the dismissal process she/he has the right to have his/her situation reviewed through the academic appeals process. For details on appeals see the section in the BSW Program Manual entitled “Student Responsibilities, Rights, and Appeals.”

BSW Transfer & Life/Work Experience Credit Policy

This policy will outline the program's policy and procedures regarding the acceptance of transfer credits and credit for life experience.

Transfer Policy & Procedures

The following policy is designed to avoid redundancy in students' academic experience but maintain the integrity of the Social Work program at WSU insuring that graduates possess appropriate knowledge, values and ethics, and skills to practice social work upon graduation.

The policies regarding transfer credits for the common core required for all students are determined by the university and approved by the admission office and registrar in conjunction with academic departments as appropriate. Transfer credits for the social work liberal arts foundation courses approved as equivalent in the transfer process will be accepted as equivalent in the social work program for the social work liberal arts foundation courses.

Transfer credits not accepted as common core in the transfer process but accepted for college credit also may be accepted by the program for the social work liberal arts foundation courses. Students are required to submit their request in writing to the program director with a copy of the course syllabus. All requests will be reviewed by the program director for equivalent status. Students are informed in writing of the director's decision.

Students may apply to have previous social work courses accepted toward the social work major courses. The program requires that courses have equivalent content to the WSU program and have been taken at a CSWE accredited program. The exception to this policy is that equivalent Introduction to Social Work and Social Welfare courses need not have been taken at a CSWE accredited program but must be instructed by an instructor possessing an MSW. Students are required to submit their request in writing to the program director with a copy of the course syllabus. All requests will be reviewed by the program director for equivalence status. Students are informed in writing of the director's decision.

If a student feels he/she was unfairly treated during the process of requesting transfer credits count toward the social work liberal arts foundation courses or social work major courses she/he has the right to have his/her situation reviewed through the academic appeals process.

Credit for Life/Work Experience Policy

It is the policy of the BSW Social Work program at WSU to not accept or offer credits for life/work experience in the transfer process or while a student is in the program.

Student Academic and Professional Advisement

Description and Purpose

Advisement of Social Work majors (SOCW) and Presocial Work majors (SOCP) is provided by the full time social work faculty. Advisement is a process that occurs every semester as part of the pre-registration process for the following semester. Advisement is a time where the student and advisor review the student's progress toward graduation including looking at overall credits, completion of the university's common core, and completion of the Social Work major. Beyond these traditional

advisement issues, advisement in social work also includes looking at student's interests in the field for the purpose of exploring possible field placements, possible work opportunities at graduation, and possible graduate schools opportunities. Finally advisement attempts to aid students in exploring whether or not Social Work is a good professional fit with their interests, values and career plans.

Preparation Process

1. At the beginning of the advisement period listed on the university's calendar, the student should obtain a copy of the "Registration and Course Offerings" booklet.
2. At the beginning of the advisement period the student should make an appointment with her/his academic advisor. (A list of advisor assignments is posted outside of the entrance to the Department of Social Work, Mod Hall, Suite 102).
3. In preparation of the advising appointment, the student should: 1.) Print a copy of his/her degree audit (through the "degree evaluation" tab on MyWestfield) to bring to the advisement appointment; 2.) Review this audit and the maps for completing the major; 3.) Using these documents and the "Registration and Course Offerings" booklet develop a tentative schedule for the following semester; 4.) Bring their degree audit and tentative schedule to his/her advising session within the Department of Social Work; and 5.) If necessary, develop a list of questions for his/her advisor about field placements, work opportunities, graduate school or other professional issues in social work he/she would like to discuss with the advisor.

Expectations for Students Regarding Coursework

Academic Honesty

Academic honesty is expected of all members of the academic community. Academic dishonesty includes cheating on examinations, plagiarism, fabrication, multiple submissions of a single paper, interference with use of materials, facilitating academic dishonesty, improper use of human and animal subjects, and failure to report incidents of academic dishonesty. Violations may result in failure of the assignment, failure of the course, and/or suspension or dismissal from the university.

