

**SOCIAL WORK
PROGRAM
STUDENT
HANDBOOK
2008-2009**



HOPE COLLEGE

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PROGRAM DESCRIPTION

Mission Statement of the Social Work Program

The mission of the Hope College Social Work Program is “to prepare entry-level generalist social work culturally competent practice in a diverse global society.” Central to this mission is preparing students to provide competent services to systems of all sizes with a special emphasis on children and families. The program is committed to teaching students to work to promote equality, justice, respect for human diversity, and adequate sustenance for all members of society. The program seeks to develop social work knowledge and encourage its students to take on leadership roles in addressing social problems and challenging social, economic, and environmental injustice. The Program is anchored in the College's liberal arts education and within the context of the historic Christian faith, which promotes the search for wisdom, spiritual awareness and service to humanity.

Program Goals

From this mission statement, the three overall Program goals are derived:

1. To prepare undergraduate students who are firmly grounded with an interdisciplinary liberal arts education, social work values and ethical standards, and understanding of the social work profession's history, purpose, and philosophical tenets, and the necessary competency skills for generalist beginning level professional social work practice with individuals, families, groups, organizations, and communities in a culturally diverse global society; advocacy for the well being of clients and challenging social and economic injustice.
2. To give students a solid foundation for graduate education.
3. To provide a strong liberal arts education within the context of the historic Christian faith.

1. To prepare undergraduate students who are firmly grounded with an interdisciplinary liberal arts education, social work values and ethical standards, and understanding of the social work profession's history, purpose, and philosophical tenets, and the necessary competency skills for generalist beginning level professional social work practice with individuals, families, groups, organizations, and communities in a culturally diverse global society; advocacy for the well being of clients and challenging social and economic injustice.

Program Goal 1 is consistent with EPAS 1.1 and the mission of the college. As Hope College aims to prepare graduates *for lives of leadership and service in a global society*, so too the Social Work Program “prepares students for culturally competent practice in a diverse global society.”

The liberal arts General Education Curriculum, Social Work Cognates and specific Social Work Major courses provide students with an understanding and respect for similarities and differences in people's beliefs, needs and experiences; a conceptual framework for assessing the unique contributions, structure, strengths, stressors, and challenges facing a diverse population; and general and specific intervention skills for working a world comprised of diverse populations. As a distinct part of preparation for work with diverse populations, students develop an understanding of and skills intervening with and empowering populations-at-risk.

Since a primary goal of the Program is the preparation for beginning professional practice, the generalist practice model is used. The generalist concept demands interventive skills with and on behalf of individuals, families, groups, organizations and communities with special attention paid to working in a world comprised of a diverse population.

Program Definition of Generalist Practice

The following describes the generalist social work education at Hope College.

Hope College Social Work Program has adopted the new BPD definition of generalist practice.

“Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice.”

Approved by the *Board of Directors*, 2006

In order to achieve the objectives of generalist practice and the Educational Policy and Accreditation Standards, students will develop skills in working with human or social systems of different sizes and different degrees of complexity. Throughout the social work curriculum, discussions of practice with different client systems occurs, and the practice courses are organized to provide specific practice content on this continuum of client system size and type. Our Social Work Program will develop in students the social work skills based on the generalist problem-solving model, which includes initial contact and engagement, assessment, planning, interventions, evaluation, and termination. This model works equally well with client systems and organizations of all levels of complexity.

The generalist practitioner will be trained to assess the social contexts in which client systems find themselves. This practice perspective will provide the students with an understanding of individual, group, family, organizational and community influences on the client systems. The students will also learn skills in assessing the influences of these environmental systems on the client system. Finally, the students will learn skills in promoting ecological change and modification of influences on the client system in order to enhance or promote social and economic justice.

Throughout the curriculum, the students will be provided with knowledge about the values and ethics of the social work profession, experience the application of these values, opportunities to clarify their personal values and opportunities to examine conflicts between their values and those of the social work profession. Additionally, students will examine these professional values and ethics in light of a Christian worldview.

Students will examine the value and utility of continuing their professional growth after graduation from the program. Opportunities for this accomplishment will be based, in part,

on their professional commitment to these ends; skill development in utilizing professional literature; participation in professional development opportunities including seminars and training; developing research and evaluation skills to critically examine their own practice interventions and outcomes; and developing research and communication skills that will allow them to add to the social work knowledge base. The social work faculty will also model continuing development of social work knowledge, continuing educational development through their own behavior as lifelong learners, leadership in the social work field, and their encouragement and support for the students' continuing development of knowledge and skills.

In summary, the training of competent, effective, entry-level professionals possessing the necessary knowledge and skills to engage in generalist practice with culturally diverse client systems is the primary goal of the Social Work Program. Development of professional competency and accountability is an essential part of the social work curriculum. Fundamental to this training is a comprehensive understanding of the historical, philosophical, ethical, and skill bases of professional social work practice. This goal also emphasizes the importance of advocating for social justice and social services that promote the dignity and worth of individuals, families, groups, and communities. A commitment to serving the needs of social services in the community, for continuing development of one's professionalism, and the importance of contributing positively to the social work profession and the broader society are elemental to the Social Work Program. Due to the larger number of graduates working in agencies serving children and families, special emphasis is placed on services to children and work with families.

2. *To give students a solid foundation for graduate education.*

While the first goal is to prepare students for generalist beginning level professional social work practice, the program also wishes to give students a solid foundation for graduate education. The Program's graduate education goal is also consistent with the mission of the Social Work Program and the College.

As Hope College aims to prepare graduates *for lives of leadership and service*, one avenue to meet this aspect of the Hope College mission statement is graduate school. The Social Work Program prepares students for direct entry into CSWE accredited graduate social work programs and other graduate programs. While this goal is secondary to the goal of preparing students for beginning professional practice, within six years of graduation, at least 53% of our social work graduates attend graduate schools of social work and an additional 13% in other fields.

This goal is met as we meet the previous goal. The generalist Social Work major and the General Education Curriculum in the liberal arts together provide our students with the academic breadth, the professional specialization and the practice competencies both necessary and expected of students continuing on to graduate education. Our social work faculty members advise our students on graduate school options, encourage graduate school representatives to present to our classes, and encourage our alumni who have gone on for graduate education to be available for contact by interested students.

3. *To provide a strong liberal arts education within the context of the historic Christian faith.*

The Program's third goal is clearly congruous with the mission of the Social Work Program and Hope College. Hope College offers academic programs in the liberal arts in the context of the historic Christian faith. The College originated and has existed for well over a century

with the articulated aim of offering a decidedly high quality liberal arts education that is accomplished within a dynamic Christian community. This Christian community is informed by a comprehensive General Education Curriculum that examines the natural and social sciences, the humanities and the performing arts. The College, through its curriculum, emphasizes the student's cultivation of initiative and creativity, and acquisition of principles from the natural and social sciences necessary for developing skills and understanding of the human being and the social dynamics in a changing society. These skills and perspectives are clearly aligned with the goals of the Social Work Program. The Social Work Program also holds that the education of a generalist social worker is best accomplished when grounded in the liberal arts integrated with an historic Christian understanding. The Program goals indicate a balance between the specific, technical preparation for entry into the social work profession and the development of each student as a member of an evolving professional society. This preparation and development is done by the College within the context of the historic Christian faith.

