
IV. STUDENT RIGHTS AND RESPONSIBILITIES

A. University Policies Affecting Students

University Policies Affecting Students

All Students are expected to become familiar with these policies and abide by the rules and regulations explicated in these policy statements. The relevant documents are found at:

www.umich.edu/~oscr/policyindex.html

- **Statement of Students Rights and Responsibilities**
- **Student Rights and Student Records**
- **Information Regarding Religious-Academic Conflicts**
- **Policy on Alcohol and Other Drugs**
- **Sexual Assault Policy**
- **Policy on Sexual Harassment by Faculty and Staff**
- **Statement on Freedom of Speech and Artistic Expression**
- **Smoking on University Premises**
- **Scheduled Use of Designated Outdoor Common Areas**
- **Dance Party Policy Overview**
- **University Policy Against Hazing**
- **Parking Permits and Options**

B. Student Rights at the School of Social Work

Students may serve on all standing committees of the School with the exception of the Executive Committee, and the Institutional Review Board (which provides technical review of research and training proposals). This participation is on a 50 % student/50 % faculty basis, plus an additional faculty member who serves as chairperson and votes in case of a tie. The Search Committee may include one student enrolled in the Masters degree program and one student enrolled in the Doctoral degree program. The Doctoral committee may include students enrolled in the Doctoral Program. The Social Work Student Union appoints and coordinates student membership on School committees.

Course evaluations are completed by students in all courses offered by the School each term. A computer printout of past course evaluations is on file in the School of Social Work Library. In addition, the Governing Faculty has approved in principle the desirability of early term feedback as a method of furthering the free flow of ideas in the School community. Faculty members are encouraged to implement an evaluation between the fourth and eighth class sessions to gain a better understanding of how the class is going so that adjustments can be made, where necessary, to improve the educational experience. Evaluations of advisors, liaisons, and the field instruction experience will be requested from students shortly before graduation.

B.1. School of Social Work Statement of Student Rights

In accordance with the recommendation of the Council on Social Work Education, the School has developed and approved the following statement of student rights:

1. The right of protection with due process of the law against prejudiced or capricious academic evaluations, improper disclosure of students' views, beliefs and, political associations, and limitations upon freedom of expression.
2. The right of students to organize in their own interests as students.
3. The right to have representation and participation on standing committees of the School.
4. The right of students, individually or in association with other individuals, to engage freely in off-campus activities, exercising their rights as citizens of community, state, and nation. Students shall not claim to formally represent the School of Social Work or the University unless authorization has been obtained.
5. The right to establish and issue publications free of any censorship or other pressure aimed at controlling editorial policy, with the free selection and removal of editorial staff reserved solely to the organizations sponsoring those publications. Such publications shall not claim to represent the School of Social Work or the University unless authorization has been obtained.

6. The right of students and recognized student organizations to use School of Social Work meeting facilities provided the meeting facilities are used for the purpose contracted, subject only to such regulations as are required for scheduling meeting times and places.
7. The right of students and recognized student organizations to invite and hear speakers of their choice on subjects of their choice.
8. The right to petition through proper channels for changes in curriculum, professional practicum, faculty advisor, and grades, and to petition through channels in cases of grievance.
9. The rights of students who are participating in research or scholarly endeavors under faculty direction as part of their formal academic program to receive appropriate recognition for their contribution to the process.
10. The right of equal opportunity to enjoy these rights without regard to race, color, sex, national origin, religious creed, sexual orientation, or political beliefs.
11. Enumeration of certain rights herein shall not be construed as to nullify or limit any other rights possessed by students; on the other hand, exercise of these rights falls within more general University-wide Regental policies.

C. Student Records

Student records are regarded as confidential and are maintained by the School primarily to benefit students in their educational and professional advancement. Students have access to their educational records through the Office of Student Services according to the following policies and procedures governing student records.

C.1. Policies and Procedures

Student and alumni records are maintained by the School of Social Work. With specific and limited exceptions, noted below, the following principles shall serve as guidelines:

- a. The School shall maintain identifiable records or parts thereof only for that period reasonably necessary to serve a basic official function; and while so maintained, such information shall not be shared beyond those implementing its original purposes.
- b. Information contained in the records shall be available to sources outside the University only when authorized by the student, except as indicated in "c" below and item C.3.
- c. The student shall know the nature of the contents of his/her record and shall be notified immediately when disclosure of his/her record is forced by subpoena or is required under the terms of the Educational Rights and Privacy Act of 1974.

- d. Students shall have reasonable access to their records insofar as that access does not violate the rights of others, in keeping with the University's policy on "Student Rights and Student Records."
- e. Data maintained solely for research purposes shall not be identifiable as to person.

C.2. Procedure for Access to Student Records

Any student who is or has been enrolled in the School of Social Work who desires to obtain access to his or her educational record should go to the Office of Student Services and sign a "Request Form for Access to Students' Records." At this time, the student should also arrange an appointment with the Freedom of Information Officer (Assistant Director of the Office of Student Services). The right to access includes the right to obtain copies of records at a cost to the student. If the student is requesting copies of specific items from their educational file rather than requesting access to review their entire educational file, an appointment is generally not necessary.

C.3. Public Information

Certain data from student and alumni records shall be deemed to be public information which may be freely disclosed, except if the student indicates in writing to the University Registrar a specific prohibition for the release of such information. Such public information consists of name, home and local address, telephone number, school, class level, major field, dates of attendance, date of actual or anticipated graduation, degree conferred, honors and awards received, participation in recognized activities, and previous school attended.

D. Student Organizations

Students at the School are served by several student organizations. Their representatives meet regularly with the Deans to discuss issues of concern to students. The central student organization is the Social Work Student Union. Students are also served by numerous organizations such as the Association of Black Social Work Students, Student Organization of Latina/o Social Workers, the Coalition of Asian Social Workers, Social Work International, Rainbow Network, Sigma Phi Omega (Gerontological Social Work Honor Society), Social Welfare Action Alliance, School Social Work Group, Women's Action Coalition, and the Doctoral Student Organization. These and other student organizations regularly announce their activities and invite students to participate.

E. Financial Aid

E.1. Policies

All departmental financial aid decisions are made by the Office of Student Services based on priorities established by the Governing Faculty of the School of Social Work and on the requirements of a particular grant or scholarship. Financial Aid from the School of

Social Work is limited to full-time students who are U.S. citizens or permanent residents of the United States. For financial aid purposes, full-time refers to a degree student registered for 12 or more credit hours per term.

Information is disseminated regularly to students by the Office of Student Services regarding the application process and deadlines for application. However, it is the students' responsibility to utilize this information and ensure that all required materials are submitted to the appropriate offices in accordance with any stated deadlines. Students must reapply for financial aid for their second year of study which begins in either Spring/Summer or the Fall. A separate financial aid application is required for the Spring/Summer Term for those students whose curriculum schedule includes Spring/Summer enrollment. Typically, the deadline for continuing students to apply for financial aid for Spring/Summer Term is January 31. The Fall Term financial aid deadline for continuing students is typically April 15.

Financial aid funding for the MSW Program is limited to four terms. No student is eligible for financial aid following the second term on academic probation, pending review by the Committee on Students in Academic Difficulty.

NOTE: Students pursuing dual degree programs cannot receive financial aid awards from both schools/departments simultaneously. The School of Social Work provides a maximum of three terms of financial aid for dual degree students. Students must register as full-time MSW students during the terms they receive grants/scholarships from the School of Social Work. Courses may be taken in other units during these terms. Advanced Standing students may be limited to two terms of School of Social Work grants/scholarships, if enrolled in a dual degree program. Each school has separate financial aid application procedures, eligibility criteria, and award allocations; therefore, it is important that you plan your dual degree enrollment well in advance of deadlines for financial aid and keep both school's financial aid offices informed of your enrollment plans.