Intentional and unintentional violations of the Academic Honesty policy are prohibited. Students are responsible to ensure they do not purposely or accidentally misrepresent another's work as their own. The following links provide some guidance to avoiding accidental misrepresentations (<https://owl.purdue.edu/>) and properly citing legitimate references to work that is not one's own (<https://owl.purdue.edu/>).

Violations of the Academic Honesty policy are often related to challenges students are having conceptualizing, researching and preparing academic papers. The University has resources available to help you with this work. The Westfield State University Reading and Writing Center is available to support you in your studies (<http://www.westfield.ma.edu/academics/reading-and-writing-center>).

You also have access to SmartThinking, a national online service that allows you to receive feedback for your draft assignments from professors outside the University (<http://www.westfield.ma.edu/go->

[back-now/student-resources](#) . **Most importantly, you should contact your professor if an assignment or other expectation is unclear.**

The complete Westfield State University Academic Honesty Policy, which defines plagiarism, fabrication and all other violations of the policy, can be accessed at http://www.westfield.ma.edu/images/uploads/policies/1020Academic_Honesty.pdf

Guidelines for Written Work

- Formal written assignments should follow APA 6th edition style. Please note that APA style guidelines include expectations for: titles, headings, page numbers, font, and margins. There are several excellent guides for APA style <https://owl.purdue.edu/> and the Westfield library website.
- Assignments must be submitted by the due date indicated on the course syllabus.
- If submitted electronically, the filename should include your name and the assignment name (for example, use *smiths assign1.docx* rather than *assign1.docx*).
- All written work must be edited for spelling and grammatical errors. You may use the Reading and Writing Center at any stage in your writing process. To make an appointment, enter this link <http://www.rich17.com/wsc/> or visit the center in 218 Parenzo Hall. You may also use the online tutoring resources, Smart Thinking. Sources used for written work should be reasonably current and reflect reliable and appropriate resources. Most of your sources should be from: professional peer reviewed journal articles, major newspapers, professional association and/or the reports from government agencies. These sources can be found by utilizing the library databases including Social Work Abstracts, PsychINFO, PsychARTICLES, LexusNexus and EBSCO Host.

Exams

- Make up exams are scheduled due to medical reasons for students who provide documentation of the medical issues. Other make-up exams are at the discretion of individual instructors.

Language and Classroom Etiquette

Cell phones and web-enabled devices have become a part of our daily lives and standards concerning their usage are an important part of developing a classroom community. Texting or talking on your cell phone is **never** appropriate during class, and is prohibited. Cell phones should be silenced during class, and stored out of sight. In case of a family emergency such as a sick child, inform your professor before the start of class and set your device to vibrate, and sit near the classroom door so that you can leave to take your call without disrupting the class. If you utilize a web enabled device (laptop or IPAD) to take notes during class, read PowerPoint slides or access course readings use of the device should be limited to these function only, unless the faculty directs you to use it for another function.

Attendance and Participation

In accordance with WSU policy, attendance at each class is expected. Poor attendance or participation will be reflected in your course grade. **You will not earn participation points for the days that you are absent. More than 3 absences will result in failure of the course.** If you have to

miss a class it is expected that you will call or e-mail the instructor. It is the student's responsibility to collect information about missed material from a peer and it is not the responsibility of the instructor to inform the student of work assigned during the missed class period.

Assigned readings and online activities should be **completed in advance of class** and familiarity with the readings should be reflected in participation during in-class and online discussions and exercises. Active participation is critical to your performance in the class. Your participation grade includes your ability to engage in all aspects of the course, both face-to-face and online. If you are not engaged in the class (i.e. sleeping, refusing to stay off electronic devices etc...) and after being prompted by the instructor are unable to focus you will be asked to leave class and this will count as an absence.

Assignment Deadlines

Late assignments (both face-to-face and online) will not be accepted unless PRIOR arrangements are made with the instructor; otherwise late assignments will receive a grade of 0. Makeup papers or online assignments are at the discretion of the instructor and are only allowed for students with an approved excuse.

