ADELPHI UNIVERSITY
School of Social Work

DSW STUDENT HANDBOOK

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ADELPHI UNIVERSITY
SCHOOL OF SOCIAL WORK

DSW PROGRAM STUDENT HANDBOOK

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This handbook was prepared to provide information and does not constitute a contract. Although every effort has been made to ensure the accuracy of the information in this handbook, those who use it should note that policies and procedures change from time to time and the changes may not yet be reflected in this document. In addition, a document of this size cannot include all of the policies and information pertaining to students. More current or complete information may be obtained from your advisor, the program director, the associate dean, or other appropriate individuals in the School of Social Work or Adelphi University.

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May 2025

Dear DSW Students,

On behalf of our faculty, administrators and staff, I welcome you, the inaugural DSW cohort, to the Adelphi University School of Social Work. Adelphi University School of Social Work's DSW program is a practice-based doctorate grounded in a trauma-informed and anti-racist lens. Our goal is to prepare advanced social work leader-practitioners for clinical, community and organizational settings.

More than at any other time in our history, our social work profession needs to be focused, engaged and proactive. Our DSW Program aims to prepare the next generation of administrators, directors, and practitioners who promote social justice and human rights in all their endeavors.

Our nationally and internationally renowned faculty are here to guide you in your educational journey. They are committed to your success and are available to you as you pursue your studies. Our faculty are widely recognized for their scholarship, research pursuits, pedagogical strengths and leadership in the social work profession. Students are provided with an extraordinarily rich experience in the classroom due to the depth of their professors' clinical, research and administrative backgrounds.

I look forward to getting to know you and working with you as you move towards realizing your career goals. We are honored that you have made a decision to partner with us on the next chapter of your career. I wish you the very best in your journey.

Sincerely,

Joanne Corbin, PhD, MPhil, MSS, LCSW
Dean

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WELCOME FROM THE DIRECTOR OF THE DSW PROGRAM

Welcome to the Doctorate of Social Welfare program at Adelphi University School of Social Work!

This DSW Student Handbook is here to provide you with a general overview of the policies, procedures, and resources of the Adelphi University School of Social Work's DSW Program. To successfully complete and achieve the DSW, please make sure that you read, understand, and follow these policies and procedures.

We are thrilled to have you join our community of practitioner-scholars and change-makers. As Program Director, it is my pleasure to extend a warm welcome to each of you. Our program is uniquely grounded in both a trauma-informed and anti-oppressive approach to social work, reflecting our commitment to social justice and the well-being of all communities. We believe that understanding and addressing the impact of trauma and challenging systemic oppression are essential components of social work practice. Through your studies here at AUSSW, you will engage deeply with these principles, equipping you with the knowledge and skills to create meaningful change.

Within our DSW program, we are committed to fostering an environment that encourages intellectual curiosity, the practical application of research, and meaningful engagement within communities. Throughout your journey here, you will have the opportunity to collaborate with faculty and your peers, engage in practice-oriented research, and contribute to the advancement of social work practice and policy.

As you embark on this chapter of your social work journey, I encourage you to take full advantage of the resources and support available to you. Our faculty and staff are dedicated to your success and provide guidance throughout your doctoral journey. We encourage you to participate in all Adelphi has to offer, whether it is professional development events or continuing education seminars.

Again, welcome to AUSSW's DSW Program. We are so excited to have you with us, and are confident that your time in the program will be both challenging and rewarding.

All the best for a successful and fulfilling academic year,

Dr. C.
Program Director

MISSION STATEMENT OF THE SCHOOL OF SOCIAL WORK

The Adelphi University School of Social Work is a student centered and engaged community that prepares reflective practitioners, leaders, scholars, and educators to work in collaboration with global and diverse communities in solving complex problems and producing knowledge. We prepare BSW, MSW and doctoral students to be life-long learners for effective, ethical, and anti-oppressive practice striving for social justice and human rights.

DSW PROGRAM STRUCTURE

The Doctorate of Social Welfare Program is housed within the School of Social Work at Adelphi University. The degree awarded at the successful completion of the coursework and approved Capstone project is an advanced practice doctorate degree - the D.S.W. There is a Program Director, who also serves as a faculty member, in addition to their responsibilities related to the overall direction of the program. There is a committee of faculty members who oversee the admission to and curriculum of the program, and an administrative assistant who provides logistical support to the program. The Program Director reports directly to the Dean of Adelphi University's School of Social Work, and works with the Associate Dean of Academic Affairs within the School of Social Work.

MISSION AND OBJECTIVES OF THE DSW PROGRAM

DSW Mission Statement
This practice-based doctorate, grounded in a trauma-informed, anti-racist and anti-oppressive lens, will prepare social workers to be leaders in effective, affirming and ethical practice within clinical, administrative and/or community settings. Graduates will be capable of addressing social issues and furthering social justice through policy development and implementation, and will be prepared to integrate theory, evidence and critical thought to develop and implement socially just innovative solutions for complex issues at the local, regional, national and or global levels.

Objectives

Our hybrid, residency-based Hudson Valley DSW program aims to develop graduates who are able to:
- To develop advanced social work leader-practitioners in clinical, community and organizational settings.
- To prepare advanced social workers to be effective, affirming and ethical practitioners within clinical, administrative, and/or community settings.
- To develop leaders capable of addressing social issues and furthering social justice through policy analysis, policy development and implementation.
- To prepare students to integrate theory, evidence, and critical thought to develop and implement socially just innovative solutions for complex issues at the local, regional, national, and/or global levels.
- To create a rich, supportive, community engaged environment for a diverse group of students to enable them to reach their academic, professional, clinical and/or leadership goals.

PROGRAM DESCRIPTION

The Adelphi DSW program is designed for working professionals and is delivered in a hybrid modality. Students will be enrolled in two classes a semester for a total of 9 semesters.

Students must meet the following program requirements:

1. Maintenance of a grade point average (GPA) of 3.3 or higher (B+ or higher) throughout the course of study.
2. Complete 54 doctoral level credits.
3. Obtain an approved Capstone proposal after completing the Capstone proposal course in Semester I of Year II
4. Maintain status in the program by (a) registering for course work or (b) securing an approved leave of absence from the Director of the DSW Program.

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COURSE OF STUDY

Essential elements of the curriculum:

This nine-semester program offers a rich, supportive, community-engaged learning environment to enable a diverse group of students to reach their academic, professional, clinical and/or leadership goals in three years of study in consecutive semesters. Designed for working professionals who have been in the field of social work for a minimum of two years post-master's degree, as per proposed CSWE accreditation standards, this student-centered hybrid program blends monthly on-campus classes at the School of Social Work's Hudson Valley campus in addition to synchronous and asynchronous online classes. **A third year course** (SWK 867: Capstone III - Individual advisement) **will be taught from our Garden City campus (the post-secondary region in which our program is offered).** The majority of the first two years are spent in practice and leadership-based coursework, and the third year focuses on preparation, development and implementation of a final Capstone Project. This degree and the related curriculum is grounded in an anti-racist, anti-oppressive social justice and trauma-informed framework.

Total number of credits: 54 credits. There are a total of 18 courses in this proposed program. Seventeen of these courses are required, and one course is an elective.

Electives: Students will have the opportunity to choose between two electives in their first semester of their third year in alignment with their practice interests (see below).