E.2. Appeal Process

- a. A student who feels an error has been made or policy misapplied in a particular case, brings the matter to the attention of the Assistant Dean of Student Services through a written request for a revision of the financial aid award or decision. Students are notified of this revision process with the general financial aid information each academic year.
- b. If a student is dissatisfied with the determination regarding a revision request, the matter may be brought before the Associate Dean for further consideration. The Associate Dean will consult with the Recruitment, Admissions, and Financial Aid Committee regarding any policy matters that cannot be resolved by the Associate Dean. It is anticipated that only on a rare occasion will the Associate Dean need to consult with the faculty/student committee for advice.
- c. Should the student believe that he or she has been treated in an arbitrary, capricious, or discriminatory manner, the student may take the matter to the Dean.

F. Student Grievances

Hearing Panel:

A body of the School of Social Work designated the "School of Social Work Grievance Committee" hears student grievances under the following policies and procedures. The Committee shall consist of three faculty members including the chairperson appointed by the Dean with the concurrence of the Executive Committee and three student members appointed by the Student Union or Doctoral Student Organization depending on the program in which the alleged offender is or may be enrolled. Such committee shall be appointed by the Associate Dean with concurrence of the Executive Committee within two weeks of the receipt of an "intent to grieve" notification to the Associate Dean. Such notification of "intent to grieve" must be in writing. The Committee shall be authorized to act by majority vote of a quorum of four or more members.

Jurisdiction:

The procedures herein prescribed shall be available to the student members of the School of Social Work or former students within one year of their graduation or disenrollment. These procedures shall be available with respect to complaints including, but not limited to, those that allege (a) a violation of rules and regulations of the School of Social Work; (b) unfair, unreasonable, or otherwise improper rules or regulations of the School of Social Work; (c) discriminatory or capricious grading practices or Field Instruction evaluations.

It is recognized that there may be complaints with regard to institutional administrative relations rather than specific individual grievances. The Grievance Committee shall not have jurisdiction over these matters. Such cases may include: (a) matters concerning relations between the School administration and community agencies; (b) matters concerning relations between the School and the University administration; (c) matters concerning relations between the School and other departments within the University complex.

Procedures:

The Committee shall be authorized to consider and take appropriate action with respect to any matter properly submitted to it. Grievances shall be made by written communication addressed to the Chairperson of the Committee. The communication shall recite all other administrative remedies pursued by the grieving party with respect to the complaint and shall indicate the specific nature of the grievance and the remedy sought. Such complaint may be returned to the grieving party for further specification or clarification. Written statements submitted to the Committee shall become part of the Committee record. These procedures do not preclude informal exploration by the student with the Chairperson or member of the Committee as to matters which may fall within the jurisdiction of the Committee.

Upon receiving a grievance, the Committee shall make an initial determination based upon such investigation as it deemed appropriate, whether (a) the complainant has not exhausted all other appropriate and viable remedies within the School, e.g., through the other party, the adviser, the Dean's office; (b) the subject matter of the complaint falls outside the

jurisdictional scope of these procedures as hereinafter defined; or (c) the complaint is patently frivolous or plainly lacking in merit. The Committee shall decline to assume jurisdiction if it concludes that one of these conditions exists.

If the Committee concludes that it should take jurisdiction, written notice to this effect shall be given to the aggrieved, the party or parties against whom the grievance is filed, and the Dean's office. Except for necessary communications between the Committee, the principal parties to the grievance, and the Dean's office, all written documents submitted and testimony taken by the Committee shall be retained as confidential materials. Such records shall, however, be available to principal parties of the grievance.

Powers:

A variety of procedures and courses of action shall be available to the Committee in any matter over which it has taken jurisdiction. The Committee shall have the right to obtain from administrators, the aggrieved, and the party or parties grieved against, information or data deemed relevant to the complaint. Procedures shall include: (a) informal mediatory efforts; (b) informal or formal, but normally private, hearings during which the aggrieved and the party or parties grieved against will have the opportunity to present their positions; and (c) the making of findings and recommendations, advisory in nature, on the merits of the protest of complaint. In addition, the Committee shall be authorized to bring the matter to the further attention of the Dean if in its judgment such action is warranted.

Records:

All records of closed cases shall be retained in a separate file in the Dean's office and shall be opened only upon authorization of the Committee; such records shall be destroyed after three years from the date of closure. No notation regarding the grievance shall be made in the student's regular record nor in the faculty employment records except as shall be authorized by the Dean as necessary to carry out the recommendations of the Committee.

G. The Social Worker's Code of Ethics

Social work students are expected to conduct themselves in all aspects of their school activities in a manner consistent with the Code of Ethics of the National Association of Social Work. Students who do not adhere to the Code of Ethics may be deemed to have engaged in academic misconduct and can be reviewed by an academic misconduct hearing panel (See Section III.F.).

NASW Code of Ethics

Overview

**Approved by the 1996 NASW Delegate Assembly
and
Revised by the 1999 NASW Delegate Assembly**

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

If you believe a social work member of NASW is in violation of this Code of Ethics, one of your options is to file a complaint with NASW. Contact your state Chapter for instructions.

<http://www.naswdc.org/code.htm>

Code of Ethics of the National Association of Social Workers

**Approved by the 1996 NASW Delegate Assembly
and revised by the 1999 NASW Delegate Assembly.**

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in 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 contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

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

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

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

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

(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.

H. Ethical Conduct in the University Environment

H.1. Plagiarism

Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is therefore essential for students to understand the meaning of plagiarism.

In general, anything you quote directly, paraphrase, or summarize must be documented by citing the source. In addition, any ideas or information that you get from a source that is not common knowledge must be documented. Information is common knowledge when it represents a widely acknowledged fact (Rape is an underreported crime), comes from an instantly recognizable source (We hold these truths to be self evident...), or could be found in any number of general sources (On average, women's wages are lower than men's wages.) Failure to document appropriately constitutes plagiarism. Most everyone knows that copying a paragraph from someone's book without quotation marks and citation is plagiarism. But plagiarism is much more subtle. Plagiarism is the use of others' words, information, or ideas without appropriately documenting their source. You are plagiarizing, for example, if you cite the source but use important words or phrases (of the original author's) without the inclusion of quotation marks. (For further explanation on documenting your papers and avoiding plagiarism see Section IV. L.3.

H.2. Harassment and Discrimination

It is the policy of the University of Michigan to maintain an academic and work environment free of sexual harassment for students, faculty, and staff. Sexual harassment is contrary to the standards of the University community. It diminishes individual dignity and impedes equal employment and educational opportunities and equal access to freedom of academic inquiry. Sexual harassment by a student, staff member, or faculty is a barrier to fulfilling the University's scholarly, research, educational, and service missions. It will not be tolerated at the University of Michigan. (Also see Section IV.H.3. of this Guide.)

The University of Michigan strives to create a community of and for learners. To do so requires an environment of trust and openness. Discrimination is unacceptable. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail if the University is to fulfill its purpose. At the University of Michigan and the School of Social Work it is "unacceptable to discriminate, harass, or abuse any person because of his or her race, religion, ethnic group, creed, sex, age, ancestry, marital status, sexual orientation, or physical handicap." The statements opposite the Table of Contents in this Guide, on Affirmative Action, Sexual Orientation, and Students with Disabilities summarize the University's commitments in these areas and the University offices that handle complaints of discrimination. University policies and complaint procedures related to sexual harassment and other forms of discriminatory harassment are found in the University *Policies Affecting Students*, see: www.umich.edu/~oscr. Students are encouraged to seek assistance from or report complaints to the University offices listed in the policy statements, or to contact the School of Social Work's Affirmative Action

Coordinator, Associate Dean Siri Jayaratne or the School of Social Work's Sexual Harassment Officer, Professor Ruth Dunkle.

