

Social Work Contract

I agree to the following academic contract:

Social workers serve a wide variety of client systems that experience the intersectionality of factors including but not limited to: age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social work services should be provided without prejudice and/or imposition of the worker's values on clients.

- I have read and understand the National Association of Social Workers Code of Ethics and agree to adhere to the standards therein.
- I have read the Binghamton University Department of Social Work Performance Standards for Admission, Matriculation and Graduation (*next page*), and agree to adhere to the standards therein.
- I will continue my professional development, taking serious assessments of my academic and professional aptitude and performance. This includes discussion with faculty and staff about observations underlying their evaluations and the steps I might take when improvement is warranted.
- I understand and agree that the faculty and staff may share with other faculty, staff and administrators, field instructors and other staff at field agencies, information about student situations in connection with professional development and academic concerns arising in the social work program. Faculty and staff will make every effort to keep confidential any student information that the faculty or staff member feels is not necessary to discuss concerning the student in connection with professional development and academic concerns. As appropriate, faculty and staff will discuss with students the scope of the information being shared.
- I will become familiar with all course and program requirements and accept responsibility for taking all required courses in the correct sequence.
- I understand that although I am admitted to the MSW program, if my professional development is deemed unsatisfactory by the social work faculty or staff, the MSW program has the right and responsibility to request reassessment of my suitability for the program. The social work faculty, in turn, will provide academic instruction and advising to assist with the learning and professional development process.

In addition, I understand the following:

- Successful completion of Binghamton University's MSW program is sufficient for meeting the educational requirements for an advanced practice license in New York State.
- Binghamton University's Master of Social Work does not meet the educational requirements for licensure outside of New York State.
- I may need to complete additional coursework, fieldwork, or other requirements specified by the licensing authority in a state or territory outside of New York State.
- By signing below, you acknowledge your receipt of the information found in this document.

Social Work Performance Standards for Admission, Matriculation and Graduation

The Department of Social Work's mission is to prepare social workers for autonomous, knowledge-based, advanced generalist practice within an integrated community of scholars, practitioners and learners. The principles that guide the program are:

- A focus on people's strengths
- A celebration of human diversity
- The application of multisystem practice methods to promote human well-being and fair, equitable communities
- A commitment to social justice
- A focus on working with diverse clients from a bio-psycho-social-cultural-spiritual perspective across the entire life span
- A focus on social work practice and collaboration with clients and organizations in public and not-for-profit settings

The well-being of clients and the integrity of the social work profession are our top priorities.

To remain in good standing in the Social Work Department, all students, consistent with the NASW Code of Ethics (2021), "... 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" (Ethical Standard 4.05).

The social work program has adopted professional and ethical conduct standards for social work students that, when clearly and consistently observed and followed, allows students to be successful in the program.

Professional Ethics

Skills and Essential Behaviors

- Demonstrates an understanding of, adheres to and promotes the NASW Code of Ethics
- Demonstrates an understanding how diversity and intersectionality shape human experiences and affect equity and inclusion
- Shows respect and effectively advocates for the rights of others
- Demonstrates a commitment to ending social, racial, economic, and environmental injustice
- Maintains and demonstrates comprehension of professional boundaries
- Is committed to clients' freedom of choice and self-determination
- Is consistently honest and demonstrates integrity by being truthful about one's own background, experiences and qualifications
- Refrains from sexually harassing others; making verbal or physical threats; or abusing others in physical, emotional, verbal or sexual ways
- Refrains from being involved in sexual relationships with clients or participating in dual relationships with clients where conflicts of interest may develop or exist
- Utilizes clinical supervision effectively and demonstrates a willingness to ask for help

Descriptors/Examples

- Maintains confidentiality
- Demonstrates openness to working effectively and responsibly with people of differing identities, including faculty, staff, supervisors, colleagues, fellow students, and clients
- Asks supervisors and instructors for help when needed
- Follows through with commitments
- Maintains clear boundaries; for example, does not socialize with clients

Self-Awareness

Skills and Essential Behaviors

- Demonstrates ability to acknowledge how one's own attitudes, beliefs, biases, privilege, and past experiences affect professional judgment, decision-making, thinking, behavior and relationships
- Shows willingness and ability to assess and reflect on strengths and identify areas for improvement
- Is open to feedback and constructive criticism
- Demonstrates a level of self-awareness and an ability to identify how one is perceived by others
- Demonstrates the ability to self-critique and to assume full responsibility for protecting peers, colleagues, research participants, clients and others from the adverse consequences of personal performance problems and behaviors

Descriptors/Examples

- Demonstrates self-reflection in coursework, field education, and other interactions and assignments
- Makes necessary adjustments to professional and/or academic workloads in the face of personal difficulties that may adversely impact the quality of academic work and field education, including practice with clients
- Takes initiative in gaining knowledge as needed
- Makes changes based on feedback and constructive guidance

Communication

Skills and Essential Behaviors

- Communicates responsibly, respectfully and effectively with faculty, staff, supervisors, colleagues, fellow students, and clients
- Utilizes effective listening and empathic skills to establish rapport
- Demonstrates ability and willingness to listen to others and is open to feedback
- Advocates in a constructive manner that is in accordance with the NASW Code of Ethics
- Utilizes institutional channels first to effectively resolve conflicts
- Demonstrates respect for the professional expertise of faculty, staff, supervisors, colleagues, and fellow students

