

MERCY COLLEGE

SOCIAL
WORK
PROGRAM

2020 - 2021

Student Handbook

Social Work Program
555 Broadway
Mahoney Hall
Dobbs Ferry, NY 10522
914-674-7301
and
1200 Waters Place
Bronx, NY 10461



Dear Student,

Greetings and welcome to social work education! Congratulations on your admission to the program at Mercy College. This is the beginning of your education and training to become a competent entry-level generalist social worker. As an intern and then practitioner, you will engage in work aligned with the mission of our profession, which is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the empowerment of people who are vulnerable, oppressed, and living in poverty.

The purpose of this handbook is to provide you with important information, which will assist you throughout your time in the program.

The social work faculty wish you much success throughout your engagement in this course of study.

Sincerely,

Raquel Warley

Raquel Warley, M.A., M.Phil, Ph.D., LCSW
Associate Professor & Director, Social Work Program

Mercy College

Tel: (914) 674-7603

rwarley@mercy.edu

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MISSION OF THE SOCIAL WORK PROGRAM

The mission of the Social Work Program at Mercy College is to prepare students for generalist social work practice and to serve diverse and at-risk populations. The Program seeks to provide students with an education that will prepare them with the knowledge and skills to deal with the professional, societal and ethical issues they will face in contemporary social work practice. The Program is also dedicated to the enhancement of the quality of life for people, to effecting change by addressing adverse conditions that impede the achievement of social justice, and to educating students to act humanely and with integrity. The Program is committed to providing a high quality education and attentiveness to our students, and to creating and enhancing their opportunities to contribute to their communities and the profession.

PROGRAM GOALS

The goals for the Social Work Program are:

1. To educate students for entry level generalist social work practice including interventions with individuals, families, groups, organizations and communities.
2. To ensure students acquire the knowledge and skills to serve diverse populations and needs with sensitivity, creativity and professional courage.
3. Students will have respect for and an integration of professional ethics and values into their practice.
4. Students will have a commitment to seek avenues for lifelong learning and professional development.
5. In preparation for professional work and/or graduate education, students will have a solid academic and practice foundation of knowledge skills.
6. Students will acquire a commitment to improving unjust or oppressive social conditions and policies and engage in promoting effective and humane agency/organization practices and programs.

THE SOCIAL WORK PROGRAM

The Social Work Program at Mercy College is part of the School of Social and Behavioral Sciences. Students majoring in social work take a combination of courses and field work, which constitute the foundation of knowledge and skills necessary for a career in this profession. The social work baccalaureate major has been designed to meet requirements for accreditation by the Council on Social Work Education.

EDUCATIONAL POLICIES AND ACCREDITATION STANDARDS (EPAS)

Mercy College's Social Work Program is fully accredited by the Council on Social Work Education (CSWE). CSWE's 2015 Educational Policies and Accreditation Standards (EPAS) has identified 9 core competencies.

According to CSWE (2015), "Each competency describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components." Page 7

Students graduating with a Social Work degree from Mercy College are expected to demonstrate understanding and mastery at the BSW level these 9 core competencies and 31 component behaviors which are listed.

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

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 1.4 use technology ethically and appropriately to facilitate practice outcomes; and
- 1.5 use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- 2.6 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 2.7 present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 2.8 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- 3.9 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- 3.10 and engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- 4.11 use practice experience and theory to inform scientific inquiry and research;
- 4.12 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 4.13 use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- 5.14 use practice experience and theory to inform scientific inquiry and research;
- 5.15 assess how social welfare and economic policies impact the delivery of and access to social services;
- 5.16 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- 6.17 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 6.18 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- 7.19 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 7.20 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- 7.21 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 7.22 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- 8.23 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 8.24 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 8.25 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 8.26 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 8.27 facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- 9.28 select and use appropriate methods for evaluation of outcomes;
- 9.29 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.30 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- 9.31 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**STUDENT LEARNING GOALS AND OUTCOMES
IN COMPLIANCE WITH THE COUNCIL ON SOCIAL WORK EDUCATION
(CSWE) 2015 EDUCATIONAL POLICIES AND ACCREDITATION STANDARDS
(EPAS)**

School Goals (SG) - School of Social and Behavioral Sciences

| SLSL Goal (SG) Code | School-Level Student Learning Goals {SGs} |
|------------------------|---|
| SG1 | Students are expected to acquire knowledge of disciplinary/program content and the core competencies across programs (content knowledge). |
| SG2 | Students are expected to demonstrate the ability to apply theory and knowledge. |
| SG3 | Students are expected to be effective communicators and critical thinkers. |
| SG4 | Students are expected to demonstrate an awareness of ethics, diversity and justice. |
| SGS | Students are expected to develop a commitment to life-long learning. |

Program Goals (PG) - PROGRAM SOCIAL WORK

| Program Goal (PG) Code | Program Goals {PGs} | School Goal (SG) Alignment |
|---------------------------|---|----------------------------|
| PG1 | To educate students for entry level generalist social work practice including interventions with individuals, families, groups, organizations and communities | SG1 |
| PG2 | Students will acquire the knowledge and skills to serve diverse populations and needs with sensitivity, creativity and professional courage. | SG4 |
| PG3 | Students will have respect for and an integration of professional ethics and values into their practice. | SG1 |
| PG4 | Students will have a commitment to seek avenues for lifelong learning and professional development. | SG 5, SG3 |
| PG5 | Students, who may wish to pursue graduate education, will have a solid academic and practice foundation of knowledge skills | SG1, SG2 |
| PG6 | Students will acquire a commitment to, and contribute to improving unjust or oppressive social conditions and policies and towards promoting effective and humane agency/organization practices and programs. | SG4 |

Program Outcomes (PO) - PROGRAM SOCIAL WORK

| Program Outcome (PO) Code | Program Outcomes {POs} | Program Goal (PG) Alignment |
|---------------------------|---|-----------------------------|
| PO1 | Students are expected to apply Social work Ethical Principles to guide professional practice. | PG3, PG4 |
| PO2 | Students are expected to engage in diversity and difference in practice. | PG2 |
| PO3 | Students are expected to advance human rights and social and economic justice. | PG6 |
| PO4 | Students are expected to engage in research-informed practice and practice- informed research. | PG1, PGS |
| POS | Students are expected to engage in policy practice to advance social and economic well-being and to deliver effective social work services. | PG6 |
| PO6 | Students are expected to engage with individuals, Families, Groups, Organizations, and Communities. | PG1 |
| PO7 | Students are expected to assess Individuals, Families, Groups, Organizations, and Communities. | PG1 |
| PO8 | Students are expected to intervene with Individuals, Families, Groups, Organizations, and Communities. | PG1 |
| PO9 | Students are expected to evaluate Individuals, Families, Groups, Organizations, and Communities. | PG1 |

CONTACT INFORMATION

Telephone numbers:

Social Work Program (General number with voice mail) 914-674-7301 Fax: 914-674-7413

Program Director, Raquel Warley, 914-674-7603 rwarley@mercy.edu
Field Education Coordinator, Emily Murphy, 914-674-7556 emurphy4@mercy.edu
Bronx Campus Coordinator, Carolyn Hanesworth, 718-678-8963 chanesworth@mercy.edu
Administrative Assistant Gracemarie Venticinque, 914-674-7301 gventicinque@mercy.edu

You may leave telephone messages for anyone in the Program at 914-674-7301. Part-time faculty will usually give students another telephone number where they can be reached. We have listed below e-mail addresses for the social work faculty.

| | |
|--|--|
| LeKeisha Dawkins ldawkins1@mercy.edu | Maria Provenzano mprovenzano@mercy.edu |
| Patricia Hamill phamill@mercy.edu | |

Location: The Social Work Program offices are located in Mahoney Hall, Dobbs Ferry campus. Our offices are located in the rear of the building on the main floor, Rooms 107, 109 and 110. In the Bronx Campus, we are located on the second floor for the School of Social & Behavioral Sciences, Room #2258.