Course Distribution by Academic Year:

First semester, first year
SWK 815 Professional Development & Writing for the Profession
SWK 816 Epistemology and Social Justice for the Profession

Second semester, first year
SWK 817 The Shaping of Social Work Practice throughout the World
SWK 818 Positionality and Intersectionality in Understanding Social Work Theories of Practice

Third semester, first year (Summer courses)
SWK 819 Advanced Theories on Oppression and Disparities (5 weeks, session I)
SWK 820 Social Work Practice of Organizational Leadership (5 weeks, session II)

First semester, second year
SWK 825: Research for Clinical and Community Practice I
SWK 826: Advanced Trauma-Informed Conceptualization and Service Delivery

Second semester, second year
SWK 827: Research for Clinical and Community Practice II: Translational Research in Social Work Practice
SWK 828: Policy Analysis

Third semester, second year (Summer Courses)
SWK 865: Capstone I - Preparing for Capstone (5 weeks, Session I)
SWK 829: Trauma-informed Organizational Change (5 weeks, Session II)

First semester, third year
Elective: SWK 835 Advanced Practice: Relational Theories, Couples, Families & Groups OR SWK 836: Leadership: From the Traditional to the Critical: History, Contexts, and Contemporary Views on Nonprofit Organizations and Management
SWK 864: Capstone II - Proposal Development

Second semester, third year
SWK 838: Program and Practice Evaluation
SWK 866: Capstone Seminar I: Directed Reading

Third semester, third year (Summer Courses)
SWK 867: Capstone III - Individual Advisement** Garden City campus (5 weeks, session I)
SWK 868: Capstone Seminar II: Small Groups (5 weeks, session II)

LEAVE OF ABSENCE

Students who wish to remain in good standing in the DSW program but are unable to pursue their course work or dissertation study must formally request a leave of absence. Leaves are granted for reasons that preclude attendance in classes because of extenuating circumstances (e.g., health, family or professional responsibilities). Leave of absence may only be considered in the cases of students who are in good academic standing.

A written request for a leave of absence must be submitted to the Director of the DSW Program. The leave is subject to the approval of the Director and is granted for no more than one year at a time (two academic semesters). Total leaves may not exceed two years or four academic semesters. Students on leave of absence may not use the resources of the University, including the library and faculty advisement.

Readmission after a Leave of Absence

Readmission to the University, except from a medical leave, is sought in writing from the dean of the appropriate school or college and is subject to the particular readmission policies of that graduate program.

Withdrawal for Medical Reasons

Students requesting a withdrawal from the University because of medical reasons must submit the appropriate medical documentation and a letter requesting a medical withdrawal to the Office of Academic Services and Retention (Requirements for Medical Leave of Absence can be found here: https://www.adelphi.edu/policies/medical-leave-of-absence/). This must be done during the semester for which the leave is requested. Students approved for medical withdrawal might have a credit posted to their account to be applied toward future semesters. All unused credit will be forfeited after one year of issuance and tuition and fee charges will not be refunded. Students who withdraw from the University for Medical Reasons will be dropped from all of their courses. Students wishing to return after a Medical Withdrawal must submit medical documentation clearing them for return to the Office of Academic Services and Retention.

As of November 2022, the University policy is that requests for MLOA can only be requested during the semester in which the leave is necessary.

Submit all letters to the Office of Academic Services, Nexus 145.

Students shall request leave in writing and state the reason why request is being made.

Student shall submit letter from a licensed health care provider which contains:
Diagnosis
The duration of treatment prior to request
Plans for treatment during period of leave (if appropriate)
A positive recommendation that the leave is necessary for medical reasons.

Adelphi University retains the right to obtain supplemental medical information.

All requests and documentation must be made during the first 10 weeks of the semester for which the leave is requested.

Requests for medical leaves will not be considered after the end of the 10th week of the semester. If appropriate, the grade of incomplete may be issued. Emergency situations occurring after the 10th week will be dealt with on a case by case basis.

If a medical leave is approved all current and future courses for which the student is registered will be dropped.

The student will not be able to register until cleared by her/his health care provider and be readmitted to the University.

Advising Policy

The Director of the DSW Program serves as the advisor, and mentor for students in the first two years of study and, after that, until a member of the faculty has agreed to serve as their Capstone Advisor.

Following the initial two years, students transition to working with a faculty Capstone Advisor, who provides specialized mentorship aligned with the student's chosen area of inquiry. Faculty advisors assist in the selection and refinement of the Capstone project topic, support the development and approval of the Capstone Proposal, provide ongoing mentorship during the Capstone implementation phase, meet monthly with students to monitor progress and complete evaluation rubrics, and ensure ethical standards and scholarly rigor in the final project and writing.

DSW faculty advisors are responsible for:

- Assisting in selection of a project topic and in the preparation of the Capstone Proposal;

- Providing ongoing mentorship to the student in carrying out the project for the semester during which they are registered for individual advisement;

- Approving completion of the project and sign-off on the completion of the related writing project;

- Meeting with the student weekly during the Capstone Advisement project semester and complete rubrics related to the student's progress.

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THE CAPSTONE PROJECT PROCESS

PROJECT OPTIONS
Students must demonstrate the following skills in their Capstone project:

- Identify, critically assess, and apply advanced knowledge in social work theory and evidence;
- Assess client, organizational, and/or community-based needs;
- Use social work literature to support arguments;
- Inform project design by existing theory and evidence;
- Effectively communicate advanced practice knowledge through academic/professional written and verbal communication;
- Develop and propose an implementation plan and evaluation plan for the project;
- Consistent use of current APA style, as well as academic and social work ethical behavior.

For your Capstone project, unlike a dissertation that develops generalizable information for a scholarly community, this project may be small in nature, with a small sample size, and be more relevant to a local or regional audience.

- The project must include a plan of possible implementation and a proposed evaluation of the project.

- The project must involve the demonstration of the application of theoretical and empirical knowledge.

- The project must be developed specifically for this assignment; you cannot use a project that you already prepared for other purposes.

Because this program is not structured to support any lengthy and/or large-scale project research designs, it will not approve any projects that include data collection, or quantitative and qualitative analyses, or that need IRB approval.

FINAL PROJECT OPTIONS

Students may choose either the practice-oriented project with written paper OR the grant proposal project as their Capstone project.

Option 1: Practice-oriented project with a written paper
Preparation of a paper that includes:
1) selection of a problem experienced by a specific population served in the student's current practice,
2) application of a lens of anti-racism, diversity, equity, and inclusion to the project,
3) discussing the empirical and theoretical understanding of the etiology of the issue to be addressed,
4) identifying and analyzing the contributing factors/causes of the identified problem,

5) reviewing the array of possible evidence-based or emerging interventions and the demonstrated or anticipated outcomes,

6) proposing an implementation plan for the issue,

7) proposing an evaluation plan for the project

Your paper must include a discussion of the researchers' identities and positionality. Positionality requires that the researcher consciously examine their identity to allow readers to assess the effect of their characteristics and perspectives concerning the study population, the topic under study, and the research process. The researcher must reflect on how the research is carried out and explain to readers how they moved through the research processes to reach certain conclusions, to produce a trustworthy and honest account of the study.

There are no pre-set limits to the topic of the social work issue, intervention design, or evaluation approach for this project. Unlike a dissertation that typically would develop generalizable knowledge about a topic that may be relevant to the larger scholarly community, this project may be small in nature, involve small samples, and may be relevant to a more local or regional audience.

We encourage students to develop their own projects based on their area of practice interest. Following the development of your project, the written paper must include the following:

1. Summarize Background Context & Need for Project
2. Purpose: How does this project address the identified need
3. Methodology: project structure and activities (steps needed to implement the project in the future),
5. Discuss project strengths and limitations.
6. Discuss barriers or challenges to future implementation
7. Propose an evaluation plan of the project
8. Implications for social work practice, teaching, and leadership
9. Recommendations for future work in this area.

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Option 2: Program proposal and draft grant application:

Grant application –including project mission and objectives, organizational and community context, proposed project activities, project evaluation plan, project budget, sustainability plan and required appendices.

Your written paper must include the following:
1. Project/proposed program mission and objectives/Statement of Impact
2. Theoretical/Epistemological Framework
3. Positionality Statement/Discussion
4. DEI Statement/Inclusivity Lens - how are marginalized voices being included/elevated
5. Organizational and Community Context
6. Needs Assessment
7. Discussion of Search process and stated criteria in locating the grant
8. Schedule of Activities:
    a. Most proposals require a schedule that outlines the various stages of the project along a timeline. Typically, this is written as a chronological list of procedures you will follow in carrying out your study.
9. Budget
    a. Most grant proposals require you provide a budget (a breakdown of expenses) for the amount you are requesting. These may include salary costs, overhead, materials, travel, lodging. Grant guidelines typically state what kinds of expenses are covered and what are not.
10. Sustainability Plan
11. Plan for Dissemination
12. Project Evaluation Plan

As you draft your proposal, keep in mind that, as the name suggests, you are describing your tentative plans for research. You want the proposal to be specific enough for someone to understand what it is you plan to do so they can decide whether your study qualifies for the grant, and you want it concrete enough to help you as you engage in your research. Further, your proposal should help you (and your readers) identify any problem areas before you invest time, energy and money in a study so that you can correct these. But your proposal is also subject to change once you actually begin the study. The point is, be realistic and be flexible.