The College's Christian perspective has additional implications for the Social Work Program, since a central tenet of the Christian faith is to be involved in the restoration of the relationship between people and their God and people toward one another and their world. As Christ served through his model of resolving relationships between people and their environment, so too, must the Christian believer. The Social Work Program at Hope College provides an avenue for the Christian to skillfully be a part of the process of promoting social justice and restoring broken relationships for all people--and especially those most at-risk, exploited and discriminated against. The Social Work Program instructs students in professional values, knowledge and skills (including generalist practice skills, an understanding of human development, social policies, research skills, communication skills, use of supervision and work within organizational structures) in order for them to most productively intervene with client systems and on behalf of their clients, to aid them in meeting their needs, and contributing to the restoration of relationships. Within this context, the Hope College mission states a commitment to develop in its members a sensitive concern for human justice.

Addressing the issues of human diversity is a most important part of this Christian perspective. Since the Biblical view is that God's kingdom will be comprised of members from "every tribe and language and people and nation," the College and the Social Work Program are committed to understanding and celebrating human diversity and providing service and mutual support to all members of society.

It is the belief of the Program faculty that we must aid our students in understanding and appreciating how Christianity and other religions have shaped social welfare from its very origins. We also wish to help students understand and appreciate how the Judeo-Christian traditions support:

- the social work values and ethics
- respect, appreciation and understanding of diversity
- the necessity of promoting social and economic justice
- the importance of intervening for populations-at-risk

We further believe that since our student's come from a variety of Christian traditions and some come from other religious and non-religious traditions, we want our students to understand that there is not a single "Christian perspective," but rather a multitude of Christian perspectives. We believe this approach legitimately challenges strident and dogmatic perspectives and increases understanding and tolerance. Such an approach, if respectfully and sensitively done, can allow students to examine how their Christian perspective supports or challenges social work values and ethics and how others' Christian

perspectives may lead them to support or challenge different social work values. We believe that such an approach (which is also taking place in several other academic courses in the College, including their senior seminar) is a responsible way to encourage them to examine how varying Christian perspectives (and sometimes other religious perspectives as well) can influence their acceptance and understanding of particular social work values.

While encouraging this examination in virtually all required social work courses, the faculty also points out to students the need for suspending their own value system in work with clients. The Social Work faculty do not subscribe to the adage that if values of the worker and the client system are incompatible, the worker simply refers the client to a professional with more congruent values. Instead, the faculty challenges the Social Work students to: identify the students' own conflicting values; to consciously and carefully examine those values and the source of the values; and to develop techniques of non-judgment, tolerance, and acceptance. Finally, students are required to work with their clients within the context of the social work values.

When value dilemmas arise in certain social work practice situations, students are taught to prioritize the competing social work values and then decide on intervention approaches based on those social work values of highest priority.

As the goals of the Social Work Program are compatible with the goals of the College, so too are the goals of the Social Work Program consistent with and affirm the values and ethics of the social work profession. Social work values and ethics are integrated throughout the social work curriculum. Throughout the curriculum, the Social Work Program also challenges the students to examine and integrate their personal and religious values with these social work values.

Social Work Major Objectives

The social work major objectives include developing in students the capacity to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Integrate Christian perspectives with the knowledge, skills and values of the social work profession.

The Program's Conception of Generalist Practice in Relation to EPAS Foundation Curriculum Content

The Social Work Program teaches students the variety of roles and broad range of skills required in generalist practice. Manifest throughout the social work curriculum is an emphasis on the commitment to promote a just and humane society for all of its members. The curriculum emphasizes that social workers cannot effectively contribute to this goal if they practice in a political and socio-cultural vacuum. In teaching generalist social work practice, the program strives to develop student competency in each of the eight professional foundation areas contained in the EPAS 4.0 -4.7. The eight professional foundation areas of generalist social work practice include: 1) social work values and ethics, 2) diversity, 3) populations at risk and social and economic justice, 4) human behavior in the social environment, 5) social welfare policies and services, 6) social work practice, 7) research, and 8) field practicum. While there is an infusion of all foundation curriculum areas throughout the social work curriculum, some courses emphasize particular ones to a greater degree.

The requirements and catalogue description of each course of the Social Work major include the following Social Work courses:

Social Work Course Descriptions

1. Sociology of the Family I – SOC/SWK 232
2. Introduction to Social Welfare – SWK 241
4. Child Welfare - SWK 242
4. Methods of Social Research – SOC/SWK 262
5. Human Behavior and Social Environment I - SWK 310
6. Human Behavior and Social Environment II - SWK 311
7. Social Work with Diverse Populations – SWK 315
9. Social Work Interviewing - SWK 320
10. Contemporary Social Policy - SWK 322
11. Social Interventions I - SWK 351
12. Social Interventions II - SWK 352
13. Social Interventions III - SWK 401
13. Social Work Field Practicum I - SWK 443
14. Social Work Field Practicum II - SWK 446
15. Independent Study – SWK 490
16. Advanced Seminar in Social Work – SWK 495

- 232. Sociology of the Family I** - This course will be examining the family from a family development approach beginning with the mate selection process following through the developmental stages to divorce and death. Research study will focus on trends in family life and social problems related to family functioning at each stage of a family's development. Prerequisite: Sociology 101.
Two Credits Piers Spring Semester (First Half)
- 241. Introduction to Social Welfare** – This course examines the role of social workers in society. Social work fields of practice are explored including medical social work, school social work, poverty-based social work, juvenile corrections, gerontology, etc. This is intended to be an introductory course for students exploring the possibility of social work as a career. Co-requisite: Sociology 101.
*Two Credits Sturtevant Fall Semester (First Half)
Spring Semester (Second Half)*
- 242. Child Welfare** – This course examines the philosophy of child welfare as a specific part of social welfare and the programs that perpetuate the child welfare institutions.
Two Credits Villarreal Spring Semester (First Half)
- 262. Methods of Social Research** – A beginning course in the research designs, methods, and techniques used by social scientists. Probability theory, hypothesis testing, sampling, and elementary descriptive and inferential statistics are introduced. Practical research experience is emphasized. Same as SOC 262. Co-requisite: Math 210.
Four Credits Nemeth, Swanson Spring Semester
- 310. Human Behavior and Social Environment I** – This course will focus on the interactions between persons and the social systems they encounter throughout maturation. Special attention will be given to the interactions and the systems as they relate to and effect social work practice with a variety of populations, including those experiencing ethnic, racial, sexual, and age-based discrimination. Social work majors only. Co-requisites: BIOL 221 or GEMS 158. Pre-requisites: PSY 100, SWK 241.
Three Credits Villarreal Fall Semester (First Half)
- 311. Human Behavior and Social Environment II** – This course is a continuation of SWK 310. Social work majors only. Prerequisite: SWK 310
Three Credits Villarreal Fall Semester (Second Half)
- 315. Social Work with Diverse Populations** – This course will prepare students for ethnically sensitive social work practice. Students will examine assumptions, strategies, and procedures that will enhance their values, knowledge, and skill to more effectively interact with diverse populations at each stage of the social intervention process. Social work majors only.
Four Credits Villarreal Spring Semester
- 320. Social Work Interviewing** – This course will focus on the principles of the social work interview; the examination of techniques and theoretical models that increase the effectiveness of social work interventions; and the demonstration and practice of these skills. Social work majors only. Pre-requisite: SWK 241.
Three Credits Osborn Fall Semester
- 322. Social Policy** – This course examines the history and philosophy of the profession of social work. It also examines social policy issues such as poverty and mental illness and the significance of social, economic, and political factors in policy-making implementation. Social work majors only. Pre-requisites: SWK 241, POL 100 or 110.
Four Credits Sturtevant Spring Semester

