



COLORADO MESA UNIVERSITY

DEPARTMENT OF SOCIAL AND
BEHAVIORAL SCIENCES



BACHELOR'S OF SOCIAL WORK STUDENT HANDBOOK 2018-2019

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Colorado Mesa University

Social Work



**BSW STUDENT
HANDBOOK
2018-19**

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August 20, 2018

Dear BSW Student,

Congratulations on your selection to be a student in the Colorado Mesa University Bachelors in Social Work (BSW) Program. We are excited to welcome you into the fifth cohort in our CMU Council of Social Work Education accredited BSW Program. You are joining a profession that is 119 years old and is committed to the “core values of service, social, dignity and worth of a belief in the person, the value of human relationships, integrity and competence” (NASW Code of Ethics, 1996, para 3.). We’re excited about working with students who are committed to learning to implement and live out these values as social workers in our community, state, nation and internationally.

Social work is a profession that has a unique perspective on problems and possibilities facing individuals, families, organizations, and communities. We will have the opportunity to learn together about new perspectives, theories, and models that can guide us in our work. Your courses will be challenging in various ways, some will play to your individual strengths others will provide new learning opportunities. We look forward to engaging with you on this journey to become a social worker.

The CMU Social Work faculty members are dedicated to providing you with an exceptional educational experience that will prepare you for social work. Upon your graduation from CMU, you will join an impressive group of Social Work alumni who are serving in communities in Colorado and beyond. You have a rich legacy to build upon as a CMU Social Work student and new professional.

We encourage you to contact us, if you have any questions.

Welcome to the BSW Program!

A handwritten signature in black ink that reads "MSunkel" followed by "DSW LSCW LAC MBE" in smaller, less legible handwriting.

*Michelle Sunkel, DSW, LSCW, LAC, MBE
Assistant Professor Social Work*

“Education is the most powerful weapon which you can use to change the world” - Nelson Mandela

I. The Profession of Social Work

Social Work is a profession dedicated to social and economic justice. Social workers focus primarily on the needs and empowerment of vulnerable, oppressed, at-risk populations, and those living in poverty. Social workers help people overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, educational problems, disability, and mental illness. They help prevent crises and counsel individuals, families, and communities to cope more effectively with the stresses of everyday life.

Today, Americans enjoy many privileges because early social workers saw miseries and injustices and took action, inspiring others along the way. Many of the benefits we take for granted came about because social workers—working with families and institutions—spoke out against abuse and neglect.

- Workers enjoy unemployment insurance, disability pay, worker's compensation, and Social Security.
- People with mental illness and developmental disabilities are now afforded more humane treatment.
- Medicaid and Medicare give poor, disabled, and elderly people access to health care.
- Society seeks to prevent child abuse and neglect.

—National Association of Social Work, 2008

II. Bachelor's in Social Work Mission, Goals, Outcomes, & Core Competencies

CMU Social Work Mission

To educate students as generalist social work practitioners who embrace the mission and core values of the social work profession, including issues of diversity, service, the dignity and worth of all people, and social and economic justice.

CMU Social Work Goals

1. To educate students as generalist social work practitioners; with knowledge and understanding of the ecological perspective, the strengths perspective, the empowerment approach, and solid problem solving and case management skills.
2. To assist students in viewing complex human and social issues from a multi-dimensional, multi-level approach involving micro-, mezzo-, and macro-level interventions.
3. To provide opportunities for the application of the social work mission and core values of service, the dignity and worth of all people, the importance of human relationships, integrity, competency, and social and economic justice.

4. To maintain high professional standards and knowledge of the NASW Code of Ethics.
5. To help students strengthen the relationship between theory and practice by engaging them in various service learning projects, leadership development, strong field education placements, and involvement in the social work club.

Generalist Practice

Generalist practice is defined in CSWE 2015 Educational Policy 2.0. It reads:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (CSWE, EPAS, 2015)

Our mission and goals are clearly consistent, and grounded, in this generalist practice framework. Our focus is on a strong commitment to the mission and core values of the profession and to a person and environment and strengths perspective construct. Our program will seek to develop BSW students who are able to think critically, apply ethical principles, and incorporate all of the core competencies within professional practice.