In the event no one is in the Office, messages or papers may be left on our administrative assistant's desk, in our mailboxes or under our office door.

SOCIAL WORK PROGRAM FACULTY PROFILES

Raquel Warley, Ph.D., M.A., M.Phil., LCSW, Associate Professor, Program Director

Dr. Warley is an associate faculty member and the Program Director in the Social Work department at Mercy College. She received a Bachelor of Arts degree in forensic psychology from John Jay College School of Criminal Justice in 1993. Following her undergraduate studies, she obtained three graduate degrees: a Master of Arts in criminal justice (John Jay College, 1995), a masters of social work (Hunter College, 2002), and a masters of philosophy (City University of New York, 2006). In May 2009, she completed her doctorate degree in social welfare at the City University of New York.

From 2008 until 2017, Dr. Warley was on faculty in the School of Social Work at California State University, Los Angeles (CSULA). During her tenure at CSULA, she also served in the roles of Interim Director of Field Education and BSW Program Director.

Just prior to joining the Mercy College community, Dr. Warley was the chief administrator for the Office of Field Education in the School of Social Work Administration for Adelphi University. In that capacity, she monitored social work practica for 500 students doing internships at 400+ social service and mental health agencies across New York and in seven other states. In addition, she managed a group of 70 faculty as well as professional and support staff members.

Dr. Warley brings to her position at Mercy College a strong record of practice, teaching, scholarship, and leadership. Her purpose and passion lie in social work service and education. During her career, she has cared for and encouraged the growth of hundreds of students at the BSW, MSW, and doctorate levels.

Carolyn Hanesworth, PhD, LCSW Assistant Professor, Bronx Campus Coordinator

Carolyn Hanesworth is an Assistant Professor of Social Work in the BSW Program at Mercy College in Dobbs Ferry, New York. Prior to her appointment at Mercy in 2009 Professor Hanesworth provided direct services, program administration and consultation to organizations serving homeless families in Texas and New York. Professor Hanesworth has a Master's Degree in Social Work from The University of Texas at Arlington, and a PhD in Social Welfare from The City University of New York's Graduate Center. Carolyn's work with chronically poor families inspires her current scholarship, which examines how social work educators and students can re-dedicate themselves to addressing the root causes of poverty. She is also involved with research aimed at creating evidence-based interventions for individuals and families exiting the homeless shelter system.

Emily Murphy, LMSW, Field Education Coordinator

Professor Emily Murphy joined the Social Work Program as a full-time faculty member in August 2015. She has over thirteen years of experience working directly with children and families in the New York City child welfare system. She was the supervising social worker of the Kathryn A. McDonald Education Advocacy Project (EAP) at the Legal Aid Society, Juvenile Rights Practice

(JRP), which provides early intervention and special education advocacy for children. Prior to joining the EAP team, she was a Social Work Supervisor for the Brooklyn JRP office and a forensic social worker in the Bronx JRP office. She received her Master's in Social Work from Columbia University and her Bachelors in Social Work from Skidmore College. Emily was a field advisor for Masters in Social Work Students at Fordham Graduate School of Social Service. Emily is currently the Education Chair of NASW Westchester.

PROFESSIONAL ASSOCIATES/ADJUNCT FACULTY

LeKeisha Dawkins, MSW, CASAC

Lekeisha Dawkins is a licensed clinical social worker with 17 years of experience in various roles from front line staff, to clinician and administrator. Mrs. Dawkins earned her Master's degree in Social Work from New York University and BA in Psychology Lehman College. She has CASAC certification and is an OASAS NYS Impaired Driving Evaluator. In 2009, she received training at Yeshiva University for the Seminar in Field Instruction and has since enjoyed mentoring several social workers, CASAC and mental health counseling interns. In 2015, Mrs. Dawkins completed Post-Graduate coursework in Applied Behavioral Analysis at Mercy College, and has been trained at the Williamson Alanson White Institute, Intensive Psychotherapy Psychoanalysis Program. Currently, Mrs. Dawkins the Site Director at Montefiore Medical Center, Division of Substance Abuse Opioid Treatment program in Bronx, New York. Mrs. Dawkins thrives on the opportunity to bring her clinical practice experience work to the classroom setting in order to inspire and prepare future social workers.

Patricia Hamill – LCSW

Ms. Hamill will join the Social Work Program as a faculty field liaison. Ms. Hamill is currently the Director for Community Services at Rockland Psychiatric Center in Orangeburg, New York, a position that she's held for many years. Prior to this, she was the Associate Director of Community Service at Manhattan Psychiatric Center. In total, Ms. Hamill brings over 35 years of experience as a social work practitioner. She has worked in the past as a Mercy Social Work field liaison, and we welcome her back. Currently, Ms. Hamill is a member of the Social Work Advisory Board at Mercy College.

Maria Provenzano – LCSW, MSW

Maria Provenzano earned a Master's in Social Work and a Master's in Health Services Management, both from New York University. She began her career in Adult Day Health Care at Beth Abraham Health Services in the Bronx, working her way up to the Director position. She is currently the Director of Adult Day Services at Wartburg in Mount Vernon, NY. She began practicing individual and group clinical work in 2011 and in 2014 opened up a private practice in the Bronx: Pro Psychotherapy LCSW PC. Her academic career began in the Spring 2016 at Mercy College and she instantly fell in love with teaching. Maria is very excited about using her education and professional experiences to provide opportunity to others.

APPLICATION TO THE PROGRAM

A student who would like to major in social work must apply for admission to the social work program. The purpose of the admissions process is to help students to consider and assess their understanding and interest in social work as well as their readiness and capacity to assume the expectations of the program. Program faculty will similarly assess student readiness and ability to meet the requirements of the Major.

Criteria for Admission to the Social Work Program

Students applying to the social work major should:

1. Have completed at least 42 credits.
2. Have achieved, at least, a cumulative grade point average of 2.60 (on a 4.0 scale)
3. Have an interest in or demonstrated capacity to provide help to people.
4. Demonstrate the aptitude for and/or motivation to enhance skills in clear oral and written expression and the ability to think conceptually and analytically.
5. Meet for an individual interview with the Social Work Program Director, or designate. During the interview, the student and Program Director will explore the student's interests, experience skills and goals and discuss the requirements of the social work major. This meeting includes acknowledgement on behalf of the student of the demands and time requirements of the senior-year field practicum. (Acknowledgement of Program Requirements form is on page 41)

In its review, the Program Admissions Committee will take into account all aspects of the student's application and presentation. The Committee has the authority to make any exceptions to its admissions policy in accepting an applicant and makes the final decision on an applicants' suitability.

After completing the application process, the admissions committee will determine if the student:

- is admitted to the social work program
- offered provisional admission, indicating the specific criteria the student must meet for full admission.
- or denied admission.

The student will receive a formal letter from the Program Director informing him/her of the Committee's decision.

TRANSFER CREDITS

All evaluation of transcripts for the purpose of determining transfer credit from other Institutions is done on an individual basis. The evaluation of transfer credits to meet general education requirements or general electives is made by the Office of Admissions.

The evaluations of transfer credits to meet requirements for the Social Work Major are solely determined by the Program Director. The course under review must contain comparable content and academic level to an equivalent course offered in our social work program and conforms to the standards set by the Council on Social Work education. The student's grade in the course under review must be at least a B. Students cannot obtain transfer credit for fieldwork or social work practice courses. There is a statute of limitations of five years for social work credits eligible for transfer into the current major. Our current policy on course transfers may be obtained in the social work office.