- 351. Social Interventions I** – This course is the first in a series of practice courses in the social work major curriculum. It will focus on the generalist interventions process of working with client systems: Engagement, assessment, goal setting, intervention planning, contracting, intervention applications, evaluation, and termination. Attention will be given to social work values; ethical decision making; roles of the social worker; and ethnic, racial, and gender sensitive practice. Social work majors only. Prerequisite: SWK 241. *Four Credits Piers Fall Semester*
- 352. Social Interventions II** - This course is the second in a series of practice courses in the social work curriculum. It will focus on the generalist practice skills, interventions and issues involved in working with client systems consisting of families and small groups. Planning, assessment, intervention and termination stages will be addressed. Attention will be given to social work values; ethical decision making; roles of the social worker; and ethnic, racial and gender sensitive practice. Social work majors only. Prerequisite: Social Work 351. *Four Credits Piers Spring Semester*
- 401. Social Interventions III** - This course is the third in a series of social work practice courses. It will examine the types of human service organizations within the community and examine the political and social context in which community organizing takes place in contemporary society. As an interventions course, it will continue to focus on the stages and processes utilized in generalist social work practice through a problem solving approach. Social work majors only. Prerequisite: Social Work 352. *Four Credits Sturtevant Fall Semester*
- 443. Social Work Field Practicum I** - This program offers the opportunity for advanced social work students to work with individuals, groups, and community organizations under the supervision of professional social workers. The program is offered in cooperation with several social and criminal justice agencies in Western Michigan. Work may include direct service, client advocacy, training, referral service, and community organizing for client systems. Students will spend 220 hours per semester in the field. The weekly practicum seminar is also a component of this course. Admission to field practicum is required. Social work majors only. Prerequisite: SWK 401. *Six Credits Piers, Sturtevant, Villarreal Fall Semester*
- 446. Social Work Field Practicum II** - This course is a continuation of SWK 443. See SWK 443 for more information. Social work majors only. *Six Credits Piers, Sturtevant, Villarreal Spring Semester*
- 490. Independent Study** - This program allows advanced students in social work to pursue a project of their own interest beyond regular course offerings. Project may take the form of library research and study project or supervised research project. Students must have a specific project in mind. Prerequisite: 20 credits toward social work major. *Two or Three Credits Staff Both Semesters*
- 495. Advanced Seminar in Social Work** - A senior level seminar course designed for trial course offerings, which enable faculty and students to organize and integrate a variety of in social work. Pre-requisites: Senior standing, social work major, and permission of the instructor. *Three Credits Staff Both Semesters*

Liberal Arts Core Curriculum

The Core Curriculum for the College consists of the following components:

First-Year Seminar – 2 credit hours; Course: IDS 100

Expository Writing I – 4 credit hours; Course: English 113

Health Dynamics – 2 credit hours; Course: Kinesiology 140

Mathematics and Natural Science – 10 credit hours

To meet the objectives for non-science majors, the student must:

1. Take any combination of ten credit hours in the natural sciences division, with the stipulation that two of the ten hours be in mathematics or GEMS 100 courses. The remaining hours may be a combination of GEMS (150-199) laboratory courses, GEMS 220-level courses, mathematics courses, or natural science disciplinary courses (biology, chemistry, computer science, geological and environmental sciences, physics).

Second (Foreign) Language – 4 credit hours

To meet the objective the student must:

1. Successfully complete the second semester of first-year language (courses numbered 102, 122, 172).

Religious Studies – 6 credit hours

Two courses totaling six credit hours are necessary to satisfy this requirement.

1. The first is a two-credit-hour Basic Studies course (REL 100) to be taught topically but emphasizing the objectives listed above.
2. The second is a four-credit 200-level course in biblical studies, historical studies, theological studies, or world religion studies. Religion 100 must be taken before enrolling in a higher-level religion course.

Social Sciences – 6 credit hours

Two courses totaling six credit hours are necessary to satisfy this requirement.

1. The first is a course identified as a Social Science I course (introductory courses with a lab component in psychology, sociology, communication, economics, or political science).
2. Students who take the first course in psychology, sociology or communication must take the second course from economics or political science and vice versa. The second course is to be selected from courses identified as Social Science II courses. A Social Science I course should be taken before enrolling in a Social Science II course.

Cultural Heritage – 8 credit hours

This requirement can be met by taking:

1. IDS 171 & 172, an interdisciplinary sequence combining literature, history, and philosophy.
2. Or by taking a combination of an interdisciplinary course with a disciplinary course offered by the Departments of English, History and Philosophy. If IDS 171 is selected, another course from English 232, History 131, Philosophy 232 may be selected to complete this requirement. If IDS 172 is selected, another course from

English 231, History 130 or Philosophy 230 may be selected to complete this requirement.

The Arts – 6 credit hours

Courses required:

1. The first will be a four-credit introductory Arts I course.
2. The second, a two-credit studio or performance course in art, dance, music or theater designed as Arts II courses; or an accumulation of two credit hours in studio and performance courses.

Senior Seminar – 4 credit hours

Course required:

1. IDS 400-level courses.

Cultural Diversity Requirement – 4 credit hours

To meet the objective the student must:

1. Complete a minimum of 4 credits in courses designated as having cultural diversity as its primary focus.

Required Cognate Course Descriptions

The following courses are also required:

1. Introduction to Psychology + - PSY 100 (4 credit hours)
2. Introduction to American Political Institutions Lab + - POL 100 (4 credit hours) or Topics in Political Science + - POL 110 (2 credit hours)
3. Sociology and Social Problems + - SOC 101 (4 credit hours)
4. Human Physiology + - BIO 221 (4 credit hours) or Human Biology in Health & Disease + - GEMS 158 (4 credit hours)
5. Introductory Statistics + - MATH 210 (4 credit hours)

+ These courses may be used to fulfill the Core Curriculum of Hope College.

BIO 221. **Human Physiology** – A study of the function and interactions of the various organ systems of the human body. Three lectures and one 3-hour laboratory period per week.

Four Credits Barney, Fraley Fall Semester

GEMS 158 **Human Biology in Health and Disease** – This course examines the structure function of the human body from investigative and interdisciplinary perspectives. We will consider how the various organ systems work to maintain life and the ways in which the functions of these systems can be compromised by disease. Participants will explore how scientific methods are used to learn about the biology of humans. In addition to more traditional laboratory exercises, teams of students will design, carry out, and report on a laboratory project related to human biology. This course is suited for students majoring in social work where a general understanding of human biology is useful.