Incomplete grades

Incomplete grades are given on rare occasions when the student is near completion of the course (80% or more) and is unable to complete the assignments before the end of the semester due to an approved reason. The student must contact the instructor before grades are submitted at the end of the semester to request an "I". The student and instructor must develop a deadline of when all assignments must be completed. Incompletes must be finished within the first two weeks of the following semester or the grade will change to an F.

Student Responsibilities, Rights, and Appeals

All social work students are expected to follow and are protected by the academic and nonacademic policies of the university (for a detailed list of policies and procedures see the "WSU Student Handbook" and WSU "Bulletin"). Students have the right and responsibility to be involved in the formulation and modification of academic and student affairs policies generally in the university and specifically in the Social Work Program. Methods for involvement in campus policy are outlined in the student handbook and occur through student government.

Social Work students are involved in setting and modifying program policy through student representatives on the Social Work Advisory Board, annual program evaluation meetings between students and the Program Director, and a general invitation to discuss any issues with the Program Director. Finally, social work students are expected to follow the NASW Code of Ethics.

Students have the right to be protected by due process and may question and appeal decisions made regarding their education at WSU. This may include questioning a grade or a committee decision regarding their academic standing. Prior to appealing a grade, a decision of a faculty member regarding academic honesty, a decision of the Academic Honesty Hearing Committee, or a decision made

by the Academic Review Committee, students are urged to meet with the Program Director to discuss their concerns. The formal appeals processes available to students follow.

Non-discrimination Policies

1.) In compliance with Westfield State University's policy and federal law, faculty are available to discuss appropriate accommodations that you may require. Requests for academic accommodations should be made during the 'add/drop' period, unless there are unusual circumstances, so that appropriate arrangements can be made. Students who are seeking accommodations must register with the Banacos Center for disability verification and determination of reasonable academic accommodations. For details, please refer to the disability resource office at <http://www.westfield.ma.edu/academics/disability-services>

2.) Class rosters are provided to the instructor with the student's legal name. Faculty will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the faculty member of this preference early in the semester so that appropriate changes to language can be used.

Appealing a Grade

Appeals of grades should be submitted in writing to the Dean of Undergraduate Studies within the first 4 weeks of the semester following the decision. (for a full description of this appeal process see the WSU "Bulletin").

Appealing a Decision of the Academic Honesty Hearing Committee

Appeals of academic decisions regarding academic honesty should be submitted in writing within 7 days of the hearing committee's decision to the Vice President of Academic Affairs (for a full description of this appeals process see the WSU "Bulletin").

Appealing a Decision of the Admissions Committee

Appeals regarding decisions made by the BSW Programs Admission Committee regarding acceptance/rejection are handled by the Appeals Subcommittee of the Social Work Program. This committee is made up of the Department Chairperson, MSW Program Director, BSW Program Director, and one non-faculty member of the Social Work Advisory Board and one student member of the Social Work Advisory Board appointed by the Department Chair. Students and committee members will follow the following procedures:

1. Students who wish to appeal a decision made by the Admissions Committee must submit their request for an appeal in writing to the Program Director within 14 days of being notified by the Committee of their decision.
2. The Program Director will schedule a hearing for the Appeals Subcommittee to convene within 30 days of the request for an appeal.

3. The appeals hearing will include the student requesting the appeal, an advocate for the student (a faculty member, another student, a field instructor, or a university employee are allowed, friends, family, or legal counsel are not allowed), and the committee members.
4. All written materials parties wish to have considered at the hearing needs to be submitted to the Program Director no less than 2 business days before the hearing to allow distribution of the material to all parties.
5. The hearing is chaired by the Subcommittee Chair who is elected by the Subcommittee members. The hearing is conducted in an informal manner allowing parties the opportunity to present information and ask questions.
6. After all parties have been allowed to present information and ask questions, they will leave the hearing room to allow the committee time to deliberate.
7. All parties will be notified in writing of the Subcommittee's decision within 5 days of the hearing.
8. Parties who wish to appeal the decision of the Appeals Subcommittee have the right to appeal their decision through the university's academic appeals process. Appeals of decisions regarding the Social Work Appeals Subcommittee should be submitted in writing within 7 days of the hearing committee's decision to the Vice President of Academic Affairs (for a full description of this appeals process see the WSU "Bulletin").