SOCIAL WORK MAJOR CURRICULUM REQUIREMENTS

Students who major in social work should complete the following degree requirements for graduation:

| | |
|--------------------------------------|-------------|
| General Education requirements | 60 credits |
| Including: | |
| <i>Introduction to Psychology</i> | |
| <i>Introduction to Sociology</i> | |
| <i>Introduction to Human Biology</i> | |
| <i>Introduction to Computers</i> | |
| <i>Introduction to Social Work</i> | |
| Social Work Major | 45 credits |
| Open electives | 15 credits |
| TOTAL..... | 120 credits |

The Social Work Major at Mercy College is composed of a progressive sequence of courses offered largely over a 4-semester period in the junior and senior years. The core requirements are based on the curriculum guidelines established by the Council on Social Work Education (CSWE), the national accrediting body for Baccalaureate Social Work Programs.

Beyond the core requirements, the Program has added course content and electives that we believe are particularly relevant to educate students for practice in the social service sector of New York City and its surrounding counties.

Prior to beginning the social work program, students are expected to complete or concurrently complete: Introduction to Psychology, Introduction to Sociology, Introduction to Human Biology (preferably) and Introduction to Computers. These four courses also meet general education requirements in the College.

The Social Work Program does not grant college credit for life and work experience.

FIELD EXPERIENCE

SENIOR YEAR INTERNSHIP

Mercy College's Social Work Program is fully accredited by the Council on Social Work Education (CSWE). CSWE's 2015 Educational Policies and Accreditation Standards (EPAS) identified 9 core competencies. "Each competency describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform these behaviors" (P.7). Generalist practice learning objectives for the field practicum are based on the application of these core competencies and behaviors. Because they are so integral to the curriculum, students are evaluated on their progress on mastering these competencies through their end-of-the-semester evaluations (see Appendix). Copies of the competencies and behaviors are also widely disseminated to students, field instructors, and faculty field liaisons throughout various points of the fieldwork process, including orientations, agency meetings, and faculty and classroom discussions.

Students completing their senior-year internship and graduating with a Social Work degree from Mercy College are expected to demonstrate understanding and mastery at the BSW level of these 9 core competencies which are listed below.

Recognizing the integral role that field education plays in social work education, in order for students to graduate with a BSW in Social Work, they must complete a field internship during their senior year. Students are placed in social agencies or social work programs and are assigned practice experiences to learn skills for work with individuals, families, groups, communities, and organizations. Students are supervised weekly by a professional social worker. Fieldwork placements are normally assigned for 20 hours a week for a yearly minimum total of 550 hours. Some adaptations to this schedule may be developed in certain circumstances (such as during the Covid pandemic), including a reduction of hours if approved by CSWE. Students will be made aware of adjustment as they are determined and approved by the Program Director and Field Education Coordinator. The Program's Field Education Coordinator and faculty advisor work closely with students to develop placements that reflect the student's interests and learning needs and manageable schedules and travel routes.

Students should anticipate working during regular 8 a.m. to 8 p.m. workdays (Monday through Friday). The Program does not promote placements conducted solely during evening or weekend hours and does not guarantee any placements with evening or weekend hours. Students are informed of the internship demands and time requirements during their interview for Social Work Program admission and are reminded during their junior year classes. They are also given an orientation to the fieldwork application process in their junior year spring semester. It is expected that students will arrange their schedules accordingly in advance of their senior year. Students who wish to use their employment site to meet fieldwork requirements should discuss this request with the Field Education Coordinator. Additional requirements for an Employment-based Internship must be met.

Students will attend a mandatory Field Work Orientation in September prior to the start date of field practicum. They also required to attend field integrative seminars with their assigned field faculty (also referred to as *Faculty Field Liaison*).

For full information on the field practicum, a Field Education Manual is distributed to students during the mandatory fieldwork orientation prior to the start of fieldwork in the senior year.

Students in the social work major should follow the course sequence since many required courses are currently offered only once a year.

REQUIRED COURSES and SEQUENCE OF STUDY

| <i>Fall Semester - Junior Year</i> | |
|---|-----------|
| SOWK 311 - Human Behavior and Social Environment I | 3 credits |
| SOWK 332 - Social Work Research | 3 credits |
| SOWK 342 - Social Welfare Policy and Services (Policy I) | 3 credits |

| <i>Spring Semester - Junior Year</i> | |
|--|-----------|
| SOWK 312 - Human Behavior and the Social Environment II | 3 credits |
| SOWK 314 - Issues of Diversity in Social Work Practice | 3 credits |
| SOWK 322 - Social Work Practice I | 3 credits |

| <i>Fall Semester- Senior Year</i> | |
|---|-----------|
| SOWK 423 - Social Work Practice II | 3 credits |
| Social Work Elective (Social Work in Health and Mental Health Services- SOWK 436 or Social Work with Children and Youth- SOWK 435) | 3 credits |
| SOWK 431 - Field Practicum I | 6 credits |

| <i>Spring Semester - Senior Year</i> | |
|---|-----------|
| SOWK 424 - Social Work Practice III | 3 credits |
| SOWK 426 - Influencing Communities, Organizations & Social Policy II | 3 credits |
| SOWK 432 - Field Practicum II | 6 credits |

REQUIRED SOCIAL WORK COURSE DESCRIPTIONS

BHSC 201 (SOWK 201) Introduction to Social Work

This course is an introductory survey of the social work profession. It provides an overview of principal social work values, codes of ethics, practice and research methods, fields of social work practice, and social welfare policy issues. The course emphasizes the unique experiences of diverse and at-risk population groups facing various social challenges. This course is a required pre-requisite for the major. It is recommended that students take it prior to the junior year or at the latest, in the fall semester of the junior year. 3 sem. hrs. 3 crs.

SOWK 311 Human Behavior and the Social Environment I:

The first course of a two-semester sequence in which theory, knowledge and research findings are presented regarding the factors affecting human development and functioning. The course sequence focuses on the biological, psychological, spiritual social, racial and ethnic factors which influence normal development and differences in development. The impact of social systems is presented as they interact and shape individual behaviors. This course introduces the study of the life cycle. *Prerequisite:* PSYN 101 and SOCL 101. Junior standing and non-majors must obtain permission of the Director of the Social Work Program. 3 sem. hrs. 3 crs.

SOWK 312 Human Behavior and the Social Environment II:

This second course of a two-semester sequence continues its focus on the biological, psychological, social and cultural factors that affect human development and functioning and the impact of social systems in shaping individual and collective behaviors. This course focuses on the study of the full life cycle and life issues, including differences in bio-psycho-social functioning, disorders, and conditions. *Prerequisite:* SW 311. 3 sem. hrs. 3 crs.

SOWK 314 Issues of Diversity in Social Work Practice:

This course is designed to provide students with an understanding of the impact of race, ethnicity, class, gender and sexual orientation on life styles, options and choices. Students will also learn how oppression, discrimination, stigma, racism and sexism create and affect diverse populations. Implications will be drawn for service delivery and social work practice with and on behalf of clients. *Prerequisite:* Junior standing and permission of Director of the Social Work Program. 3 sem. hrs. 3 crs.

SOWK 322 Social Work Practice I:

This course introduces students to social work practice. The focus will be on generalist practice and the different roles and methods practitioners assume in providing service to individuals, families, groups, communities and organizations. Students will learn about the helping process, its application to work with different populations and problems, and about the ethics and values underpinning practice. *Prerequisite:* Junior standing, SOWK 311 or consent of Director of Social Work Program. 3 sem. hrs. 3 crs.