H.3. Faculty-Student Relations

The School subscribes to the policies regarding student-faculty relations found in Title XI of the University's Faculty Handbook. Faculty are expected to be available for consultation with students, to respect the civil and institutional rights of students, to deal equitably and fairly with them in academic matters, to support students in their own development within the University community, and to set a high example in professional conduct both with respect to personal and corporate responsibilities and with respect to modes of dealing with ethical issues. Faculty are also expected to understand and comply with provisions made for participation by students in campus decision-making both University-wide and within the subordinate units. (Social work students may participate in a number of student-faculty committees that make policy recommendations to the School's Governing Faculty. The Social Work Student Union coordinates the participation of students on these committees.)

The School of Social Work's Faculty Handbook also speaks to student-faculty relationships. Faculty are expected to be aware that their positions of authority, their identity as experts and as role models, and the general deference with which students relate to them can give a faculty member great power and influence over students. Thus, relationships with students outside the academic context must be treated with special caution, care, and professional integrity.

Financial transactions between faculty and students are suspect in appearance and are generally discouraged. Any financial transactions between faculty and social work students must therefore be approved by the Dean.

Faculty members shall not accept students in the School of Social Work as social work clients.

The University's policy on sexual harassment is obviously and without question applicable to faculty-student relationships. The relationship between faculty and adult students, however complex it may be, is ultimately and structurally asymmetrical. Like any professional relationship, it rests upon a special form of trust and reciprocal respect. Sexual relationships between faculty members and students risk diminishing or even voiding this trust and respect to the detriment of all. Moreover, the asymmetry of this relationship means that any sexual relationship between a faculty member and a student is potentially exploitive and should be avoided.

I. Study Time and Funds for Books Needed as a Student

Courses at the School of Social Work, like other graduate courses at the University of Michigan, require considerable study time in individual preparation outside of class. This time includes reading, note-taking, studying for examinations, writing papers, and completing other assignments. It is assumed that on average each hour of class time will be accompanied by two or three hours of time spent outside of class. Thus for students taking 15 credits of

classroom courses a minimum of 45-60 hours of time must be available on average each week for class time and out-of-class preparation. Students taking 12 credits of classroom courses and 4 credits of field instruction should have available a minimum of 36-48 hours for class time and preparation plus 16 hours for their field instruction. Full-time students with major family and/or employment responsibilities will need to budget their time very carefully to meet their course responsibilities. Alternatively they may need to utilize the Extended Degree or Fifth Term Curriculum Options. (See Section V. A.7.).

Although most required reading materials are available on reserve at the Social Work Library, many students find it a more efficient use of their time to purchase textbooks and coursepacks for assigned reading. The price of such materials has escalated dramatically in recent years and it is common for book and related costs to be \$75 or more per course. Thus, full-time students should plan on costs of at least \$400-\$450 per term for such purchases.

J. Insurance Coverage for Students

J.1. Automobile Insurance

Guiding Principles: Students enrolled at the School who have automobiles should be aware of the following insurance matters: 1) Michigan is a no-fault insurance state; 2) Car insurance policies issued out of state may assume the principal use of the auto will be in the home state; 3) Some field placement agencies require that the student use their own car for agency business with reimbursement for mileage; 4) If you should be required to use your own car for agency business, it may be advisable to increase your insurance coverage; 5) You should be sure that your insurance coverage includes use of the car on agency business; 6) *You should check with your insurance carrier relative to these and other contingencies before using your automobile to carry out agency business.*

Discussion: Students who are enrolled in field work are sometimes asked to use their cars for agency business (e.g., transporting clients, making home visits, attending case conferences, court hearings or organizational meetings.) Before responding to such requests, the student should ask whether or not the agency has car insurance to cover these activities. If the answer is no, the student should immediately check with their insurance agent to determine whether their current insurance policy covers such endeavors. *In no case should the students undertake agency business in their personal vehicles without adequate insurance coverage.* If the carrier recommends that you have additional insurance, the agency should reimburse the student for the amount of the additional coverage.

Michigan requires that all drivers carry liability insurance with a minimum coverage of \$20,000 per person, \$40,000 per accident. If you are transporting clients, you will want to carry substantially more than the minimum requirement. We recommend that you check with your insurance carrier as to the appropriate amount you should carry given your use of the car on agency business.

Students should also be aware that under the Michigan no-fault automobile insurance law, collision coverage takes on added meaning. If you do not have collision insurance (insurance coverage on damages to your own car) you can only recover a maximum of \$400 for property loss to your car, *even if you were not at fault in the accident.* In other

words, if another driver negligently causes damages to your car, perhaps to the extent that it is total loss, you are nevertheless limited to a recovery of \$400 in any subsequent law suit, unless you have collision insurance. This limitation holds whether you are on personal or agency business.

With regard to the use of your auto on agency business, some carriers do not require you to carry a business-use insurance rider if you only use the car for such purposes an average of one day a week. Other carriers might not be so generous. Before undertaking agency business with your car, you should check with your insurance agency on this matter.

Students coming into the state with automobiles registered out of state should pay particular attention to the Michigan no-fault auto insurance laws. Simply stated, no-fault means that, with some exceptions, each person who is involved in an auto accident is responsible for his or her own property losses. **Before coming to the University you should find out several things relative to your insurance coverage:** 1) The insurance rates in Michigan may be more reasonable than those of your home state, so if your auto insurance is purchased through a national carrier, you might be able to save on insurance premiums; 2) If you have student status, your home insurance policy will usually cover your activities even though you will be in Michigan for one or two years; however, you should be sure that your insurance carrier follows this policy; 3) *You should check with your insurance agent to find out what impact Michigan's no-fault auto insurance law has on your current insurance policy. The School of Social Work cannot be responsible for your adequate insurance coverage.*

J.2. Malpractice and Liability Insurance

Malpractice insurance protects and covers the student in cases of professional negligence or misconduct which results in mental or physical injury to a client. It is focused on the student's *professional* interactions with client systems.

Regular liability insurance covers one for *personal* negligence or misconduct which results in injury to another. Examples are auto insurance, homeowners insurance, or business (agency) insurance which covers the individual or agency for injuries occurring as a result of the failure to meet reasonable standards of care and conduct.

Social work interns are covered for malpractice under the University of Michigan's policy, but there is no University general liability insurance policy that covers students placed at agencies to fulfill the requirements of field instruction. If the agency does not provide general liability insurance for student interns, it is the student's responsibility to obtain this insurance, if so desired. The latter includes automobile liability insurance coverage for the use of the student's vehicle to transport clients (see preceding Section J.1 on Automobile Insurance).

K. Guidelines on Personal Safety

Due to increasing incidents of violence against social workers, the School attempts to make students aware of safety issues and better prepared to handle potentially dangerous situations. Training in personal safety is provided to all new students early in the first term of enrollment. Also, agency safety guidelines and information on student health care safety preparation appear in the *Field Instruction Manual*. Because safety issues relate to field work, campus life, and many other settings, general information about risk assessment and reduction is also provided in the *Field Instruction Manual* (see "Guidelines on Personal Safety"). This information can be used to assess environmental risk levels, to determine if a client or another individual could be dangerous, to make decisions about managing risky situations, or to protect oneself or clients.