Our mission is to graduate students from our BSW program who are well prepared for entry-level generalist practice social work positions in the local community and in society. Generalist practice is focused on multi-level (micro, mezzo, macro) and multi-dimensional (individual, family, group, community, society) intervention strategies. Students will utilize the ecological perspective (person and environment), the strengths perspective and empowerment approach, as well as the various roles (consultant, resource manager, and educator) and functions (enabler, facilitator, planner, colleague-monitor, broker-advocate, convener, social activist, catalyst, teacher, trainer, outreach, researcher-scholar) common of generalist practitioners. They will understand the problem-solving approach and the following six-step generalist framework necessary for holistic interventions:

- | | | |
|---------------|-----------------|----------------|
| 1. Engagement | 3. Planning | 5. Evaluation |
| 2. Assessment | 4. Intervention | 6. Termination |

Bachelor Social Work Program Goals (Student Learning Outcome)

1. Demonstrate proficiency in utilizing the social work professions 9 core competencies and 31 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge). (CSWE 2015 Core Competencies 1-9)
2. Demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency). (CSWE 2015 Core Competency 4)
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency). (CSWE 2015 Core Competency 6-9)
4. Demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking). (CSWE 2015 Core Competencies 1-4)

CSWE 2015 Educational Policy and Accreditation Standards (EPAS) – Core Competencies

Competencies are measurable practice behaviors that are comprised of social work knowledge, values, and skills. The goal of field education is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The social work program seeks to accomplish its mission through a curriculum that enables students to develop professional competencies. The field practicum addresses all the CSWE EPAS Core Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Social Work Ethical Behavior

All social work students are expected to follow the National Association of Social Workers Code of Ethics. Professional ethics are the core of social work and set forth our values, principles, and standards of practice.

The NASW Code of Ethics serves as a guide to the everyday professional conduct of social workers. This Code includes four sections:

(1) *Preamble*

Summarizes the social work profession's mission and core values

(2) *Purpose of the NASW Code of Ethics*

Provides an overview of social work values and ethics as a profession

Provide a brief guide for dealing with ethical issues or dilemmas

(3) *Ethical Principles*

Presents broad ethical principles, based on social work's core values that inform social work practice

(4) *Ethical Standards*

Specific ethical standards to guide social workers' conduct

Provides a basis for adjudication.

We expect all of our BSW students to become familiar with the *National Association of Social Workers Code of Ethics* and to abide by its guidelines during the practicum and in their professional career.

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

III. Advising

Advising Center

Lowell Heiny Hall, Room 127

Phone: 970.248.1177

Advising is available from two sources: the Advising Center staff and the faculty. The Advising Center assists students with undeclared majors; students who have declared majors should meet regularly with a faculty advisor.

Undeclared students are assigned to the Advising Center and must meet with an advisor prior to registration. Academic advisors will assist students in course selection and registration, help students with strategies for academic success, and guide students in career exploration. Students who have decided on a major will be directed to the appropriate academic department. A department's

administrative assistant can officially declare or change the student's major/minor, provide a program sheet, and assign the student to a faculty advisor.

Provisional Baccalaureate students with fewer than 30 earned college-level credit hours must be advised by an academic advisor in the Advising Center before registering each semester. Once the student has met with an advisor, their Provisional Baccalaureate hold will be removed. Then the student can elect to register for classes on their own or can receive assistance from the advisor.

Program sheets outline the requirements needed for the degree or certificate program being pursued. Students should work closely with their faculty advisors throughout their program. The purpose of an advisor is to assist in the process of degree completion. It is the student's responsibility to maintain his/her program sheet and to keep it up-to-date as classes are completed. Advisors are not responsible for failure to meet degree requirements.

Faculty Advisor

Each student will be assigned a faculty advisor once admitted into the social work program. The two full-time faculty will evenly divide the number of students that they both advise (for example, if there are 30 students admitted into the senior social work cohort, each faculty will have 15 students that they are responsible for advising).

The major faculty advisor is there to discuss any concerns a student may have about their coursework or about the program. Students can also meet with their faculty advisor to discuss graduate school or post-graduation job opportunities. Students who wish to meet with their advisor may do so during their regularly scheduled office hours or by scheduling an appointment.

III. Academic Policies

CMU Acceptance of Transfer Credits from Other Institutions

Students to Colorado Mesa University should contact the Center for Transfer Services, within the Admissions Office, for help with the admissions and evaluation processes. Transfer students may be admitted into most baccalaureate degree programs if they are in good standing at another regionally accredited college or university and have a total minimum cumulative grade point average (GPA) of 2.3 for 13 or more semester credit hours. In calculating the cumulative admission grade point average, Colorado Mesa University will compute a transfer GPA based on prior college transcript(s). If the student has attended more than one prior institution, the GPA of each is combined for a total cumulative admission GPA. Students with 13-29 transfer credit hours must meet HEAR requirements as outlined in the HEAR section of the CMU catalog.

