

**Colorado State University-Pueblo**

**Department of Social Work**

**MSW Student Handbook**

**Revised August 2020**



**COLORADO STATE UNIVERSITY PUEBLO**  
**College of Humanities &  
Social Sciences**

**Social Work**

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## **I. INTRODUCTION**

The Masters in Social Work (MSW) student handbook was developed for graduate social work faculty, advisors, and students. It provides essential information on educational objectives, department, college, and university policies and procedures, and behavior standards for students to be retained within the major/program.

### **A Brief History of the Department of Social Work**

The Department of Social Work at Colorado State University–Pueblo has been continuously accredited by the Council on Social Work Education since 1982. The program offers BSW coursework on the main campus in Pueblo and in Colorado Springs through Extended Studies. The department provides social work education under the umbrella of its mission statement and goals. The Masters in Social Work (MSW) at Colorado State University-Pueblo is designed to meet the needs of diverse constituencies in southeastern Colorado. As an advanced generalist program, the curriculum includes a strong focus on intervention at multiple levels, advanced policy analysis, and research skills. Classes for the MSW began in Fall 2019, and the program received its candidacy status from CSWE in February 2020. We anticipate accreditation in February 2022.

### **Mission of the MSW Program**

The mission of the MSW Program at Colorado State University-Pueblo is to prepare competent advanced social work practitioners with the knowledge, skills, values, and cognitive and affective processes required to serve diverse client populations in systems of all sizes.

### **Mission of Colorado State University-Pueblo**

The Colorado State University-Pueblo Department of Social Work mission reflects both the Institution's mission and its overall program goals. The university's mission statement is: "CSU-Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world." (Vision 2028, para 3).

### **Connection of Mission Statements**

The Department of Social Work mission statement refers to competent practitioners who are able to serve a diverse population in systems of all sizes, which links to the university's mission statement's use of the term resilience, agility, and problem solving abilities.. We have tailored our program to meet the needs of our constituencies in southeastern Colorado, much as the university's original mission statement from the Board of Governors in 2005 which identifies access to education at a regional comprehensive university. The university is committed to diversity, and our mission statement emphasizes diverse client populations of all system sizes, recognizing the diversity embedded within that phrase.

## **II. ADMISSION REQUIREMENTS**

### **MSW Program Admission Procedures**

Admission to the Colorado State University-Pueblo Master of Social Work program requires the following:

#### **Master of Social Work (Foundation)**

- Bachelor's degree from a university accredited by a nationally recognized accrediting agency by the Department of Education, with at least 18 credits of liberal arts studies;
- Course in statistics;
- Research course;
- GPA of 3.0 or higher on a 4.0 scale, or a 2.5 GPA on a 4.0 scale with a "B" grade or higher in one course in Human Behavior in the Social Environment at the graduate level;
- 3 letters of recommendation, one from a professor, one from academic advisor, one from employer or field supervisor;
- Payment of the application fee of \$35; and,
- 3-page statement to include the following:
  1. Role you expect your graduate studies to play in your professional and personal development, including your personal motivation for applying;
  2. Employment history and goals;
  3. Note your strengths and needs as a graduate student of social work;
  4. Address diversity in your statement. Even if you have had minimal contact with people from diverse backgrounds, describe how you believe diversity relates to social work practice. Keep in mind the following:
    - a. Diversity is defined as the sum of a person's characteristics and experiences.
    - b. Characteristics may include race, ethnicity, gender, sexual orientation, disability, socioeconomic status, spiritual or religious beliefs, age, and other characteristics.
    - c. Experiences may include personal life experiences, such as career history, personal challenges, exposure to different cultures, working with other cultures, and/or speaking another language.

#### **Master of Social Work (Advanced Standing)**

Advanced standing status is reserved only for those students who have a Bachelor of Social Work degree from a CSWE accredited program or recognized through its International Social Work Degree Recognition and Evaluation Services, awarded within the last 5 years, 120 hours of paid or volunteer work experience in the Human Services field (above and beyond BSW field experience) in a 6-month period during the last 5 years, and meet all other admission criteria.

- Bachelor of Social Work degree from a CSWE accredited program or recognized through its International Social Work Degree Recognition and Evaluation Services;
- Course in statistics;
- Research course;
- GPA of 3.0 or higher on a 4.0 scale;
- 120 hours of volunteer or paid work experience in human services field (above and beyond field hours) in a 6-month period during the last 5 calendar years;
- Most recent field evaluation;
- 3 letters of recommendation, one from a professor, one from academic advisor, one from employer or field supervisor;
- Payment of the application fee of \$35; and
- 3-page statement to include the following:
  1. Role you expect your graduate studies to play in your professional and personal development, including your personal motivation for applying;
  2. Employment history and goals;
  3. Note your strengths and needs as a graduate student of social work;
  4. Address diversity in your statement. Even if you have had minimal contact with people from diverse backgrounds, describe how you believe diversity relates to social work practice. Keep in mind the following:
    - a. Diversity is defined as the sum of a person's characteristics and experiences.
    - b. Characteristics may include race, ethnicity, gender, sexual orientation, disability, socioeconomic status, spiritual or religious beliefs, age, and other characteristics.
    - c. Experiences may include personal life experiences, such as career history, personal challenges, exposure to different cultures, working with other cultures, and/or speaking another language.

The MAT or GRE is not required for admission.

### **Evaluation of Admissions Applications**

Student applications will be reviewed by the Admission's Committee, which will consist of MSW-level faculty and one MSW-level practitioner. The committee will rate students based on the admission rubric, and submit final recommendations to the MSW Coordinator. The program will admit 25 students into the Foundation, and 25 students into Advanced Standing each academic year. Personal interviews may be a part of the admissions process.

### **Timeframe of Admissions Evaluation and Notification**

The Admission's Committee will meet no later than February 15<sup>th</sup> to consider applications. Applications submitted after February 1<sup>st</sup> will not be accepted or considered for admission for that academic year unless seats are available, and students will be notified within one week they missed the application deadline and must reapply for the following academic year. Applicants will be interviewed for admission no later than February 28<sup>th</sup>.

## **Notification of Admission Policy**

Students will be notified by email provided by the applicant and U.S. mail regarding their admission status no later than April 1<sup>st</sup> of each calendar year. Students must notify the Social Work Department of their intention to accept the status of admitted so that a seat can be reserved for them. If students decline to accept the seat, the seat will be offered to the next qualified applicant. Such notification to decline the seat must be sent to the Department of Social Work on or before April 15. If any of these dates falls on a weekend, the due date is the next workday immediately following said due date.

## **Retention Standards**

### **Professionalism**

The Colorado State University-Pueblo Department of Social Work defines professional behavior as much more than the acquisition of academic material relevant to the work you will be doing after you graduate. Professional behavior is also about taking responsibility for your actions and thoughts, being accountable, managing your time and energy, and being reliable and dependable. The Council on Social Work Education Competency 1 is directed toward the classroom and the field setting, emphasizing professional and ethical behavior. In this Department, and specifically in this course, students will be expected to conform to the following professional behaviors:

- Attending class
- Being on time and staying for the whole class
- Turning in assignments on or before the assigned due date
- Paying attention when assignment instructions are reviewed and completing assignments according to those stated instructions, asking questions if uncertain
- Being prepared for in-class presentations on the date they are due
- Consulting the syllabus regarding due dates and assignment instructions rather than asking the instructor to repeat them for you when they are already in the syllabus
- Avoiding disruptive behavior

The emphasis placed on the above behaviors is due to our belief that a student who struggles with these behaviors while in school is more likely to struggle with these behaviors in a professional setting.

Consequences of failure to meet the above expectations for this course include but may not be limited to:

- For each absence from class, one percentage point will be deducted from the overall 100 percentage points that make up the final course grade.
- Each time a student is late for class, or leaves class early without prior notification to the instructor, one half percentage point will be deducted from the overall 100 percentage points that make up the final course grade.
- For any assignment that is not turned in by the due date, one letter grade will be deducted from the final grade for the assignment. If the assignment is turned in more than one

week after the due date, the student will lose an additional letter grade for the assignment. Any assignment more than two weeks late will not be accepted and the student will receive an F for the assignment.

- Percentage points may be deducted from the course grade for other examples of unprofessional behaviors, at the discretion of the instructor.

In addition, students may be subject to violations of the Standards for Admission, Retention, and Termination to which the Social Work Department adheres.

\*Modeled on information from Newman University, Wichita, KS

### **Policies and Procedures for Academic or Disciplinary Probation, Suspension or Termination**

All of the faculty are involved in the formation of students' professionalism and are responsible for reporting concerns to the Social Work Department Chair and other faculty as appropriate to ensure ethical practice and academic achievement. The specific process employed for reporting and reviewing any concern relative to a student's performance will be based on the severity of the issue and Social Work Department and University policies.

Students must maintain a 3.0 cumulative social work GPA for progression in the program. Failure to comply will result in the student being placed on probation. After two consecutive semesters of failure to obtain a 3.0 cumulative social work GPA, dismissal from the program will occur and the student will not be eligible for re-admission.

### **Standards for Retention in the Major Department of Social Work Colorado State University-Pueblo**

The Colorado State University-Pueblo Department of Social Work expects all students to acquire, nurture, and maintain the professional knowledge, values, and skills that the profession of social work dictates. Students can and will be comprehensively and continuously evaluated in the classroom and in their field placement. Expectations are both academic and behavioral; for social work, they are seen as indicators of readiness for professional practice. While students are engaged in learning, we expect to see continuous development of the knowledge, values, and skills required for social work practice. Retention, continuation, and termination as a MSW student are based on performance standards, including cognitive abilities, demonstration of skills, behavioral and professional components, and academic performance.

The standards set forth by the Department of Social Work are guided by the *NASW Code of Ethics* (2008) and the Council on Social Work Education competencies. In addition, the standards are consistent with and complementary to the University catalog, the CSU-Pueblo Code of Student Conduct, and the mission and goals of the Department of Social Work.