L. Writing Term Papers and Research Papers at the University of Michigan Sherrie A. Kossoudji, Ph.D

Students are often asked to write research papers in advanced undergraduate or graduate courses. What is a research paper? How do you conduct research? How do you write a research paper? This handout will provide a sketch of the process and rules applying to research papers. Every student should also buy or borrow a good book on writing term papers. The University libraries carry many books on term papers (under call number LB 2369), the Social Work Library has a special term paper writing reference section, and many references are listed in the back of this handout. If you've never attempted a research project before, the Shapiro Undergraduate Library has a series of 'quick notes' (the green series, with a green border on the page) on research. A sampling of titles includes "Research Hints", "Preparing Research Papers", and "Footnote and Bibliographic Citations". You may think writing a term paper is a daunting task but it is much simpler when you break it down into small, manageable steps.

L.1. What is a Research Paper?

A research paper is not a report, story, summary, or recitation of others' work. Nor is it an opinion piece when that opinion is unsubstantiated by evidence. Instead, a research paper is an attempt to evaluate, interpret, or reframe the discussion of an issue. When you write a research paper you are both acknowledging the work of others and adding something new. There are almost no bounds to the kind of contribution you can make. You may confront an existing theory with new evidence or data. You may examine old evidence or data with a new theoretical interpretation. You may compare the strengths and weaknesses of alternative approaches to a problem. You may criticize past work for not taking relevant relationships into account. You may argue for or against a way of looking at a particular issue by culling the evidence on both sides.

Research papers share the common characteristic of original contribution. Every research paper adds to our stock of knowledge. Some contributions are large: Einstein's general theory of relativity, for example, changed the way we view the universe. Most are narrower in scope; but even so, they help us understand some aspect of the universe in which we live. Your task, in developing a research paper, is to learn enough about a topic to write knowledgeably about the accepted wisdom and controversies, figure out

what you have to add to the discourse, and convince the reader that your contribution merits further thought.

At this point, you may be saying to yourself, "I don't have an original contribution to make", or "I don't know how to conduct research". Each of us has thoughts and opinions on issues in which we're interested. Research simply backs up those opinions (sometimes changing them along the way) with rigorous argument and evidence. Learning to write a research paper, like any other kind of learning, is a process that requires diligence and practice. There are recipes for writing research papers, like there are recipes for baking cakes, and the novice usually tries to go by the recipe. The more often you use the recipe the better you will become. But, as in cake baking, the best research often comes when the old recipes are thrown out the window and a totally new approach is taken.

L.2. How to Develop the Paper

Developing a research paper can be broken down into as few or as many steps as you need. You will consistently find, however, that the steps are not hierarchical nor independent. Each may overlap onto the other and you may repeat some as you define, refine, and write your paper. Although every author's recipe is slightly different, it takes five basic steps to produce a research paper (Roth, 1986, pp.7-9).

- a. Choosing the topic
- b. Collecting information
- c. Evaluating materials
- d. Organizing ideas
- e. Writing the paper

L.2.a. Choosing the Topic When Writing a Paper

Probably the most daunting task of all is to figure out exactly what you're going to write about. Occasionally, your professor will ask you to write on a specific topic. Usually, however, the professor will suggest a broad context for the paper but give you responsibility for the choice of topic. Once you've decided on a general area you need to decide how narrowly to define your particular research paper. You may know enough about a subject to want to argue a particular point. Alternatively, a suitable, specific topic may come to you in a flash of inspiration. More often, however, choosing a suitable topic is the culmination of a strategic juggling of the issues that interest you, the topics appropriate to the course, the available source materials, the time, and page limits you face and your prior knowledge of the subject. You will produce a better research paper when you are interested in the topic at hand, and you have some skills with which to approach the project. You probably don't want to write a paper on the significance of recent advances in particle physics if you don't understand the basic physical relationships or mathematical tools pertinent to the discussion. You might, however, be able to write a paper on how government funding promotes a tendency for physicists to pursue 'big science' projects.

Two general rules apply: first, the tighter your time and paper length constraints, the more focused your topic must be. It is impossible to evaluate the economic, social, and political consequences of the Civil Rights Movement in a twenty-page paper. On

the other hand, it may be quite feasible to explore how the voting sections of the Civil Rights Act of 1964 changed voting patterns in the South in the late 1960s. Second, start with a general topic (not too general) and allocate plenty of time to investigate it as an appropriate subject for your paper. Before you can devote efficient effort to your investigation you must insure that your time will not be wasted on an unfruitful, too specific, or too general topic. Remember also that, even though the library contains suitable resource materials for most topics, there is tremendous competition for references on many topics. Start early!

Your general reading on an issue will help you choose an appropriate focus, and will help you decide whether there is enough background material to support the kind of paper you want to write. Usually, the specific paper topic will develop as an interaction between your general ideas and interests and the knowledge of the important questions, and the consensus and controversies that you garner from your readings. Most of the time your efforts will be concentrated on narrowing your topic but occasionally you will find that, instead, you must broaden it. It would be difficult to find enough references for a study on the psychosocial effects on female workers of not being included in the departmental basketball pool. It may be easier to examine the effect of social isolation of female workers in predominantly male occupations. To some extent, the ease with which you choose and narrow a topic depends on your previous knowledge of the subject. But even if you are simply interested and uninformed you can still produce a good research paper. You will just have to devote more time to this initial stage of the project.

Suppose you are generally interested in child welfare and you are in a class that studies child welfare issues. You are asked to write a twenty-page paper on a topic of your choice. At the end of the semester you will have acquired a stock of knowledge about important questions in child welfare, but you have to begin working on your term paper soon after the beginning of the semester. How do you start to think about the subject and accumulate background reading? You could just go to the library and look up references on child welfare. There are thousands. A better approach is to reflect on your interests within the general topic of child welfare. You may be interested in homeless children, child abuse, causes of childhood depression, or the educational opportunities of poor children. You have already begun to narrow the topic considerably. A trip to the library will still net you numerous references, but now skimming through the general section will help you identify key issues and guide you to more specific references. Your final twenty-page paper might be entitled, "The Effect of the Head Start Program on the Early School Performance of Minority Children."

L.2.b. Collecting the Information When Writing a Paper

The University of Michigan libraries sponsor guided tours for a general introduction to the library system and they have special sections to help students learn how to use specific facilities. In addition, most areas of the libraries have a reference person. The University libraries have cataloged all holdings in a computerized system called MIRLYN (MICHigan REsearch LIBrarY Network). Its contents include: MCAT –the online catalog to most of the University's libraries; periodical and other indexes in a

wide variety of subjects; hours, phone numbers, and addresses for the libraries; and access to other Big Ten and regional university catalogs.

Listed below are several websites that may be helpful.

MIRLYN:

www.lib.umich.edu/libhome/mirlynpage.html

University of Michigan University Libraries:

www.lib.umich.edu/

University of Michigan Documents Center:

www.lib.umich.edu/libhome/Documents.center/

UGL – University of Michigan Shapiro Undergraduate Library

www.lib.umich.edu/libhome/UGL/uglib.html

L.2.c. Evaluating the Materials When Writing a Paper

There are many strategies for making the best use of your reference materials. Again, a comprehensive book on term paper writing can help you choose an approach that works well for you.