RUBRICS FOR CAPSTONE:

Rubrics for the Capstone Proposal are in the Capstone Handbook.

TRANSFER CREDIT

Courses must have been taken within the past five years to be considered for receiving transfer credit. The content of the course(s) for consideration must be comparable to the DSW course(s) for which it is a substitute. The maximum transfer credit allowed is six credits (two courses). The student requesting transfer credit must submit a copy of the course outline or syllabus and copies of course assignments to the Director of the DSW Program. The Director, in consultation with relevant members of the DSW faculty, will decide whether courses are transferable on a case by case basis. Please note that no transfer credit or social work course credit is provided for life experience or previous work experience.

GRADING POLICY

All DSW level courses will be graded with letter grade on a 4.0 grade point system. The points assigned to letter grades are as follows:

```
A      4.0  =  93 and above
A-     3.7  =  90-92
B+     3.3  =  87-89
B      3.0  =  83-86
B-     2.7  =  80-82
C+     2.3  =  77-79
C      2.0  =  73-76
C-     1.7  =  70-72
F      (0)  =  69 and below
```

The nominal definition of letter grades is:

A excellent work
B good work
C marginal work
F failing work

The criteria for evaluation of a student's work are:

- Mastery of course content
- Critical thinking
- Originality
- Organization of material
- Writing ability
- Integration and application of course content to social work
- Ability to conceptualize
- Theoretical sophistication

REQUIRED GRADE POINT AVERAGE

Students are required to maintain a minimum grade point average of 3.3 to remain in good standing in the DSW program. A GPA below 3.3 for 2 consecutive semesters results in expulsion from the program.

INCOMPLETE GRADES

With extenuating circumstances students may request a grade of Incomplete (I) for a course. The student and instructor must complete and sign an Incomplete Agreement form and return the form to the DSW office. **Students are allowed to carry an Incomplete for a maximum of one calendar year. If the course has not been completed in that period, it will automatically be changed to a Failure (F).**

Students who have received an Incomplete in a prerequisite course and are enrolled in the subsequent course have until the second meeting of the subsequent course to remove the Incomplete. If the Incomplete is not removed, they must withdraw from the course.

Students must complete a course by resolving the (I) before moving forward in their future coursework.

SUBMISSION OF LATE WORK

Late work policies are set at the discretion of the individual faculty member teaching the course. However, in order for students to register for their third year of Capstone work, the Capstone Proposal course must receive a full letter grade (not an I).

Academic Honesty and Plagiarism

Academic integrity is fundamental to the pursuit of knowledge. All members of the Adelphi community are expected to abide by the Code of Academic Honesty, which states that "The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community I accept the University's Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it. I will conduct myself in accordance with ideals of truth and honesty and I will forthrightly oppose actions which would violate these ideals."
Everyone in the University community shares the responsibility for securing and respecting an environment conducive to academic integrity. Academic dishonesty will not be tolerated, and persons who breach academic integrity will be sanctioned in accordance with procedures set forth in the section on academic dishonesty by a DSW student/candidate.

Violations of the Code of Academic Honesty include, but are not limited to, the following:
1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submission of work
4. Sabotage of others' work, including library vandalism or manipulation

5. <u>Plagiarism</u>: presenting any work as one's own that is not one's own. It includes any unacknowledged direct quotes [including sentences and paragraphs from any printed or electronic sources] and/or paraphrased but uncited ideas that appear in any written work submitted by a student.
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

In the doctoral program, academic dishonesty is a serious offense which may result in dismissal from the program. The penalty for academic dishonesty within the course is determined by the instructor. However, any instructor encountering an incident of plagiarism/any other form of academic dishonesty by a doctoral student will report the same to the Director of the Doctoral Program. In the case of plagiarism, the Director will assign the student required training and competency building on plagiarism.

The report of the student's academic dishonesty will be kept on file in the Director's office.
If the Director receives two reports of plagiarism about a particular student, s/he will convene an Academic Standards Panel comprising three faculty members from the School of Social Work. The professor will provide to the panelists and the student a copy of a written statement describing the instance/s of academic dishonesty. The student may respond in writing to the instructor's comments. The panel will meet with the student and the instructor and will then deliberate and make a recommendation to the Dean which may result in dismissal from the program.

In the case of more egregious incidents of academic dishonesty (for e.g., entire paper plagiarized, stolen/purchased paper, cheating on an exam), the Director will refer the student directly to an Academic Standards Panel comprising three faculty members from the School of Social Work. The professor will provide to the panelists and the student a copy of a written statement describing the instance/s of academic dishonesty. The student may respond in writing to the instructor's comments. The panel will meet with the student and the instructor and will then deliberate and make a recommendation to the Dean which may result in dismissal from the program.

Students who wish to appeal the decision may do so by following the procedures outlined here: http://operations.adelphi.edu/catalog/protocol-for-student-complaints/.

Evaluating Ethical Conduct

Students in the DSW program are expected to meet these standards in the classroom, in their interactions with peers and instructors and in their professional endeavors as they relate to their DSW work.

•   Professional Behavior - The social work student behaves professionally by knowing and practicing within the scope of their area of social work practice and adhering to the National Association of Social Workers Code of Ethics.

• Interpersonal Skills - The social work student communicates and interacts with other students, faculty, staff, clients and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients and professionals in spoken, written and electronic form, and virtual and in-person settings. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.

• Self-awareness - The social work student is willing to examine and change their behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.

• Professional Commitment - The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society's resources).

- Self-care - The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.

- Valuing Diversity - The social work student appreciates the value of human diversity and does not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner for all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

The following list provides examples, but is not exhaustive, of professional misconduct :

- Misuse, alteration or falsification of documents.
- Questionable research practices.
- Unauthorized or improper use of University equipment, services and facilities.
- Harassing, coercing and intimidating behavior.
- Obstruction or disruption of teaching.
- Criminal activity.
- Failure to comply with an order from a legitimate university authority and failure to attend required meetings called by university faculty or administration such as Academic Committee Meetings.
- Threatening behavior and verbal abuse.
- Inappropriate relationships.
- Other behaviors determined to be unprofessional conduct towards colleagues, faculty, staff and/or clients, including any other behaviors that violate the Anti-Harassment Policy and/or the NASW Code of Ethics.

Termination Policy for Academic Performance Misconduct

Academic standards for classroom courses include, but are not limited to: academic performance as required to achieve course objectives and EPAS core competencies and associated behaviors, academic honesty (e.g., plagiarism and cheating etc. attendance, classroom participation (e.g.,

constructive participation, not engaging in disruptive behavior, putting away electronic devices when requested), and conduct that is consistent with the NASW Code of Ethics.

Examples of classroom instructors' options for enforcing these standards include but are not limited to giving reduced or failing grades for an assignment or entire course, assignment of additional work, referring the student to supports such as the Writing Center, their advisor, or (if applicable), Student Access Support Services.

In the case of more egregious incidents specific to academic dishonesty (for e.g., entire paper plagiarized, stolen/purchased paper, cheating on an exam), the Director will refer the student directly to an Academic Standards Panel comprising three faculty members from the School of Social Work. The professor will provide to the panelists and the student a copy of a written statement describing the instance/s of academic dishonesty. The student may respond in writing to the instructor's comments. The panel will meet with the student and the instructor and will then deliberate and make a recommendation to the Dean which may result in dismissal from the program.