**Students needing a reasonable accommodation for any other disability should contact the Disability Resource and Support Center. Students can meet the standards noted below with or without reasonable accommodations.**



## **STUDENT PERFORMANCE STANDARDS**

The Department of Social Work at CSU-P has as its primary goal the education of advanced generalist (specialized level) practitioners who possess the knowledge, values, and skills to intervene in diverse client systems of all sizes. Students who are admitted must understand that they have the academic ability and personal suitability for successfully completing the social work degree. As they complete the coursework in the program, the following criteria will be used to ensure that they continue to be capable of meeting the standards and responsibilities of professional social work. Therefore, retention and termination depend on meeting these standards. The standards include but are not limited to the following:

### **1. GPA: Students must**

- Earn a B or better in all pre-requisite courses required for admission to the major
- Earn a B or better in all required social work courses
- Maintain an overall GPA of 3.0
- Meet and maintain academic standards of Colorado State University-Pueblo and the Department of Social Work

### **Indicators of Concern:**

- Failing to maintain a 3.0 in all social work courses after admission to the major
- Failing to maintain a 3.0 GPA overall
- Failing to complete either field seminar or field placement
- Earning a grade of B or less in a required social work course
- Has more than one class with a grade of incomplete
- Fails to comply with incomplete grade contracts in a timely manner

### **Repeating Social Work Courses:**

- Students earning less than a B in a required social work course may repeat the course one time only
- Students will be allowed to repeat only 2 required social work courses in which they earned a grade lower than a B.
- Students may request an exception to these policies by submitting written documentation to the Department Chair requesting readmission to a social work required course. The documentation must include the circumstances that led to this request and a plan to resolve the issues that prevented the student from attaining a B or better, as well as a plan for readiness should circumstances again arise.

### **2. Personal Accountability: Students must**

- Attend class, arrive on time, return from break in a timely manner
- Follow class attendance policy as stated in each course syllabus
- Participate in group activities and assignments as requested/required
- Complete work according to the designated deadlines and expectations
- Be prepared for class
- Develop and follow a plan of study
- Meet deadlines for advising, registration, applications, etc.

- Take responsibility for their own education – read their DARS, know when assignments are due, etc.
- Demonstrate the ability to follow classroom rules, policies, and procedures, as well as social work department policies and procedures
- Make arrangements for any needs or accommodations in a timely manner

Indicators of Concern:

- Multiple absences from classes or field placement
- Multiple late arrivals for class or field
- Poor organizational skills
- Unprepared for class
- Repeated requests for extensions or other considerations that are not part of a DRSC approved accommodations
- Late or incomplete assignments
- Failing to keep, reschedule, or cancel appointments without a viable reason
- Inability to adhere to field agency policies and professional standards
- Lying, cheating, plagiarizing

3. Respect/Conduct: Students must

- Treat all peers, instructors, staff members, and others with dignity and respect at all times
- Listen when others speak
- Show respect for others' opinions
- Give feedback to peers, instructors, staff members, and others in a constructive way
- Approach conflict in a cooperative way
- Accept and reflect on positive or negative feedback from peers, instructors, staff, or others
- Use person first, nonjudgmental, and strength-based language
- Be willing to understand the diversity of people and their thoughts, feelings, and opinions
- Follow the *NASW Code of Ethics*
- Follow the rules, policies, and standards of professional conduct in the department or agency
- Support client self-determination (understand its limits/self-harm or harm to others)

Indicators of Concern:

- Being uncooperative or unwilling to engage in class activities
- Consistently arriving late or leaving early to class or field
- Sleeping during class
- Being disruptive in class or field placement, including but not limited to: talking with others, using telephone, mobile device, or other electronic device inappropriately
- Interrupting others who are speaking
- Being unwilling or unable to accept feedback from others

- Failure to adhere to the NASW Code of Ethics (2015) specifically, Section 2 Social Workers' Ethical Responsibilities to Colleagues:
  - (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
  - (b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
  - (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.
- **2.02 Confidentiality**
  - Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.
- **2.03 Interdisciplinary Collaboration**
  - (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
  - (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.
- **2.04 Disputes Involving Colleagues**
  - (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
  - (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.
- **2.05 Consultation**
  - (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
  - (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek

consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.
- **2.06 Sexual Relationships**
  - (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
  - (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.
- **2.07 Sexual Harassment**
  - Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.
- **2.08 Impairment of Colleagues**
  - (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
  - (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.
- **2.09 Incompetence of Colleagues**
  - (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
  - (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.
- **2.10 Unethical Conduct of Colleagues**
  - (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.
  - (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local

procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
  - (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).
  - (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.
- Discriminatory or harassing behavior as defined by University Policy
  - Academic misconduct

#### 4. Treating Information Confidentially: Students must

- Treat information you hear about other students, instructors, or staff in confidence
- Maintain confidentiality of information shared in dyads, class, or small groups
- Use judgment when revealing personal information
- Never use real names of clients or disclose other identifying information

#### Indicators of Concern:

- Sharing or discussing information about peers, instructors, or staff inappropriately
- Sharing information heard in class with others not privy to the learning process and environment
- Too much or inappropriate revelation of personal information
- Disclosing client names or identifying information in class or other setting

#### 5. Communication: Students must

- Practice constructive, respectful, and professional communication with peers, instructors, staff, and others (empathy, body language, tone, voice level, active listening), both oral and written
- Use critical thinking in communication, both oral and written
- Articulate ideas, thoughts, feelings, and concepts clearly orally or in writing
- Work to improve both oral and written communication skills
- Accept, reflect upon, and utilize constructive feedback
- Follow the conventions of writing in academic papers, exams, discussion boards, agency notes, and other written documents
- Write logically, demonstrating good organization of thoughts
- Formal papers follow the *APA Style Manual* and the instructions provided by the instructor

#### Indicators of Concern:

- Inability to express oneself clearly and concisely either orally or in writing
- Inattention to or inability to master the requirements of APA style and formal academic writing

- Inability to communicate effectively with peers, instructors, staff, or others
  - Displaying interpersonal relationship skills that are disrespectful, manipulative, immature, disruptive, or discriminatory
  - Failing to resolve conflict in appropriate ways, using established procedures
  - Displaying interview skills that are inappropriate for social work classes and class level
6. Professional Values and Ethics, Integrity: Students must
- Perform activities in accordance with the values and ethics of the profession of social work
  - Demonstrate the ability to use the values and ethics of the profession in making decisions and in interactions with others
  - Be self-aware, know one's strengths or growth areas
  - Be honest with, one's peers, instructors, staff, and others
  - Learn and follow the standards for citations in the *APA Style Manual*
  - Do their own work and take credit only for their own work
  - Never submit whole or partial work for credit in more than one class without the permission of the instructor
  - Set and maintain clear, appropriate, and culturally sensitive boundaries with peers, instructors, staff, and others

Indicators of Concern:

- Violating any section of the *NASW Code of Ethics*
  - Violating the CSU-P student code of conduct
  - Violating policies or procedures in the Department of Social Work
  - Lying, cheating, plagiarizing
  - Submitting the same work for more than one course without permission of instructor
  - Convictions or charges for any crime
  - Failure to follow placement agency's drug policy
  - Inability to pass background check and/or child abuse clearances
  - Engaging in activities that have a conflict of interest with the educational or field setting potential for success
7. Emotional Maturity--Self-awareness and Self-control: Students must
- Use appropriate self-disclosure for the setting
  - Set and maintain appropriate boundaries in all relevant settings
  - Examine personal values and their fit with professional values
  - Engage in discussion and processing of uncomfortable and/or controversial topics
  - Deal with issues arousing emotions
  - Be aware of one's own limits
  - Understand how one's behavior affects others
  - Form positive working relationships with others
  - Resolve personal issues that might impair or negatively impact performance in all settings
  - Manage stressors appropriately

- Ask for and receive support when needed
- Continue to engage in self-awareness and be willing to challenge oneself to grow

Indicators of Concern:

- Be under the influence of illegal drugs or alcohol impairing performance
- Unable to work effectively with others
- Making verbal or physical threats to others
- Demonstrating impaired judgment or problem-solving abilities
- Demonstrate a negative attitude toward the social work program (more than criticizing – offer suggestions for improvement, don't just “bad mouth” the program) so that it impairs one's ability to interact successfully with others
- Failure to adhere to the NASW Code of Ethics (2015) specifically, Section 2 Social Workers' Ethical Responsibilities to Colleagues as listed in Section 3 Respect/Conduct above

8. Integrated Skills and Knowledge: Students must

- Use information to make informed and relevant decisions
- Identify and analyze critically the bio-psycho-social-spiritual components and factors that affect individuals, families, small groups, organizations, and communities
- Use critical thinking skills
- Meet the requirements for attaining competencies found in the CSWE EPAS

Indicators of Concern:

- Failing to engage in the attainment of expected social work practice competencies
- Inability to meet class or field requirements
- Inability to work with supervision in all relevant settings
- Impairments describe in Section 4.05 of the *NASW Code of Ethics*, which may include but not be limited to substance abuse, mental health issues, legal concerns, or other difficulties that threaten healthy relationships with peers, instructors, staff, clients, or others

9. Diversity and Social, Economic, and Environmental Justice: Students must

- Be open to people, ideas, and beliefs with which they are not familiar
- Have the ability and willingness to work with diverse client populations
- Maintain bias-free language
- Demonstrate the understanding of the intersection of values and culture
- Participate in educational activities that develop awareness, knowledge, and appreciation of diversity, privilege, and the mechanisms of oppression
- Be committed to social, economic, and environmental justice for all people
- Learn how to empower populations and enhance social, economic, and environmental justice

Indicators of Concern:

- Unwilling to work with or understand diverse populations
- Using stereotypes, judgmental attitudes, prejudice, or biased language

- Unwilling to accept and value the practices of cultures other than one's own
- Failure to understand privilege and the mechanisms of oppression
- Expresses an unwillingness to advocate for social, economic, and environmental justice for all people, as defined by the NASW Code of Ethics and CSWE competencies.

#### 10. Additional Standards That May Require Support or Accommodation

Motor and Sensory: Students must

- Possess sufficient motor and sensory functions to attend class and complete field, with or without reasonable accommodations
- If accommodations are required, the Disability Resource and Support Center will present a letter detailing the necessary accommodations to the instructor. The Department of Social Work will advocate for accommodations in field settings, if they are not immediately available; however, provision of those accommodations is up to the agency.