Four Credits Barney (Biology) Spring Semester

- MATH 210. Introductory Statistics** – Activities and projects are used to motivate and illustrate statistical concepts. Data collected by students are integrated into this course. Data are examined visually and numerically. Correlation and regression are used to determine relationships in paired data. The binomial and normal distributions are included. Estimation, confidence intervals, and tests of hypotheses are studied. A statistical software package and a statistical calculator are used. This is a general introduction to descriptive and inferential statistics. *Four Credits Staff Both Semesters*
- POL 100. Introduction to American Political Institutions and Lab** – This course provides an introduction to American political institutions. Topics surveyed include the U.S. Constitution, parties and elections, Congress and the Presidency, the impact of interest groups and the media, and public policy debates on such issues as U.S. foreign policy, social issues, economic policy, and more. A one-hour lab is required for this course, the content of which varies depending on the instructor. Labs include the use of simulations (moot courts/mock senates), the utilization of the Web as a potential source of information about politics and/or public policy issues, and more. Special labs featuring campaign internship opportunities are offered for interested students in the fall of election years. *Four Credits Polet, Ryden, Staff Both Semesters*
- POL 110. Topics in Political Science** – This eight-week course is offered to fulfill the General Education Social Science II requirement. It provides a brief introduction to contemporary political issues, debates, and challenges facing America, other nation-states, and international political institutions in the making of public policy. Themes and course activities will vary depending on the instructor. *Two Credits Staff Both Semesters*
- PSY 100. Introduction to Psychology** – An introduction to the science of behavior and mental life, ranging from biological foundations to social and cultural influences on behavior (introducing most of the content areas covered in other psychology courses). Laboratory experiments and exercises provide hands-on experience. *Four Credits Staff Both Semesters*
- SOC 101. Sociology and Social Problems** – An examination of the concepts and theories which make up the sociological perspective, the evidence which tests these theories, and the ways in which the sociological perspective can aid in understanding social phenomena in the contemporary world. A lab is included in this class. This course fulfills the Social Science I–A and cultural diversity requirement of General Education. *Four Credits Staff Both Semesters*

Sequence

Sequencing is a basic, yet dynamic aspect of the Social Work curriculum. The liberal arts Core Curriculum courses generally are sequenced before the Social Work courses because the Social Work major builds on the academic skills and competencies of these liberal arts courses. The intent of the professional Social Work course sequencing is to systematically build on the preceding courses beginning with the liberal arts Core Curriculum. Courses in each professional foundation are sequenced to encourage optimal acquisition of social work knowledge, values, and skills. The social work curriculum culminates in the practice courses and the integrative generalist practicum experience. The overriding concern of sequencing is to prepare students for generalist practice. The culmination of the major is with the practice

courses and the integrative field experience. In summary, the curriculum moves from acquisition of general liberal arts knowledge, to courses specifically applicable to generalist social work settings; from courses focusing on specific components of the generalist model to courses that integrate the components of the generalist model into a composite design that provides for effective practice in generalist settings; and from the classroom to the social agency.

The design and sequence of the Social Work curriculum and cognates are represented in the following model:

<u>Freshman Year – Fall</u>		<u>Hours</u>
PSY 100	Introduction to Psychology	
4		
REL 100	Basic Religion Course	4
ENG 113	Expository Writing	4
IDS 100	First Year Seminar	2
	Cultural Heritage Requirement	+
		4
		<hr style="width: 100%; border: 0.5px solid black;"/>
		16
<u>Freshman Year – Spring</u>		
KIN 140	Health Dynamics	2
POL 100	Intro to American Political Institutions and Lab	-----
OR POL 110	Topics in Political Science	2 / 4
SOC 101	Sociology and Social Problems	4
	Language Requirement	4
	Performing Arts Requirement	+
		4
		<hr style="width: 100%; border: 0.5px solid black;"/>
		16 – 18
<u>Sophomore Year – Fall</u>		
	Natural Science Requirement	2
	Language Requirement	4
* BIOL 221	Human Physiology	-----
OR	Elective	4
	Electives	+
		6
		<hr style="width: 100%; border: 0.5px solid black;"/>
		16
<u>Sophomore Year – Spring</u>		
SWK 241	Social Welfare	4
SWK 232	Sociology of the Family	-----
OR SWK 242	Child Welfare	2
	Cultural Heritage Requirement	4
MATH 210	Intro to Statistics	4
* GEMS 158	Human Biology in Health and Disease	-----
OR	Elective	+
		4
		<hr style="width: 100%; border: 0.5px solid black;"/>
		16

* One or the two, BIOL 221 or GEMS 158, is required.

Junior Year – Fall

SWK 320	Social Work Interviewing	3
SWK 310	HBSE I	3
SWK 311	HBSE II	3
SWK 351	Social Interventions I	4
	Performing Arts Requirement	2
	Elective	+ 2
		<hr/> 17

Junior Year – Spring

SWK 322	Social Policy	4
SWK 352	Social Interventions II	4
SWK 262	Social Work Research	4
SWK 315	Social Work with Diverse Populations	+ 4
		<hr/> 16

Senior Year – Fall

SWK 401	Social Interventions	4
SWK 443	Field Practicum	6
	Upper Division Religion	4
	Elective	+ 2
		<hr/> 16

Senior Year – Spring

IDS 400+	Senior Seminar	4
SWK 446	Field Practicum	6
	Electives	+ 6
		<hr/> 16

With prior permission, social work students may be allowed to carry out internships at the Philadelphia Center or the Chicago Semester Program.

Graduates of Hope’s Social Work program have been involved in a variety of satisfying careers such as:

- social workers in a variety of practice settings
- graduate programs in social work
- ministers and church workers
- legal aid lawyers
- directors of drug clinics
- professional counselors
- supervisors in counseling centers
- urban planners
- teachers of social work
- community organizers
- directors of social welfare programs

No academic credit for life experience and previous work experience will be given in lieu of any social work or cognate courses required for the social work major.

Connection of Liberal Arts Core, Cognates, and Social Work Curriculum

Since the generalist practitioner must take the "broad-based" view of persons and environments and must rely on holistic thinking and an ecological approach to interventions, the liberal arts

core becomes very important. The liberal arts Core Curriculum addresses the need of all generalist practitioners for education in biology, psychology, sociology, English composition and literature, mathematics, foreign language, history, performing arts, philosophy, and economics or political science. These courses provide disciplined examination of conceptual frameworks, research methodology, research findings, human physiology, psychological processes, and the functioning of individuals and groups of diverse backgrounds. These courses also provide an understanding of cultural diversity, develop critical thinking skills and provide an appreciation and some skill in different mediums for cultural expression. It is also on this core that all future social work courses are based.

More specifically, much of the core course content is directly connected to the social work curriculum. Each of the eight professional foundation areas of generalist social work practice: 1) social work values and ethics, 2) diversity, 3) populations at risk and social and economic justice, 4) human behavior in the social environment, 5) social welfare policies and services, 6) social work practice, 7) research, and 8) field education require information from the liberal arts core, as well as, courses in the social work major.

Off-Campus Programs

Hope College offers a variety of semester long off-campus programs in the United States and abroad. The Social Work Program supports the existence and the importance of these opportunities. Yet, it is important to emphasize that the Social Work Program requires a large number of courses and has required sequencing of these social work and cognate courses. Exceptions to the curriculum sequencing will not be made. In order to avoid another year of college while completing the Social Work Major in sequence, students interested in off-campus semesters must plan to participate in these programs before their junior year (assuming all the cognates and required social work courses for that year will be completed) or after the completion of their senior year. Students who select the Chicago Metropolitan Program or GLCA Philadelphia semester will go in the Spring semester of their Senior year. Students interested in these options should discuss their plans with the Social Work Program Director, James Piers, and the Social Work Field Practicum Director, Melissa Villarreal, as early as possible.

STUDENT'S RIGHTS AND RESPONSIBILITIES

Admission

Students who wish to pursue a Social Work degree must make application to the Program Director by the end of their sophomore year. Decisions about admission to the program are made by the Social Work Program Faculty Committee composed of social work faculty.

Evaluation for applicant's admission to program is due no later than July 15.

The committee bases its decisions on the following criteria:

1. Applicants must have completed Psychology 100, Sociology 101, and Social Work 241.
2. Applicants must have a minimum GPA of 2.3 and a minimum GPA of 2.5 in their social work courses.
3. Two recommendations from Hope College faculty.
4. Applicants must submit a written personal statement, which includes information about their commitment to social work as a vocation and describes volunteer service in the field.