Any doctoral student dismissed from the program for failure to maintain academic standards has the option to petition the Program Director for an exception to dismissal. To appeal against a dismissal due to low GPA, or professional dishonesty, the student must submit appropriate documentation to support the appeal to the Program Director. All material must be sent within two weeks after receipt of the letter of dismissal. Students who are dismissed may appeal the dismissal decision once.

Once ethical misconduct is reported, the following steps should be taken:
1. **Reporting**: Allegations must be submitted in writing to the faculty member and DSW program director.
2. **Preliminary Review**: The program director will conduct a preliminary review to determine if the allegation warrants formal investigation.
3. **Formal Investigation**: If warranted, a committee will be convened to investigate the allegation, including interviews and review of evidence.
4. **Findings and Recommendation**: The committee will submit a written report with findings and recommended sanctions to the Dean of the School.

Sanctions

Depending on the severity of the misconduct, sanctions may include:
- Written warning or reprimand
- Academic probation
- Suspension from the program
- Termination from the doctoral program

Termination is reserved for serious or repeated violations that compromise academic integrity, professional ethics, or the safety and trust of the university community. Students will receive a written letter confirming termination from the doctoral program. Students have the right to appeal a termination decision by submitting a written appeal to the DSW program director within **10**

business days of notification. The appeal will be reviewed by the Dean of the School of Social Work who will then render a final decision.

Academic Standards Policy:

Academic standards for classroom courses include, but are not limited to: academic performance as required to achieve course objectives and EPAS core competencies and associated behaviors, academic honesty (e.g., plagiarism and cheating etc. attendance, classroom participation (e.g., constructive participation, not engaging in disruptive behavior, putting away electronic devices when requested), and conduct that is consistent with the NASW Code of Ethics.

Examples of classroom instructors' options for enforcing these standards include but are not limited to giving reduced or failing grades for an assignment or entire course, assignment of additional work, referring the student to supports such as the Writing Center, their advisor, or (if applicable), Student Access Support Services

Under the doctrine of academic freedom as operationalized in university policy, instructors have sole authority over students' grades. Instructors also have discretion not to allow a student to attend class. Instructors have the authority to "fail-withdraw" a student. Instructors handle cases of academic dishonesty according to the established procedures of the DSW program, the School of Social Work, and Adelphi University. Generally, instructors will notify and attempt to meet with the student, apply course-specific sanctions (which are at their sole discretion), notify the student's Academic Advisor, and make a report to the DSW program director's office. Students have a right to appeal findings about their academic honesty to the Academic Standards Committee. They can also grieve the grade they receive in a course.

Procedure for Grade Appeal

The responsibility for assessing student achievement and assigning grades rests with the faculty, and, except for unusual circumstances, the course grade given is final. Instructors have an obligation to students to make clear the basis of evaluation at the start of each course via the syllabus or Moodle.
The grade appeal process affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of error, or that the method of assigning the grade is inconsistent with the method of assigning grades to other students.
A student who wishes to appeal for a grade must initiate the process in the full semester following the semester in which the contested grade was received. Spring and Summer session courses must be appealed during the following Fall semester, while Fall and Winter session.

Doctoral students must maintain a 3.3 cumulative grade-point average (GPA) in order to be in good academic standing. Any doctoral student with a GPA between 2.75 and 3.29 at the end of any semester (or its equivalent) in the program will be placed on probation. Students on probation are informed in writing from the program. Any doctoral student on probation who does not raise his or her GPA to 3.3 by the end of the probationary semester will be subject to dismissal from the program. The probationary semester is defined as the equivalent of either one full-time semester or two part- time semesters. For all students on academic probation, an academic probation

contract is generated that must be reviewed and signed by the student placed on probation. It is a requirement of continuing matriculation that students on academic probation meet with a designated administrator in the program's office of academic affairs to review the contract and develop an educational plan to attain good standing in the program. Any graduate student with a GPA below 2.5 at any point in his or her experience in the program will be subject to dismissal from the program. For part-time students on academic probation, students must meet the terms of their first academic probation contract (first semester on probation) in order to advance to the second and final academic probation contract (final semester on probation). Failure to meet the terms of the first contract may result in dismissal from the program.

Students on probation may not take leave of absence, withdraw from any class, or receive an incomplete in any course during the time they are on probation. Failure to comply with this will result in termination from the program. A GPA below 3.3 for 2 consecutive semesters results in expulsion from the program.

Any doctoral student dismissed from the program for failure to maintain academic standards has the option to petition the Program Director for an exception to dismissal.

To appeal against a dismissal due to low GPA, or professional dishonesty, the student must submit appropriate documentation to support the appeal to the Program Director. All material must be sent within two weeks after receipt of the letter of dismissal. Students who are dismissed may appeal the dismissal decision once.

Due Process Related to Ethical Standards Policy:

Classroom instructors are responsible for reporting any situations in which they suspect ethical misconduct. If a member of the faculty considers that a DSW student has engaged in behavior that violates ethical or professional standards, he or she should: 1) Meet and discuss this alleged conduct with the student; 2) If, after discussing the matter with the student, the faculty member feels that disciplinary action should be considered, he or she will make a written complaint to the Director of the DSW Program.

After receiving the written complaint, the Director of the DSW Program will convene an Ad Hoc Ethics Review Committee consisting of three members of the faculty of the School of Social Work to consider the complaint and make a recommendation to the Dean regarding disciplinary action;

The Ad Hoc Committee meets with the student and with the faculty member who has made the complaint and determines whether the student has engaged in unethical behavior and what further action should be taken.

The Ad Hoc Committee submits a written recommendation to the Dean of the School of Social Work who makes the decision whether and what disciplinary action should be taken. Possible recommendations by the Ad Hoc Committee may include dismissal from the program.

Termination for Reasons of Academic Performance Misconduct

At the conclusion of due process related to Academic Performance (see section d/procedures for grade appeal), students will receive a written letter, sent on letterhead and via email notifying them of their termination, the active date of termination, the process of appeal (students may appeal once), and the reason for termination.

Termination for Reasons of Ethical Misconduct

At the conclusion of due process related to Ethical Misconduct (see section e), students will receive a written letter, sent on letterhead and via email notifying them of their termination, the active date of termination, the process of appeal (students may appeal once), and the reason for termination.

TUITION AND   FEES

Exact tuition rates will vary annually, and will depend on the exact number of credits for which a student is registered. For the 2025-2026 academic year, tuition will be $1,250 per credit hour plus associated fees.

FINANCIAL AID

Graduate Assistantships

A limited amount of financial aid is available through graduate assistantships. Graduate assistantships are based on the needs of the School of Social Work as well as merit. For each 35 hours of work, the graduate assistant gets tuition remission of one (1) point. The limit per semester is 90 hours or remission for one, three-point course. Tuition remission shall not exceed the overall cost of tuition.

To apply for graduate assistantship, contact Patricia Durecko, Coordinator of Budgets, 516-877- 4383.

Scholarship and Fellowships

The Rita Paprin Memorial Scholarship is available to bachelors, masters, DSW and Ph.D. students who have demonstrated experience with, and commitment to, changing social policy. *To apply for the Rita Paprin Memorial Scholarship, contact Elizabeth Szpilka, Coordinator of Graduate Admissions, 516-877-4384.*

Students are encouraged to explore possible funding sources through the University Financial Aid Office which stays apprised of student loans available for graduate study.

Agency Tuition Remission

Students employed in social work agencies affiliated with the School of Social Work's field education program may be eligible for agency tuition remission. To qualify, the student's agency must designate accrued tuition remission credits to the employee consistent with the University's policy for agency tuition remission.   Tuition remission shall not exceed the cost of tuition.

For more information about agency tuition remission, contact Patricia Durecko, Coordinator of Budgets, 516-877-4383

ADELPHI
U N I V E R S I T Y

EMAIL AND OTHER COMMUNICATION

All registered students are provided with an official Adelphi University GMail account. To receive Email accounts and passwords, students should go to the Help Desk at the Information Commons on the 2nd floor of the Swirbul Library. Email accounts can be accessed from any computer via the worldwide web. Using the password provided, students may also access MOODLE, an online learning environment used by many professors to post course outlines, assignments and documents and to conduct class discussions.