Intellectual, Conceptual, Integrative, and Quantitative Abilities: Students must

- Possess reasoning, analysis, and synthesis abilities
- Be able to problem-solve
- Be able to perform proper assessments, prioritize interventions, and measure client outcomes.

#### References

Kansas University School of Social Welfare (2016). *School of social welfare technical standards*. Retrieved 3/20/2017 from <http://socwel.ku.edu/book/export/html/1159>  
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 University of Southern Indiana (2011). *BSW student handbook*. pp. 31-41.

### **Performance Review Student Academic Progress Committee**

The Department of Social Work maintains a Student Academic Progress Committee. The chairperson is appointed by the Chair of the Social Work Department. Three members from each program serve on the Committee. Members rotate their service for reviews. The members of the committee serve no more than 2 consecutive years, and faculty members rotate on and off the committee in a staggered way so that there are always at least 2 members on the committee who are in the second year of service. If a member of the committee requests a performance review for a student, the Department Chair shall appoint another member to serve only during the review for that faculty member. The Student Academic Progress Committee is consulted at Levels 2 and 3. Level 1 reviews are completed at the lowest level possible.

When decisions are appealable, they follow the procedure outlined in the University catalog for academic appeals. The student may appeal an academic decision by writing to the Department Chair, setting forth the basis for the appeal. The request must be submitted, or postmarked if mailed, no later than 20 working days after the decision which is being appealed. Within 20 working days of the student request for appeal, the chairperson will provide a copy of the appeal



to the Student Academic Progress Committee, the Dean, and the Academic Appeals Board. The Student Academic Progress Committee shall provide a written response to the Academic Appeals Board within 10 working days of the receipt of the appeal. The Academic Appeals Board will review the written appeal and response of the Student Academic Committee and make a decision. Decisions by the Academic Appeals Board are not appealable. In non-academic cases, such as recommendation for removal from the major, the appeal chain goes to Department Chair, Dean, and Provost or Dean of Student Affairs, and Vice President of Enrollment Management and Student Affairs, depending on the concern.

The Department of Social Work at Colorado State University-Pueblo uses three levels of review of student performance. Students may appeal at each level of review following the process described above. Any single student may have multiple Level 1 reviews, but only one Level 2 and Level 3 review. A student will typically have reviews at the various levels in numerical order, but there may be circumstances where a student is automatically at a Level 3, which is at an urgent level of review. Reviews may occur as a result of the regular student staffings in the department, which are conducted no less frequently than at midterm (for both 8-week and 16-week courses), or due to faculty or staff concerns, or as a result of grades earned in coursework. Performance reviews will remain confidential to the personnel involved in the review, unless the concern raised contains issues that affect the ability of the student to perform professionally or are potential violations of University policy. If the concern is at this level, information will be shared as appropriate for the issues and with personnel involved. Academic performance issues will follow both department and university guidelines.

The Program Coordinator is responsible for coordinating Performance Reviews each fall and spring semester at midterm. . During these reviews, faculty members bring forth information that can identify potentially troubling patterns or issues based on the standards and make recommendations. Recommendations for further review can be made at one of three levels: 1, 2, or 3.

### **Level One Review**

Any faculty member (full time, part time, adjunct) or staff member who has identified a concern about a student's performance should first attempt to discuss and resolve the issue with the student. If a problem arises in practicum, the Field Coordinator will discuss the concern with the student and faculty liaison. The Field Coordinator will inform the Program Coordinator. A Level 1 review occurs with the student and their academic advisor after an attempt at resolution has occurred. The academic advisor can attest to whether or not the concern has been addressed by faculty. Frequently, no further reviews are needed.

### **Level Two Review**

A Level 2 review indicates a concern about a student that has an impact on academic performance, when a student is not following or meeting department/program university standards or guidelines, or when a Level 1 concern has not been resolved. A Level 2 review must include a face-to-face meeting and a written plan that can include considerations that could lead to dismissal from the program. The committee membership may include the following people in the Level 2 Review process:

Committee Chair

Program Coordinator (or individual selected to act as proxy)  
Faculty members  
Student  
Student Advocate (could be advisor)  
Faculty/staff member with concern

If the concern arises from practicum, the following people will be included in the review:

Committee Chair  
Program Coordinator (or individual selected to act as proxy)  
Faculty members  
Student  
Student's Academic Advisor  
Faculty Field Liaison  
Coordinator of Field Education (Written documentation will be obtained from the Field Supervisor and Educational Supervisor in lieu of attendance at the review).

Before the meeting: the Program Coordinator will set the date, time, and place for the face-to-face meeting and collect relevant information for the review. The Program Coordinator will review roles and protocols. If anyone would play multiple roles, the Program Coordinator will appoint replacements. For example, if the advisor is the staff member with a concern, another advocate would need to be selected. The student has a right within 3 business to select an alternate advocate from faculty or staff and inform the program chair of that identity.

The student will be informed via email, standard registered mail, and telephone of the date, time, and procedures of the review. Notice will be given to the student no less than 7 working days in advance. The student will be provided with a written statement of the concern and all relevant information and documents. The student will confirm their attendance within 3 days of receiving notice of the meeting.

At the meeting: the Program Coordinator will act as chair during the meeting. All members are expected to be present for the duration of the meeting. However, if deemed appropriate or necessary by the Program Coordinator, a member may be asked to step out of the meeting at any time. A written plan will be developed to address the concern. The plan should include documentation of the concern identified, student strengths, and actions to be taken and by when they should be taken. A student cannot be terminated from the program at a Level 2 review.

Possible actions are:

1. student continues with no conditions; concern is addressed and no further action is required;
2. formal, specific conditions are identified; examples are academic probation, referral to counselling, frequent meetings with academic advisor, repeating a course, or other such conditions;
3. student takes a required leave of absence from the social work program with certain conditions to be met before return is allowed; leave will have a time limit, and student would need to reapply with evidence of remediation in order to continue.

4. The plan is signed by every member of the review and the student. If the student refuses to sign, That will be noted and considered in further review.

After the meeting: a copy of the written plan is given to the student and the Program Coordinator; a copy is also placed in the student's file. The Program Coordinator is responsible for monitoring the action plan.

If the student does not confirm attendance or does not attend the Level 2 review, the Program Coordinator will either move the concern to a Level 3 or allow natural consequences to occur. A student who does not confirm attendance/and or attend the meeting forfeits the right for any future Level 2 reviews.

If a Level 2 review is not concluded with consensus, the concern is returned to the Program Committee Chair. The Program Coordinator will consult with the Department Chair or the Assistant Dean of the College, and with Graduate Studies, as appropriate. If the Program Coordinator deems it necessary, the concern will move to a Level 3. If it is not deemed necessary for a Level 3 review, the Program Coordinator will write a conclusion, provide a copy to the student, each review meeting attendee, and put a copy in the student's file.

### **Level 3 Review**

A Level 3 review is appropriate when a problematic pattern is identified or there is an urgent need for intervention, or agency demand to have a student removed from placement. This sort of review must occur in a timely fashion. If the Level 3 review is the result of a lack of resolution from a Level 2 review, the timeliness of a level 3 review can be lengthened to include opportunity for the student to respond. The committee may include the following people:

Participants: Committee Chair

Program Coordinator

Student

Student's Academic Advisor

Two faculty members who teach in the appropriate program, one of which may be the Coordinator of Field Education for the appropriate program. If the student is a graduate student, the faculty members must be graduate faculty. Faculty members may or may not have prior experience with or knowledge of the student. Faculty or staff presenting the concern

Participants if the Concern Emerges from Field:

Committee

Program Coordinator

Student

Student's Academic Advisor

Faculty Liaison

Coordinator of Field Education (for appropriate program)

One faculty member who teaches in the appropriate program. If a graduate student the faculty member must be graduate faculty. The faculty may or may not have prior experience with or knowledge of the student.

Before the meeting: The Program Coordinator appoints the members and schedules the time and place for the review. The Program Coordinator collects information from relevant parties. If there is an issue with role convergence in the review committee membership, the Program Coordinator will make alternative appointments. The student receives support from the advocate but presents their case alone.

The Level 3 review must occur within 10 working days from the time the meeting schedule is finalized. The student will be notified by telephone, email, and by a written letter (registered) sent to the address on file. The student will be provided 14 days' notice that the meeting will occur. The student will be provided with a written statement of the concern and all relevant information and documents. The student must confirm attendance no less than 5 days prior to the meeting. The student can waive the 14-day waiting period and ask for an earlier review.

During the meeting: The meeting will be audio-recorded. Any additional record of the meeting will be made at the expense of the party requesting such record and with approval of the Program Coordinator. The Program Coordinator will facilitate the meeting according to the following general procedures:

- Make introductions, clarify roles and procedures, distribute the agenda;
- Faculty/staff with the concern will present the concern and recommendations. Questions may be asked of the Faculty/Staff at that time. The faculty/staff is then excused.
- The student will respond to the concern and make recommendations. The student can present additional evidence in writing or through witnesses. Formal rules of evidence will not apply. The student can be represented by legal counsel at their own expense. The legal counsel may provide advice to the student but cannot address other members unless granted permission by the Program Coordinator. The student advocate will be allowed to offer additional information. The student, student advocate, and legal counsel are then excused.
- The Program Coordinator and remaining faculty members will discuss the concern and come to a decision on next steps. This discussion is not audio-recorded. Potential steps are:
  1. Student continues in program with no conditions. The concern is addressed, and no further action is required.
  2. Formal, specific conditions are developed, allowing the student to remain in the program. These may include: academic probation, referral to counseling, frequent meetings with academic advisor, reduced course load, delayed entry into field placement, repeating a course, etc.
  3. Student may be required to take a time-limited leave of absence from the social work program with specific, formal conditions to be met before return is allowed. If the conditions are not met within the time allowed, the student must reapply for admission to the program.
  4. Recommendation for dismissal from the program.