A student who does not fully meet one or more of the admissions criteria may be admitted to the social work program conditionally provided the student, after an interview with the Program Director of Social Work, agrees in writing to remove the deficiency by the time s/he makes application for admission to the practicum. (Conditionally accepted students should be aware that there are risks involved in pursuing the first year of the social work major on a conditional basis.)

A minimum GPA of 2.3 and a minimum GPA of 2.5 in the Social Work Major is required for graduation.

The forms necessary to make application to the Social Work Program may be obtained from the departmental secretary, in Van Zoeren 261. Women and racial and ethnic minority persons are encouraged to apply.

Admissions Requirements for Transfer Students

The Registrar of the College is responsible for granting academic credit at Hope College for academic work completed at other institutions. Requirements for the admissions of transfer students are outlined in the Hope College Catalog (p. 66).

Transfer students who are interested in the Social Work Program are referred to the Social Work Program Director, as early in the transfer process as possible, for evaluation of their prior educational work that might be applicable to the social work major and cognates. Course descriptions, syllabi, objectives, texts, and assignments completed are examined to evaluate if the completed course is equivalent to the required course in the Social Work major.

It is expected that transfer students will have completed freshman and sophomore social work cognate course requirements, as noted in the social work curriculum, before entry into the social work program. These courses may be transferred in from other schools accredited by a regional accrediting organization recognized by the American Association of Collegiate Registrars and

Admissions Officers. The student must have received a C- grade or better for the courses to be accepted. On occasion, transfer students may be allowed to take one or more missing cognate courses during their junior year concurrent with their social work requirements.

Since Introduction to Social Welfare (SWK 241) is to be completed before the junior year, transfer students often have completed this course at other institutions. In order to avoid unnecessary duplication and also to ensure that the students have the academic experience appropriate to the Program's objectives, this transfer course is evaluated before acceptance as a major requirement. After evaluation by the social work faculty of the course description, syllabus, objectives, texts, and assignments, equivalent courses may be accepted or the student may be required to complete additional course work and/or supplemental assignments, or on some occasions, the student will be required to take SWK 241 at Hope to complete the requirement.

It is the policy of the Social Work Program that: SWK 322 (Social Policy), SWK 310 (HBSE I), SWK 311 (HBSE II) SWK 351, 352, 401 (Social Interventions I, II, III), and SWK 443, 446 (Field Practicum I, II) cannot be transferred into Hope College from a non-CSWE accredited program.

If from an accredited program and with the approval of the Social Work Program Director, certain of these courses can be transferred, including SWK 322 (Social Policy), SWK 310 (HBSE I), SWK 311 (HBSE II), SWK 351, 352 (Social Interventions I and II) after examination and evaluation of the course. The Social Work Program Director, in consultation with Program full-time faculty will: review syllabi, objectives, texts, and assignments; discuss the course content with the transfer student; and in certain circumstances may contact the accredited social work program from which the courses are transferred in order to determine if these courses fulfill the objectives of the Hope College Social Work Program. If it is the opinion of the Program Director and faculty that these courses do not fulfill the objectives, additional course work and/or supplemental assignments may be required to meet the Hope College Social Work Program objectives.

It is College policy that for graduation from Hope, all the degree requirements must be met including the senior residency requirement (the last 30 semester hours of course credit must be taken at Hope College). Since the last 30 semester hours must be taken at Hope College, it is the position of the Social Work program that SWK 401, 443 and 446 must be completed in the Hope College Social Work Program.

Advising

Once a student is accepted into the Social Work Program, the Program Director of Social Work will assign the student as an advisee to a member of the social work faculty (faculty members with a M.S.W., D.S.W. or Ph.D. degree in Social Work). A Social Work student will minimally meet with their advisor once per semester to plan course selection and scheduling. He/she will also confer with her advisor about his/her functioning in the Social Work Program, his/her aptitude and motivation for a career in social work, career selection and opportunities within the profession, graduate school options and opportunities and personal issues which may impact upon the student's ability to successfully complete the program.

Additionally, each academic year, the Director of Social Work will call a meeting of all those interested in applying for the Social Work Program to share information about the program and admission to it. Early in the Spring of each year, a meeting of all junior level Social Work students will be called by the Practicum Coordinator to share information about the following year's practicum placements.

Retention

Once admitted, Social Work students must maintain a minimum of 2.5 in courses in the social work major and maintain at least a 2.3 grade point average to continue in the Social Work Program. Students who fail to perform as expected will be advised to receive academic support from the Academic Support Program located in the same office cluster as the Social Work Program. Tutoring by trained Junior and Senior class students is available there for all courses. The Social Work Program Faculty Committee governing admissions to the program also reserves the right to refuse a student's right to continue in the program if it judges that the student behaves in ways which would significantly threaten the reputation of the program or the welfare of social work clients (see Reasons for Leave or Dismissal below).

Admission to Practicum

Field Practicum offers the opportunity for advanced social work students to experience working with individuals, groups, and community organizations under the close supervision of professional social workers. The program is offered in cooperation with several social agencies. Work may include direct service, client advocacy, or training and referral service for client systems. Students will spend 220 hours per semester in the field practicum.

Social Work students are required to make formal application for the practicum sequence to the Practicum Coordinator. This application must be made by the March 15 of the academic year prior to the year in which the student wants to participate in the practicum. Necessary forms can be obtained from Professor Villarreal or the Social Work secretary.

The application process requires:

1. Application survey;
2. An interview with Director of Field;
3. Acceptance into the practicum by the Social Work faculty;
4. Completion of the pre-placement interview;
5. Acceptance by agency field instructor.

Should significant reservations about a student's continuation in the Social Work Program arise at this point, they will be processed by the Social Work Program Faculty Committee. In cases where the committee decides to deny admission to the practicum sequence, the student will have opportunity to appeal the decision to the Social Work Program Committee.

Reasons for Probation, Leave or Dismissal from the Program

The Social Work faculty may recommend the leave, probation or dismissal of a student from the social work program if the student fails to meet or maintain adequate academic or performance standards to continue in the program.

Since the advising in the Social Work Program is an ongoing process, including regular review of the student's performance and goals, these discussions would begin informally. In the history of the Social Work Program, students have made decisions to take a leave, or change majors, or modify their performance without any formal action being taken by the program. On some occasions, academic or performance probation has been formally enforced.

This process would begin with the student and advisor evaluating the student's academic achievement, internship performance, career goals, and examining other possible avenues for the student to pursue. If a leave is indicated, the student and advisor outline a plan of action and when possible specify a time-line for rehabilitation and re-entry into the program. If probation

is indicated, specified academic and behavioral objectives are established complete with a time limit for accomplishment. If termination from the program is indicated, the faculty advisor works with the student to develop an alternative academic or vocational plan and utilize the available support services of the College and the community. Specific policies and procedures for granting probation, a leave or for terminating a student are discussed below. The procedures for student appeal are also included in the policy. This policy is included in the Social Work Field Instruction Manual and in the Student Handbook.

Policy on Probation, Leave or Dismissal from the Social Work Program

A student may be placed on probation, leave or dismissed from the Social Work Program for academic and non-academic reasons. Academic performance is evaluated based on the student's grade point average at the end of every semester. Non-academic reasons for probation and dismissal from the Social Work Program include violation of the Social Work Code of Ethics (see Appendix B) or other behaviors that indicate unprofessional conduct. Decisions regarding leave, probation or dismissal are not made lightly. These decisions would be the result of ongoing examination of the student's academic performance and the faculty and field supervisor's evaluation of the student's performance in the field. Specific procedures, carefully followed, ensure the rights of the student are protected. Reasons for leave, probation, and termination and the process will now be described.