Appealing a Decision of the Academic Review Committee

Appeals regarding decisions made by the BSW Programs Academic Review Committee regarding probation/dismissal from the BSW Program are handled by the Appeals Subcommittee of the Social Work Program. This committee is made up of the Department Chairperson, MSW Program Director, BSW Program Director, and one non-faculty member of the Social Work Advisory Board and one student member of the Social Work Advisory Board appointed by the Department Chair. Students and committee members will follow the following procedures:

1. Students who wish to appeal a decision made by the Academic Review Committee must submit their request for an appeal in writing to the Program Director within 14 days of being notified by the Committee of their decision.
2. The Program Director will schedule a hearing for the Appeals Subcommittee to convene within 30 days of the request for an appeal.
3. The appeals hearing will include the student requesting the appeal, an advocate for the student (a faculty member, another student, a field instructor, or a university employee are allowed, friends, family, or legal counsel are not allowed), and the committee members.
4. All written materials parties wish to have considered at the hearing needs to be submitted to the Program Director no less than 2 business days before the hearing to allow distribution of the material to all parties.

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6. After all parties have been allowed to present information and ask questions, they will leave the hearing room to allow the committee time to deliberate.
7. All parties will be notified in writing of the Subcommittee's decision within 5 days of the hearing.
8. Parties who wish to appeal the decision of the Appeals Subcommittee have the right to appeal their decision through the university's academic appeals process. Appeals of decisions regarding the Social Work Appeals Subcommittee should be submitted in writing within 7 days of the hearing committee's decision to the Vice President of Academic Affairs (for a full description of this appeals process see the WSU "Bulletin").

University Diversity and Nondiscrimination Policies

The following is excerpted from the college Bulletin.

Affirmative Action, Nondiscrimination and Diversity

The College maintains and promotes a policy of non-discrimination on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status and national origin. This policy incorporates by reference and where applicable the requirements of Federal Executive Orders 11246 and 11375 as amended; the Civil Rights Act of 1988; the Civil Rights Act of 1991; Title IX of the Higher Education Amendments of 1972 as amended; Section 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; Section 402, Vietnam Era Veterans Readjustment Assistance Act of 1974; and pertinent Laws, Regulations and Executive Orders; directives of the Board of Higher Education, the Board of Trustees of Westfield State University and the Commonwealth of Massachusetts, and other applicable local, state and federal statutes.

Non-discrimination requires the elimination of all existing discriminatory conditions, whether purposeful or inadvertent. Westfield State University shall systematically examine all policies and procedures to be sure that they do not, if implemented as stated, operate to the detriment of any person on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status or nation(al) origin.

Westfield State University is committed to a policy of affirmative action, equal opportunity, non-discrimination and diversity. It is committed to providing a learning, working and living environment for its students, employees, and other members of the College Community that values the diverse backgrounds of all people...The College believes that the diversity of socioeconomic, racial, ethnic, religious, gender, sexual orientation, age and disability backgrounds of members of the College Community enriches the institution. The Colleges will not tolerate behavior based in bigotry which has the effect of discriminating unlawfully against any member of the community. Excerpted from

the Personnel Section of the Westfield State University Policy and Procedures Manual, Policy Number 2020.

Sexual Harassment

It is against the policy of Westfield State University for any member of the College Community, male or female, to sexually harass another employee, student, or other person having dealings with the institution. The College is committed to providing a working, living and learning environment that is free from all forms of sexually abusive, harassing or coercive conduct. This policy seeks to protect the rights of all members of the College Community (faculty, librarians, administrators, staff and students) and other persons having dealings with the institution, to be treated with respect and dignity

Sexual harassment is a form of behavior which fundamentally undermines the integrity of academic and employment relationships. It is of particular concern within educational institutions where all members of the community, but especially students, faculty, librarians, staff and administrators are connected by strong bonds of intellectual interdependence and trust. Both the Federal Courts and the Equal Employment Opportunity Commission have ruled that sexual harassment constitutes sex discrimination as defined under Title VII of the Civil Rights Act of 1964. Sexual harassment has also been judged to be prohibited sex discrimination under Title IX of the Higher Education Amendments of 1972 as amended, and under Chapters 151B and 151C of the Massachusetts General Laws.