5. The Director of Student Conduct and Case Management or other relevant University administrators may be consulted, depending on the nature of the concern. If this is the recommended outcome, the student will be notified in writing of this result. Situations warranting such consultation may include but not be limited to: academic dishonesty, allegations of violations of any University policies, including but not limited to the Policy on discrimination, protected class harassment, sexual misconduct, intimate partner violence and retaliation, damage or destruction of University property, conduct that threatens the health or safety of any University student, employee, or visitor, etc.

The plan is signed by the Program Coordinator and the faculty members deliberating. The proceedings of discussion are confidential except to: implement findings by the review committee, conduct an appeal process, honor the student's waiver of confidentiality due to discussion conducted with others outside the committee, and allow the student to seek resolution outside the University.

After the meeting: The Program Coordinator will formally document the meeting and recommendations in a letter to the student. The letter will include documentation of concern identified, student strengths, actions to be taken, and by when the actions will be taken. The specific recommendations will be mailed and emailed to the student within 10 business days of the meeting. A copy of the letter will be provided to the appropriate Program Coordinator, the Field Coordinator (if applicable), and one will be placed in the student's official file. If the student is a graduate student, the Program Coordinator will notify the Graduate College. The student must return a signed copy of the plan to the Social Work office within 5 days of receiving the email. The student will be provided a copy, and a copy will be placed in the official file.

The Program Coordinator is responsible for monitoring the written plan. The audio recording will be kept in a locked file for 7 years, after which it will be deleted.

If the student does not confirm attendance, does not attend the Level 3 review, and/or does not sign the plan, the student may be dismissed from the program. A student who does not confirm attendance and/or does not attend the meeting forfeits the right to future Level 3 review.

#### Reinstatement/Reapplication Procedures

If a student is dismissed from a program, was in good standing leading up to the situation preceding the dismissal, and has not had a Level 2 or Level 3 review during the time in the current program, a request for reinstatement can be made. A Reinstatement Hearing will occur, providing the student the opportunity to discuss the situation with an academic advisor. The student must submit a written request to the Department Chair within 4 weeks of receiving the dismissal letter.

In consultation with the Program Coordinator and the student's advisor, the Department Chair will determine whether or not a reinstatement hearing is granted. The Department Chair will convene the Program Coordinator, academic advisor, and 2 faculty members from the appropriate social work program (BSW or MSW). The Program Coordinator will schedule the time, date, and place for the hearing. The student will be notified by phone, email, and by

written (registered) letter mailed to the address on file. The student is given 14 days' notice for the meeting. The student must confirm attendance no fewer than 5 days before the meeting.

The Reinstatement Hearing members will decide if the request for reinstatement is granted, using these indicators:

student's problematic behavior, if any, is addressed adequately;  
student's GPA and academic performance were within guidelines prior to this incident; and  
if reinstated, the student must agree with signature to follow the academic and behavioral standards of the program.

If reinstated, the student must have adequate plans for improving or maintaining academic performance. The meeting is audio-recorded. The Program Coordinator facilitates the meeting according to the following:

- Introductions are made, and if necessary, an agenda is presented;
- Instructor with concern presents concern and recommendations; meeting participants may ask for clarification; instructor is then excused;
- Student responds to concern and provides recommendations. Additional evidence may be presented via written documentation or through witnesses.. Formal rules of evidence do not apply. The student may have legal counsel at their own expense. Legal counsel may advise student but may not address others without permission of Program Coordinator. The student's Academic Advisor may provide additional comments. The student, student academic advisor, and legal counsel are excused, and the audio-recording is stopped.
- The Program Coordinator and two faculty members then discuss and decide whether or not the reinstatement is recommended.
- The student, student advocate and legal counsel return to the room and are advised of the recommendation that has been reached.

If the decision is to recommend reinstatement, the conditions for reinstatement, if any, are discussed with the student and the student's academic advisor. The student will may be required to be on Social Work academic probation and/or to retake a course in which an unacceptable grade was received. The student must sign the Academic and Behavioral Standards of the Department of Social Work.

A denial of reinstatement can be followed by reapplication to the program after a waiting period of 2 years. The reapplication will be treated as a new application, as far as materials required. In addition, the student must submit evidence that the barriers to success have been removed. This evidence may include, but not be limited by, a letter from an appropriately licensed professional, a transcript showing successful completion of coursework at a post-secondary institution, and/or additional letters of recommendation. The Social Work Admissions Committee, in consultation with the Program Coordinator and Department Chair, makes the decision to readmit a student who has been dismissed previously. The decision is final and cannot be appealed.

The decision to reinstate, including any conditions, will be provided to the student in writing within 10 days of the reinstatement hearing.

## References

Grace Abbott School of Social Work. (2016). *Academic policies and standards*. Omaha, NE: University of Nebraska at Omaha. <http://socialwork.unomaha.edu>

*BSW Student Handbook*. (2011). University of Southern Indiana.

School of Social Welfare. (2017). *Student handbook*. Kansas University. Retrieved 3/20/2017 from <http://socwel.ku.edu/book/export/html/1160>

## Student Conduct

The Office of Student Conduct and Case Management at Colorado State University-Pueblo supports the University and Student Affairs' missions by providing programs and services designed to foster a positive and safe environment for student learning. The Office of Student Conduct and Case Management strives to achieve a campus community in which individuals:

- demonstrate respect for others, for themselves, and for the University;
- uphold high standards of personal and academic integrity;
- are accepting of differences and gain an appreciation for living in a pluralistic society;
- understand the impact of their behavior both upon the University and the larger community; and
- freely accept the responsibility for and consequences of their conduct.

Student behavior at CSU-Pueblo is governed by the Student Code of Conduct, which describes the University's expectations of its students and the procedures by which allegations of misconduct, inclusive of academic integrity, will be reviewed. Students should also be aware of other policies that inform their behavior, such as the Residence Life Handbook, Information Technology policies, and the Athletic Department's Standards of Conduct (if applicable). Questions about policies and procedures may be directed to the Office of Student Conduct and Case Management, which may be reached at 719.549.2092 or by contacting the Director via email at [nicole.ferguson@csupueblo.edu](mailto:nicole.ferguson@csupueblo.edu).

## Appeals

The Director of Student Conduct and Case Management, or designee, is responsible for enforcing the standards of the Student Code of Conduct and administering sanctions for violations of the Code.

Decisions made by the Director of Student Conduct and Case Management, or designee, may be appealed to the Dean of Student Affairs. The Dean of Student Affairs will review the timeliness of an appeal and then send the information to an Appeal Committee for review. The decision of the the Appeal Committee shall be considered final. Students wishing to complete an appeal based upon the outcome of their conduct meeting must complete the following form: Appeal Form.

Students are welcome to contact the Director of Student Conduct and Case Management, or the Dean of Student Affairs with questions concerning the appeal process.

### **Violations of Law on Campus**

Members of the Colorado State University-Pueblo community are expected to observe the laws of the City of Pueblo, the State of Colorado, and the Federal Government, and to respect the rights and privileges of other members of the community. CSU-Pueblo students, non-students, faculty and staff, upon entrance to the University, neither gain nor lose any of their rights or responsibilities of citizenship.

To protect its educational mission, the University takes a firm stand concerning violations of law on campus. The Pueblo County Sheriff's Office located at Colorado State University-Pueblo is charged with the responsibility of maintaining law and order at Colorado State University-Pueblo and for enforcing all laws, local ordinances and regulations of the University, except when such enforcement is, by such law, made the responsibility of another department, official or agency.

A full document detailing policing policies and statistics is available from the Sheriff's Department at CSU-Pueblo upon request. Contact 719.549.2373.

### **Accommodations for Students with Disabilities**

The official statement regarding accommodations according to the Colorado State University-Pueblo Learning Center Disability Resource Office, to which the Department of Social Work adheres, is as follows:

This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in class and for which you may require accommodations, please see the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to: the Disability Resource Office, which is located in the Psychology Building, Suite 232.



### III. FIELD REQUIREMENTS

Field practicum is a significant part of a student's preparation for advanced practice. Students are placed in a social service agency for a mandated and standardized number of hours under the supervision of a social worker. The number of hours varies by the program level. This field practicum allows students an opportunity to apply advanced level knowledge and skills with practice while receiving instructional feedback. **The Social Work Department does not grant credit for life experiences.**

#### Admission into Field Practicum

Social work students are required to apply for admission into the field practicum. An orientation meeting is scheduled by the Field Coordinator.

#### Field Practicum Admission Requirements

To be formally admitted into the field practicum, students must:

1. Obtain written approval from academic advisor;
2. Attend the orientation session. Those unable to attend the meeting must be proactive in setting up an appointment individually with the Field Coordinator to obtain the application materials and receive pertinent information to proceed with the practicum placement process;
3. Read and abide by the *Field Manual*, which includes the application forms for admission into field, which will be distributed and discussed at each field orientation meeting with the Field Coordinator;
4. Complete application materials, which include the advisor's review, and submit to the Field Coordinator; and
5. Undergo a review of all submitted application forms conducted by the Field Coordinator; and
6. Interviews may be a part of the field admission process.

As part of the field placement process, the following must occur:

- The Field Coordinator will determine if the student meets the requirements for placement.
- The Field Coordinator will meet with each student to discuss his/her eligibility for placement and, if accepted, possible agency placements.
- Students not meeting the requirements for placement will be notified of their ineligibility, the reason(s) for their ineligibility, and the corrective measure(s) which must be taken.
- **Once the Field Coordinator has approved a placement, the student will contact the selected agency and make an appointment for an interview.**

In accordance with professional and University standards, students may be denied acceptance or withdrawn from the program or field practicum for either academic or behavioral reasons.

Students denied admission into the placement may file a grievance in accordance with University procedures as discussed in the appendices.

Behaviors which may result in non-acceptance into the program, field practicum, or withdrawal from the social work program may include, but **are not limited to**, the following:

1. Violations of the NASW *Code of Ethics*;
2. Violation of CSU-Pueblo's academic dishonesty policy or Student Code of Conduct;
3. Unprofessional social work conduct;
4. Demonstrated unwillingness or inability to use supervision;
5. Personal problems that seriously and consistently interfere with the conscious and professional use of self in a helping relationship;
6. Inability to accept appropriate evaluation from supervisors or refusal to modify one's professional behaviors as requested;
7. Inappropriate or disruptive behavior toward colleagues, faculty, staff, or peers; and/or
8. Consistent failure to demonstrate the interpersonal skills necessary to form effective professional relationships on all levels.