Academic Reasons

1. Social Work students must maintain a minimum 2.3 cumulative grade point average to continue in the Social Work Program. Students who fail to retain a 2.3 cumulative average will be placed on probation. The student will be required to raise her GPA by the end of the following semester. If the GPA remains below a 2.3 after two semesters, the student will be dismissed from the program.
2. Social Work students must maintain a minimum of 2.5 in courses in the Social Work Major to continue in the program. Students who fail to retain a 2.5 cumulative average will be placed on probation and will not be allowed to apply for the field practicum. Students whose major average fall below a 2.5 during the first semester of field practicum will not be allowed to continue in the second semester of the practicum until they have raised their major average to a 2.5. Reentry into the practicum will be allowed the following semester if the student raised their major average to a 2.5. If this occurs at the end of the major, the student will not graduate with a social work major until the major GPA is above a 2.5. If the GPA remains below a 2.5 after two semesters, the student will be dismissed from the program.
3. Students who are experiencing academic difficulties should meet with their advisors as early as possible to develop plans for remediating the difficulties, continuing the program and, in some instance, considering academic and vocational options.

Professional Reasons

It may be necessary to assign students unsatisfactory grades, put her/him on probation, request that the student take a leave from the program, or dismiss him/her from the field practicum or the program. Since professional performance refers to how well students perform their responsibilities as social work students in the class and field, the reasons for leave, probation and dismissal include the following areas:

1. Critical violation of a social work value and specifically the Social Work Code of Ethics (from breach of confidentiality to sexual involvement with a client).

2. Breaking a law in some agency related manner (from misappropriation of agency funds to helping a client escape from a correctional facility) or conviction of criminal activity during the course of study. Prior conviction, which becomes known during the course of study, which demonstrates unsuitability for generalist practice, may also be reason for probation/dismissal.
3. Documented chemical dependency or use of illegal drugs during one's course of study will require, at a minimum, leave of absence and may require probation or dismissal.
4. Chronic absenteeism from class or field practicum will be considered cause for probation or dismissal.
5. Academic dishonesty in the form of plagiarism, lying, cheating, theft of books or equipment will be considered reasons for probation/dismissal.
6. A hostile or resistant attitude toward learning and supervision.
7. Inappropriate or disruptive behavior towards colleagues, faculty, and staff at the college or the placement.
8. An inability to carry out one's assignment in the agency setting.
8. Behavior that is emotionally or physically damaging to clients.
10. Repeated failure to demonstrate an ability to work effectively with client systems.

In the event that probation, leave or dismissal is recommended, the student will be notified in writing of this action and the reason for it. If probation is recommended, the student will be given a time limit to remedy the problem.

Probation, Leave and Termination Process

As stated earlier, the process of evaluating the student's performance is on-going between the student and their advisor. It would begin informally through regular advising and only after this informal process is found to be unsatisfactory would the following process be instituted.

1. The Program Director, after consulting with the social work faculty, informs the student verbally and in writing that s/he has been refused admission, put on probation or leave or terminated from the Social Work Program. Reasons for this action will be included in the letter.
2. If the student chooses to appeal, she/he must make this request within two weeks of the date of the Program Director's letter.
3. Following this request, for an appeal, the Program Director will arrange for a hearing before the social work faculty. During which the student may present whatever pertinent information, materials and argument are deemed necessary for his/her defense and examine alternatives to practicum or program dismissal.
4. After hearing the student's appeal and re-examining pertinent information including the student's academic and behavioral performance the faculty will vote to sustain or reverse its original recommendation.

5. The Program Director will inform the student in writing of the faculty's decision. In the event that the decision remains negative, the student is informed of his/her right to appeal to the College Student Standing and Appeals Committee.

College Student Standing and Appeals Committee

If the student is unhappy with the results of the appeal, she can submit an appeal to the Hope College Student Standing and Appeals Committee.

Appeal to the College President

If the student or Social Work Program is still unhappy with the out come, either party can appeal to the College President. The College President's decision shall be final.

College-Wide Appeal Procedures

Dismissal from Degree Program

A student may be dismissed from the degree program for academic reasons if, in the judgment of the college, such action is felt to be in the best interest of the student. Such action is possible for a student if he or she has been on probation for two succeeding semesters, his/her cumulative grade point average is significantly below the guidelines above, and his/her academic record shows no trend toward the improvement of his/her grade point average. A letter informing the student of his/her dismissal is sent by the Registrar and a copy of this letter is sent to the student's faculty advisor and to the student's parents or guardian. The decision to dismiss a student for academic reasons may be appealed, if done so within ten days of receipt of the letter from the Registrar, to the Student Standing and Appeals Committee.

Appeals and Request for Academic Waivers

A student may seek exemption from an academic regulation by appealing in writing to the Registrar. The student must secure the approval of his/her faculty advisor to waive an academic regulation. If the student's request is denied, he or she may further appeal the decision to the Student Standing and Appeals Committee for final disposition. Appeals must be submitted to the Chairperson of the Student Standing and Appeals committee within ten days after notification of the decision.

Appeal of Final Grade

If a student disputes a final course grade given by an instructor, the following procedure must be followed: 1) If the instructor is not a department chairperson, the student may appeal to the department chairperson, who will act as mediator, 2) If a chairperson's final grade is in dispute, the senior member of his/her department shall act as mediator. The instructor whose grade has been questioned has the final decision in the matter (Hope College Catalog, 2008 – 2009, p. 91).

Student Files

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

Register, January 6, 1975).

In accordance with this law and the standards of the Council on Social Work Education, Social Work students will be granted access to their files for review. Requests must be in writing and must be submitted to the Director of Social Work. Students may appeal in writing to the Social Work Program Faculty Committee to remove any inaccurate information from their files. These appeals will be acted on and the student notified within four working weeks of the date of the request. Students with concerns about their files are encouraged to, first of all, discuss these concerns with their advisor.

Student's Right to Organize

Social Work students have the right to organize in their own interests in matters related to academic and student affairs. This also applies to the Social Work Program. Social Work students are encouraged to maintain and participate in S.S.W.O. (Student Social Work Organization), a social work student organization which elects two students to serve on the Social Work Program Committee, advocates with the college structure for the needs of social work students, invites distinguished social work professionals to campus for presentations, and organizes social functions.

A student organization for Social Work majors originated in the fall of 1990. It was initiated in the Community Organization course as a class project, to organize Social Work students on their own behalf. The student organization has been active since.

The faculty representative to the organization is Melissa Villarreal. During the 1993-94 school year, the organization established by-laws, which are on record with the college (see Appendix C). The Student Social Work Organization is now a recognized academic student organization by Hope College. It is the continued hope and desire of the social work faculty to encourage student participation in this organization. Currently, the student organization sponsors meetings at which faculty and practitioners present material on various topics of general interest, plan and implement social activities, community service projects, and appoint members for the Social Work Program Committee.