Your first task, however, is to identify the common themes and information that run through your references. Often, simply comparing the tables of contents helps you latch onto these themes. Once you've identified them, a quick general reading will help you place them in context. Any one, or several, of them will find its way into your paper. While the important themes of a particular issue are often agreed upon by the authors, the specifics of approaches, theories, and sometimes even the facts are not. As you read, reflect upon your position in the debate. Do you find yourself agreeing with one side or another? Do you find some evidence more compelling? Why? Try to articulate the arguments of all sides. If you do not find some arguments compelling you will need to relate the sources of the shortcomings. They may be logically flawed, for example, or they may not be held up by the evidence.

Potentially as important as the themes that you find are the ones that are absent. Is there something important that is missing from the discussion? While it may require some sophistication and a flash of inspiration to identify a hole in the discussion, the best research fills exactly these gaps. Oddly enough, once such a gap has been identified, the need for its presence seems obvious. We all wear social blinders--even scholars who are experts in their fields.

Your general reading can help you identify the acknowledged experts in the field. Do you find one or two authors whose works are consistently cited by the others? Reading their work first may provide you with an authoritative background. Your general reading will also help you cull your reference list as you focus your area of interest. Some works will reveal themselves to be non-functional for your project. Get rid of them. Timely work, competent work, and work on your specific topic will find their way into your final reference resource base.

Once you've completed your general reading it is time to take notes and organize your material. Your notes should include the relevant facts, the thrust of the authors' points and the arguments and evidence on all sides of an issue. Notes may include pertinent quotes by the authors. If you copy quotes, be sure you also copy the page numbers and other information you will need for your citation. Most importantly, your notes should document your own reactions to the material you read. Is a particular argument logically weak? Does this author's theory accurately reflect the data? Is a particular approach sexist? Notetaking is a specialty subject in itself. Notes range from the most casual, scrap of paper documentation to standardized index card entries. Whatever your style of notetaking, you must take care to accurately portray the authors' arguments, data and viewpoints and you must avoid the possibility of plagiarism.

L.2.d. Organizing Your Ideas When Writing a Paper

You will probably find that at some point your notes concentrate on fewer and fewer issues and your documentation on those particular issues expands. You may want to reread your earliest references in light of your evolving interest. Then go over your notes and take the time to organize your thinking on the subject. You've been taking it all in, now what do you think? What is the central point you want to make in this paper and how do you want to make it? If you can write a succinct statement that summarizes your thinking and identifies your contribution to the discussion you have nearly achieved your goal. This statement, called the thesis statement, will appear early in your paper and the rest of the paper is just a prop to hold up your argument. The best thesis statement is specific and short but it need not be simplistic. It may or may not be controversial but it must present your point of view. Some examples of thesis statements are:

Juvenile criminal activity in inner cities, while often attributed to a lack of moral values in the community, is, in fact, a rational response to a deteriorated economic base.

Scholars who examine the therapeutic effect of exercise following a heart attack concentrate on male subjects but extrapolate their findings to all heart attack victims. Women are physiologically different from men and the therapeutic effects may differ systematically. Indeed, exercise may be dangerous for women!

Two methods of preventing repeated child abuse are counseling and incarceration of offenders. While the arguments on both sides are compelling no one has systematically examined prevention methods by offender status. Recompiling the evidence suggests that the appropriate method varies by the status of the offender. Offenders who were themselves abused as children are more effectively deterred by counseling while incarceration is more effective for those who were not.

L.2.e. Writing the Paper

Once you have a thesis statement you can begin to organize the content of the paper itself. The first step is to produce an outline. You are now familiar with your topic and you know the point you want to make in the paper. An outline is a complete representation of your paper from beginning to end. It starts with your thesis statement as a proposal and ends with it as a conclusion. That is, your outline helps you map out how you are going to link your idea with the established literature and how you plan to logically extract from that literature the evidence that leads to your conclusion. The structure of your outline will reflect the form of your thesis statement (the first thesis statement would lead to a different kind of outline than the third, for example) but every outline is just a rudimentary sketch of the research paper. The outline itself will evolve as you proceed with your project. While it often seems cumbersome to keep making and changing the outline, the benefit is that you force yourself to maintain direction in your work. The easiest way to start (especially if you're stuck) is to make a simple 1--2--3 outline.

1. Introduction
2. Arguments
3. Conclusion

Every term paper and research paper has a beginning, middle and end. The beginning is the introduction, where you introduce your reader to the topic, provide background material, explain why this is an important topic, and state your thesis. The middle, or the body of the paper, is where you build a logical and evidentiary edifice around your thesis statement. It is here where you try to convince your reader that your thesis statement has merit. Your ability to convince your reader will depend on your thoroughness in investigating the other research in this area, the logical rigor with which you make your arguments and (too often forgotten in term paper writing) the clarity and force of your writing. The conclusion ends the paper. The most straightforward conclusions summarize the arguments of the paper and discuss their implications (of which the thesis statement should be the major one).

Now instead of figuring out how to organize the whole paper you just have to develop out one part at a time. Think about how you want to organize the introduction. What is the best way to set the stage for your thesis statement? You can't just drop it into the paper; you have to prepare the reader for your argument.¹ This also helps explain why an outline tends to evolve over time. You may find that you have to confront a very important argument that just doesn't fit into your current outline. Should you drop the argument? Probably not. Instead, rework the outline so that the argument is integrated into the logical structure.

One example of a draft outline supporting the thesis statement on juvenile

¹ To some extent, where you put your thesis statement is a matter of style. You will usually want to lead your reader to a well placed (and well emphasized) thesis statement but this is not your only option. You could start out the paper with a concise thesis statement and use the rest of the paper to substantiate it.

criminal activity (stated above) might be:

1. Introduction: Male juveniles in inner cities
 - A. Criminal activity
 1. The extent of this activity
 2. The cost to society
 - B. The extent and kinds of jobs for juveniles
 - C. The relationship between juvenile crime and joblessness
[Thesis statement here]
2. Theories of criminality and their application to juveniles
 - A. The criminal mind
 - B. Poverty and the culture of criminality
 - C. The economics of crime
 1. Individuals consider the benefits and costs of crime
 2. Without jobs there is no opportunity cost
3. Empirical justification of the relationship between crime and jobs
 - A. The decline in juvenile criminal activity under experimental jobs programs
 1. The effect of jobs on juveniles' criminal activity
 2. The effect of jobs for parents on juveniles' criminal activity
4. Conclusion: A stable inner city economic base saves society money
This outline introduces the topic by providing background material on juvenile criminal behavior and job opportunities for juveniles. Notice that the introduction also tells your audience how you're planning to limit your argument. You're not going to discuss female, adult, or suburban criminal activity. Your paper will concentrate on male juvenile criminal activity in inner cities. You've just narrowed the focus of your paper considerably. Items 2 and 3 break up your arguments into their theoretical and empirical foci and item 4 presents the conclusions.

If you have done the best job you can of finding and utilizing the available resources then your final, and fundamental, task is to help the reader follow and understand what you are trying to say. Writing well is a function of style, organization and skill. Writing well with ease is a result of practice. In some sense, a research paper is just a series of words strung into sentences, sentences strung into paragraphs, paragraphs strung into sections and sections strung into a paper. The quality of the paper you produce, however, depends on how well you do this stringing. All of the reference materials at the end of this handout devote a significant amount of time to the process of writing a paper. You should read at least one of these books for discussions on audience, point of view, tone, coherence, emphasis, transitions, and sentence and paragraph development. Turabian's (1976) advice on paragraph writing describes well the task at hand:

“Remembering that good prose must have not only grammatical correctness but unity, coherence, and emphasis as well; and, further, that the paragraph may be thought of as the whole work in miniature, you will concentrate upon producing paragraphs that satisfy the acknowledged requirements. The paper must develop in their order all the headings of the outline, but there is no rule about the number of paragraphs to be used

to cover a heading or, for that matter, about the number of headings that may be covered in a paragraph” (1976, p.58).