Descriptors/Examples

- Receives, comprehends and responds appropriately and timely to verbal, non-verbal and written forms of communication, including emails sent from the Department of Social Work and field agency personnel
- Expresses feelings and ideas in a way that can be understood by others
- Participates cooperatively as a productive member of interprofessional and intraprofessional teams in coursework, field education, and other educational and professional activities
- Maintains commitments to clients, colleagues, supervisors, and fellow students
- Voices opinions and offers feedback in a productive and non-judgmental manner
- Demonstrates effective, respectful ways to advocate for self and others
- Demonstrates an ability to write clearly, concisely, accurately and completely, including through the use of appropriate grammar, sentence construction, and APA citation and referencing guidelines
- Follows agency guidelines for record keeping

Readiness

Skills and Essential Behaviors

- Is open and committed to learning from faculty, staff, supervisors, colleagues, and fellow students
- Responsibly addresses one's own health and emotional well-being before it may interfere with scholastic and professional performance; proactively seeks out and utilizes help when needed
- Distinguishes effectively between facts and inference
- Draws conclusions based in relevant information and substantive evidence
- Demonstrates ability to think critically

Descriptors/Examples

- Takes initiative with basic tasks such as making phone calls and taking messages, initiating and responding to emails, calling agencies to gain information about their services and locating resources in the community
- Demonstrates ability to include relevant and applicable literature in presentations, research and written work
- Assessments of clients reflect comprehensive, inclusive and relevant data
- Demonstrates insight and knowledge when working with clients, as demonstrated through the effective use of supervision and process recordings
- Demonstrates the ability to take initiative, including for professional development and educational outcomes
- Can identify problem-solving steps to resolve challenges
- Able to communicate ideas clearly in verbal, non-verbal and written forms

Professional Behavior

Skills and Essential Behaviors

- Shows willingness and ability to effectively prioritize, manage and complete tasks on time by observing and meeting deadlines
- Seeks professional help and consultation when needed
- Utilizes thoughtful and informed judgment when making professional decisions
- Demonstrates appearance and demeanor that are appropriate to the roles and settings encountered during the educational process, including field education experiences
- Is able to form and sustain professional relationships

Descriptors/Examples

- Arrives on time to all classes, field education, and meetings
- Consistently follows through with commitments to coursework, field education, and other educational and professional activities
- Demonstrates an ability to be flexible in responding to changing needs and priorities of the field agency and clients
- Communicates in advance whenever there is an interruption of attendance, participation, and/or task completion in coursework or field education; identifies alternatives for task completion with the relevant faculty, staff, administrators, supervisors, field liaisons, and advisors
- Voices concerns to faculty, staff, administrators, supervisors, and/or field liaison in a respectful manner and in accordance with agency and Department protocols and policies
- Keeps faculty, staff, administrators, supervisors, field liaisons, and advisors apprised of issues that may arise and works proactively with all parties to alleviate issues

Student Certification Disclosure

New York State prides itself in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY Binghamton (Binghamton University) programs leading to licensure or certification are designed to meet New York State requirements. Other states may have different requirements.

Per U.S. Federal Regulations (34 CFR §668.43) and in compliance with the State Authorization Reciprocity Agreements (SARA), Binghamton University provides the following disclosure regarding whether the **Master of Social Work** program meets educational requirements for licensure or certification in each state.

This disclosure is limited to **educational requirements only**. Additional requirements such as examinations, background checks, or professional experience may apply.

States Where the Programs Meet Educational Requirements

New York

NYS Education Department -
Office of the Professions

[Social Work | Office of the Professions](#)

States Where the Programs Do Not Meet Educational Requirements

Alabama	Federated States of Micronesia	Utah
Idaho	California	Palau
Mississippi	Kansas	District of Columbia
Oregon	Nevada	Maryland
Wisconsin	South Dakota	North Carolina
Alaska	Guam	Vermont
Illinois	Colorado	Florida
Missouri	Kentucky	Massachusetts
Pennsylvania	New Hampshire	North Dakota
Wyoming	Tennessee	Virginia
Arizona	Marshall Islands	Georgia
Indiana	Connecticut	Michigan
Montana	Louisiana	Ohio
Rhode Island	New Jersey	Washington
American Samoa	Texas	Hawaii
Arkansas	Northern Mariana Islands	Minnesota
Iowa	Delaware	Oklahoma
Nebraska	Maine	West Virginia
South Carolina	New Mexico	

Important Notes

- This determination applies only to whether the program meets **educational requirements for licensure**
- Licensure requirements vary by state and may include additional steps
- Students are strongly encouraged to contact their state licensing agency for full requirements
- State requirements are subject to change

Institutional Determination Statement

Binghamton University makes licensure determinations based on a review of state licensing board requirements and a comparison of those requirements to the program curriculum. Determinations are reviewed regularly and updated as needed to ensure accuracy and compliance.

Student Complaint Process

Binghamton University is committed to addressing student concerns in a timely and effective manner. Students are encouraged to first seek resolution through the appropriate university channels. If a concern cannot be resolved at the institutional level, students may file a complaint with the appropriate state agency.

For students enrolled in distance education programs, including those participating through the State Authorization Reciprocity Agreement (SARA), complaints not resolved by the institution may be submitted to:

New York State Education Department (NYSED)

Office of College and University Evaluation
89 Washington Avenue
Albany, NY 12234

[Filing a Complaint About a College or University | New York State Education Department](#)

Additional information regarding student complaint processes is available at:

[Complaints | Exclusively Online Programs | Binghamton University](#)

Student's Name

Student's Signature

Date