Transfer students who are on probation or suspension from another college or university, or have a cumulative grade point average of less than 2.3, will not be admitted into a baccalaureate degree

program but may enroll in Western Colorado Community College. Transfer students who are on probation or suspension from another college may be placed on probation at Colorado Mesa University. An evaluation of transfer courses is made once the student's application file is complete. Credit evaluations are completed in the Registrar's Office, with the assistance of academic department heads. Transfer credits for the social work program must be approved by the Academic Department Head for Social and Behavioral Sciences, Dr. Jessica Herrick, and the Social Work Program Director. Students wishing to transfer credits must submit syllabi and supporting documentation; and the final decisions will be made on a case-by-case basis. Social work credits with grades below a "B" or "P" cannot be transferred.

It is the policy of Colorado Mesa University to accept academic credits from:

1. All public colleges and universities in the state of Colorado, provided they are currently regionally accredited. This applies regardless of the institution's accreditation status at the time the credit was earned.
2. Private and out-of-state colleges and universities provided the institution is currently regionally accredited and was accredited or was a candidate for accreditation at the time the credit was earned.
3. Regionally accredited two-year community or junior colleges.
4. Regionally accredited institutions that award "S" or "P" grades, if the granting institution states that such grade is equal to a grade of "C" or better.
5. Pathways, Colorado guaranteed general education transfer courses.

Only courses with a grade of "C" or better are eligible to be applied toward a degree or certificate.

Acceptance of Social Work Transfer Credits from Other Institutions

Our program will accept all social work courses completed with a C or higher from universities that are CSWE accredited. In order for social work courses to be substituted for required social work courses within our program, students must submit a course syllabus for each transfer course, to ensure that the content and course objectives are similar and have been met; approval will be determined by the Social Work Program Director on a case-by-case basis. We do not accept transfer of credit from any institution for field education.

Life Experience

The Social Work program at CMU does not grant course credit for life experience or previous work experience.

CMU Student Conduct Policy

Colorado Mesa University is a community consisting of students, faculty, support staff, and administrators. The University does not attempt to define all “student conduct.” It relies on students to assume the responsibility and obligation of conducting themselves in a manner compatible with the purpose of the University as an educational institution and the community as a place of residence. In addition to University rules and regulations, all students are subject to the same local, state, and federal laws as non-students and are beneficiaries of the same safeguards of rights as non-students. The academic community has a long and cherished tradition of expecting its members to conduct themselves in accordance with the highest standards of personal behavior. The following are among those acts of misconduct, which are not consistent with the educational goals of Colorado Mesa University or with the traditions of the academic community:

1. Academic dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the University.
2. Forgery, alteration, misuse or mutilation of University documents, records, identification materials, or educational materials.
3. Obstruction or disruption of teaching, research, administrative, or public service functions of the University.
4. Intentional interference with an individual’s rights to free speech, freedom to make academic inquiry, or freedom of conscience.
5. Aiding, abetting or inciting others to commit any act of misconduct set forth in 1 through 4 above.

Penalties for acts of misconduct including, but not limited to, those set forth above can range from official warning to expulsion from University, depending upon the seriousness of the misconduct.

Academic Integrity

All faculty, administration, and students of Colorado Mesa University have a responsibility for establishing and fostering an understanding of the importance of academic integrity. Academic dishonesty includes but is not limited to representing work of others as your own without proper acknowledgment, giving or receiving assistance on exams, papers, projects, or assignments unless authorized to do so; and misrepresenting your identity or allowing others to do so. Incidents should be reported to the instructor of the course if possible, or contact the Academic Department Head. Actions may be taken as a result of academic dishonesty.

Student Appeals

Students have the right to appeal actions or sanctions (such as those relating to grades or academic dishonesty) and should begin the process by meeting with the course instructor.

Students can file a formal complaint by logging on to their MavZone account (CMU web portal) and clicking the quick access, color-coded icon at the bottom of the main menu that states “Filing a Formal Complaint.” This link directs students to the seven page Student Complaint Policy site, which provides detailed information regarding filing a formal complaint, as follows:

“A student wishing to file a complaint should do so as promptly as possible following the alleged violation, but by no later than February 15 for a concern occurring during the prior fall semester, June 15 for the prior spring semester, and September 15 for the prior summer term. Timely initiation of a complaint rests with the student. The complaint should be in writing and signed by the complainant or submitted electronically from a Colorado Mesa University student email address. The complaint should:

- 1) Describe the issue that is the basis for the complaint, including the steps that have been taken to informally resolve the problem, and
- 2) Include any relevant documents the student would like to be reviewed as part of the complaint process.