“Arrangement of the material according to a specific plan, such as enumerative, chronological, spatial, logical, climactic, general--to--particular, particular--to general, or some combination of two of these;* repetition of key words to keep main ideas before the reader; provision of transitional expression to lead from sentence to sentence; use of parallel construction to express ideas of like value--all are valuable aids to coherence” (1976, p. 60).

Your first draft is an attempt to fill out the outline. In some ways, all you really want to do is to write out all the relevant facts and arguments in your paper. Although you certainly want to worry about the clarity and focus of your paper the important task is to write. Many students are afraid they haven't learned enough about a subject to start writing and others are simply afraid their writing won't be good enough. It may not be great writing the first time around but if you get the appropriate ideas and facts down on paper then at least you know what you have to work with.

L.3. How to Document a Paper

Research papers must be documented to acknowledge the sources of information or ideas. Documentation a) informs the reader that you are knowledgeable about your subject and you work from a base of accepted research that you are willing to credit, b) supports your ideas or conclusions by providing a context for the discussion, c) alerts the reader to the new ideas in this particular paper that are supported (or not supported) by previous work, and d) allows the reader to verify your research and protects you from the charge of fraud or plagiarism. The style of documentation in general use in the School of Social Work is that of the American Psychological Association (APA Publication Manual). [Call #: Z253 A55 1994].

In general, anything you quote directly, paraphrase or summarize must be documented. In addition, any ideas or information that you get from a source that is not common knowledge must be documented. Information is common knowledge when it represents a widely acknowledged fact (Rape is an underreported crime), comes from an instantly recognizable source (We hold these truths to be self evident...), or could be found in any number of general sources (On average, women's wages are lower than men's wages). Failure to document appropriately constitutes plagiarism. Most everyone knows that copying a paragraph from someone's book without quotation marks and citation is plagiarism. But plagiarism is much more subtle. Plagiarism is the use of others' words, information or ideas without appropriately documenting their source. You are plagiarizing, for example, if you cite the source but use important words or phrases (of the original author's) without the inclusion of quotation marks. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University.

Although there are firm rules on what must be documented in a paper, there is no single, accepted documentation style. The forms of documentation described below are

acceptable in most disciplines but they are not universally accepted. It is useful to scan journals or books in your discipline to choose a style most acceptable in your field.

Research papers typically have four forms of documentation. Parenthetical documentation gives necessary information in the text without interrupting the flow of the discussion. Footnotes (or endnotes) are separated from the text and are numbered according to convention. Superscripted numbers in the text direct the reader to the appropriate footnote. Footnotes are used to provide more extensive documentation or to add tangential or explanatory information that would be cumbersome to read in the text. Tables, graphs and diagrams taken from someone else's work must be sourced at the end of the body of the material. Finally, the reference list (bibliography, works cited, works consulted) is put at the end of the paper in a separate section and lists all of the appropriate reference materials. At the very least, all sources cited in the paper must be included in the reference list.

L.3.a. Quotes

For a general set of rules on quotations see the APA Publication Manual (1994). A quotation is used when it is important to use the author's own words. It should be introduced with a sentence or phrase so that it becomes an integral part of the discussion. A quotation must be copied exactly as it is in the original, even if there are grammatical, spelling or logical errors in the text. Short quotes (a few sentences or shorter) should be incorporated within the text but longer quotes (or quotes that you want to stand out) should be block indented as a separate paragraph. Block indented quotes, if appropriately cited, do not include quotation marks. The block indentation signals the use of a quote. In parentheses (or square brackets) you should include the author's last name, the date, and the page number. Alternatively, if the author's name is used in the text, you may leave the author's name out of the parentheses.

Example Q1:²

Child labor and compulsory education laws brought working class children alongside their middle--class counterparts into a new "nonproductive world of childhood" (Zelizer, 1981, p. 1039).

Example Q2:

Simon and Altstein (1977) address this point succinctly in their discussion of the 1975 airlift of Vietnamese children (p. 65):

While Americans can become extremely emotional about the plight of Vietnamese children we continue to ignore a large pool of native-born black children who appear destined to live their lives in a series of foster homes or in institutions. Why, one continues to wonder, did all the major television evening news broadcasts and magazines display a telephone number where information

² This example was taken from page 76 of Nancy Folbre's 1984 article, "The Pauperization of Motherhood: Patriarchy and Public Policy in the United States." *The Review of Radical Political Economics* (Vol. 16, pp. 72-88).

concerning the adoption of Vietnamese children could be obtained and not allow "equal time" for American orphans needing homes?

There are several exceptions to the rule that the quote must be reproduced exactly as written. If you want to omit a contiguous piece of a quote that is not essential to your purpose you may insert an ellipsis (three spaced periods in addition to any periods following the end of a sentence) in place of the words you omit. If you want to inform the reader that a spelling or grammatical error is original to the text you may insert [sic] directly after the error. You may also italicize, or otherwise emphasize a piece of a quote that is particularly important to your purposes as long as you document your addition. Usually this is done by adding [italics mine] or (emphasis added).

Example Q3:

This result holds under a very specific [sic] set of assumptions, the most important of which is that the altruism... is effective both before and after the change in the distribution of income. There must be positive transfers [italics mine] from the altruist to the beneficiary before and after the change (Kossoudji, 1990, p 2.).

L.3.b. Citations When Writing a Paper

Summaries

The borrowing of data, and the transmission of others' ideas can be simply documented in the text in parentheses. The parenthetical documentation should be more specific as your discussion more closely approximates that of the author's. Single sources and multiple sources are documented within the paragraphs. As a matter of style, the more complicated the sourcing, the more preferred are footnotes over parenthetical documentation.

Example C1:

The average age of childbirth was stable in England prior to the end of the nineteenth century. Since then it has increased steadily (Laslow, 1984).

Example C2:

McRoy and Zurcher (1983) studied black and interracial teenage adoptees in both black and white adoptive homes. They concluded that teenagers in both kinds of homes had similar scores on self--esteem measures but that they did vary on their racial self perception.

Example C3:

Many scholars believe that the organization of black family and community life represents the best response to institutionalized racism (see Hill, 1972; Stack, 1975).

Footnotes

Footnotes are used when the referencing is cumbersome and would interrupt the flow of the discussion. They are also commonly used to clarify or explain certain points or when tangential comments would impede the focus of the paragraph. The footnotes for the following examples are at the bottom of the page. When footnotes are used they are usually numbered sequentially on a page by page basis (the first footnote on each page is numbered 1) or (as with most word processing programs) they are numbered consecutively across the text. Endnotes are an alternative noting style. Endnotes are references accumulated for the entire paper, they are numbered sequentially from first to last, and they are separated from the rest of the text. The endnotes section follows the last page of the paper and is headed by a centered title Endnotes.

Example F1:

While interracial adoption was not uncommon during this period (between 1968 and 1973 between 23 and 35 percent of adopted black children were adopted by white parents) only a small proportion of black children available for adoption were actually adopted.³

Example F2:⁴

In the next [economic] downswing from July 1981 to November 1982, black women posted a relative gain at a rate of 17 percent while black men bore the expected relative loss.⁵

Tables and Diagrams

When a table, graph or diagram from someone else's work is included in your research paper, you need to document its source at the end of the material. The standard format is to insert Source: standard sourcing for the author's material, table number, page number. Sometimes statistics are culled from other reports and presented in table

³ See Simon & Allstein, (1983, p.30). The original data is from Opportunity surveys.