Sexual harassment consists of unwelcome verbal, non-verbal and/or physical behavior of a sexual nature which has the effect of interfering with the student, employment, academic or other status, or of creating a sexually intimidating, hostile, or offensive environment. Sexual harassment incidents can involve a male harasser and a female victim, a female harasser and a male victim, or same gender harassment.

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when: a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; b. submission to, or rejection of, such conduct by an individual is used as a basis for academic or employment decisions affecting that individual; or c. such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating a sexually intimidating, hostile or offensive employment, educational or living environment.

Examples of sexual harassment may include, but are not limited to: verbal harassment or abuse, subtle pressure for sexual activity; sexual remarks about an individual's or group's clothing, body or sexual activities; unnecessary touching, patting, or pinching; demands for sexual favors accompanied by implied or overt threats or offers concerning one's job, grades, letter of recommendation, etc.; physical sexual assault.

Under this policy, consenting romantic and/or sexual relationships between faculty and student, librarian and student, administrator and student, classified staff member and student, or supervisor and employee are deemed unprofessional...

Codes of Ethics for most professional associations forbid professional/client sexual relationships. In this context and for purposes of this policy, the professor/student relationship is properly regarded as one of professional and client. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in giving praise or blame, grades, recommendations for further study and employment, and other benefits or opportunities diminish the student's actual freedom of choice such that relationships thought to be consensual may in fact be the product of implicit coercion. Many elements of the administrator/student, librarian student, classified staff member/student and the supervisor employee relationship are similar to those of the professor/student relationship because of a similar imbalance of power and a similar need for trust. For purposes of this policy, therefore, these relationships are also discouraged and looked upon with disfavor.

Excerpted from the Personnel Section of the Westfield State University Policy and Procedures Manual, Policy Number 2100.

Discrimination Complaint Procedure

A person who believes that s/he has been discriminated against on the basis of race, color, religion, national origin, gender, sexual orientation, age, disability, marital or veteran status may: a. File an informal claim either permitting or not permitting the use of his/her name, in an effort to resolve the matter; b. File a formal complaint either with or without first filing an informal claim; c. Proceed from an informal claim to a formal complaint; d. If provided for by law, file a charge directly with the local, state, or federal agency having appropriate jurisdiction.

Information and assistance on any of these options are available from the Director of Equal Opportunity, Parenzo 226, 572-5216. Complete information on Complaint Procedures may be found in the Personnel Section of Westfield State University Policy and Procedures Manual, Policy Number 2070.

Hazing Law- Chapter 665

Students are advised to be familiar with the Massachusetts General Laws, Chapter 269, Sections 17, 18, and 19 relative to the crime of hazing. A copy of the law is printed in the Student Handbook, distributed to all full-time students once a year

University Resources

Counseling Center

The Counseling Center is located in Lammers Hall Annex. Appointments may be made through the Director by calling 572-5790. The Westfield State University Counseling Center exists to provide counseling and preventive psychological services for WSU students. Their mission is to facilitate self-discovery, personal growth and healing for students in their journey toward whole-person development. The Counseling Center staff seeks to understand and value the individual within the context of community living, offering services through a multitude of pathways: individual counseling, couples counseling, family counseling, group counseling, assessment of needs, referrals to community and other WSU resources, workshops and presentations.

The Office of Substance Abuse Prevention (OSAP) offers both substance abuse counseling and a variety of educational and creative social programming designed to enhance development of responsible decision-making skills on the part of students regarding substance (ab)use and healthy living. Further information about OSAP may be obtained by contacting the Counseling Center.

Health Services

All full time undergraduate students, regardless of health insurance, can utilize the Department's services. There are no fees charged for visits and medications provided. The Department provides minimal First Aid care and certain preventative vaccine clinics as a service for employees, faculty and staff. Health Services is located in the West Wing of Scanlon Hall back entry and our phone number is (413) 572-5415.