Students will be informed by their official email of important events, class cancellations, dates for registration and opportunities for financial aid. Students are therefore strongly advised to read their Emails from the DSW office frequently.

Mailboxes for full-time and part-time faculty, administrators and staff are located in room 223 of the School of Social Work Building in Garden City.

An Engaged Learning Community:

Students can expect an engaged learning environment that is accessible to all individuals no matter their learning needs and talents. If you have a disability that may impact your ability to carry out assigned coursework, you are encouraged to contact the staff at the Student Access Office, located in Room 310 of the University Center, 516-877-3145, DSS@adelphi.edu. The staff will review your concerns and determine, with you, appropriate and necessary accommodations. All information and documentation of disability are confidential. If English is not your first language, please notify the instructor and the beginning of the semester.

CREATING AN INCLUSIVE ONLINE LEARNING ENVIRONMENT

DSW students are expected to attend all of their classes – synchronous, asynchronous and in-person, and actively participate in each session. During synchronous sessions, students are expected to have their cameras and microphones turned on. While learning in a synchronous remote or online format, students are strongly encouraged to remain on camera to facilitate interactions to with instructors and classmates.

Additionally, in order to protect the privacy of other students enrolled in the course, students will refrain from allowing family members or others to participate, listen in, or otherwise impinge upon the shared virtual space of synchronous remote or online learning classrooms. Students are prohibited from recording or sharing in any way, video content from online classes with others.

DSW students are also expected to meet with their Capstone advisors weekly during the individual advisement course.

Synchronous classes may be recorded at the discretion of the faculty to provide students with access to recordings outside of class (asynchronously). Students are presumed to consent to being part of recorded class sessions. Students may also be recorded while taking remote exams.

Students in the DSW program are required to attend one monthly in-person class and one live synchronous class monthly. Should a student miss more than one in-person class for any given course during a semester, they are required to meet with the instructor and the DSW Program Director to discuss their ability to complete coursework for that class.

COMMUNICATION

As part of DSW professionalism, professional email communication is a critical component to working with your supervisors, team and colleagues in the social work field. Professional communication also extends to your professors, instructors and university officials. In an effort to create a culture of professionalism, please use the following guidelines when communication with the course instructor.

Emails should be sent from your official Adelphi student email account. Before emailing or calling your professor, please consult the syllabus for that class, your relevant course Moodle site, textbook FAQ discussion board and other available resources. You will find many answers among the sources provided. Emails or phone messages that can be answered by reading the available resources will result in a response conveying as much.

Your questions are very important to your learning journey. The easiest and most efficient way to contact your profession or DSW program staff is via email. Professors will communicate alternative preferences if applicable. Please consider the following:

- Allow at least 2 business days for email responses Monday-Thursday.
- Please be patient. If your professor does not reply in 48 hours (48 hours to start the following Monday if email is sent past noon on a Friday), please send a follow-up inquiry, as your email could potentially get lost.
- All emails must include the following:
    1. SUBJECT LINE: Class – Topic (i.e. SWK 815 – Writing Sample)
    2. BODY OF EMAIL:
    3. BEGINNING: a formal, professional appropriate salutation. Please address the instructor by the preferred title: Professor, Doctor [add professor name here].
    4. BODY: a brief introduction to your concern, questions, or situation and a clear request regarding the purpose of your communication)be sure to adhere to etiquette expectations as described above).
    5. ENDING: a formal, respectful, appropriate closure and signature (sincerely, your name).

Please check your student email regularly. Important program and course information ill be sent out regularly, as well as any issues related to weather-related course/campus delays and closures in the winter months.

GRADUATION

In order to receive a degree, all students must apply for graduation. Applications are available online using eCampus through CLASS. The deadlines for filing are posted by the University on the University's Academic Calendar (http://www.adelphi.edu).

You will finish your Capstone projects in August of your third and final year. You must apply for graduation in December of that year. Your doctoral hooding will take place the following May.

ACADEMIC AND ADMINISTRATIVE POLICIES AND PROCEDURES

Academic Honesty and Plagiarism

Academic integrity is fundamental to the pursuit of knowledge. All members of the Adelphi community are expected to abide by the Code of Academic Honesty, which states that "The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community I accept the University's Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it. I will conduct myself in accordance with ideals of truth and honesty and I will forthrightly oppose actions which would violate these ideals."
Everyone in the University community shares the responsibility for securing and respecting an environment conducive to academic integrity. Academic dishonesty will not be tolerated, and persons who breach academic integrity will be sanctioned in accordance with procedures set forth in the section on academic dishonesty by a DSW student/candidate.

Violations of the Code of Academic Honesty include, but are not limited to, the following:
1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submission of work
4. Sabotage of others' work, including library vandalism or manipulation
5. **Plagiarism**: presenting any work as one's own that is not one's own. It includes any unacknowledged direct quotes [including sentences and paragraphs from any printed or electronic sources] and/or paraphrased but uncited ideas that appear in any written work submitted by a student.
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

In the doctoral program, academic dishonesty is a serious offense which may result in dismissal from the program. The penalty for academic dishonesty within the course is determined by the instructor. However, any instructor encountering an incident of plagiarism/any other form of academic dishonesty by a doctoral student will report the same to the Director of the Doctoral Program. In the case of plagiarism, the Director will assign the student required training and competency building on plagiarism.

The report of the student's academic dishonesty will be kept on file in the Director's office.
If the Director receives two reports of plagiarism about a particular student, s/he will convene an Academic Standards Panel comprising three faculty members from the School of Social Work. The professor will provide to the panelists and the student a copy of a written statement describing the instance/s of academic dishonesty. The student may respond in writing to the instructor's comments. The panel will meet with the student and the instructor and will then deliberate and make a recommendation to the Dean which may result in dismissal from the program.

In the case of more egregious incidents of academic dishonesty (for e.g., entire paper plagiarized, stolen/purchased paper, cheating on an exam), the Director will refer the student directly to an Academic Standards Panel comprising three faculty members from the School of Social Work. The professor will provide to the panelists and the student a copy of a written statement describing the instance/s of academic dishonesty. The student may respond in writing to the instructor's comments. The panel will meet with the student and the instructor and will then deliberate and make a recommendation to the Dean which may result in dismissal from the program.

Students who wish to appeal the decision may do so by following the procedures outlined here: http://operations.adelphi.edu/catalog/protocol-for-student-complaints/.

Generative AI (GenAI) Usage Policy in the DSW   Program

Definition of GenAI:

Generative AI refers to a class of artificial intelligence techniques that create new content, such as text, images, or music, by learning patterns from existing data. These models use machine learning algorithms to generate novel outputs based on input data. ChatGPT is the best known example of GenAI, along with Microsoft Copilot and Google Gemini, but tools like Quillbot and Grammarly also use GenAI technologies.

Students' Responsibility:

Students must ensure they understand the tools they are using to complete course assignments. By handing in work, students are accepting responsibility for following all University and course policies concerning academic integrity and will be reported for violations.
Turnitin's AI detection software returns a score reflecting the percentage of text that is likely to have been generated by AI—it does not determine whether that text was generated by tools like ChatGPT from a prompt or by tools like Grammarly from existing text. Therefore, students who regularly use Grammarly and similar tools should ask permission from the instructor beforehand and should save versions of their work by using Google Docs or by enabling MS Word's version history feature. Doing so will provide a record of each stage in the process of completing the assignment.

Students will see language in their syllabi discussing the following, based on the University's policies and procedures:

Use of Generative AI in this Course is:

Strictly Prohibited: Generative AI tools are strictly prohibited in this course. Students are not allowed to use any generative AI models during assignments, projects, or exams, whether graded or not graded.

Permitted within Specified Limits: Students may use specified generative AI tools for the specific purposes described in this syllabus [and ideally in each assignment]. All other tools and uses are prohibited.

Permitted with Notice: Students can use generative AI tools without prior approval but must inform the instructor what tools were used and what effect those tools had on the final assignment submission.

Permitted: Students can use generative AI tools without restriction or notice.