⁴ This example was drawn from page 124 of Steven Shulman's 1984 article, "Competition and Racial Discrimination: The Employment Effects of Reagan's Labor Market Policies." *The Review of Radical Political Economics* (Vol. 16, pp. 111-125).

⁵ Why black women, in contrast to every preceding recession and in contrast to the black male experience, would have experienced a relative employment gain over this downturn is at this time unknown. However it is worth noting that this gain was swamped by a relative loss over three times as great in the subsequent expansion, and greater than the black male loss.

format in your paper. You should report on all sources of the statistics at the end of your table.

Example T1:

Source: The World Bank. 1986. World Development Report, 1986. New York: Oxford University Press; Commonwealth Secretariat. 1988. Caribbean Development to the Year 2000. Summary Report. London.

Reference Lists

Standards are rapidly changing for the use of bibliographies, reference lists, or works cited lists. It is now common to list only those sources that you have cited within the paper. The reference list stands alone, at the end of the paper, and is headed by a centered title References (or Works Cited, etc.). The first line of each entry is not indented but every line following the first is. An extra line separates entries. Books, periodicals, government documents, videos, and manuscripts all have their own style of citation. Turabian (1976), Roth (1986), Yaggy (1985) and Hashimoto, Kroll, and Schafer (1982) all have chapters or sections on the form of reference lists.

The following are some common reference list styles.

1. Books

author's name. date. title. publication information.
In most styles the title is in italics.

2. Journal Articles

author's name. date. title of article. title of journal.
volume of journal: page numbers. In most styles the title of the journal is in italics.

3. Government Documents

government office. date. title. publication information.
In most styles the title of the document is in italics.

Example R1:

American Psychological Association Publication Manual (4th. ed.). American Psychological Association, Washington, D.C.

Gibaldi, J. & Actert, W.S. (1988). *MLA Handbook for Writers of Research Papers*. New York: Modern Language Association of America.

Hashimoto, I. Y., Kroll, B.M. & Schafer, J.C. (1982). *Strategies for Academic Writing: A Guide For College Students*. Ann Arbor, MI: University of Michigan Press.

Lester, J.D. (1987). *Writing Research Papers: A Complete Guide*. Glenview, IL: Scott, Foresman & Company.

Memering, D. (1989). *The Prentice Hall Guide to Research Writing* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Miller, C. & Swift, K. (1988). *The Handbook of Non--Sexist Writing*. New York: Harper and Row.

Roth, A. J. (1986). *The Research Paper: Process, Form, and Content*. Belmont, CA: Wadsworth Publishing Company.

Taylor, G. (1989). *The Student's Writing Guide for the Arts and Social Sciences*. Cambridge: Cambridge University Press.

Turabian, K. (1976). *Student's Guide for Writing College Papers* (3rd ed.). Chicago: University of Chicago Press.

Yaggy, E. (1985). *How to Write Your Term Paper*. New York: Harper & Row Publishers.

Example R2:

Rosenberg, S. (1983). Reagan Social Policy and Labour Force Restructuring. *Cambridge Journal of Economics*. (Vol. 7, pp.179-196).

Example R3:

Office of Management and Budget. 1985. *Budget of the United States Government, Fiscal Year 1989*. Washington, D.C.: Government Printing Office.

L.4. Now the Worst Part is Over

Once you've written the first draft, set it aside (even if you're staying up all night to write a paper, it still pays to produce a second draft—go take a shower between them) and come back to it later. You will be startled at how easy it is to revise a first draft. Now take the time to read through the paper, think about the appropriate transitions, make a final check on the data and documentation. Now refine your writing, clarify your arguments, and choose just that right word to clinch your argument.

Your research paper is your chance to participate creatively in your education. Most students who hurriedly write research papers groan when they get their paper back and read through it. Mistakes are obvious and even the writer sometimes can't figure out what the point of a paragraph is supposed to be (and if you, the writer, can't figure out what you're saying, do you really think your professor can?). Trust me, professors hate reading unreadable term papers. Revisions simply lessen the groans and increase the chance that your creativity gets across to others.

M. Registration as a Social Worker in the State of Michigan

The State of Michigan has three levels of registration for social workers: Social Work Technician; Social Worker; and Certified Social Worker. Graduate students at the School of Social Work at The University of Michigan are eligible to apply for registration as a Social Worker while they are students provided they meet other state requirements, including a baccalaureate degree and good moral character. Graduates of the School of Social Work who have not become registered as social workers while they were students can also apply for registration as a Social Worker.

In order to register as a Certified Social Worker, the individual must possess all the qualifications for the title Social Worker, and in addition possess the MSW degree and have 3120 hours of post-MSW experience completed under the supervision of a Michigan Certified Social Worker or a person who holds the equivalent license, certificate, or registration from a state that regulated social work. If an applicant presents experience obtained in a state that does not regulate social work, the experience shall have been obtained under the supervision of a person who possesses a master's degree in social work.

Registration is important under the laws of the State of Michigan, for those who have not achieved this status may quite simply not hold themselves out to be social workers. In other words, you cannot call yourself a social worker in the workplace environment. Some jobs may require proof of registration.

Applications to register as a social worker at any level can be obtained by contacting:

Michigan Department of Consumer & Industry Services
Bureau of Health Services
Board of Examiners of Social Workers
P.O. Box 30670
Lansing, MI 48909
(517) 335-0918
(517) 373-2179 (fax)

There is a \$30 application fee. If you apply while you are student here, the State of Michigan Department of Consumer & Industry Services (CIS) requires proof of your enrollment status. You can obtain this verification by completing a Request Form, available in the Registrar's Office, 1772 School of Social Work. According to the State of Michigan Department of CIS which is responsible for registration, the application process normally takes at least 90 days. Because there may be a backlog in processing applications by the State, you should also take this into account when applying for registration. MSW students are strongly encouraged to apply for Registration as a Social Worker in Michigan

M.1. Related Issues to Your Career as a Social Worker

We advise students to keep a copy of their course outlines each term indefinitely, as occasionally a copy of this may be requested by licensing agencies for proof of course content. Although the School of Social Work provides general course descriptions when necessary, it does not typically have course outlines available.

Association of Social Work Boards (ASWB)

The ASWB is the association of state bodies that regulate social work. Incorporated in 1979 as an organization devoted to consumer protection, ASWB membership includes 49 states, the District of Columbia, the Virgin Islands, and Alberta, Canada

ASWB develops and maintains the social work licensing examination used across the country, and is a central resource for information on the legal regulation of social work. Through the association, social work boards can share information and work together. ASWB also works with professional social work organizations like NASW, the Council on Social Work Education (CSWE), the Clinical Social Work Federation, the American Board of Examiners in Clinical Social Work, the Federation of Associations of Regulatory Boards (FARB).