SOWK 332 Social Work Research

This course provides a basic introduction to methodology. Topics covered include: developing a researchable question, the values, ethical and political issues involved in developing the question, conducting a literature review, issues of design, measurement techniques, data collection and

analysis. Attention paid to linking research to social work practice and the evaluation of service delivery systems. *Pre or Co requisite:* CISC/MATH 120. 3 sem. hrs. 3 crs.

SOWK 342 Social Welfare Policy and Services (Policy I):

Students are introduced to the development of social work as a profession. The course focuses on major social welfare policies and programs and the philosophical, economic, social and political forces that shape their development. Students will explore contemporary approaches to social problems, such as health and welfare issues facing families, children and older adults; poverty, unemployment, homelessness, AIDS, mental illness, and developmental disabilities.

The course highlights issues of social and economic justice and the inequities that exist and affect ethnic and racial minorities, women, and other at risk populations. *Prerequisite:* Junior standing and permission of Director of Social Work Program. 3 sem. Hrs., 3 crs.

SOWK 423 Social Work Practice II:

Students will be introduced to theories, concepts, research findings, and skills common to professional practice. Specific attention will also be devoted to those skills required for working with individuals, collectives (family, groups, and communities) and for intervening in the client's environment. Students will examine the phases of the helping process, starting with the initial phase and assessment and consider their application in different life situations, especially with at risk populations. Students will be taking this course concurrent with their field work placement. *Prerequisite:* SW 322. Open only to majors. 3 sem hrs. 3 crs.

SOWK 424 Social Work Practice III:

This course builds on the content introduced in Social Work Practice II. Students will continue to examine the helping process concentrating on the ongoing and ending phases. The focus will be on using assessment and empirical findings to determine opportunities for multiple levels of intervention and the use of different helping approaches for problem solving. Students will deepen their knowledge of generalist practice concepts and skills for providing service to individuals, families, groups and communities and their application in work with different populations, especially those at risk. The course also emphasizes specific strategies for representing clients' needs and securing resources through environmental interventions and in carrying out case management and interdisciplinary team activities. Students will learn skills for evaluating their practice. This course is taken concurrently with field work. *Prerequisite:* SW 423. Open only to majors. 3 sem. hrs. 3 crs.

SOWK 426 Social Welfare Policy II: Influencing Communities, Organizations, and Social Policy II

This course builds on SOWK 342, Social Welfare Policy and Services by providing students an opportunity to explore in-depth empirically based knowledge, values, and skills required to identify social problems and to assess and influence the communities, organizations, and social policies that affect their clients' lives. The focus will be on locating dysfunctional structures, processes, and policies that create unjust and oppressive conditions and on developing strategies to influence change. Professional dilemmas or obstacles encountered in that pursuit will be examined. *Prerequisites:* SOWK 342 and SOWK 423.

SOWK 431 Field Practicum I:

Students are assigned to social agencies or social work programs for 20 hours a week (a minimum of 275 hours a semester.) These settings provide students with assignments to acquire skills in social work practice and with the opportunity to apply theories and principles learned in the classroom to work in the field setting. Students receive individual weekly supervision from a professional social worker and attend field seminar meetings with field faculty. This course is taken concurrently with SW 423. Open only to majors. 6 sem. hrs. 6 crs.

SOWK 432 Field Practicum II:

A continuation of Field Practicum I. Students remain in the same field placement for 20 hours weekly (a minimum of 275 hours a semester) and attend field seminar meetings with field faculty. This course is taken concurrently with SW 424. Prerequisite: SW 431. 6 sem. hrs. 6 crs.

SOWK 435 Social Work with Children and Adolescents*:

This course focuses on the settings that provide service to children and adolescents. Students explore special problems that children and adolescents experience and how these problems affect them and their families. Students learn interventive strategies and techniques, specific to work with this population. Ethical issues and the impact of legislation and policy on practice and resources are considered. *Prerequisite:* SW 322. 3 sem. hrs. 3 crs.

SOWK 436 Social Work in Health and Mental Health Services*:

This course provides an overview of health and mental health settings and the current policies that affect the delivery of services. Emphasis is placed on the major roles carried out by social workers in work with clients and with interdisciplinary staff. Students are familiarized with the range of problems that affect this population and their families and learn strategies and methods for offering help. *Prerequisite:* SW 322. 3 sem. hrs. 3 crs.

SOWK 497 Independent Study in Social Work *

Independent study is designed for students interested in areas beyond scheduled courses. A faculty member supervises independent studies. 1-3 crs.

SOWK 435 & SOWK 436 are required electives for social work majors. Seniors take the course that best corresponds to the population in their field placement.

COURSE REQUIREMENTS AND POLICIES

The Program reserves the right to introduce policies, procedures or requirements different from those listed in the Manual if, in the judgment of the faculty, they are warranted.

Attendance:

In this major, instructors present content in the classroom that is highly relevant to preparing for the social work profession. Some of this content is not available in the literature; moreover, classroom exercises and interchange among students are viewed as essential to student learning. Therefore, students are expected to attend all classes and to notify the instructor if there is an unavoidable absence.

1. Students are expected to attend all classes
2. If a student must miss up to two classes, there is no penalty. However, students are expected to assume initiative for obtaining class notes, assignments and handouts.
3. On the third absence, the final grade will be dropped one entire letter grade – for example, an A would become a B. On the fourth absence, the student will receive a failing grade.

Punctuality:

Students will be assigned one absence for every three times they are late to class. The Professor will take attendance at the scheduled time for class to begin, unless he or she has told you otherwise. If you come in after class begins, you need to approach the Professor at break or after class to request that you are marked as present. If you do not, your status may remain “*absent*”.

Late Papers:

Paper that are emailed to the Professor past 11:59 pm on the day they are due will receive no credit.

Technology:

In today’s technologically oriented society, students are connected to their cell phones more than ever; however, texting, checking Facebook accounts, checking your twitter account, etc. is not allowed in class. Additionally, as part of showing respect to your colleagues in the class, please put all cell phones and other gadgets that make any kind of sound on either silent or vibrate before class starts. Students may not use laptops or cell phones in class, except during open note exams, or if they have accommodations that include use of a laptop. Students who disregard this policy will receive grade reductions at the Professor’s discretion. If students feel that they cannot disconnect from their cell phones during class sessions, please feel free to approach the Professor.

(Please see the appendix)

Inclement or Severe Weather

In the event of inclement or severe weather (or other emergency situations) Mercy College may choose to close or delay its operations in whole or in part. Because weather conditions and other emergencies may not affect all campuses directly, this decision may be made on a campus-by-campus basis.

Information related to closure and delay can be obtained through:

Mercy College Information/Weather Line - 914-674-7777

Mercy Connect - Check Campus Announcements

E-mail - Check both Outlook and Mercy Connect accounts

Mercy College Home Page - Visit www.mercy.edu and check the homepage

Media Channels (Monitor WFAS [1230 AM and 103.9 FM], WHUD [100.7 FM],

WOR [710 AM], WCBS [880 AM], and cable television's News 12.)

MERCY COLLEGE
SOCIAL WORK PROGRAM
GRADE EQUIVALENTS

Following are grade equivalents for a 4.0 point scale. A recommended practice is to convert letter grades and numeric grades to their 4.0 grade point equivalents when determining the final semester grade.

| LETTER GRADE | NUMERIC GRADE | 4.0 SCALE EQUIVALENT |
|---------------------|----------------------|---------------------------------|
| A | 95 – 100 | 4.0 |
| A- | 94 – 90 | 3.67 |
| B+ | 89 – 87 | 3.33 |
| B | 86 – 84 | 3.0 |
| B- | 83 – 80 | 2.67 |
| C+ | 79 – 77 | 2.33 |
| C | 76 – 74 | 2.0 |
| C- | 73 – 70 | 1.67 |
| D | 69 – 60 | 1.0 |
| F | Below 60 | 0.0 |

ACADEMIC SUPPORT SERVICES

FACULTY ADVISEMENT

Each social work major is assigned a faculty advisor in the Program. Students should meet each semester during registration period to discuss course planning and selection with their advisor. Students will also meet with their advisor in the spring semester of their junior year to discuss field placement opportunities and planning for the senior year. From time to time, students may wish to consult their advisors about career planning, employment options, or applying to graduate schools. Finally, students who are experiencing academic or personal difficulties which affect their attendance or performance in classes or the field placement are encouraged to meet with their advisor.