Persons with Disability: Legal Rights and Responsibilities

A person with disability is defined in federal legislation as any person who has a physical or mental impairment that substantially limits one or more major life activities. Physical, emotional and learning disabilities are covered. It is the student's responsibility to inform the University's Student Access Office concerning special problems and needs so that the proper accommodations can be made. Special parking arrangements are available for those students who have impairments that prevent them from using the facilities made available for the general student body. Please apply for a special parking permit through the Student Access Office.

For more information, please contact the Student Access Office at: 516-877-3806 or at sao@adelphi.edu.

Anti-Harassment Policy and Procedures

The University's definition of harassment includes but is not limited to: unwelcome sexual advances, requests for sexual favors or any other visual, verbal or physical conduct of a sexual nature; or any derogatory visual, verbal or physical conduct that reflects bias based on race, creed, color, national origin, ethnicity, sex, sexual orientation, disability, genetic predisposition or carrier status,* age, religion, marital status, veteran status or any other basis protected by applicable local, state or federal laws, when:

1. Submission to the conduct is made either explicitly or implicitly a condition of the individual's academic or employment advancement.
2. Submission to or rejection of the conduct is used as the basis for academic or employment decisions affecting the individual;
3. The harassment has the purpose or effect of unreasonably interfering with the individual's academic or work performance; or creating an environment which is intimidating, hostile or offensive to the individual.
4. The harassment is not directed at a specific individual but nevertheless has the effect of unreasonably interfering with work or academic performance or creating an environment which is intimidating, hostile or offensive to others.

*genetic predisposition or carrier status - Genetic predisposition means a genotype that increases the risk of disease but does not make it certain. Carrier status means individuals who have inherited a disease-causing allele (gene).

See visit http://hr.adelphi.edu/title-ix/university-policy/ for anti-harassment policies and what actions students should take if they think they are being harassed.

Internal Grievance Procedures for DSW Student Complaints

This procedure pertains to students who feel they have been summarily or unfairly treated by a member(s) of the School of Social Work faculty or have had a decision of a non-disciplinary nature rendered against them in what they consider to be an unfair or an unjust manner and that this treatment does not fall within the definition of harassment. Students with such complaints shall have recourse to the Director of the DSW Program who shall discuss the matter with the student and attempt to resolve it. If the student is not satisfied, the Director of the DSW Program shall ask the student to put his/her grievance in writing. The Director will convene an Ad Hoc Grievance Review Committee consisting of three members of the School of Social Work faculty to consider the grievance and make a recommendation to the Dean of the School of Social Work. If the student's complaint involves the Director of the DSW Program, the student may meet with the Associate Dean for Academic Affairs. If not satisfied, the Associate Dean may ask him/her to put the grievance in writing and convene a Grievance Review Committee.

The Ad Hoc Grievance and Review Committee will review the written complaint and meet with the student and with the member(s) of the faculty by whom the student claims to have been treated unfairly.

Based on the evidence, the Committee will make a recommendation to the Dean of the School of Social Work who, as the highest administrative officer of the School of Social Work, will determine what further action is to be taken.

Students who wish to grieve an event or decision (aside from a grade appeal, see page 20 of the DSW Handbook) must do so in writing to the Director of the DSW Program or the Associate Dean for Academic Affairs within four weeks of its occurrence. Complaints that are brought to the attention of the Director later than four weeks will be reviewed by the Director or Associate Dean, as applicable, in consultation with the DSW Program Committee. The Director or Associate Dean will subsequently communicate with the student about the recommendation of the committee regarding a Grievance and Review Committee if applicable.

Only the Instructor may change a student's grade.

Termination Policy for Academic Performance Misconduct

Academic standards for classroom courses include, but are not limited to: academic performance as required to achieve course objectives and EPAS core competencies and associated behaviors, academic honesty (e.g., plagiarism and cheating etc. attendance, classroom participation (e.g., constructive participation, not engaging in disruptive behavior, putting away electronic devices when requested), and conduct that is consistent with the NASW Code of Ethics.

Examples of classroom instructors' options for enforcing these standards include but are not limited to giving reduced or failing grades for an assignment or entire course, assignment of additional work, referring the student to supports such as the Writing Center, their advisor, or (if applicable), Student Access Support Services.

In the case of more egregious incidents specific to academic dishonesty (for e.g., entire paper plagiarized, stolen/purchased paper, cheating on an exam), the Director will refer the student directly to an Academic Standards Panel comprising three faculty members from the School of Social Work. The professor will provide to the panelists and the student a copy of a written statement describing the instance/s of academic dishonesty. The student may respond in writing to the instructor's comments. The panel will meet with the student and the instructor and will then deliberate and make a recommendation to the Dean which may result in dismissal from the program.

Any doctoral student dismissed from the program for failure to maintain academic standards has the option to petition the Program Director for an exception to dismissal. To appeal against a dismissal due to low GPA, or professional dishonesty, the student must submit appropriate documentation to support the appeal to the Program Director. All material must be sent within two weeks after receipt of the letter of dismissal. Students who are dismissed may appeal the dismissal decision once.

Once ethical misconduct is reported, the following steps should be taken:

5. **Reporting**: Allegations must be submitted in writing to the faculty member and DSW program director.
6. **Preliminary Review**: The program director will conduct a preliminary review to determine if the allegation warrants formal investigation.
7. **Formal Investigation**: If warranted, a committee will be convened to investigate the allegation, including interviews and review of evidence.
8. **Findings and Recommendation**: The committee will submit a written report with findings and recommended sanctions to the Dean of the School.

Sanctions

Depending on the severity of the misconduct, sanctions may include:

- Written warning or reprimand
- Academic probation
- Suspension from the program
- Termination from the doctoral program

Termination is reserved for serious or repeated violations that compromise academic integrity, professional ethics, or the safety and trust of the university community. Students will receive a written letter confirming termination from the doctoral program. Students have the right to appeal a termination decision by submitting a written appeal to the DSW program director within

10 business days of notification. The appeal will be reviewed by the Dean of the School of Social Work who will then render a final decision.

At the conclusion of due process related to Academic Performance, students will receive a written letter, sent on letterhead and via email notifying them of their termination, the active date of termination, the process of appeal (students may appeal once), and the reason for termination.

PROFESSIONAL CONDUCT

Students in the DSW program are expected to meet these standards in the classroom, in their interactions with peers and instructors and in their professional endeavors as they relate to their DSW work.

•   Professional Behavior - The social work student behaves professionally by knowing and practicing within the scope of their area of social work practice and adhering to the National Association of Social Workers Code of Ethics.
•   Interpersonal Skills - The social work student communicates and interacts with other students, faculty, staff, clients and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients and professionals in spoken, written and electronic form, and virtual and in-person settings. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.

•   Self-awareness - The social work student is willing to examine and change their behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.

•   Professional Commitment - The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society's resources).

•   Self-care - The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.

•   Valuing Diversity - The social work student appreciates the value of human diversity and does not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner for all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

The following list provides examples, but is not exhaustive, of professional misconduct :

• Misuse, alteration or falsification of documents.
• Questionable research practices.
• Unauthorized or improper use of University equipment, services and facilities.
• Harassing, coercing and intimidating behavior.

- Obstruction or disruption of teaching.
- Criminal activity.
- Failure to comply with an order from a legitimate university authority and failure to attend required meetings called by university faculty or administration such as Academic Committee Meetings.
- Threatening behavior and verbal abuse.
- Inappropriate relationships.
- Other behaviors determined to be unprofessional conduct towards colleagues, faculty, staff and/or clients, including any other behaviors that violate the Anti-Harassment Policy and/or the NASW Code of Ethics.

If a member of the faculty considers that a DSW student has engaged in behavior that violates ethical or professional standards, he or she should: 1) Meet and discuss this alleged conduct with the student; 2) If, after discussing the matter with the student, the faculty member feels that disciplinary action should be considered, he or she will make a written complaint to the Director of the DSW Program.