Depending on the nature of the violation, the complaint should be sent to the Office of the -

- Vice President for Academic Affairs or the Vice President for Community College Affairs if the concern is academic-related;
- Vice President for Finance and Administration if service-related;
- Vice President for Student Services if behavior or conduct related; or
- Director of Human Resources if an alleged violation of discrimination in employment or education opportunity.

Following the submission of the written complaint to one of the above administrators, the relevant administrator (or designee) will investigate the complaint and respond in writing to the student with his/her decision within 30 days of receipt of the complaint. The intent of the University is always to reach a decision in as timely a manner as possible.”

The University provides that all student concerns, grievances, and appeals that are not covered under a specific policy be directed either to the Office of the Vice President for Academic Affairs or to the Office of the Vice President for Student Affairs.

BSW Student Conduct & Termination Policy

Reasons that students might be terminated from the Social Work Program include:

1. Academic performance below minimum requirements (a minimum overall cumulative GPA of 2.0; a minimum overall cumulative social work GPA of 2.5)
2. Behaviors that are inconsistent with the NASW Code of Ethics
3. Academic dishonesty
4. Student misconduct
5. Unexcused or prolonged absences
6. Unexpected life events (i.e., death, divorce, financial or medical issues, etc...) that impair the student's ability to meet required course learning objectives.

If addressing any of the above issues with a student, the following procedures should be followed:

1. Document all concerns and/or allegations, including dates, attempts to address the situation, and any other anecdotal information.
2. The faculty that is immediately involved with the student should try to address the issue with the student directly, when appropriate (i.e., for attendance concerns, ask the student to stay after class so that you can share your concerns and expectations, hear from the student first-hand the reasons for their absences, work out an agreeable course of action, and communicate consequences if the problem continues).
3. If the faculty and student are unable to resolve the issue, or the issue deems immediate response or action, it should be brought to the attention of the Social Work Program Director or Field Education Director.
4. Students are able to bring in an advocate, self-selected or through CMU students services, to assist them in addressing their concerns if needed.
5. If the Social Work Program Director, social work faculty, and student are unable to resolve the issue, or the issue deems immediate response or action, it should be brought to the attention of the Social & Behavioral Sciences Department Head.
6. If the Department Head, Social Work Program Director, social work faculty, and student are unable to resolve the issue, or the issue deems immediate response or action, it will be referred to the Office of Academic Affairs or Student Services.
7. Students may contact CMU student services at any time during this process for additional support, advocacy, and counseling services to assist them with their concerns, allegations, or support as needed.

Incompletes

Incomplete (“I”) grades are temporary grades given to a student only in an emergency case and at the discretion of the instructor. At the end of the semester following the one in which an “I” is given, the “I” becomes the grade that is submitted by the instructor to the Registrar’s Office. If the instructor does not submit a grade by the deadline for that semester, the grade becomes an “F.” A grade of “I” given spring semester must be addressed by the end of the following fall term. Extension of the time to complete work may be made in exceptional circumstances at the discretion of the instructor. A student with an “I” grade, however, may not change the “I” by enrolling in the same course another semester (per CMU Catalog 2015-2016, p. 40).

CMU Academic Probation and Suspension Policy

Good Standing signifies that the student is making satisfactory academic progress (see Academic Standards section) and is eligible to continue studies at Colorado Mesa University.

Academic Probation indicates a student is not in good standing and constitutes a warning to the student that the student’s scholastic achievement needs improvement or suspension will result. Students will be placed on academic probation if their cumulative grade point average at Colorado Mesa University falls below the minimums listed under GPA minimum.

Upon being placed on academic probation, students are permitted to continue studies for one semester, during which time they are expected to improve their cumulative grade point average to the minimum required levels. Those who succeed will be removed from academic probation.

Students on academic probation will remain on academic probation until they raise their cumulative grade point average to the required level. Once on probation, a student must maintain a minimum semester grade point average of 2.00 to avoid being placed on academic suspension.

Additionally, students with a cumulative Colorado Mesa University grade point average of 2.00 or lower will be limited to 15 credit hours per semester.

Academic Suspension indicates the student is not in good standing and represents a temporary, involuntary separation of the student from the University for a minimum of one semester for failure to meet minimum academic standards. Following an academic suspension, a student must apply for readmission to Colorado Mesa University. For degree programs that do not have separate admission policies, the readmission to Colorado Mesa University is also readmission to the degree program as long as the degree still exists. For degree programs having admission policies over and above admission to Colorado Mesa University, the student must also reapply to the degree program.

A student may be suspended from and readmitted to Colorado Mesa University a maximum of two times. Academic suspension, when imposed, becomes effective immediately upon the recording of grades at the end of the semester or summer term.