Students cannot register for an independent study or an internship in another major without approval from their social work faculty advisor.

During their year in field placement, students will be assigned to a *Faculty Field Liaison* that carries overall responsibility for working with the student, the field instructor, and the agency in monitoring, assessing, and consulting on the objectives of the student's field training experience.

REFERENCES

Upon request, the faculty advisor will prepare an official reference describing the student's class and field performance when the student has completed all requirements for graduation. This will be maintained on file at the Social Work office and prospective employers or graduate schools may contact the office directly for a copy. Official College transcripts may be obtained from the Registrar's Office. Students should contact their advisor if they need reference material for graduate school prior to graduation or if they need an employment reference while they are still attending College.

CAREER AND GRADUATE SERVICES

The Social Work Program will offer workshops and individual meetings to assist students with their plans following college graduation. The Program Office maintains a resource file containing catalogs and copies of applications from local graduate Schools of Social Work in the NY area. Students can also go to the website for the Council on Social Work Education, CSWE.org, for information on accredited MSW programs throughout the country. For students who wish to consider or pursue a Master's degree, the Program will offer guidance to students in making choices and in completing application materials. For students who wish to pursue employment in social work, the Program will offer guidance in preparing resumes and in seeking positions. Sample resumes and graduate application essays are available through our Office. Students may also consult the College's Office of Career Services.

LIBRARY

The Social Work Library subscribes to a large number of journals that are relevant for social work students. Lists of journal collections, including social work, sociology, and psychology may be obtained from the librarians and will also be distributed to students early in their junior year. The library has a vast collection of reference materials and abstracts and students are encouraged to ask the library staff for assistance in locating and using them. The social work book collection is expanding and newer editions of books are also being added. Please let the faculty know if there are books you would suggest we order for the library.

For more information on the online library guide for students in the Social Work Program, go to <http://libguides.mercy.edu/sowk>

MERCY CONNECT /DEGREE AUDIT

The icon for the Campus Mercy Connect may be found on the right hand side of the Mercy College homepage (www.mercy.edu). When you go to the homepage, you can obtain a PIN number. This resource allows students to get and receive e-mails, contact their instructors, access their schedules, grades, register for classes, add/drop courses, etc. They are also able to check out information regarding their financial aid account. You can access the Mercy Connect from any computer connected to the internet. If you have trouble, contact the HELP desk at (914) 674-7526 or the social work office.

BLACKBOARD

Students will be able to access their courses by going to: <http://mercy.blackboard.com>. It is essential that students utilize Blackboard. In some courses all material are provided via Blackboard and no hardcopies are available.

Blackboard Assistance for Students:

An Online Student Blackboard Tutorial video will prepare students to navigate online or blended courses at Mercy College. The basic features of Blackboard will be provided along with the resources to ensure a successful online experience.

Virtual Blackboard Tutorial:

<https://www.mercy.edu/academics/mercy-online/student-resources/technical-issues/>

For additional information, please contact mercyonline@mercy.edu

All Social Work students are required to have a Mercy College e-mail address. E-mails will not be sent to other addresses. If you do not have a Mercy e-mail address, please go to Mercy Connect and click on the e-mail ICON and follow the directions.

STUDENT CONCERNS OR DIFFICULTIES

During your time at Mercy College, you may find that you are having difficulties. Life circumstances may affect your learning, your course program planning, your attendance, your financial situation, or even your ability to attend College. You may have experiences that affect your performance or potentially jeopardize your education plans because of difficulties in College or in your life outside of College.

A first step if any of these situations occur is to contact your **social work faculty advisor**. Your advisor will discuss the problem or issue with you, consider different alternatives and help you to obtain needed resources or services. Because this is a small program, and the entire faculty is eager to be of help to students, you should feel free, as well, to contact the Director of the Program or any other faculty member.

SERVICES FOR STUDENTS

Mercy College offers its students a range of services which are described in the Mercy College Student Handbook. It can be obtained at the Office of Student Affairs. We will briefly identify these services and suggest students consult the Student Handbook, the appropriate College administrative office or their faculty advisor for further information.

1. **Health Service** – Health services and information are available for students with health problems, illnesses or accidents. In case of an emergency, call 911
 - a. Dobbs Ferry, Main Hall (Rotunda), Nurse Office Room 127 (914-674-7255)
 - b. Bronx, See Campus Security, Located in the Lobby (718-678-8983)
 - c. Security office 914-674-7225 or Security Emergency – 914-674-9999

2. Center for Academic Excellence

Tutoring resources are freely available at the Center for Academic Excellence by scheduling an appointment online at: <https://www.mercy.edu/academics/academic-tutoring> or:

| | |
|--|--------------|
| Dobbs Ferry - Library Learning Commons - Main Hall | 914-674-7402 |
| Bronx - Library Learning Commons – Room 3170 | 718-678-8905 |
| Manhattan – Center for Academic Excellence | 212-615-3349 |

3. Computer Labs- Students can use labs for word processing and other services

- a. Dobbs Ferry – Go to Library – Main Hall
- b. Dobbs Ferry – Go to Mahoney Hall
- c. Bronx – Go to Library – Go to Library – 3rd floor

4. Program for Students with Disabilities (All Campuses)

Known as The Office of ACCESSibility – accessibility@mercy.edu

- a. Dobbs Ferry–Main Hall 121– The contact person is Sara Venezian, Director, Accessibility, Office of Accessibility Services 914-674-7523 at svenezian@mercy.edu or 914-674-7764

5. Bookstores:

- a. Dobbs Ferry – (914) 674-3603
- b. Bronx – (718) 863-9318, 3rd floor

You can find out which textbooks are assigned to your class by visiting:

<https://www.bkstr.com/mercydobbsferrystore/shop/textbooks-and-course-materials>

6. For Student Service Support services call: 1-877-MERCY-GO (1-877-637-2946)

For PACT Program (Personalized Achievement Contract)

******Social Work students should visit their PACT advisor once a semester to get help navigating degree requirements, registering for classes and understanding your financial aid***. This type of support does not fall within the role of the Social Work advisor.***

Email address: pact@mercy.edu

Office Hours: Monday to Thursday, 9 AM - 7 PM

Friday, 9 AM - 5 PM

Saturday (2nd and 4th Saturdays of every month only), 9 AM - 2 PM

PACT Info Line: (914) 674-7228

8. For information about Shuttle Service to and from either campus to public transportation and for shuttles in-between campuses seek link below:

<https://www.mercy.edu/about-mercy/campus-safety-and-security/transportation>

MILITARY VETERANS

Mercy College is a Middle States accredited, "military-friendly" college designated as a Department of Veteran Affairs "Yellow-Ribbon" school, a Service Member Opportunity College (SOC) Consortium member, and a Military Friendly School for 2011 by GI Jobs Magazine.

Any questions about resources for Veterans please call 877.MERCY.GO or email admissions@mercy.edu

We urge you to contact your social work faculty advisor (or the Program Director) if you have questions or encounter difficulty with any College office or service.

SOCIAL WORK STUDENT HONORS AND GOVERNANCE

National Honor Society in Social Work, Phi Alpha - Eligibility for membership in this honor society are determined after completion of the fall semester, senior year. Criteria for membership are based on excellence in academic achievement and can be obtained at the Social Work office.