After receiving the written complaint, the Director of the DSW Program will convene an Ad Hoc Ethics Review Committee consisting of three members of the faculty of the School of Social Work to consider the complaint and make a recommendation to the Dean regarding disciplinary action;

The Ad Hoc Committee meets with the student and with the faculty member who has made the complaint and determines whether the student has engaged in unethical behavior and what further action should be taken.

The Ad Hoc Committee submits a written recommendation to the Dean of the School of Social Work who makes the decision whether and what disciplinary action should be taken. Possible recommendations by the Ad Hoc Committee may include dismissal from the program.

PROFESSIONAL MENTORSHIP & OPPORTUNITIES FOR ENGAGEMENT

Your DSW advisor, and Capstone advisor will serve as mentors throughout the program. Students are encouraged to seek out mentorship from other DSW faculty beginning with assignments designated in your Professional Development course and throughout the program.

In the fall of your first year, all students will have the opportunity to serve on a DSW Student Advisory Board. Members of this Board will be invited to attend DSW Committee Meetings at least one time each semester, and serve as representative liaisons between their cohort, the DSW program administrators and faculty.

Each semester, the Program Director will host a virtual Town Hall for members of the DSW community to come together and discuss any pressing issues within the program, AUSSW or the social work profession. Other professional development opportunities will be shared throughout the calendar year.

HUDSON VALLEY CAMPUS PROTOCOL:

Campus Safety:

Adelphi University hires its' own security for the Hudson Valley campus suite. There will be a security guard present during all times the campus is open and for the entirety of class. For any issues regarding security, personal safety or vandalism, please also make a report to the hospital security office managed by WMC Security at 845-483-5000, ext. 18161. Security will take a report and refer you also to the Town of Poughkeepsie police department at 845-485-3666.

ID CARDS:
As Adelphi doctoral students, you can order an ID card shipped to your home. Directions on how to take a photo and the necessary information are available on the DSW resource page through Moodle.

DSW COURSE DESCRIPTIONS   **Appendix A**

SWK 815 Professional Development & Writing for the Profession
This skills-focused course is designed to orient students to advanced academic and clinical writing at the doctoral level. This course will help to develop and strengthen skills such as addressing positionality bias in clinical writing and citational politics with a specific focus on decolonizing citations. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence. Through this course, students gain a foundation for academic and professional success as scholar-practitioners and social change agents. This course will be co-taught between a social work professor and a writing instructor.

SWK 816 Epistemology and Social Justice for the Profession
This course is designed for entering doctoral students to gain a deep understanding of ways in which knowledge and knowing have been understood within philosophy, science, and social science. The course places in a larger philosophical context the intellectual foundations of social work practice and its conceptions of knowing and doing. It is aimed at encouraging students to think critically about the nature of social work, its knowledge base, its means of developing knowledge, its theories and practices, and its belief systems and value bases.

The course begins with an introduction to key terms to ground students in the language and vocabulary of epistemological concepts. Students will consider the relevance and utility of epistemological perspectives as they relate to developing a knowledge base for the social work profession. Students will explore a range of narratives on the history of the development of knowledge for social work practice, situating this critical analysis in historical, sociological, political and geographical contexts.

Epistemological perspectives/paradigms/theories of knowledge introduced in the course will include positivism, post-positivism, pragmatism, critical realism, social constructionism, postmodernism, interpretivism, and a range of critical perspectives including feminist standpoint theory, Critical Race Theory, LatCrit perspective, Queer theory, Crip theory, and decoloniality. Units of the course focus on providing an overview of a range of epistemological perspectives. Instruction will encourage students to think critically across these distinct lenses to consider how various epistemological frameworks or paradigms inform one's field of vision as a social work practitioner grounded in the thinking and doing of social work practice.

How do epistemological perspectives operate - implicitly and explicitly - to inform what one identifies as a problem for study, what is considered to be "knowledge", what one knows, what one does not know, and how practitioners ultimately determine a focal point for action within a professional context? What is the relationship between epistemology and praxis? How do epistemological frameworks inform or impede anti-oppressive practices and contribute to the social justice values and goals of the profession? Exploring these questions will help students to hone critical thinking skills fundamental to contributing to a discourse that will guide practice from a state of "epistemological unconsciousness" (Steinmetz) to a form of "epistemological engagement" (Staller).

This course will further center the emerging literature on epistemic justice/injustice, a branch of philosophy and epistemology that has stimulated critical discourse around questions of knowledge development specifically regarding groups historically identified as marginalized and/or oppressed. Readings will explore liberatory epistemologies and axes of oppression; socio-political, ethical and psychological dimensions of knowing; and selected case studies of epistemic justice/injustice. Students will consider how the lens of epistemic justice/injustice informs a critique of social work practice, and by extension, challenges students as emerging practitioner-leaders to advance anti-oppressive practices and the social justice goals of the profession.

SWK 817 The Shaping of Social Work practice throughout the World
This course will review the evolution of social work practice through an international lens that challenges Western/Greater North dominance. Using a historical lens, this course will look at the intersection of practice and policy, service delivery, and the nature of power and control in sociocultural, and political processes with a special emphasis on disenfranchised populations and social work values. Topics include a discussion of financial policies, refugee/immigration status, and the role of the WHO, the UN, and NGOs,

SWK 818 Positionality and Intersectionality in Understanding Social Work Theories of Practice
This course, grounded in historical and emerging practice theories, will analyze and challenge how practice theories were developed, deconstruct the pathology model, and offer alternatives to practice through such models as liberation health, intersectionality and decolonization as action while exploring historical oppression and structural violence as they relate to individuals, groups, and families. Students will explore their own positionality and how it relates to micro, mezzo and macro theories of social work practice while learning to interrogate bias, apply techniques of reflexivity and explore various paradigms of social work futures.

SWK 819 Advanced Theories on Oppression and Disparities
This course will provide an in-depth exploration of ideological, psychological, interpersonal, institutional, and historical contexts of oppression, discrimination, and social justice at the macro, mezzo, and micro levels. The course will also make links to transnational movements for universal human rights.
Students will also learn pedagogically and research social justice-based approaches through an analytical lens. They will also learn techniques for assessing and developing new policies, programs, and interventions to promote social justice for populations that are across race, ethnicity, gender, sexuality, class, and ability, and other social identity categories. .
The major topics of this course include forms of oppression from multiple critical theoretical lenses and theories of intersectionality, social constructivism, critical theories, the toxic nature of White supremacy and privilege, implicit bias, human rights, social justice, and human development, strengths perspectives as a tool of analysis to assess privilege/oppression and promote diversity, equity, and inclusion.

Questions guiding this course are as follows:

1. How do your own social identities and social location/positionality inform your role as a social work professional (i.e., leader, teacher, or researcher)?
2. How do theories of oppression, and social justice inform, influence, or shift your lens or inform your work (i.e., practice and research)? What questions emerge?
3. How have social, cultural, and institutional structures in the U.S. been constructed to define social identity categories, social identity groups, and their lived realities? How have these structures shaped the organizations that you work in and the clients or communities you serve?
4. What is our responsibility as social work practitioners, leaders, and researchers to address issues of oppression and promote social justice in your research, practice, and teaching? How do we elevate diversity, equity, inclusion, and belonging (DEIB) in our work?
5. What strategies should social work professionals employ to create and facilitate more equitable personal and professional spaces rooted in our understanding of theories of oppression and social justice? How do we know that these strategies or practices are effective?

SWK 820 Social Work Practice of Organizational Leadership
This course will support students working, supervising and leading human service organizations to build their knowledge and strengthen their skills in directing staff and programs. With specific focus on social work practice within human service organizations, this course examines the concept and practice of social work leadership from theoretical and practical perspectives and locates the worker's approach to organizational leadership within the Code of Ethics of the National Association of Social Workers (NASW). Pursuant to this, the course compares leadership theories, models, and strategies through the lens of social work practice, and explores how leaders in human service organizations can create systems and structures to engage employees and achieve organizational goals. The course also explores the evolving roles of leaders and organizations and teaches strategies to help students develop the appropriate skills to lead effectively. For example, there is an increasing need for human service organizations and leaders to be efficient in managing diverse social work environments. Therefore, this course will equip students with the knowledge and skills necessary for developing and implementing strategies to manage diversity.