**Work Variance:** Generally, field work **may not** be completed in an agency in which the student is employed. On rare occasions, exceptions may be made if: (1) there are several departments within the agency; (2) the student can complete the field experience in a department with distinctly separate duties/roles other than the one in which he/she is employed; (3) appropriate supervision can be provided by someone other than the supervisor assigned in the employment situation; (4) hours for field work are separate from those for employment; and (5) this is acceptable to the Field Coordinator and the agency supervisor. The Field Coordinator will provide the field applicant the necessary procedure for preparing documentation of work variance subject to approval.

### **Integration between Field Practicum and the Profession**

Throughout the field practicum, each student has ongoing supervision from both the Field Instructor and the Faculty Liaison to address a variety of issues and needs such as progress, obstacles to growth, and observations. The Faculty Liaison serves as a pivotal linkage between the curriculum, field experience, and the student. These relationships give the student consistent opportunities for feedback and input on how s/he can work more effectively as an advanced level practitioner.

The Field Coordinator is required to make a reasonable effort to assist students in securing a field placement. The social work student, **not the University nor the social work program**, is ultimately responsible for being eligible and retaining a placement under the direction of the Field Coordinator. Students unable to obtain acceptance into an approved placement after three attempts, or unable to successfully complete a practicum, will not be awarded the MSW degree and are advised to change to a major in which they can meet degree requirements.

Students need to be aware that virtually all agencies approved as practicum placements currently require background checks and drug and alcohol testing, at the student's expense. Any criminal history may exclude a student from obtaining a placement based on individual agency policies, **not University or the Department of Social Work policies. With few exceptions, social services agencies in southern Colorado will not hire MSWs with any criminal history.**

Additional information about the field practicum is available in the social work program *Field Manual*.

## IV. CURRICULUM

The foundation level MSW program is designed to be the equivalent of the core courses in a BSW curriculum, but not repeat what has been achieved in the baccalaureate social work program if a student is a BSW graduate. Content areas focus on: the knowledge of the origin of social work and social welfare policy, the importance of human developmental theories, diversity, intervention strategies and the *Code of Ethics*. The understanding of content areas is applied during field practicum.

### Foundation: Generalist Practice

*Fall:* 12 credit hours

- Holistic Study of Human Behavior (3 credits)
- Human Diversity in Practice (3 credits)
- Social Work Ethics (3 credits)
- Social Welfare Policy (3 credits)

*Spring:* 11 credit hours

- Social Work Practice I (3 credits)
- Social Work Practice II (3 credits)
- Practicum I (4 credits)
- Seminar I (1 credit)

*Summer:* 11 credit hours

- Social Work Practice III (3 credits)
- Research (3 credits)
- Practicum II (4 credits)
- Seminar II (1 credit)

### Total Foundation Credits: 34

The focus of the MSW degree is advanced generalist. As an advanced generalist program, the emphasis will involve knowledge, skills, values, and cognitive and affective components of generalist social work practice to prepare advanced practitioners, capable of independent social work practice.

## **Advanced Standing: Advanced Generalist Practice/Concentration Year**

*Fall:* 14 credit hours

Assess and Intervene with Individuals (3 credits)  
Assess and Intervene with Children & Families (3 credits)  
Understanding Trauma in Practice (3 credits)  
Practicum III (4 credits)  
Seminar III (1 credit)

*Spring:* (14 credit hours)

Assess and Intervene with Agency & Community (3 credits)  
Research I (3 credits)  
Assess and Intervene with Small Groups (3 credits)  
Practicum IV (4 credits)  
Seminar IV (1 credit)

*Summer:* (13 credit hours)

Elective (3 credits)  
Advanced Policy (3 credits)  
Administration and Supervision (3 credits)  
Research II (3 credits)  
Culminating Project (1 credit)

**Total Advanced Standing Credits: 41**

## **V. SOCIAL WORK DEPARTMENT GUIDELINES**

### **Academic Requirements**

Students are required to maintain a minimum cumulative grade point average of 3.0 for graduation. Each course required in the MSW Program must be completed with a minimum grade of “B.” If a student scores below a “B” in a course (but their cumulative GPA does not drop below a 3.0), they are required to retake the course in order to raise their grade to a B. A course is allowed to be retaken no more than 2 additional times (for a total of 3 times).

### **Grievance with a Faculty Member**

The College of Humanities and Social Science policy for grievance with a faculty member states students must adhere to the following procedures:

1. Discuss the problem constructively with the classroom instructor.
2. If the situation or problem cannot be resolved at the instructor level, the student may elect to meet with the Social Work Department Chair.

3. If a satisfactory solution cannot be achieved at the chair level, the student may elect to meet with the College of Humanities and Social Sciences Dean.
4. If a satisfactory solution cannot be achieved at the level of the Dean, the student may seek a resolution through the University student grievance procedure.

### **Nondiscrimination**

The Department of Social Work conducts all aspects of the educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation. The Department adheres to the policies set forth by the University.

### **Student Advising**

Advising will be provided by MSW program faculty or administrative professionals assigned to the MSW program. Students should meet with academic/professional advisors at least once per academic semester. The purpose of the advising sessions are to ensure appropriate academic progress, provide support and encouragement, and to help the student consider professional pathways during and after completion of the program.

The academic advisor will also act as an advocate for the student, generally, being the first point of contact if the student experiences conflict or needs guidance accessing the grievance process.

### **Termination of Enrollment**

Student enrollment in the MSW Program may be terminated for the following reasons:

- Failure to maintain a satisfactory GPA of 3.0 or higher; and/or
- Gross violation of the NASW Code of Ethics, including violations of the University standards of student conduct, such as plagiarism.

All courses in the MSW program must be passed with a “B” grade or higher. Students may retake a course up to two times to achieve a “B” score, for a total of three (3) attempts. No student will be terminated without first meeting with the MSW Coordinator and discussion of the student deficit. If it appears the student may be able to immediately correct the deficit, the MSW Coordinator and the student will develop a plan for compliance. If the deficit cannot be immediately corrected, the student will be provided with a termination notice in writing. Students may grieve the termination notice by using the official grievance process through CSU-Pueblo. In the event that the student is unwilling to meet with the MSW Coordinator within a reasonable timeframe (e.g. two weeks), the MSW Coordinator will initiate the written notice of termination.

### **Transfer of Social Work Credits**

All credits accepted for transfer must be from a university accredited by a nationally recognized accrediting agency by the Department of Education. A maximum of 9 credit hours may be

transferred, which will be accepted as elective credits. **No credit will be awarded for life experience or work experience.**

## **VI. UNIVERSITY POLICIES**

### **Accommodations for Students with Disabilities**

The official statement regarding accommodations, according to the Colorado State University-Pueblo Learning Center Disability Resource Office, to which the Department of Social Work adheres, is as follows:

*This university abides by the American's with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in any class and for which you require accommodations, please contact your instructor as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to: The Disability Resource Office, located in LARC 169.*

### **Affirmative Action/Equal Opportunity Commitment**

The official statement regarding accommodations, according to the Colorado State University-Pueblo, to which the Department of Social Work adheres, is as follows:

*Colorado State University-Pueblo is committed to providing an environment free from unlawful forms of discrimination, including sexual harassment, against any person based upon race, color, ethnicity, religion, gender, national origin, age, sexual orientation, disability, or status as a veteran of the Vietnam Era. Also, the University provides affirmative action to ensure that protected class applicants are employed and that all employees are treated fairly during employment without regard to their membership in any of the aforementioned protected groups, in accordance with the laws of the United States and the State of Colorado. Such action includes, but is not limited to, affirmative efforts with respect to employment, promotion, transfer, recruitment, advertising, layoff, retirement, or termination; rate of pay or other forms of compensation and selection for faculty development activities. The University posts in conspicuous places notices setting forth the provision of its nondiscrimination policy, affirmative action plans and programs, and equal opportunity commitments. The University prohibits discrimination based on the aforementioned criteria above in admission or access to, treatment of, or employment in its educational programs or activities. The Americans with Disabilities Act (ADA) prohibits any form*

*of discrimination based on disability in admission to, access to, and the operations of programs, services or activities at 1 Colorado State University-Pueblo. Inquiries concerning Titles IV, VI, and VII of the 1964 Civil Rights Act Section 504, ADA, and Title IX of the Education Amendments of 1972 may be referred to the Director of Diversity, Colorado State University-Pueblo, 2200 Bonforte Boulevard, Pueblo, Colorado, 81001-4901, Phone (719) 549-2092 or the Office of Civil Rights (OCR) Department of Education, Colonnade Center, 1244 Speer Blvd., Denver, Colorado 80204- 3582. Students with questions, complaints and requests for additional information regarding ADA may be directed to the ADA Coordinator at (710) 549-2663 (students), employees may call (719) 549-2441. (2009-2010 Catalogue, p. 15).*

## **Grievances**

For student grievances, other than grades, students are expected to utilize the department chairs, deans, and the dean and staff of Student Life and Development. Additionally, students may access the offices of Affirmative Action/Diversity or Student Life and Development for complaints regarding discrimination. Finally, students may voice complaints through the Student Judiciary Process, which includes a Hearing Board and a process outlined in the *Student Life Handbook and Academic Planner*.

## **Grade Change Policy and Academic Appeal Procedure**

Students have the right to appeal any academic decision, including the assignment of final grades. Before making an appeal, the student should discuss the situation with the instructor(s) involved in the decision. For detailed guidelines to the appeal procedure, please see Appendix B.

## **Sexual Harassment Policy**

Colorado State University-Pueblo strives to create and maintain a work and study environment that is fair, humane, and responsible so that each member of the University community is treated with dignity and rewarded for such relevant considerations as ability and performance. Abusive treatment of individuals on a personal or stereotyped basis is contrary to the concepts of academic freedom and equal opportunity. Sexual harassment is one form of such abuse and will not be tolerated. Please see Appendix C.