The first suspension shall be for a period of one semester; i.e., a student suspended at the end of fall semester may not attend the following the end of fall semester may not attend the following spring semester; a student suspended at the end of spring semester may not attend the following summer and fall semesters. A student suspended at the end of summer term may not attend the following fall semester.

The second suspension shall be for a period of two semesters (i.e., a student suspended at the end of fall semester may not attend the next spring or fall semester; a student suspended at the end of spring semester may not attend the following fall or spring semester).

A student suspended at the end of summer term may not attend the following fall or spring semester. Students may not enroll in any credit classes whatsoever (including summer term) during the period of suspension.

Emergency or Hardship Withdrawal from Individual Classes

In the case of an event that qualifies as an emergency or hardship, students may request an Emergency or Hardship Withdrawal from an instructor after 50 percent, but before 75 percent of a course is completed. An emergency or hardship situation is defined as a significant, unexpected nonacademic circumstance beyond the student's control and is granted at the discretion of the instructor. Failing, poor performance in a course, or other academic-related reasons do not constitute circumstances for an emergency withdrawal.

Students seeking an emergency withdrawal must complete the proper withdraw form, consult the instructor, and return the signed form to the Registrar's Office. Substantiating documentation (e.g., doctor's notes, court documents, death certificates) may be required at the request of the instructor.

Sexual Harassment

CMU POLICY MANUAL

Revised: May 2, 2013

SECTION 3.4: Discrimination, Harassment, and Violence Prohibited

The University prohibits discrimination in employment-related and student-related decisions against any applicant, employee or student based on race, color, religion, creed, sex or gender (including pregnancy), national origin, ancestry, age (40 and older), disability (where otherwise qualified), veteran status, marital status or sexual orientation (referred to jointly as "protected status"). Harassment based on protected status is a form of discrimination, and is also prohibited. Further, the University has a zero tolerance for violence and threats of violence, regardless whether the conduct is based on a victim's protected status. Any employee or student who engages in prohibited discrimination, harassment, or violence may be disciplined, discharged, or expelled. The University shall include in its policies for employees and students a policy prohibiting such conduct, and setting forth a method for reporting the prohibited conduct. The policies will also provide for the investigation of complaints and corrective action.

Obligation to Report Sexual Harassment: Sexual harassment is a violation of state and federal law.

Impact of Sexual Harassment:

1. Drop class or avoid certain classes
2. Change majors
3. Decrease in self-confidence
4. Lower grades
5. Demeaning or discouraging academic experience
6. Loss of career aspiration
7. Depression
8. Withdrawal from university

Confidential Resources:

- Victim Assistance, Mesa County Sheriff's Department: (970) 244-3500
- Counseling and Psychological Services, Behavioral Clinical Services: (970) 241-6500
- Office of Ombudsman: Colorado Mesa University

CMU Affirmative Action: STATEMENT OF POLICY

Nondiscrimination on the Basis of Age, Race, Color, National Origin, Religion, Sex, Disability, Veteran Status, or Sexual Orientation.

It is the practice of Colorado Mesa University to utilize procedures of recruitment, employment, training and promotion which are nondiscriminatory on the basis of age, race, color, national origin, religion, sex, disability, veteran status, or sexual orientation to the extent that an individual's abilities merit, provided that appropriate openings exist and are anticipated. Colorado Mesa University does not hire, and it is not the intent of the Plan to require or authorize the hiring of, a person who lacks qualifications to perform the job successfully or to hire a less qualified person in preference to a more qualified one. The College will continue this practice of employment according to the goals of equal opportunity accompanied by affirmative action. -Adopted December 2002, updated July 2005

<http://www.coloradomesa.edu/hr/documents/AffirmativeActionPlanUpdatedJuly2005.pdf>

CMU - ADA Compliance Plan

ANTI-DISCRIMINATION POLICY - Professional Personnel Employment Handbook

Section II A5. Disability Issues. "Disability" includes physical and mental disabilities that substantially limit one or more major life activity. Disabled individuals must be otherwise qualified to perform the essential job functions, with or without reasonable accommodations. Any employee who requires a reasonable accommodation in order to perform the essential job functions and who has not received this accommodation through communications with his or her immediate supervisor must make a written request for accommodation to the Affirmative Action Coordinator or Office of Human Resources. The request for accommodation will be reviewed. The employee must cooperate in the interactive process to determine what reasonable accommodations the University can provide.