Health Services Hours of Operation

Monday through Thursday 8:30AM to 5PM

Fridays 10AM to 5PM

Closed daily from 1PM to 2PM

Please try to arrive for end of day visits by 4:30PM

Closed weekends but WSU Emergency Medical Services is on duty under the auspices of the Dept. of Public Safety

Library

The Governor Joseph B. Ely Library's collections include 144,195 books, 643 currently received periodicals, 16,666 bound periodicals, 471,489 microfiche, 9,558 microfilm reels, audiovisuals, abstracts, indexes, CD-ROMs, 175 databases containing more than 19,000 full text periodicals available online. Online databases and online catalog are available from the Library's homepage <https://lib.westfield.ma.edu/home>. Reference, interlibrary loan, information instruction services, and copiers are available. A student ID is required to borrow materials.

Library Hours (Fall and Spring)

Monday-Thursday.....	8:00 a.m. - 12:00 a.m.
Friday.....	8:00 a.m. - 5:00 p.m.
Saturday.....	10:00 a.m. - 6:00 p.m.
Sunday.....	1:00 p.m. - 12:00 a.m.

Vacation, holiday, Winter and Summer hours will be posted. Refer to semester catalogs for specifics.

Banacos Center – Learning Disabilities Program

The Learning Disabilities Program at Westfield State University offers a supportive academic setting where students with learning differences, that are learning disability or ADHD based, can flourish. A professional Program Advisor is assigned to each new student in the Learning Disabilities Program. The Advisor helps students to master their individual learning strengths and assists students in becoming fully independent learners. Learn more at: <http://www.westfield.ma.edu/academics/banacos-academic-center>

TRIO Student Support Services

The TRiO Student Support Services Program (SSSP) is a U.S. Department of Education federally funded TRiO program providing ongoing support throughout a Westfield student's college career. SSSP offers eligible program participants free, comprehensive academic and personal support designed to assist with persistence to graduation and preparation for graduate or professional school. The SSSP serves 160 students with academic need from a diverse cross-section of the Westfield State University study body. This includes students who: demonstrate economic need; are first generation college students, where neither parent completed a 4-year college degree; have documented disabilities. Interested students are encouraged to apply to the program and be reviewed for eligibility <http://www.westfield.ma.edu/academics/student-support-services-program-trio>

Public Safety Security Report

Westfield State University's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings owned or controlled by Westfield State University and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. Acquire a copy of this report by contacting Public Safety or by accessing <http://www.westfield.ma.edu/offices/department-of-public-safety>

Regulations and Procedures

Absence Due To Religious Beliefs (Chapter 151C, 2B)

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effect shall result to any student because of his/her availing him/herself to the provisions of this section of the Massachusetts General Laws.

Confidentiality of Student Records

The Educational Rights and Privacy Act of 1974 is a federal statute which gives you permission to review your records and offers you the possibility of correcting errors which you may discover. Matriculated students who wish to view their files must complete a written request and allow two working days notice.

The university, according to the Act, may make public "Directory Information" about you, (e.g., name, address, date and place of birth, telephone listings, schools attended, degrees and awards received, major field of study, participation in officially recognized activities and the most previous educational agency or institution) unless you specifically request in writing that your prior consent be obtained. A request made by students to suppress from public distribution the above mentioned

information is to be made in writing annually to the office not later than October 1 of each academic year.

Computing, Email, Web Page, & Software Information

Email is the official means of communication to you from the BSW Program. We will only use your WSU issued email.

If you are interested in purchasing a new computer or software, the IT Department at WSU has arranged for discounted prices on computers (Macs and Dell computers). For more information about discounts on Mac computers, Mac software, and Dell laptops visit https://westfield.onthehub.com/WebStore/ProductsByMajorVersionList.aspx?cmi_cs=1&cmi_mnuMain=df783b53-081b-de11-9c12-0030485a8df0 For more information about buying Microsoft Software at a discount please visit our e-academy site at <http://wsc.ma.onthehub.com>, and follow the instructions.

myWestfield – FAQ's

What is myWestfield?

myWestfield is Westfield State University's web portal. myWestfield is a secure site providing students, faculty and staff with world-class services, featuring a single sign on website for campus announcements, web for students/faculty/staff, e-mail, course tools, library access and much more!