## **Student Conduct**

The Office of Student Conduct and Case Management at Colorado State University-Pueblo supports the University and Student Affairs' missions by providing programs and services designed to foster a positive and safe environment for student learning (Appendix D). The Office of Student Conduct and Case Management strives to achieve a campus community in which individuals:

- demonstrate respect for others, for themselves, and for the University;

- uphold high standards of personal and academic integrity;
- are accepting of differences and gain an appreciation for living in a pluralistic society;
- understand the impact of their behavior both upon the University and the larger community; and
- freely accept the responsibility for and consequences of their conduct.

Please see: <https://www.csupueblo.edu/student-affairs/student-conduct/index.html> for an in-depth explanation of the Student Code of Conduct and the Student Code of Conduct Handbook.

## **VII. RESOURCES**

### **Colorado State University-Pueblo Resources**

#### **Financial Aid**

The Financial Aid Office is located in the Administration Building (room 212). Information about services offered through the Financial Aid Office can be found at:

<https://www.csupueblo.edu/financial-aid/>.

#### **Library Facilities**

Students have access to the Colorado State University-Pueblo Library. Off-campus users may search the Library's databases by providing their student PID number to verify their affiliation with CSU-Pueblo. The library is located in LARC. Details about library resources are found at:

<https://www.csupueblo.edu/library/>.

#### **Office of Diversity and Inclusion**

Office of Diversity and Inclusion is located in the OUC room 31. A myriad of services is offered and additional information may be found at: <https://www.csupueblo.edu/student-affairs/diversity-inclusion/index.html>.

#### **Sheriff's Office**

The Sheriff's Office is located on the ground floor of the Administration Building. Information about services provided through the Sheriff's Office may be found at:

<https://www.csupueblo.edu/campus-safety/>.

#### **Student Social Work Association**

The Student Social Work Association (SSWA) encourages community outreach activities and promotion of social and economic justice. The mission is to work together to enhance social



functioning of individuals, families, groups, and communities by providing resources to assist in self-empowerment. Activities include outreach, awareness campaigns, and social and economic justice activities, including being a mechanism for bringing issues to the attention of the MSW Program Coordinator and the Social Work Department. SSWA is committed to a strengths-based approach and guided by the NASW *Code of Ethics*.

Students majoring in social work and other related majors are eligible for membership. The Chapter is administered by student officers, consisting of President, Vice-President, Secretary and Treasurer. Students may obtain a membership application from the Social Work Department Secretary. Meetings are scheduled on a monthly basis, and membership dues are payable yearly. Contact the Social Work Department to reach the faculty advisor for SSWA questions or concerns.

### **Phi Alpha Honor Society**

The Phi Alpha Honor Society (Zeta Delta Chapter) is open to MSW students with a GPA of 3.5 or higher. The club is developing their inaugural documents in Fall 2020, and will post their club constitution on the packlink student organization website when the club has been accepted by the Office of Student Organizations.

### **Strengthening Writing Skills**

The Writing Room is a free service providing students, staff, and faculty assistance in writing research papers and other written assignments. Students wanting to improve their writing skills are encouraged to attend the Writing Room in LARC (room 251). For more information see: <https://www.csupueblo.edu/center-for-academic-enrichment/writing-room.html>.

### **Professional Resources**

- The National Association of Social Workers (NASW)  
<http://www.socialworkers.org>
- Colorado NASW Chapter  
<http://www.naswco.org>
- The Council on Social Work Education (CSWE)  
<http://www.cswe.org>
- Department of Regulatory Agencies (DORA)  
<https://www.colorado.gov/dora>

## Appendix A

### Family Educational Rights and Privacy Act of 1975

#### A. University Student Records Policy

Colorado State University-Pueblo's practice in regard to student record keeping and access is based on the provisions of the Privacy Rights of Parents and Students, Section 438 of the General Education Provisions Act, as amended (P.L. 93-380) also known as the Family Educational Rights and Privacy Act of 1975 (FERPA), or the Buckley Amendment. For specific details, contact the Registrar in the Administration Building, Room 202.

#### B. Annual Notification of Rights under The Family Educational Rights and Privacy Act (FERPA), published in the Colorado State University-Pueblo Catalog and in the BSW Handbook. In addition, beginning with academic year 2005-2006 the University's policy will be mailed to all continuing students.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

These rights include:

**(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.**

Students should submit to the Records Office, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

**(2) The right to request the amendment of the student's education records that the student believes is inaccurate.**

Students may ask the University to amend a record they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position

(including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

**(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colorado State University-Pueblo to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901

### **Posting of Grades and FERPA**

The following information was sent as a memo to all faculty members from Joseph Marshall, Director of Admissions and Records, on March 22, 2005:

FERPA is a federal law designed to protect the privacy of students by setting forth strict instructions governing the release of information from their educational records. Educational records include any information that is recorded in any way by the University or by any party acting on its behalf.

Under FERPA a student must provide his or her prior written consent before an educational agency or institution discloses personally identifiable information from his or her educational records. 20 U.S.C. § 1232g(b); 34 CFR § 99.30. Section 99.3 of the regulations defines the "Personally identifiable information" as information that includes but is not limited to:

- (a) the student's name;
- (b) the name of the student's parent or other family member;
- (c) the address of the student or the student's family;
- (d) a personal identifier, such as the student's social security number or student number;
- (e) a list of personal characteristics that would make the student's identity easily traceable;
- or
- (f) other information that would make the student's identity easily traceable.

Note that a student's social security number or student number (PID) is, by definition, "personally identifiable information" under FERPA, and may not be disclosed in any form without consent. Further clarification of this regulation by the Department of Education has included public disclosure of the student's *grades* and *portions* of the student's social security number. Accordingly, public display of student grades along with the last four digits of his or her social security number absent his or her written consent is a violation of the student's rights under FERPA.

FERPA does not prevent an educational agency or institution from posting the grades of students without written consent when it is not done in a personally identifiable manner. Thus, nothing in FERPA would preclude faculty from assigning individual numbers to students for the purpose of posting grades as long as those numbers are known only to the student and the faculty member who assigned them, and the order of the posting is not alphabetic. The use of BlackBoard to post individual student grades is likewise allowable since it is a secure system and student must use their eAccount and password to log onto BlackBoard to see their grade. Delivery of grades via email, on the other hand, is not allowable because it is not considered a secure system.

Finally, prior policy statements regarding posting of grades by faculty stated that faculty could mail grades to students on stamped, self-addressed postcards provided by the student. That is no longer allowable. Mailing grades to students is only acceptable if the information is enclosed in a sealed envelope.

### **Privacy Rights of Students/Directory Information**

Colorado State University-Pueblo from time to time publishes several bulletins, lists, brochures, catalogs, directories, yearbooks, annuals, guidebooks, news releases, sports information, honor rolls, commencement items, etc., containing information which specifically identifies students and information about them. The University is authorized to publish, and will publish such directory information, collectively or individually, unless a student, by the end of the second week of classes, notifies the student privacy office (Records Office, Administration Building, Room 202) in writing that the categories listed below (designated directory information) should not be released without prior written consent.

The following information is considered directory information:

- Student name
- Address
- Telephone number
- Date and place of birth
- Classification (student level)
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of athletes
- Dates of attendance
- Degrees granted and dates conferred
- Awards received
- Most recent previous educational agency or institution attended
- Full or part-time status
- Photo(s)

The University may, however, disclose personally identifiable information from the educational records of a student as provided in section 99.31 of the Student Right to Know Campus Security Act of 1990 **without** the written consent of the parent or the eligible student if the disclosure is:

1. To other school officials such as administrators, supervisors, faculty, staff or on-campus law enforcement unit personnel within the educational institution who are determined to have legitimate educational interests;
2. To officials of another school or school system in which the student seeks or intends to enroll, subject to the requirements set forth in section 99.34 of the Act; or
3. Subject to the conditions set forth in 99.31-99.35 of the Act.

The University may also disclose personally identifiable information from the educational records of a student to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

If you wish to prevent the disclosure of directory information, the form to do so is available in the CSU-Pueblo Records Office. Please direct any questions regarding this notice to the Colorado State University-Pueblo Records Office, 2200 Bonforte Boulevard, Pueblo, CO 81001.

## **Appendix B**

### **Grade Change Policy and Academic Appeal Procedure**

Students have the right to appeal any academic decision, including the assignment of final grades. A grade change request should be extremely rare. It is not appropriate to change a grade because the student submitted additional work. Letter grades of A through F may be changed but grades of S, U, W, and NC may not be changed

Before making an appeal, the student should discuss the situation with the instructor(s) involved in the decision. If a grade change is approved by the instructor(s) on the basis of this discussion, the instructor(s) will complete a grade change form, which must be approved by the Department Chair and the dean.

Students may appeal an instructor's grading decision based upon one or more of the following four grounds. The burden of proof rests with the student to demonstrate that the grading decision was made on the basis of any of these following conditions:

1. An instructor(s) made an error in calculating the original grade or a similar occurrence.
2. A grading decision was made on some basis other than performance and other than as a penalty for academic dishonesty.
3. A grading decision was based on standards unreasonably different from those that were applied to other students.
4. A grading decision was based on a substantial, unreasonable, or unannounced departure from previously articulated standards.

The student shall submit a written grade appeal to the department chairperson. The written document must set forth the basis for the appeal, identifying at least one of the four categories set forth above. The request must be submitted, or postmarked if mailed, no later than 30 calendar days after the first day of classes of the next regular semester following the date the grade was recorded. If no appeal is received before the deadline, the grade shall be considered final.

Within 30 days of the receipt of the written request for an appeal, the chairperson shall provide a copy of the student's appeal to the instructor(s) who assigned the grade and the Academic Appeals Board. If the written request for an appeal is received prior to or during the summer session, when the instructor(s) who assigned the grade may not be available, the chairperson shall provide copies to the faculty member and the Appeals Board no later than 30 days from the beginning of the following fall semester.