Educational Access Services for Students with Disabilities (A Division of Advising & Academic Services)

Mission:

Educational Access Services (EAS) recognizes disability as an aspect of diversity and an integral part of society. We collaborate with students, faculty, staff, and community members to create an accessible higher education community. EAS provides academic accommodations and promotes universal design principles, enabling students with disabilities the opportunity to fully participate in all aspects of the educational environment as successful and independent learners.

Support services for students with documented disabilities are available through Educational Access Services, a division of Academic Services. Several services are available, depending upon the documented disability. Services can include, but are not limited to, volunteer note takers, testing accommodations, and textbooks in alternate formats. Prospective students are encouraged to contact the Coordinator of Educational Access Services to discuss accommodations. Students must initiate a request for accommodations by contacting the EAS office. A new request must be made each semester.

V. Student Groups and Professional Organizations

Social Work Club

Social work students can participate in the Social Work Club, a dynamic group of students interested in “rolling up their sleeves” and putting social work into “action.” A core value of the social work profession is service—and the club is always looking for opportunities to address issues of poverty and need at the local, community level.

Any student at CMU is welcome to participate in the Social Work Club, but elected officers (president, vice-president, secretary, treasurer, and CAB representative) must be a declared major in social work (formally accepted into the BSW program) in order to serve in these leadership roles. Officers are elected every year by the Social Work Club. The two full-time social work faculty serve as co-faculty advisors for the Social Work Club.

The Social Work Club meets monthly throughout the academic year and engages in numerous fundraisers, philanthropic events, community service projects, and social gatherings.

In the past academic year, the Social Work Club volunteered over 120 hours in community service projects in Grand Junction, CO. The projects that the club completed included:

1. Catholic Outreach: Serving meals to the homeless
2. Homeward Bound: Put together Thanksgiving boxes of food for delivery
3. Latimer House: Clothing drive and raised monetary support
4. The House: Collected needed toiletries for youth
5. Homeward Bound: Put together over 100 Easter baskets for children/youth at facility
6. Ariel Clinical Services: Child Abuse Awareness month project on CMU campus

Approximately 100 clients in our local community benefitted from these community service projects completed by the CMU Social Work Club.

Students can request to join the Social Work Club by following these steps:

1. Log onto CMU MavZone account
2. Click on Current Student tab
3. Click on Student Life tab under the University Life column
4. Click on OrgSync link, which will direct students to all of the CMU Clubs
5. Select Social Work Club and press Request to Join Club icon

Students interested in learning more about the Social Work Club can email questions to:

socialworkclubatcmu@gmail.com or "like" us on our Facebook page:

<https://www.facebook.com/socialworkclubatCMU>

National Association of Social Workers (NASW)

Students are encouraged to become a member of the National Association of Social Workers.

Did you know?

- NASW is the largest membership organization of professional social workers in the world, with 140,000 members.
- NASW works to enhance the professional growth and development of its members, to create and maintain standards for the profession, and to advance sound social policies. NASW also contributes to the well-being of individuals, families and communities through its work and advocacy.
- NASW works to shape legislation and public policy that protects and strengthens the social work profession; promotes health, welfare and education; or in some way strengthens opportunities and social supports for individuals and families.
- To protect the public and ensure high quality social work services in communities, NASW enforces a Code of Ethics and works to improve regulation of social work in every state. Thanks to these efforts, all states in the U.S. now license or otherwise regulate social work practice.

-National Association of Social Workers, 2013

Being a member of NASW offers many opportunities. Some benefits of NASW membership include:

- (1) **Networking Opportunities.** NASW activities provide an excellent way for social workers to share ideas and information with colleagues. Members can also meet with potential employers and agency representatives at conferences and workshops.
- (2) **Job Opportunities.** Members have access to local and national job bank information.
- (3) **Malpractice Insurance.** NASW offers malpractice insurance that is affordable and comprehensive.
- (4) **Publications.** Local and national newsletters link members with job opportunities, information on private practice, professional support and continuing education opportunities. Members can also receive Social Work, a journal that connects them to the latest research in the profession.