The organization has now been in existence for thirteen academic years and is continuing to develop in terms of its recognition and its involvement in the life of the students in the major. The effectiveness of the student Social Work Organization is confirmed by its continued existence and increasing organizational activity. Through a survey administered in 1992, over 90% of the students in the program supported the existence of the organization and pledged participation in it. Though attendance fluctuates by activity, students continue to initiate activities. The organization has hosted several meetings of the Michigan Chapter of the National Association of Social Workers on Hope's campus. Each year the Student Organization participates in community service activities for local human service agencies, including hat, mitten, and winter coat drives, book drives, food collections, fund-raisers, assistance with the annual Point-in-Time Homeless Count, Upward Bound ice cream social, and others. In 1999-2000 the Student Organization (renamed SWORG!) raised money for foster children in Romania.

Phi Alpha Honor Society

The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Phi Alpha offers membership to social work students and faculty, and each chapter is free to develop a program to meet local needs. The National Council is the policymaking body and meets each year at the time and place of the Annual program meeting of CSWE. Each chapter has one voting representative on the Council.

Hope's chapter of the national Phi Alpha Honor Society is Zeta Theta. Each year members of the Zeta Theta Chapter meet one time per semester. In the spring members meet for an educational activity such as a speaker on graduate schools and in the fall members meet for the induction ceremony and to elect officers for the following year.

To be eligible the student must have:

- a. Declared social work as a major;
- b. Achieved senior status;
- c. Completed two semesters of required social work courses;
- d. Achieved an overall grade point average of 3.4;
- e. Achieved a 3.5 average in required social work courses.

Course Faculty/Program Evaluation

Social Work students are asked to give written evaluation of course content and instructors who teach courses in the social work major. A college-wide evaluation instrument is used in these cases. The social work faculty will ask students to complete the same instrument and possibly provide one of their own designs.

Senior Social Work students will be asked to complete a survey about the Social Work Program relative to program outcomes. All data collected about social work courses, faculty, and other aspects of the program will be reviewed in order to make changes that will further strengthen the Hope College program.

The very development of the Social Work Program was initiated by alumni of the Psychology/Sociology Composite Major who through a survey process during a five year review expressed the need for a Social Work major at Hope College. Former and current students have continued to be involved in the development of the Social Work Program where their input was requested for curriculum development and admissions standards.

Student representation on the Social Work Program Committee will allow students a clear venue of the current policies and is a specific and formal means by which student input into policy formulation and revision is afforded. Of course, all students in the major have an opportunity, through their student representative to the Program Committee, and through direct interaction with the social work faculty to affect policy making and modification. Students are also offered the opportunity to give feedback as they evaluate their placements and practicum instructors (the Student Evaluation of Field Instruction Agency), evaluate their courses and faculty (using the campus wide faculty/course evaluation instrument), respond to our post-graduation outcome instrument, and respond to a graduating senior questionnaire that we are now formulating.

APPENDIX A

National Association of Social Workers

NASW CODE OF ETHICS

Effective January 1, 1997

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 professions 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.¹ 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.

¹For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

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

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

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

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

based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those

interventions or techniques.

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

1.05 Cultural Competence and Social Diversity

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

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in whom there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not

solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with client's circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a clients consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to

requests from members of the media.

- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it

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

- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of

competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well being.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to

other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

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

2.07 Sexual Relationships

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

2.10 Incompetence of Colleagues

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

2.11 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory

bodies, employers, agencies, and other professional organizations.

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

3.02 Education and Training

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

3.03 Performance Evaluation

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

3.04 Client Records

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

3.05 Billing

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

3.06 Client Transfer

- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
- (b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor–Management Disputes

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participant's confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

NATIONAL ASSOCIATION OF SOCIAL WORKERS

1425 H Street, N.W.

Washington, D.C. 20005

APPENDIX B

COMPREHENSIVE POLICY ON MEMBERSHIP

Hope College was founded by the Reformed Church in America in 1862, and still retains a strong covenant relationship with the Reformed Church. Like its founding denomination, Hope intends to be, and is, open and welcoming to students, staff and faculty regardless of race, color, national origin, sex, height and weight, non-disqualifying handicap, age, marital status or veteran status.

There are three principal reasons for this intention: 1) the inclusive and ecumenical character of the Christian faith which we profess; 2) the belief that, both now and in the future, educated people need to understand and be able to interact with peoples of diverse ethnicity and nationality; and 3) the conviction that in the next century our nation will need the educated leadership of today's minorities combined with the conviction that we have the means to prepare them for such leadership.

To fulfill this intention, Hope College strives diligently to recruit and appoint to faculty and staff positions not only women as well as men, but also members of minorities. Hope also actively seeks to increase the number of minority students enrolled in the College.

Hope College affirms that its policies and practices are designed to ensure that women and minorities equal opportunity for education, employment, and advancement in both responsibilities and remuneration. Hope College pledges to provide equal opportunity in substance as well as in form.

Since Hope College's mission is to offer academic programs in liberal arts with recognized excellence and in the context of the historic Christian faith, the realization of this mission is dependent not only upon the professional excellence and dedication of faculty and staff, but also upon their ability to identify with this mission in a personal way. Therefore, in filling tenure-track positions and upper-level staff positions, Hope College makes every effort to appoint people who have excellent professional qualifications, who strongly support the mission of the College, and who are adherents of the historic Christian faith.

Hope is committed to taking whatever specific actions may be necessary to ensure that all persons associated with the College are treated fairly and with consideration. It is the College's intention that no member of the college community should suffer either slight or discrimination by reason of race, color, national origin, sex, height and weight, non-disqualifying handicap, age, marital status or veteran status. It is also the College's intention to foster an atmosphere of inclusiveness and mutual respect among all its members.

This document, moreover, is not to be used to justify reverse discrimination. Rights, privileges and emoluments shall not be withheld from the members of any group on the grounds that such a withholding is required to even the balance with members of other groups.

APPENDIX C

PROGRAM STATEMENT ON NON-DISCRIMINATION

The Social Work Program has adopted the following statement on non-discrimination:

The Hope College Social Work Program, affirms the worth and right to personal dignity of all persons. Consequently, the program is committed to operating in all respects without discrimination on the basis of race, color, gender, age, ethnic or national origin, handicap, or political or sexual orientation. (In regard to creed, the program appoints social work faculty who are committed to and articulate about the mission of the college and the objectives of the Social Work program.) The program is committed to non-discrimination based on creed relative to field instructors, students, and support personnel.

Any person formally associated with Hope's Social Work Program (faculty, field instructor, student, support personnel) who believes that s/he has been discriminated against has the right, and is urged, to make complaint to the Social Work Program Director (students are encouraged first to make complaint to their social work faculty advisor and then to the Director). The complaint may be related to any aspect of the program, including, but not necessarily limited to, admission to the program, course procedures and assignments, field placement procedures and assignments, classroom and field placement interactions, grades, field evaluations, faculty advising, and student organization. The Director, upon receiving a complaint, will within two weeks initiate attempts to help the person reach satisfactory resolution of the complaint. If this fails, the person has the right, and is urged, to seek advice and help from those in the college administration formally empowered to respond to such complaints. (Complaints of discrimination by faculty, students, and field instructors are processed by the Dean of the Social Sciences and the Provost; complaints by support personnel are processed by the Director of Human Services. Students who are making complaints are urged to contact the Student Development Office, and the Director of Multicultural Life for additional advice and support.)