The Academic Appeals Board will review the written appeal and response of the instructor(s). The board may elect to separately interview both the student and the instructor(s) before rendering a decision. The decision of the Academic Appeals Board will be based upon whether one or more of the conditions for an appeal set forth above have been met. At the conclusion of the deliberations, the Board shall render one of the following decisions:

1. The original grading decision is upheld.

2. The Academic Appeals Board will reevaluate the student's achievement of the instructional objectives of the course and assign a grade accordingly.

The Academic Appeals Board decision is the final decision of the University. Within 30 days of reaching the decision, the Academic Appeals Board will provide written summaries of the hearing and decision, together with a rationale for that decision, to the student, the instructor(s) who assigned the grade, and the academic department of the instructor(s). Should the appeal result in a grade change, the Academic Appeals Board will notify the Records office.

## **Appendix C**

### **Sexual Harassment Policy**

Colorado State University-Pueblo strives to create and maintain a work and study environment that is fair, humane, and responsible so that each member of the University community is treated with dignity and rewarded for such relevant considerations as ability and performance. Abusive treatment of individuals on a personal or stereotyped basis is contrary to the concepts of academic freedom and equal opportunity. Sexual harassment is one form of such abuse and will not be tolerated.

Sexual harassment is illegal. It is prohibited in the employment context by Title VII of the 1964 Civil Rights Act and in the education context by Title IX of the Educational Amendments of 1972. Therefore, this policy shall apply to all persons affiliated with the University, including its students and employees. Persons who violate this policy shall be subject to appropriate disciplinary action, to and including dismissal.

This policy supplants and supersedes all other policies and procedures related to issues of sexual harassment.

#### **I. Sexual Harassment Defined**

This policy prohibits "quid pro quo" and "hostile environment" sexual harassment as defined below.

##### **A. "Quid Pro Quo" Sexual Harassment**

Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature by one in a position of power or influence constitutes "quid pro quo" sexual harassment when (1) submission by an individual is made either an explicit or implicit term or condition of academic standing or of employment or (2) submission to or rejection of such conduct is used as the basis for academic or employment decisions affecting that student or employee. As defined here, "quid pro quo" sexual harassment normally arises in the context of an authority relationship. This relationship may be direct, as in the case of a supervisor and subordinate or teacher and student, or it may be indirect when the harasser has the power to influence others who have authority over the victim.

##### **B. "Hostile Environment" Sexual Harassment**

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute "hostile environment" sexual harassment when such conduct is directed toward an individual because of her or his gender, is severe or pervasive, and has the purpose or effect of (1) creating an intimidating, hostile, or offensive academic or work environment or (2) unreasonably interfering with another's academic performance or work. Generally, a single inappropriate joke, offensive, epithet, or request for a date does not constitute "hostile environment" sexual harassment; however, being subjected to such jokes, epithets, or requests repeatedly



may constitute "hostile environment" sexual harassment. In determining whether the alleged sexual harassing conduct warrants corrective action, all relevant circumstances, including the context in which the conduct occurred, will be considered. Facts will be determined on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual.

In cases of alleged sexual harassment, the protections of the First Amendment must be considered if issues of speech or artistic expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public institutions, and First Amendment rights apply to the speech of students and teachers. Great care must be taken not to inhibit open discussion, academic debate, and expression of personal opinion, particularly in the classroom. Nonetheless, speech or conduct of a sexual or hostile nature that occurs in the context of educational instruction may exceed the protections of academic freedom and constitute prohibited sexual harassment if it meets the definition of sexual harassment noted above and (1) is reasonably regarded as non-professional speech (i.e., advances a personal interest of the faculty member as opposed to furthering the learning process or legitimate objectives of the course) or (2) lacks accepted pedagogical purpose or is not germane to the academic subject matter.

## **II. Bringing a Complaint**

The University can respond to harassment only if it is aware of the harassment. Any member of the University community who believes that s/he has experienced sexual harassment or reprisal shall come forward promptly with inquiries, reports, or complaints and to seek assistance from the Director of Human Resources/Affirmative Action.

- A.** Any member of the University community who believes that s/he has been subjected to sexual harassment ("Complainant") shall contact the office of Human Resources/Affirmative Action, to request advice and information about possible ways to proceed and to put the University on notice. Such discussion will be kept confidential to the extent permitted by law. Complainants are advised that there are some instances in which the University has a responsibility to act even if the Complainant requests that no action be taken. In those cases, the University may investigate and take action on the basis of facts it discovers.
- B.** It is critical that any employee who believes that s/he has observed an incident of sexual harassment in the University's learning and working environments involving a member of the University community or who receives a report of alleged sexual harassment from an employee or student immediately refer this information to the Director of Human Resources/Affirmative Action.
- C.** A complaint should be made as promptly as possible after the alleged harassment occurs. Complaints must be filed no later than 180 days after the last incident considered to be sexual harassment. One consequence of the failure to present a

complaint promptly is that it may preclude certain legal recourse should the Complainant decide to pursue such recourse at a later date.

- D.** If the Complainant, after the initial meeting, decides to proceed with a formal complaint, s/he must submit a written statement (the "Statement") to the Director of Human Resources/Affirmative Action. The Statement must describe the conduct that is the basis of the complaint, including the name of the alleged offender (hereafter termed the "respondent"), the date(s), time(s), and location(s) of the conduct, and the names of witnesses. If the Respondent is a student, the Director of Human Resources/Affirmative Action may refer the matter to the Vice President for Student Affairs in the Office of Student Life and Development for resolution. The Director of Human Resources/Affirmative Action must promptly inform the Respondent of the allegation.
- E.** Reprisals against an individual who in good faith files a charge of sexual harassment are expressly prohibited and shall be treated as a separate violation of University policy. Intentionally false or malicious charges, however, are potential grounds for disciplinary action against the Complainant.

### **III. Resolution of a Complaint**

The University will promptly take appropriate steps reasonably calculated to end any harassment that has occurred, remedy its effects, and prevent harassment from occurring again.

#### **A. Informal Resolution**

Informal resolution of a sexual harassment complaint is encouraged whenever possible. The procedure may involve advising the Complainant. Procedurally, this may include a discussion between the complainant and the Respondent in the presence of the Director of Human Resources/Affirmative Action, or attempted mediation by the Director of Human Resources/Affirmative Action.

#### **B. Formal Resolution**

##### **1. Procedures**

The applicable procedure for formal resolution of a sexual harassment complaint following submission of a Statement depends upon the Respondent's status (specifically as a student, a member of the State Classified staff, a member of faculty, an administrative professional, and a non-student employee).

##### **a. Students**

Complaints against students will be handled in accordance with procedures established by the Vice President of Student Affairs. Appeals may be made to the Provost; the decision of that person is final. For purposes of this policy, complaints against workstudy and graduate students arising out of their employment status will follow the procedures specified for faculty,

administrative professionals, and other non-student employees (except State Classified staff).

**b. State Classified Staff**

Complaints against State Classified staff, following an objective and impartial preliminary investigation by the Director of Human Resources/Affirmative Action, will be handled in accordance with the procedures in the State Personnel Board Rules. Appeal rights, together with timing limitations, are described in those rules.

**c. Academic Faculty, Administrative Professional, and Other Non-Student Employees (except State Classified Staff)**

The Human Resources/Affirmative Action Director shall investigate complaints against academic faculty, administrative professionals, and other non-student employees. That Officer shall conduct an objective and impartial preliminary investigation with such assistance from an appropriate administrative unit other than that of the Respondent.

Pending the results of the preliminary investigation, an appointing authority may place the Respondent on suspension or assign him/her to other duties in lieu of suspension, only if immediate harm to the Complainant or others is threatened by continuance. Salary will continue during the period of suspension. Following the preliminary investigation, the director of Human Resources/Affirmative Action shall provide a copy of the preliminary investigation report to the appropriate appointing authority and the Respondent and shall attempt to affect an informal resolution of the complaint. If the Director of Human Resources/Affirmative Action cannot arrange a mutually acceptable resolution and/or if the Director has concluded that there is reasonable cause for further action, the Respondent has five business days after receipt of the finding(s) to request a hearing or prepare a response to the report. If the Respondent requests a hearing, the Director of Human Resources/Affirmative Action will submit finding(s) to the Sexual Harassment Committee described below.

**2. Sexual Harassment Panel**

In consultation with the Provost and Vice President of Finance and Administration, the President shall appoint annually six individuals to serve on the Sexual Harassment Panel. The membership of the panel will consist of two persons each from the administrative professional, faculty, and student units. The Director of Human Resources/Affirmative Action will provide training on sexual harassment to all panel members. The Sexual Harassment Panel shall constitute a pool of individuals from which the Sexual Harassment Hearing Committee will be drawn.

### **3. Sexual Harassment Hearing Committee**

The three members chosen by lot from the Sexual Harassment Panel will serve as the Sexual Harassment Hearing Committee. One member shall serve as chairperson. Legal counsel from the Colorado Attorney General's Office will advise the Sexual Harassment Hearing Committee. In the event that a panel member is from the same administrative unit or department as either the Complainant or Respondent, a drawing by lot for a replacement will occur. Members deeming themselves disqualified for bias or interest will remove themselves from the case. The Complainant and Respondent will have a maximum of one challenge each without stated cause.

### **4. Formal Hearing Procedures**

- a. Hearings will commence no later than fifteen days after the Sexual Harassment Hearing Committee chair notifies the Complainant and Respondent.
- b. The Sexual Harassment Hearing Committee may hold organizational meetings in private, which may include meetings with the Respondent and Complainant as needed to (i) clarify the issues, (ii) effect stipulations of facts, (iii) provide for the exchange of documentary or other information, (iv) formulate a list of potential witnesses, and (v) achieve such other appropriate pre-hearing objectives as well make the hearing fair, effective, and expeditious.
- c. The Hearing Committee will call the Director of Human Resources/Affirmative Action to present the results of the preliminary investigation. The Hearing Committee also may conduct its own informal inquiry, call witnesses, and gather whatever information it deems necessary to assist it in reaching a determination on the merits of the allegations. The hearing shall be closed, and the proceedings shall remain confidential to the extent permitted by law.
- d. Excepting pre-hearing organizational meetings and those for final deliberation, finding of fact and preparation of recommendations, the Respondent is permitted to be present during meetings of the committee, to call witnesses, to confront and cross-examine any adverse witnesses, and to be accompanied by an advisor and/or legal counsel. Such advisor or counsel is free to advise the Respondent fully throughout the proceedings, to assist in formulating any required written documentation, and to help prepare for any oral presentation, but they may not actively participate in the proceedings, such as making objections and attempting to argue the case. A full verbatim record of the hearing will be kept and made available to the Respondent upon request.