For more information, see the NASW website at www.socialworkers.org or the Colorado NASW website at <http://www.naswco.org>

Professional Social Work Associations

- Association Gerontology Education in Social Work: www.agesocialwork.org
- Association of Oncology Social Workers: www.aosw.org
- Colorado Mesa University Social Work Club: <http://www.coloradomesa.edu/sbs/socialwork.html>
- Council on Social Work Education: www.cswe.org/
- Institute for the Advancement of Social Work Research: www.iaswresearch.org
- International Association for Social Work with Groups: www.iaswg.org
- International Federation of Social Workers: www.ifsw.org
- National Association of Forensic Social Workers: www.nofsw.org
- National Association of Social Workers: www.Socialworkers.org
- National Association of Social Workers Colorado Chapter: www.naswco.org
- Public Health Social Work: www.apha.org
- Society for Social Work and Research: www.sswr.org
- Society for Social Work Leadership in Health Care: www.sswlhc.org
- School Social Work Association of America: www.sswaa.org
- Social Workers Helping Social Workers: www.socialworkershelping.org
- The Association of Baccalaureate Social Work Program Directors: www.bpdonline.org
- The National Data Archive on Child Abuse and Neglect: www.ndacan.cornell.edu
- The New Social Worker Online: www.socialworker.com

VI. Student Resources

Career Services

University Center, Room 106

970.248.1404

<http://www.coloradomesa.edu/career/index.html>

Career Services provides a variety of services to students and alumni* to assist in attaining their career goals. Services provided are:

- Career Assessments
- Career, Graduate, Teacher and Major Fairs
- Workshops
- Resume workshop
- Cover Letter workshop
- Interviewing Skills workshop
- Choosing a Major workshop
- MAVjobs (job database)
- Career Resource Center
- On-campus employer recruiting programs
- Optimal Resume

*Some restrictions may apply.

Financial Aid Office

Lowell Heiny Hall, Room 121

970.248.1396

<https://www.coloradomesa.edu/financial-aid/index.html>

The Financial Aid Office works with students to meet educational expenses through various monetary resources. Depending on a student's qualifications, aid is available in the form of scholarships and grants that do not need to be repaid. Additionally, students can apply for loans that are need- or non-need-based as well as work-study employment.

John U. Tomlinson Library

970.248.1862

Tomlinson Library supports the educational mission of the University by teaching information literacy skills, providing assistance in identifying, locating and evaluating its information sources, and providing a large and diverse collection of materials for use by students and faculty. Library materials are available in a variety of formats including print, e-books, audio and video; the majority of which can be checked out. Articles from journal titles are available through the library website.

Materials from other libraries throughout Colorado and the U.S. can be requested for delivery and pick-up at the Main campus, WCCC or the Montrose Center. Through its interlibrary loan service, items not owned by Tomlinson Library can be borrowed from other libraries. Help using the library is available in person, at the reference desk, or through chat, email or telephoning 970.248.1860.

The library is home to group study rooms, a silent study area, wireless network, computer labs, printing, scanning and photocopy capabilities. Tomlinson Library is accessible 24/7 via the web. area, wireless network, computer labs, printing, scanning and photocopy capabilities. Tomlinson Library is accessible 24/7 via the web.

International Student Exchange Program

Academic Affairs

Rotary Hall 204

970.248.1802

<http://www.coloradomesa.edu/isep/index.html>

Colorado Mesa University is proud to join the International Student Exchange Program (ISEP). ISEP is a worldwide network of over 300 colleges and universities across 50 countries. Colorado Mesa University students pay CMU tuition and fees and can apply to spend a semester or full academic year at an ISEP foreign institution. A variety of exchange options are available. Go to isep.org and/or contact the Academic Affairs Office at 970.248.1881.

Campus Recreation Services - Hamilton Recreation Center

970.248.1592

<http://www.coloradomesa.edu/rec-center/index.html>

Campus Recreation Services is established to provide varied programs and services that will contribute to the health and well-being of the students of Colorado Mesa University. The program educates participants in the responsible use of leisure time by providing an atmosphere that fosters the development of lifelong patterns of recreational activities and opportunities for participation in such activities regardless of age, sex, race, or motor ability. To do so, facilities and resources are designed to provide appropriate environments for participants through the following:

- Offering structured competitive and social opportunities in a variety of individual and team sports (Intramural Sports Program and Club Sports). Intramural sports include flag football, softball, volleyball, basketball, indoor and outdoor soccer, ultimate Frisbee, disc golf, badminton, tennis, racquetball, and dodge ball. Club sports include cycling, rodeo, rugby, hockey, women's water polo, men's volleyball, women's volleyball, men's soccer, women's soccer, Maverick Fencing Alliance, women's cross country, bowling and men's swimming.
- Providing access to recreation facilities, equipment, and activities for convenient, informal participation (Open Recreation Program). These facilities include a multi-sport gymnasium, cardio machines, weight training circuit machines, free weights, indoor track, racquetball courts, climbing wall, and swimming pool.
- Offering structured and non-structured opportunities for improving and maintaining physical fitness (Fitness/Wellness Program). These opportunities include aerobics classes, yoga, fitness assessments, exercise program prescription, massage therapy, and personal training.