APPENDIX D

SOCIOLOGY/SOCIAL WORK FACULTY

THE TEACHING FACULTY

ROGER J. NEMETH – *Professor of Sociology and Social Work* (1983)

B.A., Western Michigan University, 1978;
M.A., University of North Carolina, 1981;
Ph.D., University of North Carolina, 1986

JAMES C. PIERS – *Professor of Sociology and Social Work and Director of the Social Work Program* (1975)

A.B., Hope College, 1969;
M.S.W., University of Michigan, 1972;
Ph.D., Case Western Reserve University, 1997
(Sabbatical leave fall semester 2007)

DEBORAH STURTEVANT – *Professor of Sociology and Social Work and Chairperson of the Department* (1988)

A.B., Hope College, 1975;
M.S.W., Western Michigan University, 1984;
Ph.D., Michigan State University, 1997

MELISSA VILLARREAL – *Assistant Professor of Sociology and Social Work and Director of Field for the Social Work Program* (2001)

B.A., Hope College, 1990;
M.S.W., Western Michigan University, 1992

ADJUNCT FACULTY

ALFREDO M. GONZALES – *Assistant Provost, Dean for International and Multicultural Education, and Adjunct Associate Professor of Social Work* (1979/1984)

B.S., Grand Valley State Colleges, 1979;
M.S.W., University of Michigan, 1982

JONATHAN W. OSBORN – *Adjunct Associate Professor of Sociology and Social Work* (1974)

A.B., Hope College, 1970;
M.S.W., Western Michigan University, 1972

SPECIAL PROGRAMS

DEBORAH LEIBEL – *Philadelphia Program Faculty* (1990)

B.S.W., New York University, 1979;
M.S.W., New York University, 1980

NANCY TRIEZENBERG FOX – *Chicago Metropolitan Semester Instructor*

A.B., Calvin College, 1977;
M.S.W., University of Michigan, 1980

APPENDIX E
STUDENT SOCIAL WORK ORGANIZATION
BY LAWS

ARTICLE I: NAME

The name of the organization shall be the
Student Social Work Organization.

ARTICLE II: PURPOSE

The purpose of this organization is to provide student interaction, to socialize students to the profession of social work, to promote and participate in community service and to provide an opportunity for the students to voice their opinion in policy decisions as it relates to the social program.

ARTICLE III: MEMBERSHIP

Membership in the organization is open to SWK Majors, SWK Faculty and prospective Social Work majors.

ARTICLE IV: OFFICERS

Officers should be elected to the following positions:
co-chairpersons

The officers shall be Bachelor of Social Work students who meet all Social Work Program eligibility requirements. Their positions shall be for one year.

The duties for the Co-chairpersons include:

1. Formulating an agenda for Student Social Work Organization meetings.
2. Conducting student Social Work Organization meetings.
3. Overseeing (w/faculty advisor) the election of officers.
4. Handling the logistics of paperwork and memos.
5. Initiating guest lectures and other activities.
6. Recording and distributing minutes.
7. Maintaining minutes and files.
8. Election of 2 senior representatives to the Social Work Program Committee.

ARTICLE V: COMMITTEES

As need arises, ad hoc committees will be formed.

ARTICLE VI: MEETINGS

1. Informational Meeting:

This meeting will be open to all B.S.W. students and prospective students interested in being part of the Student Social Work Organization and will consist of a brief summary of the organization, its members, and the purpose of the organization. Those interested will sign-up and be contacted for further meetings.

2. Student Social Work Organization:

These meetings will address agenda items requiring discussion, action and ad hoc committee formation. All Student Social Work Organization meetings are open for suggestions and feedback from fellow B.S.W. students.

ARTICLE VII: AMENDMENTS

Amendments to this constitution may be proposed by any member of the organization. The proposed amendment shall be raised at least one meeting prior to being voted on. A 2/3rds vote of members present shall be required to amend.

APPENDIX F

HONOR SOCIETY BY-LAWS

Zeta Theta Chapter Effective Date _____

Phi Alpha Honor Society

Hope College

Holland, Michigan

CHAPTER 1

Officers of the Executive Committee

Section 1. The Officers of the organization shall consist of a President, Vice-President and Secretary-Treasurer to be elected by a majority vote of the active chapter membership.

Section 2. The President shall preside at meetings of the chapter; appoint such committees as may be provided for by chapter Constitution or By-Laws or by vote of the chapter; call special meetings of the chapter, be responsible for all Chapter reports; perform the duties of ritual chair at initiation ceremonies, and promote the welfare of the Society and Chapter.

Section 3. The Vice-President shall perform all duties of the President in the latter's absence or disability and any other duties assigned by the President.

Section 4. The duties of the Secretary-Treasurer shall be as follows:

- a. To forward to the Treasurer of the Executive Council the following:
 1. The national initiation fee for each student and faculty initiate prior to his or her acceptance into membership.
 2. A report certified by the faculty advisor covering the chapter year not later than May 30. The report is to include financial statement, and a list detailing the dates of the meetings held during the year.
- b. Fulfill such additional duties as may be required by the Executive Committee or by the Chapter Constitution, the By-Laws, Resolutions, or vote of the Chapter membership.

Section 5. A faculty member in the undergraduate social work program shall serve as the faculty advisor.

CHAPTER II

Organization and Procedures

Section 1. The Executive Committee shall consist of the President, Vice-President, Secretary-Treasurer, Chair of the standing committees, and the faculty advisor.

Section 2. The Chapter shall meet in official sessions at least once each term of the academic year.

Section 3. Standing Committees may be appointed by the President with the approval of the Executive Committee.

Section 4. Special committees may be appointed by the President.

Section 5. The Chapter year shall begin on October 1 and end on April 28.

Section 6. The Chapter shall maintain adequate and accurate records of its membership, activities and finances. Such records shall be kept in such a way as to serve as a permanent and historical record.

Section 7. Qualified persons may be inducted into membership in the fall of sr. year.

Section 8. Election of officers will be held during the first of each year.

CHAPTER III

Membership

Section 1. An undergraduate student is eligible for active membership after achieving the following National minimum requirements and meeting local Chapter requirements:

- a. Declared social work as a major.
- b. Achieved senior status.
- c. Completed two semesters of required social work courses.
- d. Achieved an overall grade point average of 3.4 (on a 4.0 scale).
- e. Achieved a 3.5 grade point average in required social work courses.
- f. Local chapters may establish higher eligibility requirements.

Section 2. A faculty member or community member may be granted membership by invitation of the Executive Committee and approval of the Chapter membership.

Section 3. The Executive Committee with the approval of the membership, may grant Honorary Membership to a maximum of two individuals per year who have made outstanding contributions to the field of social work.

Section 4. The method of granting membership shall be in accordance with procedures established by the local chapter.

Section 5. Any member may be expelled from membership for reasons of academic or personal conduct unbecoming a student of social work, by a three-fourths vote of the chapter, after a thorough investigation has been made by the Executive Committee, and the member so charged has been granted an impartial hearing before the Executive Committee. Dismissal from the Social Work program or College is cause for automatic recommendation for expulsion.

CHAPTER IV

Dues

Section 1. The initiation fee shall be of sufficient amount to include the following:

- a. the initiation fee required by the National Society.

b. the initiation fee required by the local chapter.

Section 2. Annual chapter dues shall be established in accordance with chapter needs by action of the Executive Committee and a three-fourths vote of the chapter membership present.

Section 3. Special fees, assessments, fines and penalties may be levied by the Executive Committee and a three-fourths vote of the chapter membership present.

CHAPTER V

Amendments

These By-Laws may be amended by a majority vote of the Executive Committee and upon ratification by a three-fourths vote of the active membership.

AFFIRMATIVE ACTION STATEMENT

Membership shall be available to all eligible persons without regard to age, gender, color, race, creed, ethnic or national origin, political or sexual orientation, or disability.