Social Work Club - Entering and continuing students are invited to initiate a social work club which will provide opportunities for student governance and activities. This club is student driven and led, with support from Social Work faculty as advisors.

**MERCY COLLEGE SOCIAL WORK PROGRAM
ACADEMIC COMMITTEES FOR GRIEVANCE and REVIEW**

GRADE APPEALS/COMPLAINTS/GRIEVANCE PROCEDURES

If students have a complaint about a course grade, disagreements regarding incidents of cheating or plagiarism, or the application of a Mercy College academic policy, they are encouraged, whenever possible to first discuss the issue with the instructor involved. If students are not able to resolve the difference or dispute with the instructor, they should bring the matter to the attention of their faculty advisor, the Director of the Social Work Program and/or the Chair of the appropriate academic division who may be able to assist in a satisfactory resolution.

Students wishing to file an official grievance should do so in writing. For academic concerns, the grievance should be addressed to the Associate Provost. Please refer to Academic Grievance Policy in the Student Handbook. Non-academic concerns should be addressed to the Assistant Dean of Student Affairs.

TERMINATION/APPEALS PROCEDURE

In order to remain in the Social Work Program, a student

1. must maintain a 2.8 grade point in social work major courses.
2. must receive a passing grade of at least a C in the field practicum
3. must maintain appropriate professional conduct.

Unprofessional conduct includes, but is not limited to:

1. Engaging in social work practice under the influence of drugs or alcohol.
2. Behavior that interferes with the student's academic or professional functioning.
3. Behavior that jeopardizes the welfare of clients.
4. Behavior that is disruptive to the learning of other students or co-workers.
5. Exploitation of a professional relationship for personal gain, etc.
6. Participating or condoning dishonesty, fraud, misrepresentation or deception in the context of one's educational experience or professional role.
7. Breach of professional confidentiality.
8. Engaging in any form of discrimination.

Students will be notified in writing by their faculty advisor, faculty field liaison, or course instructor if they are at-risk for failing to meet these requirements and a collateral meeting will usually follow with either the Program Director or Field Coordinator regarding the situation.

THE EDUCATIONAL REVIEW COMMITTEE

The Educational Review Committee (ERC) functions as a consultative and decision-making committee for students at risk of falling below expected standards in the class or in the field.

Composition: The Educational Review Committee is composed of 3-4 Social Work faculty members, including the Program Director who serves as Chair; and a student who attends if the student under review wishes him/her to be present. If three faculty members cannot attend, the Chair will appoint a member of the Program Advisory Board (or other person e.g. Adjunct faculty or a field instructor) to serve on the Committee.

If a faculty member/advisor is presenting a student's situation to the Committee, s/he will not serve on the Committee and another member shall serve in his/her place. As the chair, the Program Director will attend all Educational Review Committee meetings and cannot be a designated advisor to a student going up for review. The Field Coordinator cannot be the advisor of a student going up for review due to Field related issues. For specific information regarding resolving Field issues and the Educational Review Committee, please refer to the Field Educational Manual.

The current social work majors will elect a student representative to serve on the ERC. An alternate student member shall be similarly designated and serve in the absence of the regular student member. Both students must be in good standing and able to assume this important, impartial educational role.

Function: The primary functions of the Educational Review Committee are: 1) to provide consultation to the faculty advisor or faculty field liaison and student on questions related to the student's academic and fieldwork performance and the quality and appropriateness of the field placement experience 2) to make dispositional judgments and offer alternative recommendations if the student fails to meet academic or field practicum requirements in the major, violates educational or professional standards of conduct, or the student requests review of an educational issue in which the advisor and student did not agree or which may require an exception to policy. Decisions may include a change of field placement, an extension of the semester, or in the case of failure, repetition of the semester in fieldwork, probation, intermittence or termination from the social work major.

Procedures of referral and review: A faculty member or student may initiate a request for Committee review. If the student's academic or field performance is at risk or at a failing level, **the following steps** should be followed.

1. Emphasis should be on early identification of problems with the focus on exploration and problem identification including any variables in the academic course situation or field placement that may be adversely influencing the student's capacity to learn and meet performance expectations. In the case of a field issue, every effort should be made to address the problems at this level and will usually include meetings between the student, field instructor, and faculty member (field liaison). In the event that the issue cannot be resolved at this level, the Field Education Coordinator will play a more active role in determining the best course of action. This includes the decision to request a Committee review.

2. If a student is at risk or fails to meet the Program's academic requirements, the student should be presented for review by the Committee. Those standards are identified on page 5 in this handbook.
3. The faculty advisor and/or faculty field liaison (depending on where the problems are located) must send a written detailed summary (the Guideline is available in the Social Work Program Office). In preparing the report, the faculty member may wish to contact the student's current classroom instructors to request a brief review of the student's current class performance. A student initiating a consultation with the ERC should prepare a statement, identifying the issue, question, or request and offer supporting data. **Please note: The Field Education Coordinator cannot serve as a student's advisor in matters relating to field work.**

The Report should be sent to the Committee Chair at least 2 days prior to the meeting.

The faculty member or student who initiates the request for Committee review contacts the Chair, who will arrange a meeting time and ensures that copies of the Report are sent to the student and committee members at least 2 days prior to the meeting.

Students may bring a student advocate, who is a social work major, and should notify the Chair in advance. Students should also indicate if they want the student member present during the meeting. Field Instructors will not routinely attend meetings of the ERC, but may be invited at the discretion of the Chair. Faculty and students should direct any requests for attendance by the field instructor a week prior to the meeting.

4. The Chair will notify the student indicating any decisions that were made. A copy of the Report and a summary of the meeting will be kept in the student's program file

APPEAL: Students may appeal a Committee decision by following the Mercy College Academic Policy and Procedure process as indicated in the Mercy College Handbook and Undergraduate Catalog.

NON-DISCRIMINATION POLICY

The policy of Mercy College is that discrimination against any individual for reasons of gender, race, creed, religion, national origin, sex, sexual orientation, age, marital or parental status, ethnicity, citizenship status, veteran or military status, disability or for any other legally protected basis is specifically prohibited. This includes discriminatory language, gestures, and written or electronic communication. Accordingly, equal access to educational programs, employment opportunities, and all other college activities is extended to all eligible persons.

Information concerning non-discrimination policies, including complaint procedures, may be obtained from the following individuals:

- For Students: Deputy Director of PACT
- For Faculty and Administration: Provost
- For Staff: Director of Human Resources
- For Handicapped Services: Director of Disability Services

STUDENTS WITH DISABILITIES

Mercy College is committed to the availability of its academic offerings to all qualified students, in compliance with section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA).

The Office of Disability Services (Office of ACCESSibility) coordinates disabilities services, including the provision of auxiliary services. Students whose disabilities may require some type of accommodation must self-identify and complete a “Request for Accommodations” agreement. An intake interview with the Director for Disabilities Services may be required. Both the request for accommodations and the interview should be completed one month prior to the academic term. Reasonable accommodations will be made upon receipt of medical documentation of the disability, which supports the request and need for the accommodation. Appropriate modifications of accommodations will be worked out on a case-by-case basis.

Requests for testing with accommodations should be made to the Director for Disabilities Services two weeks in advance of need. Students with disability for which they are or may be requesting an accommodation are encouraged to contact the Office of ACCESSibility, Main Hall, Room 121 (Dobbs Ferry Campus) or call: (914) 674-7523.

ACADEMIC INTEGRITY POLICY: Cheating and plagiarism are contrary to the purpose of any educational institution and the Social Work Program; this must be dealt with severely if students' work is to have any validity. An instructor who determines that a student has cheated on a test or assignment will, at a minimum, give a zero for that item and may give a failure for the course. Normally the matter is handled between the instructor and the student, but the department chairperson may be consulted by either party to ensure fairness.