### **5. Recommendations Following Formal Hearings**

At the conclusion of the hearing, the Sexual Harassment Hearing committee shall meet privately for final deliberation and preparation for recommendations. These deliberations shall remain confidential to the extent permitted by law. The committee shall decide by majority vote and based on whether the facts indicate that it is more likely than not: (i) the complaint is substantiated, (ii) the complaint is

unsubstantiated, or (iii) the complaint is intentionally false or malicious. The finding, together with the basis for the recommendation, will be communicated in writing to both parties, the Director of Human Resources/Affirmative Action, the Respondent's immediate administrative supervisor, and the senior administrative officer of the Respondent's administrative unit (The Provost/vice President or, if the Respondent is a Provost/Vice President/Affirmative Action Director, the President).

A recommendation by the majority of the Sexual Harassment Hearing Committee that the Respondent has, more likely than not, violated the Sexual Harassment policy must be accompanied by recommendations for remedial action reasonably calculated to stop the harassment or disciplinary sanctions up to and including termination of employment. If the committee determines that more likely than not that the complaint was deliberately false and malicious, this finding. Together with a recommendation for appropriate disciplinary action against the Complainant shall be forwarded to the senior administrative officer of the Complainants administrative unit.

#### **6. Administrative Action Following the Hearing Committee Recommendations**

The senior administrative officer may accept the recommendations of the Sexual Harassment Hearing Committee or may recommend disciplinary actions more or less severe than those recommended by the Hearing Committee. If the Respondent accepts the recommendation of the senior administrative officer, the remedial action or disciplinary sanction shall occur. If the Respondent rejects such officer's recommendation, the President shall review the case and recommendation shall make the final decision on the disposition of the case.

### **Appendix 1: Consensual Relationships**

The University does not interfere with private choices regarding personal relationships when these relationships do not interfere with the goals and policies of the University. However, consensual romantic or sexual relationships in which one party retains and direct supervisory or evaluative role over the other party are unethical. Therefore, persons with direct supervisory or evaluative responsibilities and are involved in such relationships shall assure that another person decides and evaluates the person of the lesser authority.

There are inherent risks in any romantic or sexual relationship between individuals in unequal positions (such as teacher and student, supervisor and employee). These relationships may be less consensual than perceived by the individual whose position confers power. The relationship also may be viewed in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties have consented at the outset to romantic or sexual involvement, this past consent does not remove grounds for a charge of violation of the Code of Ethical Behavior or sexual harassment based upon subsequent unwelcome conduct.

## Appendix D

### Student Conduct

The Office of Student Conduct and Case Management at Colorado State University-Pueblo supports the University and Student Affairs' missions by providing programs and services designed to foster a positive and safe environment for student learning. The Office of Student Conduct and Case Management strives to achieve a campus community in which individuals:

- demonstrate respect for others, for themselves, and for the University;
- uphold high standards of personal and academic integrity;
- are accepting of differences and gain an appreciation for living in a pluralistic society;
- understand the impact of their behavior both upon the University and the larger community; and
- freely accept the responsibility for and consequences of their conduct.

Student conduct at CSU-Pueblo is governed by the Student Code of Conduct, which describes the University's expectations of its students and the procedures by which allegations of misconduct will be reviewed and adjudicated.

Students should also be aware of other policies that inform their behavior, such as the Residence Life & Housing Handbook, CSU-Pueblo Department of Intercollegiate Athletics Student-Athlete Standards, and Information Technology policies.

Student conduct at CSU-Pueblo is governed by the Code of Student Conduct & Adjudication, which describes the University's expectations of its students and the procedures by which allegations of misconduct will be adjudicated. Students should also be aware of other policies that inform their behavior, such as the Residence Life Handbook and Information Technology policies. Questions about policies and procedures may be directed to the Office of Student Judicial Affairs, who may be reached at 719.549.2092 or [StudentConduct@csupueblo.edu](mailto:StudentConduct@csupueblo.edu).

Students at CSU-Pueblo are expected to maintain high standards of academic honesty. The Director of Student Conduct, or his/her designee, is responsible for enforcing the standards of the Student Code of Conduct, and administering sanctions for violations of the Code. If it is determined that a student has violated the Code of Student Conduct, a sanction may be imposed. Sanctions range from warning to expulsion from the University.

Decisions made by the Director of Student Conduct, or his/her designee, may be appealed to the Dean of Student Affairs. The Dean of Student Affairs may choose to empanel an Appeal Committee. The decision of the Dean of Student Affairs or the Appeal Committee shall be considered final.

## Appeal Form

Students participating in the University's intercollegiate athletic programs are also subject to the Athletic Department's Standards of conduct.

Details of the hearing process and a description of institutional disciplinary philosophy, rules and regulations may be found in the Student Code of Conduct.

Members of the Colorado State University-Pueblo community are expected to observe the laws of the City of Pueblo, the State of Colorado, and the Federal Government, and to respect the rights and privileges of other members of the community. CSU-Pueblo students, non-students, faculty, and staff, upon entrance to the University, neither gain nor lose any of their rights or responsibilities of citizenship.

As a community, CSU-Pueblo has the obligation to establish those regulations that best serve and protect its integrity as an institution of higher learning.

Academic dishonesty includes but is not limited to: cheating, plagiarism, unauthorized possession or disposition of academic materials, falsification, or facilitation of acts of dishonesty. Cases of academic dishonesty will be adjudicated pursuant to the Student Code of Conduct. In addition, the faculty member and/or academic department will follow the specific procedures as described in the Academic Policies in the General Catalog, the Faculty Handbook, or the Honor Code of the Nursing Program as applicable.

### **Group Offenses**

Societies, clubs, or similar organized groups in or recognized by the University are subject to the same CSU-Pueblo Student Code of Conduct as those for individuals in the community. Any incidence of misconduct may result in disciplinary action against an organization as a whole as well as against one or more individual members.

### **Violations of Law on Campus**

University disciplinary proceedings may be instituted against a student or student organization charged with a violation of federal, state, or local criminal law and this Student Code of Conduct without regard to the settlement of civil or criminal litigation in court or criminal arrest and/or prosecution.

Proceedings under the Student Code of Conduct may be carried out prior to, simultaneously with, or following off campus civil or criminal proceedings at the discretion of the Director of Student Conduct. Determinations made or sanctions imposed under this Student Code of Conduct shall not be subject to change because criminal or civil charges arising out of the same facts giving rise to violations of University rules were dismissed, reduced, or resolved in favor of or against the accused student.

To protect its educational mission, the University takes a firm stand concerning violations of law on campus. The Pueblo County Sheriff's Office located at Colorado State University-Pueblo is charged with the responsibility of maintaining law and order at Colorado State University-Pueblo

and for enforcing all laws, local ordinances and regulations of the University, except when such enforcement is, by such law, made the responsibility of another department, official or agency. Illegal activity, which comes to the attention of CSU-Pueblo officials, is not tolerated. An offense requiring police action may also be treated internally as a University disciplinary matter. A full document detailing police policies and statistics is available from the Sheriff's Department at CSU-Pueblo upon request. Contact 719.549.2373.

Information taken from: <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>



## Appendix E

### *NASW Code of Ethics*

## Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

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

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

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### Preamble

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

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

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

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

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

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## 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.
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\*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.

## NASW 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.

The most recent edition of the code is accessible on the NASW web site. URL:

<http://www.naswdc.org>. NASW can be reached by mail at: 750 First Street, NE, Suite 700, Washington, DC 20002-4241. Telephone is 202/408-8600 and TTD 202/408-8396.

## NASW Ethical Standards

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

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

# 1. Social Workers' Ethical Responsibilities to Clients

## 1.01 Commitment to Clients

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

## 1.02 Self-Determination

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

## 1.03 Informed Consent

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

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

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

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

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

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

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

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

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

## 1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.
- (d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.
- (e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

## 1.05 Cultural Awareness and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- (d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

## 1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.
- (e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- (f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.
- (g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.
- (h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

### 1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages -
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.



## 1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- (b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

## 1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

## 1.10 Physical Contact

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

## 1.11 Sexual Harassment

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

## 1.12 Derogatory Language

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

### 1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
- (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

### 1.14 Clients Who Lack Decision-Making Capacity

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

### 1.15 Interruption of Services

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

### 1.16 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

### 1.17 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

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

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

## 2. Social Workers' Ethical Responsibilities to Colleagues

### 2.01 Respect

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

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

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

### 2.02 Confidentiality

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

### 2.03 Interdisciplinary Collaboration

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

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

### 2.04 Disputes Involving Colleagues

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

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

### 2.05 Consultation

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

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

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

## 2.06 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

## 2.07 Sexual Harassment

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

## 2.08 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## 2.09 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## 2.10 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

## 3. Social Workers' Ethical Responsibilities in Practice Settings

### 3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

### 3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### 3.03 Performance Evaluation

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

### 3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

### 3.05 Billing

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

### 3.06 Client Transfer

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

### 3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### 3.08 Continuing Education and Staff Development

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

### 3.09 Commitments to Employers

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

### 3.10 Labor-Management Disputes

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

## 4. Social Workers' Ethical Responsibilities as Professionals

### 4.01 Competence

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

### 4.02 Discrimination

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

### 4.03 Private Conduct

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

### 4.04 Dishonesty, Fraud, and Deception

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

### 4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

### 4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

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

#### **4.07 Solicitations**

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

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

#### **4.08 Acknowledging Credit**

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

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

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

#### **5.01 Integrity of the Profession**

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

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

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

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

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

#### **5.02 Evaluation and Research**

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

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

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

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy,



and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

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

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

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

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

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

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

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

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

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

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

## **6. Social Workers' Ethical Responsibilities to the Broader Society**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### 6.03 Public Emergencies

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

### 6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.