What is the URL address for myWestfield?

The URL address for myWestfield is <https://mywestfield.wsc.ma.edu>

What do I need in order to get started on myWestfield?

In order to get started on myWestfield, you will need a computer with a compatible browser and access to the Internet. You will also need your myWestfield username and password.

How do I login to myWestfield?

To login to myWestfield, you will need your myWestfield username and password. Then, point your browser to URL address <http://www.westfield.ma.edu> What is my myWestfield username and password?

Your myWestfield username is your first initial and last name followed by a sequence number if necessary. This is the same username that you use for Outlook Web Mail.

Example: If your name is John Smith, then your username would be jsmith. If there is more than one person with the same first initial and last name combination then the last four digits of your College Wide ID (CWID).

How do I get assistance if I am unable to login to myWestfield?

Online support is found in these Frequently Asked Questions. Students can contact the Student Help Desk at 413-572-5528 for assistance. Students can also get login assistance in person at the Student Help Desk in Wilson Hall next to the One Card Office. Faculty and staff can contact the IT Help Desk at 413-572-5300 ext. 4357 or helpdesk@WSU.ma.edu. Faculty and staff can also get login assistance in person at the IT Help Desk in Wilson Hall room 103.

How do I access online instructions for myWestfield?

myWestfield provides many ways to access online help services. You may get general assistance by clicking on the Help icon in the upper right corner of your screen display.

What browsers are supported for the current version of myWestfield?

To log in and use the system effectively, you should be using one of the following Internet browsers:

- Windows
 - Internet Explorer 6.0 or higher
 - FireFox 2.0 or higher
 - Safari 3.1 or higher
- Macintosh
 - OS X v10.3 or higher
 - Firefox 2.0 or higher
 - Safari 3.1 or higher

If you are trying to log in to the system using another browser, you may experience difficulties.

How can I tell that myWestfield is secure? I don't see the lock icon.

myWestfield is a secure site. The site uses frames, though. With frames, you can display more than one Web page in the same browser window. The web pages within the registration section of myWestfield consist of the top frame and main frame. The top frame contains the myWestfield graphic as well as a back link and icons links to email, calendar, etc. The main frame contains your personal information, date, registration information, etc.

Currently, browsers do not properly display secure certificate information for a portion of a frame set that is secured. Because of this, the security "padlock" will not appear in your browser window. Despite the absence of the "padlock" your data is secure.

What if I can't view or login to myWestfield?

If you are unable to view or login to the myWestfield website, use the following steps to troubleshoot your issue.

STEP 1: Verify your browser compatibility.

STEP 2: Verify non-persistent cookies and JavaScript are enabled.

STEP 3: Verify you are not using a pop-up blocker.

STEP 4: Verify that you are able to access other WSU sites.

STEP 5: Attempt to access the site from another computer.

If you are still unable to view or login to the myWestfield website, please contact the Helpdesk making sure to provide your name, contact phone, email, myWestfield username, the operating system of the computer you are using, how you are connecting to the internet (Dial up, DSL, Cable, other), and what steps you've completed in the troubleshooting process.

Can I access myWestfield from home?

Yes, you can access myWestfield from any computer with a web browser and internet connection.

What if I need help learning how to use myWestfield?

The system is fairly simple to learn and there are many resources for additional help. Once you login there is a help icon available on the top right of your screen. There is also a channel on the Home Tab called myWestfield Tutorials which contains a End User Training Tutorial which explains the features of the system. There is a Course and Group Leader Administration Guide (pdf).

What if I am having a technical problem with myWestfield?

Online support is found in these Frequently Asked Questions. Students can contact the Student HelpDesk at 413-572-5528 for assistance. Students can also get login assistance in person at the Student Help Desk in Wilson Hall next to the One Card Office.

Why do I get a "Failed Login" error?