(See the Mercy College Academic Integrity Policy in the Appendix portion of the Student Handbook.)

COMMUNICATION POLICY:

Each professor in the Social Work Program makes it clear in the syllabus what the standard operating procedures are for communication with him/her, including the means and the anticipated turn-around time. Given the increase of social media, each professor gives thought to the balance between all the communication choices and the needs the program regarding the professional boundaries that govern social work practice. Students must understand that the same ethical standards (as indicated by the NASW code of ethics) apply in the virtual world as in the physical world. For details on ethical behavior in regards to technology students should refer to:

NASW STANDARDS FOR TECHNOLOGY IN SOCIAL WORK PRACTICE

STANDARD 2.19: APPROPRIATE BOUNDARIES

https://www.socialworkers.org/includes/newincludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

SOCIAL WORK PROGRAM ADVISORY COMMITTEE

The Social Work Program has an Advisory Committee composed of social work educators and professionals from the social work community, who work in various fields of practice in the greater New York metropolitan area. The Committee is chaired by the Program's Director and includes social work students and alumni representatives. The community professional members include:

CAROLYN HANESWORTH, PHD, LCSW, Assistant Professor, Bronx Campus Coordinator

ALISON CARROLL, MSW, Associate Executive Director, Putnam Family & Community Serv

DAVID GITELSON, Adjunct Professor

PATRICIA HAMILL, LCSW, Office of Mental Health, New York State

HAWA JALLOH, MSW, CASAC, Westchester Division Chair, NASW, National Association of Social Workers

DANIELLE GAFFNEY-KRYGER, Assistant Vice President, The Children's Village-Bronx Off

MARY KNOPP-KELLY, Ph.D., Associate Professor, Chair of Psychology & Social Work

ALLISON LAKE, Executive Director, Westchester Children's Association, Inc.(WCA)

GEORGE LEWERT, Social Work Manager, New York Presbyterian Hospital, Columbia University Medical Center

TBD, Mercy College Social Work Student Club President

EMILY MURPHY, LMSW, Social Work Field Education Coordinator, Mercy College

MICHAEL SWANWICK, Sr. Director, Social Work & Discharge Planning
Westchester Medical Center-WMC Health Network

RICARDO TORRES, Director of Homeless Services, Westhab Family Services

This Committee serves in an advisory and consultative role on educational policies, practice and program issues.

ACCREDITATION

Mercy College offers a BSW degree in Social Work that is approved by the New York State Department of Education. The Council on Social Work Education accredits the Social Work Program. The current status of Mercy's accreditation by CSWE can be reviewed here:

<https://cswe.org/Accreditation/Directory-of-Accredited-Programs.aspx>

NON-DISCRIMINATION and SEXUAL HARRASSMENT POLICIES

Mercy College has nondiscrimination, sexual harassment and affirmative action policies and procedures that cover faculty, staff, students and applicants of the institution. Mercy College is committed to these policies and the Social Work Program, an integral part of the College, supports and complies with them. College policies are in the Mercy College Catalog and Student Handbook.

PROFESSIONAL ASSOCIATIONS

It is highly recommended that as a Social Work student you join at least one of the following recognized social work associations listed below at the student rate.

- a) National Association of Social Workers (New York City)
<http://www.naswnyc.org/>
- b) National Association of Social Workers – (New York State Chapter)
<https://naswnys.org/>
- c) National Association of Social Workers – (Westchester Division)
<https://naswnys.org/about/divisions/nasw-nys-westchester-division/>

CHANGES IN ADDRESS OR TELEPHONE NUMBERS:

Students are asked to report changes in address or telephone number to the Social Work Office, (914) 674-7301, as well as to the Registrar's Office at the College.

APPENDIX



SOCIAL WORK PROGRAM
ACKNOWLEDGEMENT OF PROGRAM REQUIREMENTS

Dear Student:

Thank you for your interest in the Social Work major. The Program will review both your interview responses as well as your writing sample and will send you a letter of determination within a few weeks.

As discussed during your interview, you acknowledge and you understand:

- Once admitted into the Program, you must maintain a GPA of 2.8
- During your senior year, you are required to complete a 550-hour internship at an agency that will be assigned to you.
 - You will complete 275 hours during the fall semester and 275 hours in the spring semester
 - You must conduct your internship within the regular business week (Monday through Fridays from 8 a.m. to 8 p.m.).
 - You **cannot** conduct your internship solely during evenings and weekends. There are no exceptions to this.
 - Even though you may currently be employed at an agency, hospital, or other human service organization, this does not guarantee you can conduct your internship at the place of your employment
- You must conduct yourself professionally. This means dressing appropriately and interacting professionally with your peers and supervisors both on and off campus.
- You will abide by the National Association of Social Workers' Code of Ethics. To view this Code, please follow this link: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>.

A copy of this signed form will be kept in your student file. If you have any questions or concerns regarding these requirements or this acknowledgement form, please do not hesitate to contact a Social Work faculty member.

Student

Social Work Faculty

Student PRINT NAME

Social Work Faculty PRINT NAME

Date: _____

CODE OF ETHICS

of the National Association of Social Workers

Retrieved from: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

Code of Ethics of the National Association of Social Workers

Preamble

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

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

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

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

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

Purpose of the *NASW Code of Ethics*

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics*

as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior

to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

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

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

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

1.04 Competence

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

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

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

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

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

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

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

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.
- (e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- (f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.
- (g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.
- (h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that

social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic

communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

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

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

1.08 Access to Records

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

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

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

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients'

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

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

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

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

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

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

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

- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

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

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

Academic Integrity Policy

Academic integrity is the pursuit of scholarly activity in an honest, truthful and responsible manner. Students are required to be honest and ethical in carrying out all aspects of their academic work and responsibilities.

Dishonest acts in a student's academic pursuits will not be tolerated. Academic dishonesty undermines the College's educational mission as well as the student's personal and intellectual growth. In cases where academic dishonesty is uncovered, the College imposes sanctions that range from failure of an assignment to suspension and expulsion from the College, depending on the severity and reoccurrence of the case(s).

Examples of academic dishonesty include, but are not limited to, cheating, plagiarism, obtaining unfair advantage, and falsification of records and official documents.

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. Examples of cheating include, but are not limited to:

- Copying from another student during an examination or allowing another to copy your work
- Providing assistance to acts of academic misconduct
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed book examination
- Submitting another's work as your own
- Unauthorized use during an examination of any electronic device, such as cell phones, computers, or internet access to retrieve or send information
- Allowing others to research or write assigned papers for you or to complete your assigned projects

Plagiarism is the act of presenting another person's idea, research or writings as your own. Examples of plagiarism include, but are not limited to:

- Copying another person's actual words or images without the use of quotation marks and citations attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Engaging in plagiarism, via the Internet or other web-based or electronic sources, which includes (but is not limited to) downloading term papers or other assignments and then submitting that work as one's own, or copying or extracting information and then pasting that information into an assignment without citing the source, or without providing proper attribution.

Obtaining unfair advantage is any action taken by a student that gives that student an unfair advantage, or through which the student attempts to gain an unfair advantage in his/her academic work over another student. Examples of obtaining an unfair advantage include, but are not limited to:

- Gaining advance access to examination materials by stealing or reproducing those materials
- Retaining or using examination materials which clearly indicate the need to return such materials at the end of the examination
- Intentionally obstructing or interfering with another student's work

Falsification of Records and Official Documents include, but are not limited to, acts of forging authorized signatures, or falsifying information on an official academic record.