Student Diversity & Advocacy Center for Student Involvement

Lowell-Heiny Hall

970-248-1765

<http://www.coloradomesa.edu/student-services/diversity-and-health/index.html>

The Student Diversity and Advocacy office works alongside the office of Student Services to support a diverse student body of Colorado Mesa University. This office specializes in problem solving and helping students to become better informed and grow as adults; whether these decisions involve classes or any other aspect of university life. Student Diversity and Advocacy provides for students and faculty the experience of interacting and learning together to respect a broad range of people from diverse backgrounds. This offers an arena for students to have a greater appreciation and understanding of cultural diversity and be prepared to take on leadership roles in society.

Student Wellness Center

1060 Orchard Avenue, Suite N

Monday – Saturday 8am – 8pm

Sunday Noon -4pm

970-644-3740

<http://www.coloradomesa.edu/student-services/health-safety/health-center.html>

Good physical and emotional health is important for a successful college experience. The Colorado Mesa University Student Wellness Center's goal is to provide quality, accessible medical and behavioral services. Medical and behavioral treatment and prevention is provided for all CMU students and their dependents. Students using the Student Health Center are required to pay a \$15 medical and \$5 counseling co-pay. If you need financial assistance, please contact the Vice President of Student Services Offices in Lowell Heiny Hall 107.

VII. Social Work Faculty and Department Head Contact Information

Dr. Michelle Sunkel, Program Director	msunkel@coloradomesa.edu	970-248-1723
Dr. Jessica Herrick, Department Head	jherrick@coloradomesa.edu	970-248-1932
Cathy Rickley, SBS Administrative Assistant	crickley@coloradomesa.edu	970-248-1696

Admission Department	970-248-1875
Advising Center	970-248-1177
Behavioral Clinical Services	970-241-6500
Bookstore	970-248-1422
Career Services	970-2481404
Disability Resource Center	970-248-1988
Financial Aid	970-248-1396
Office of Academic Affairs	970-248-1881
Office of Student Services	970-248-1366
Registrar's Office	970-248-1555
Testing Center	970-248-1260
Tomlinson Library	970-248-1862

VIII. BSW Student Handbook Agreement Form

Please read the following agreement form as an understanding of social work expectations and practice values. This form indicates you are willing and able to follow all of the NASW code of ethics, policies, and obligations of all governing bodies associated with social work.

Please return to the BSW Program Director.

In keeping with the academic, program and professional standards and requirements described in this handbook, carefully and honestly answer the following questions:

- 1) Do you understand that the CMU Social Work Program has a professional responsibility to ensure that students graduating with a BSW have met minimum standards of competency and do not exhibit behavior that could place social work clients at risk of physical or emotional harm?
___ yes ___ no

- 2) Have you read the National Association of Social Workers (NASW) Code of Ethics? ___ yes ___ no

- 3) Is the NASW Code of Ethics compatible with your personal values and beliefs and can you abide by its principles? ___ yes ___ no (If no, please see the Director Social Work program).

- 4) Do you understand that a student’s personal, emotional, mental, and behavioral stability are necessary to avoid placing social work clients at risk of physical or psychological harm and are therefore required of all social work majors? ___ yes ___ no

- 5) Social work practice can often be stressful. Do you understand that coping with high levels of job-related stress and working appropriately in emotionally-charged situations may be required for successful completion of the social work program? ___ yes ___ no

- 6) Do you agree to abide by the expectations of professional skills, competencies, and ethical conduct listed in the BSW Student Handbook? ___ yes ___ no

- 7) Do you understand that if you fail to meet these expectations you may be expected to follow through on a corrective action plan and may be recommended for termination from the BSW program if unable to comply with these expectations? ___ yes ___ no

Students Printed Name: _____

Student’s Signature: _____ **Date:** _____

*Your signature testifies that the above answers are truthful.

REFERENCES

Council on Social Work Education, Commission on Accreditation. (2015). *Handbook of social work accreditation policies and procedures*. Washington, D.C.: Council on Social work Education. Retrieved from

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

National Association of Social Workers (2017). *Code of ethics (guide to the everyday professional conduct of social workers)*. Washington, D.C.: NASW. Retrieved from

<http://www.socialworkers.org>

APPENDIX A

Code of Ethics of the National Association of Social Workers
Approved by the 1996 NASW Delegate Assembly and
Revised by the 2017 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

*In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only

be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

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

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

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

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

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

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

1.04 Competence

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

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

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

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

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

1.05 Cultural Awareness and Social Diversity

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

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

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

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

1.06 Conflicts of Interest

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

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

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

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

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

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

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

1.08 Access to Records

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

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an

accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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




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