Details as to why you received the "Failed Login" message appear in italics directly after "ERROR:". The message "username and password pair not found" indicates that the password you entered does not match the password on record for the user name that was entered. Verify that you are using your assigned username and the correct password. Then try entering them a second time.

When is myWestfield available?

myWestfield will be available daily except on Saturdays from 12 a.m. - 4 a.m. Special notices of system maintenance will be placed in the Campus Announcements channel on the Home tab.

University Email

Our e-mail system consists of 4 Microsoft Exchange servers and 1 Unix-based Spam Filter Appliance. We handle roughly 200,000 messages a day. Our Spam filter scans all of these messages before they reach your inbox for possible spam and viruses.

IMPORTANT! We will never ask you for your username and/or password through e-mail.

You can check your email from any computer with an Internet connection by clicking email in the myWestfield portal or you can check your e-mail directly by entering the web address <http://www.westfield.ma.edu> In your browser you will be prompted for your e-mail ID and password. Students' mailboxes can hold 50mb of e-mail. That is roughly 60,000 or 20,000 e-mail messages respectively. You can send attachments up to 10mb in size; more than enough to send a picture or two.

Once logged into your email you will access to the following tools that you may take advantage of:

Mail - This will bring you to your current messages.

Calendar - Where you can store you appointments and important events.

Contacts - Your contacts are where you can store e-mail and postal addresses of your colleagues, family, and friends.

Tasks - Think of this as your 'to do' list; we all have one.

Options - Located in the upper right corner. You can change many environment features here, such as the color of your Outlook Web Access, or you can do administrative actions, such as changing your password.

Department of Social Work Web Page

The Department of Social Work Website <http://www.westfield.ma.edu/academics/degrees/social-work> has many important documents available. Information which can be found on the Web site includes: Descriptions of both BSW and MSW programs, listing of contact information for all department faculty, BSW, and MSW Program Handbooks; BSW and MSW Practicum Manuals; Practicum Forms, study plans for completing the BSW or MSW, and links to multiple valuable websites. You may access the School's website from computers anywhere in the world, as long as they have Internet connection and browser software.

Campus Computer Labs

There are various PC and Mac labs through- out campus including:

- Mod Hall Room 110, PC
- Bates Hall, Room 03, PC
- Bates Hall, Room 04, PC
- Bates Hall, Room 22, PC
- Ely Hall, Campus Center, Cyber Cafe, PC
- Ely Hall, Room 313, Mac
- Horace Mann Center, Basement, PC
- Parenzo Hall, Room 113, Mac
- Wilson Hall, Room 104, PC
- Wilson Hall, Room 101, PC
- Woodward Center, Room 240, PC

Accessing Ely Library Electronically

You can access the Ely library on line for literature searches including full text articles, interlibrary loans, [on-line sources for proper use of APA](#), and multiple other services and features. Please point your browser to: <https://lib.westfield.ma.edu/home> for the Ely Library at WSU.

Accessing College WiFi on your laptop

We have 3 wireless networks on campus.
The wireless network names (SSID) are WSU, guest and resnet.

WSU

This wireless network is **ONLY** available in all of our Academic buildings, Administration buildings and open areas throughout the campus. This wireless network connection requires you to log in using your e-mail username and password.

guest

This wireless network is **ONLY** available in all of our Academic and Administration buildings. This network has **LIMITED** bandwidth, is restricted to web browsing and is available for **GUESTS** of Westfield State University.

resnet

This wireless network is **ONLY** available in the residence halls on our residential network and is available for our residential students

For more information about IT at WSU feel free to explore the IT website at

<http://www.westfield.ma.edu/offices/information-technology>

NASW Code of Ethics

The following is reprinted verbatim from the NASW website:

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

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

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

PREAMBLE

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political

action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

PURPOSE OF THE NASW CODE OF ETHICS

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

The *NASW Code of Ethics* serves six purposes:

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

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

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should

act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

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

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

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

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

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

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make

responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

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

ETHICAL PRINCIPLES

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

ETHICAL STANDARDS

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

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

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

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

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.
- (d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.
- (e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- (d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

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

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

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or

other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with

potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should

immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex,

sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

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