SWK 825: Research for Clinical and Community Practice I
This course is designed to provide students with a comprehensive knowledge base about research terminologies, procedures, skills and applications in the community and agency settings. Students will develop critical thinking skills by gaining an understanding of scientific, analytical, and ethical approaches utilized when conducting research for clinical and community social work practice.
The course will expose students to all aspects related to quantitative research designs, implementation, and applications. Students will learn to critique research goals, designs and their implications with diverse populations. By the end of this course, students will be able to critique quantitative studies and draft a potential quantitative study proposal which is ethical and feasible for clinical and community settings.

SWK 826: Advanced Trauma-Informed Conceptualization and Service Delivery

This course builds on MSW-level knowledge about stress, crisis, trauma, coping, and resilience and reviews theoretical models, and interdisciplinary empirical evidence that frames a professional understanding of the prevalence and impact of trauma across the lifespan in diverse socio-political and cultural contexts, and implications for practice and policy. Neuro-psychological and sociological-cultural perspectives are integrated and applied to a framework for the development of trauma-informed knowledge and skills for leadership roles in clinical social work practice and social justice advocacy. Students will learn about measurement of constructs and testing of research questions in order to understand the application of trauma and resiliency research to clinical practice, executive leadership, and social justice advocacy.

SWK 827: Research for Clinical and Community Practice II: Translational Research in Social Work Practice

This course is designed to provide students with a comprehensive knowledge base about research terminologies, procedures, skills and applications in the community and agency settings. Students will develop critical thinking skills by gaining an understanding of scientific, analytical, and ethical approaches utilized when conducting research for clinical and community social work practice.
 The course will expose students to all aspects related to qualitative research designs, implementation and applications. Students will learn to critique research questions, methodological approach, and their implications with diverse populations. By the end of this course, students will be able to critique qualitative studies and draft a potential qualitative study proposal which is ethical and feasible for clinical and community settings.

SWK 828: Policy Analysis

This course will introduce you to the theory and practice of policy analysis. Social workers all work within a broader public policy context. Even if you never work as a policy analyst, administrator, or manager, you may find yourself helping to make decisions in the public's interest and needing to understand the available information. Public policy decisions are made in a complex and contentious environment featuring political partisanship, competing interests, numerous stakeholders, ambiguity, chaos, limited and often inaccurate information, and distrust. Accordingly, the class is theoretical but mainly practical as you are introduced to some of the key tools in the policy analyst's toolbox. We will use examples from various contemporary policy controversies to illustrate major theoretical points and to practice using policy analysis tools.

SWK 865: Capstone I - Preparing for Capstone

This course represents the first of two courses that will prepare you for completing the Doctor of Social Welfare Capstone Project. The purpose of the Capstone Project is to write a proposal to address a social work issue. In this course, you will gain knowledge and skills in developing a practice change project and evaluation proposal. Specifically, you will learn: (a) the common content and organization of grant and research proposals; skills in proposal writing; and skills in program and project planning and how to apply an equity, diversity and inclusion lens in the capstone projects to understand the factors contributing to disparities and to identify effective interventions to address the identified social issue or systemic changes to eliminate them. By the end of this course, you will have developed a roadmap, plan, and timeline for proposal development.

SWK 829: Trauma-informed Organizational Change
This course will focus on clarifying the definition of trauma-informed practice and its multi-faceted layers, the roles that governance and leadership play in creating a trauma informed organization, implementation domains and strategies for developing and sustaining a trauma-informed service-providing organization, challenges and strategies for creating an organizational culture that supports trauma-informed practices including policies, training, supervision and collaborative work with survivors, their families and the community.

Elective: **SWK 835 Advanced Practice: Relational Theories, Couples, Families & Groups**
The main assumption of relational theory is the existence of the unique relationship between worker and client, emerging from the distinct intersectionalities each brings forth. This course will draw on current relational and cultural relational research and clinical findings as a framework for deepening relational assessment and practice skills for use in all levels of social work practice.

Elective: **SWK 836: Leadership: From the Traditional to the Critical: History, Contexts, and Contemporary Views on Nonprofit Organizations and Management**
This elective course in the DSW Leadership Track explores the origins of nonprofit organizations within societal contexts and traces the evolution of business models, managerial approaches, and financing within the neoliberal welfare state. With attention to theoretical frameworks for understanding nonprofit structures and systems, students will develop a critical analysis of emerging developments in the capacity of the nonprofit sector to drive social change.

SWK 864: Capstone II - Proposal Development
This course represents the second of two courses that will prepare you for completing the Doctor of Social Welfare Capstone Project. By the end of this course, you will have a completed proposal for faculty review and approval. This course must be completed with a passing grade in order to move forward to the last two semesters of the program.
- Engage with stakeholders in the relevant Capstone project to secure necessary approvals for the proposal to move forward.
- Conduct a self-assessment of positionality as it relates to the chosen Capstone project.
- Understand the role of the faculty mentor-advisor.
- Choose a faculty advisor.
- Learn how to respond to and engage in feedback as part of the Capstone proposal evaluation process.
- Describes a clearly articulated investigative framework for the Capstone Project.
- Develop, write up and present a proposal that outlines the Capstone Project.

SWK 838: Program and Practice Evaluation
Using models of evaluation derived from social science and social work theory and research, students can learn to apply research in social work to inform practice, future research, policy, and advocacy. Topics include the history and theory underlying program and practice evaluation,

approaches to evaluation, selection of appropriate quantitative and/or qualitative models and techniques used to perform the evaluation, strategies for getting gatekeepers to be invested in the development of the research and in the outcomes, demonstration of intervention/program effectiveness, and dissemination of results to stakeholders. Students can gain an understanding of how to address dimensions of diversity (race, ethnicity, age, socioeconomic status, sexual identity, gender, etc.) in their program and practice evaluations in an effort to ensure equity and fairness in program delivery and advocacy.

SWK 866: Capstone Seminar I: Directed Reading
This course will meet in person monthly, in addition to independent work, as students work towards completing the Capstone Project literature review. This literature review will demonstrate advanced social work knowledge learned throughout coursework and related to the student's topic of choice. A full literature review, expanding upon the approved literature review from the proposal will be completed as the penultimate assignment for this course.

SWK 867: Capstone III - Individual Advisement Garden City campus**
This course meets on the Garden city campus for a 3 hour intensive with your advisor during which your writing plan for completion of your Capstone is finalized and approved. For the remainder of your course, you will meet weekly with your Capstone advisor on Zoom to complete your check-ins and Action plans for the remainder of the term.

SWK 868: Capstone Seminar II: Small Groups
During this final group Capstone course, students will be engaged in completing their Capstone projects (see attached project options) and writing up the results of their Capstone project experience. Students will engage in providing and receiving feedback with their peers throughout the process during monthly meetings with the instructor and classmates. This seminar is designed to provide structure and support for project completion and complete project write-up, based on project components, in order to complete their Capstone project in a timely manner. Students will receive instructor feedback throughout the process.

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

<div align="right">**Appendix B**</div>

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.

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social

workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: Dignity and Worth of the Person Ethical Principle: Social workers respect the inherent dignity and worth of the person.

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

ETHICAL STANDARDS

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. 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. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

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

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

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice. (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

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

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

CONTINUING EDUCATION UNITS [CEU]   **Appendix C**

Effective January 1, 2015, New York State Education Law requires each licensed master social worker (LMSW) and licensed clinical social worker (LCSW) to complete 36 hours of acceptable formal continuing education during each three-year registration period. A minimum of 50 minutes equals one continuing education hour of credit. However, some courses may be given in continuing education units. One continuing education unit (CEU) equals 10 continuing education hours. From:http://www.op.nysed.gov/prof/sw/swcefaq.htm

Adelphi University School of Social Work is an approved provider of continuing education for licensed social workers #0032.   According to NYSED, in order to award social work clock hours, students must complete all requirements [including class attendance] to earn a certificate for contact hours. Students may not be awarded partial credit for a program, if a student does not complete all the requirements of that course.