Consequences for Policy Violation

A student who is found to be dishonest in submission of his or her academic assignments or other work, or in carrying out his or her academic responsibilities may, at minimum, receive a zero for the submitted assignment, may receive a failing grade for the course, or may be subject to further suspension or

expulsion from the College depending on the severity of the offense(s). Regardless, all incidents of academic dishonesty will be reported to the Academic Unit Head and School Dean, and may be retained by the College in the student's records.

Reporting

A faculty member who suspects that a student has committed a violation of the Academic Integrity Policy shall review with the student the facts and image circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on the Student Violation of the Academic Integrity Policy Form (located on Mercy Connect under the faculty tab) and submit it to the Dean of the appropriate School. The Dean shall update the Student Violation of the Academic Integrity Policy Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, the Student Violation of the Academic Integrity Policy Form will be placed in a confidential academic integrity file created for the purposes of identifying repeat violations, gathering data, and assessing and reviewing policies.

Academic Sanctions

If a faculty member believes that the appropriate sanction is academic in nature (e.g., a reduced grade) and the student does not contest either his/her guilt or the particular reduced grade that the faculty member has chosen, then the student shall be given the reduced grade, unless the Dean decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment where the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F", or another grade that is lower than the grade that the student would have earned but for the violation. If a faculty member determines that a student has committed an act of cheating or plagiarism, and the student withdraws from the course, that student will receive an "FW" for the course regardless of the time of withdrawal. The faculty member shall inform the Dean of the resolution via email and the Dean shall update the applicable Student Violation of the Academic Integrity Policy Form to reflect that resolution. In a case where a student admits to the alleged academic dishonesty but contests the academic sanction imposed by the faculty member, or in a case where a student denies the academic dishonesty, the student may appeal to the College's Undergraduate or Graduate Academic Appeals Committee.

Judicial Sanctions

In a case where the allegation of cheating or plagiarism is severe, or where the student has a history of violations of the Academic Integrity Policy which conduct warrants suspension or expulsion from the College, the school Dean shall impose a sanction in addition to or in lieu of academic sanctions, as he/she deems is warranted under the circumstances. If the student contests the judicial sanction imposed, he/she may appeal to the Undergraduate or Graduate Academic Appeals Committee.

Appeals

Appeals to the Undergraduate or Graduate Academic Appeals Committee shall be made within 7 business days of receipt of notice of the academic or judicial sanction. All parties will be permitted to participate and are permitted to submit any documentation they believe is necessary including written statements and documentary evidence. The Undergraduate or Graduate Academic Appeals Committee shall convene within two weeks of the filing of the appeal submission. The Undergraduate or Graduate Academic Appeals Committee shall issue a written decision of its finding within 7 business days of convening and shall send copies of its decision to the accused student, the faculty member and the appropriate Dean for archiving in the student's confidential academic integrity file. If the Undergraduate or Graduate Academic Appeals Committee finds that no violation occurred, the Dean shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

This policy applies to all course delivery modalities including online courses.

PROGRAMS OF SPECIAL INTEREST

College Opportunity Programs

The mission of the College Opportunity Programs is to provide academic, social, and personal support to historically underrepresented students in a nurturing and academically focused environment. The goal is to empower motivated students and our engaged colleagues to achieve their highest level of success. Several federal and state funded programs fall under the umbrella of College Opportunity Programs (COP). In support of our nation's commitment to provide educational opportunity for all persons, the United States Congress established a series of programs to assist eligible individuals to enter college and successfully graduate. These federal TRiO programs include Upward Bound and Student Support Services, as well as the McNair Program (listed separately, under **Undergraduate Research Opportunities**).

TRiO Programs

Upward Bound Program

Upward Bound provides fundamental support to participants in their preparation for college entrance. Upward Bound serves eligible high school students from the Union Free School District of the Tarrytown, who are preparing to enter post-secondary education. Academic assistance is provided to participants during their school day, after school, on Saturdays and during a six-week summer program. Services include tutoring; regents review sessions, SAT preparation, college exploration, and cultural enrichment. For more details on the Upward Bound Program, please contact the Director of Upward Bound and Student Support Services Project, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7239.

Student Support Services Project

The Student Support Services Project (SSSP) provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their post-secondary education. The goal of SSSP is to increase the College retention and graduation rates of its participants. Student must meet the federal eligibility guidelines that include first generation, low- income and have academic need for acceptance into the program. SSSP also invites applications from transfer students who were enrolled in SSSP at a previous college or university. Application for SSSP is made available through the College Opportunity Program Office. For more details on SSSP, contact the Director of Upward Bound and Student Support Services Project, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7239.

New York State Department of Education Programs

STEP, CSTEP, and HEOP share a common overall purpose, namely, to expand the educational opportunities available to various historically disadvantaged populations.

Science and Technology Entry Program (STEP)

STEP is designed to increase participation of students from under-represented populations in science and technology oriented fields. The program provides academic enrichment for students in grades seven through twelve from northern Westchester communities. STEP offers students a more intensive exploration of mathematics and the sciences during its Summer Academic Camp. For more details on the Science and Technology Entry Program, contact the Director of STEP, CSTEP, and HEOP, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7204.

Collegiate Science and Technology Entry Program (CSTEP)

CSTEP is funded by the New York State Education Department to provide academic enrichment, internships and research experiences for students who are economically disadvantaged and historically under-represented in scientific, technical, health-related or licensed professions. The CSTEP student must demonstrate an interest in, and potential for, a CSTEP-targeted profession. CSTEP students must be enrolled full-time and be in good academic standing in an approved scientific, technical, health-related, pre-professional or professional undergraduate or graduate program of study. For more details on the Collegiate Science and Technology Entry Program, contact the Director of STEP, CSTEP, and HEOP, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7204.

Higher Education Opportunity Program (HEOP)

HEOP is funded by the New York State Education Department to provide supportive services and supplemental financial aid to eligible New York State residents. Students are eligible for this program if they are both economically disadvantaged and academically under-prepared. High school graduates may be eligible if they were not in a college preparatory program in high school. Individuals may also be eligible if they possess a General Equivalency Diploma (GED) or if they have neither a high school diploma nor a GED and they are 18 years of age or older. Transfer students are eligible if they were enrolled in EOP, HEOP, College Discovery, or SEEK at a previous college. Application for HEOP is made available through the College Opportunity Program Office. For more details on the Higher Education Opportunity Program, contact the Director of STEP, CSTEP, and HEOP, Mercy College, 555 Broadway, Dobbs Ferry, NY 10522, 914-674-7204.



Social Work Program Classroom Policy Information Sheet

Attendance:

Students can miss two classes with no penalty. On the third absence, the grade will be dropped one entire letter grade- for example, an A would become a B. On the fourth absence, the student will receive a failing grade.

Punctuality:

Students will be assigned one absence for every three times they are late to class. The Professor will take attendance at the scheduled time for class to begin, unless he or she has told you otherwise. If you come in after class begins, you need to approach the Professor at break or after class to request that you are marked as present. If you do not, your status may remain “absent”.

Late Papers:

Paper that are emailed to the Professor past 11:59 p.m. on the day they are due will receive no credit.

Technology:

Students may not use laptops or cell phones in class, except during open note exams. Students who disregard this policy will receive grade reductions at the Professor’s discretion.

Students: Please sign below to indicate that you are informed of these policies.

Student Signature

Date

Print student’s name



Student Contract for Social Work Handbook

I, _____ (PRINT NAME) have read the Student Handbook for the Social Work Program for 2019-2020 academic year and understand all of the information contained.

I am fully aware of the expectations of the Social Work Program (as expressed in the Mercy College Social Work Program Handbook for the academic year in which I matriculated) and the guidelines and policies that I am expected to follow as student in the program.

Signature: _____ Date: _____