ASWB is also available to help individual social workers and social work students with questions they may have over licensing and the social work examinations. For more information, call ASWB at (800-225-6880) or their web site at www.aswb.org/index.html



MICHIGAN

Board of Examiners of Social Work

611 W. Ottawa Street

P.O. Box 30670

Lansing, MI 48909

(517) 335-0918

www.cis.state.mi.us/bhser/lic/home.htm

| Title | Initials | Education | Experience |
|-------------------------|----------|----------------------------------|------------|
| Certified Social Worker | CSW | MSW | 2 yrs POST |
| Social Worker | SW | MSW or BA | 2 yrs POST |
| Social Work Technician | SWT | 2 yrs college or 1 yr experience | 1 Yr |

Here are exam centers closest to you:

Sylvan Technology Center #5498
 3280 Packard Road Suite 220
 Ann Arbor MI 48108
 734-973-9328

Sylvan Technology Center #4292
 3250 West Big Beaver Road Suite 101
 Troy MI 48084
 248-643-7323

Sylvan Technology Center #4293
 3910 Burton Street, SE
 Grand Rapids MI 49546
 616-957-0368

Sylvan Technology Center #5248
 45200 Sterritt Suite 103
 Utica MI 48317
 810-739-0270

Sylvan Technology Center #4325
 2500 Kerry Street Suite 100
 Lansing MI 48912
 517-372-7413

Sylvan Technology Center #4324
 37727 Professional Center Drive Suite 130
 Livonia MI 48154
 734-462-2750

Sylvan Technology Center #5391
 Hillside Center, Suite 214 640 Romance Road
 Portage MI 49002
 616-321-8351

NASW now issues four credentials and publishes the NASW Register of Clinical Social Workers.

- **The Academy of Certified Social Workers (ACSW).**

The ACSW certifies social workers for independent, self-regulated practice. Eligibility depends on a CSWE-accredited master's level education, at least two years of supervised social work practice in an agency or organization, references, and active NASW membership.

- **The Qualified Clinical Social Worker (QCSW).**

Social workers who hold the QCSW are qualified providers of mental health care services, have an advanced level social work degree, have at least two years of post-graduate clinical social work experience under specific conditions, hold a current state social work license or certification that meets particular criteria, and agree to adhere to the NASW Code of Ethics, NASW Standards for the Practice of Clinical Social Work, and the NASW Continuing Education Standards.

- **NASW Diplomat in Clinical Social Work (DCSW).**

The NASW Diplomat in Clinical Social Work distinguishes advanced clinical practice expertise and holders may also be identified in the NASW Register of Clinical Social Workers. The DCSW is NASW's highest level professional certification, a benchmark credential that is granted in perpetuity.

- **School Social Work Specialist (SSWS).**

The SSWS is available to social work practitioners who work in public or private schools, preschools, special education, and residential school settings. To hold the SSWS, a social worker must have a graduate degree in social work from a CSWE-accredited school, be a qualified provider of social services and mental health services in a school setting, and have two years of post-graduate social work employment and supervision in a school setting (one year of a school social work practicum as part of graduate training may be substituted for one year of supervised work experience).

For more information, contact the NASW Credentialing Office, Office of Quality Assurance, 750 First Street, N.E., Suite 700, Washington, DC 20002. Or call NASW--MI at (800) 292-7871 or (517) 487-1548.

N. Lockers

The SSWB has over 300 lockers for student use on the lower level of the building. They are located in the same area as the student mailboxes.

The lockers are coin operated. You need to insert a quarter in the inside of the door in order to remove the key. The lockers were designed for students to use on a day-to-day as needed basis. The quarter is returned each time you re-insert the key.

NO LOCKS ARE TO BE PUT ON THE LOCKERS. ANY LOCKS FOUND ON LOCKERS WILL BE REMOVED.

To keep the number of keys that are lost or misplaced to a minimum, all keys must be returned to lockers at the end of each term. On the first day of classes for the next term, students will again have access to lockers. A reminder email message will be sent to all students near the end of the term.

The Office of Student Services has reserved several lockers for the use of students with disabilities on a term-by-term basis. If you have a disability and are unable to locate a suitable locker, please stop by the Office of Student Services, 1748 SSWB, to request the use of one of these lockers.

Lost keys should be reported to the SSW Facilities Office: Miles Gale, Room 1688 SSWB; email: ssw.facilities@umich.edu.

O. Services for Students with Disabilities

Warren Clark of the Office of Field Instruction is the School's liaison to the Office of Services for Students with Disabilities. The Office of Field Instruction has prepared the following for information about the library and related resources for students with disabilities. He welcomes comments about these or other services available for students with disabilities; feel free to contact him at email address clarkw@umich.edu, or (734 647-9433).

Office of Services for Students with Disabilities

Students need to register with SSD to obtain services (see inside front cover of this guide) and to access some of the library facilities. As necessary, SSD can place equipment in particular libraries. Following are equipment and services offered through SSD.

Additional information can be found on the SSD website www.umich.edu/~sswd/ssd/

Services for all students with disabilities. Advocacy and referral, limited scholarships, newsletter, volunteer notetakers, carbonized note paper, free photocopying of class notes, free course notes service for some classes, assisted early registration for eligible students, and individualized service and accommodation forms to professors.

Services for students with learning disabilities. Volunteer readers, volunteer tutors, referral for psychoeducational assessments, selected course book loans for taping, Franklin Spelling Aces, free cassette tapes, APH 4-track recorders.

Services for students mobility impairments. Access map of campus, accessible campus bus service, advocacy for removal of physical barriers, library retrieval service.

Services for blind or visually impaired students. Orientation to campus facilities, library retrieval service, volunteer readers, selected course book loans for taping, tactile map of campus, accessible campus bus service, free enlargement of some course materials, talking calculators, Perkins Braille, free cassette tapes, conversion of printed materials to Etext, APH 4-track recorders.

Services for deaf and hard of hearing students. Sign language and oral interpreters, notetakers, short-term loan of FM amplification system, captioning of videos, Computer Assisted Real-Time Captioning, telecommunications device for the deaf (TDD/TTY).

Services for students with other disabilities. Appropriate services are provided for students with chronic health conditions or psychological disabilities.

Adaptive Technology Computing Site. IBM and Macintosh computers, Kurzweil voice input, Oscar scanner and Arkenstone reader, speech synthesizer and software, large screen monitors, closed circuit television, refreshable Braille display, Braille printer.

Library reading rooms. Closed circuit televisions, APH 4-track recorders, Braille dictionary, Braille and print typewriters, Perkins Brailler.

Graduate Library

Equipment and Services Available: Reading rooms are in Room 400, 500, and 600 and contain four-track cassette recorders. Room 400 also contains a closed circuit television, Braille typewriter, and a Webster's dictionary in Braille.

Financial Aid Directory: A copy of the recent edition of "Financial Aid for the Disabled and Their Families," published by Reference Service Press, is located in the Reference Room of the UM Graduate Library. The directory lists hundreds of scholarships, fellowships, loans, and other educational funding sources for people with all kinds of disabilities. A reference librarian (734-764-3166) can answer questions about this handbook.

Undergraduate Library

Equipment and Services Available: in the basement of the Undergraduate Library is the Adaptive Technology Computing Site. Run by ITD, it is a microcomputing facility for persons with disabilities. ITD staff are usually available Friday afternoons to train people in the use of the computers, to answer questions, and to inform people about the barrier-free computer users group. A scanner is available in the Adaptive Technology Site and is used with a speech output computer (Artic Vision speech synthesizer), so students do not have to use readers all the time. Also in the basement of the Undergraduate Library is a computer to create Braille text, a Braille printer, IBM and MAC computers with large print screens, a closed circuit TV, and a voice input computer for dictating into word processing programs.

UM Library Retrieval Service

The University Library system's 747-FAST retrieval service is available to students with certain types of disabilities. Eligibility includes students with visual, mobility, or any other conditions which make it difficult (or impossible) to collect library materials. Individuals using the 747-FAST service make requests for books and articles by electronic mail (see section on Computing Funds), by phone, or by mail. The library service delivers students' material to the SSD Office within two working days. Costs are covered by SSD, and MSA grant, and the UM libraries. Interested students should contact SSD at 734-763-3000.