

**Student Handbook for the
Bachelor of Social Work Program (BSW)
at Capital University, Columbus, Ohio**

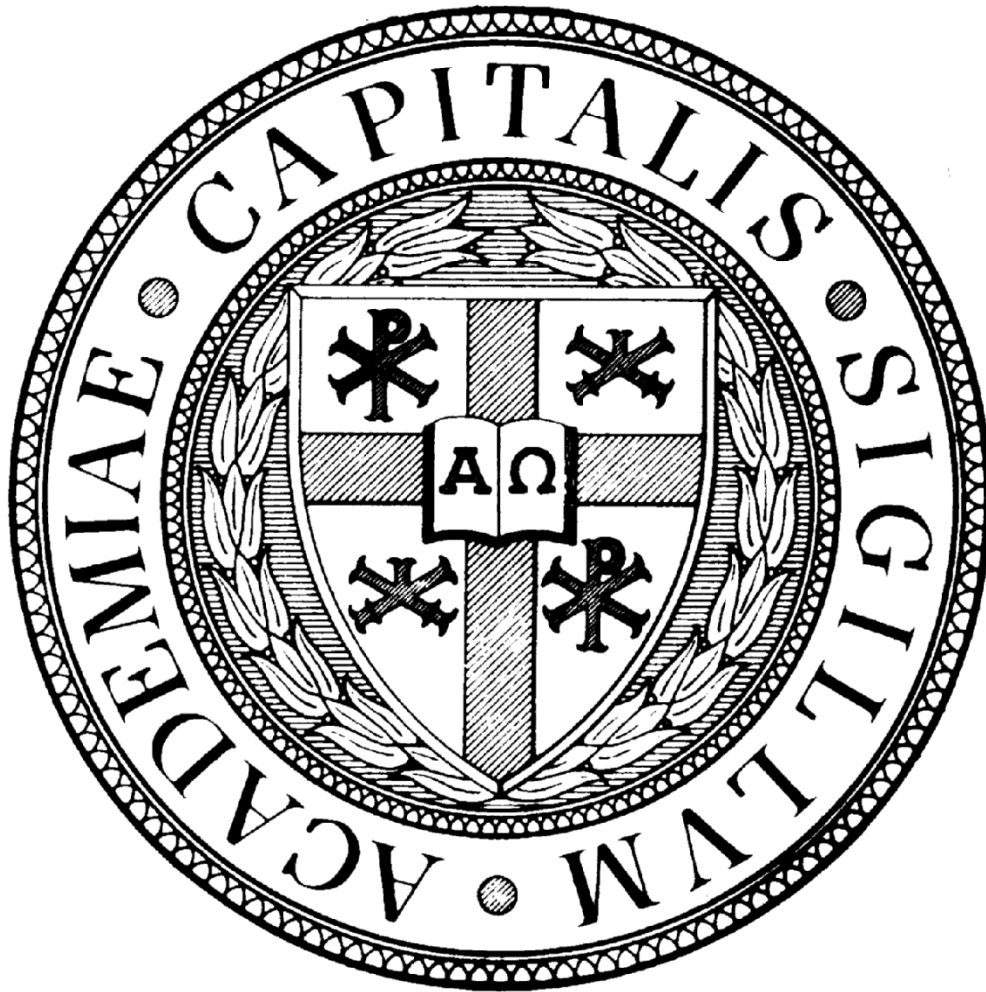


Table of Contents

1. Introduction	4
Welcome to Capital University’s Social Work Program	4
Mission Statement	4
Program Goals	4
Learning Outcomes/Core Competencies and Practice Behaviors	5
Definition of Social Work	7
Generalist Practice	7
Faculty-Student Privacy Policy	8
Exceptions in Faculty-Student Privacy Policy	8
2. Admission to the Social Work Program	9
Admission Policies and Procedures	9
Admission Requirements for the BSW Program	9
General Advising Information	10
Advising Information Specific to the BSW Program	10
Policy for Changing Advisor within the BSW Program	11
Timing	11
Decision	11
Full and Conditional Status	12
Good Standing	12
Probation	12
Transfer Students	12
Transferring Credits to the Program	13
Readmission, Suspension, Dismissal, and Disqualification	14
A. Readmission to the Program	14
B. Suspension and Dismissal	14
C. Academic Disqualification	14
D. University Disciplinary Disqualification	15
3. Academic and Professional Standards	15
Suitability for the Social Work Profession	15
Areas of Concern	16
Programs expectations of professional and academic integrity, and the process whereby students are terminated	16
4. Student Rights and Responsibilities	28
Academic Integrity	28
Citing Sources	28
Academic Misconduct	29
A. Cheating	29
B. Fabrication	29
C. Plagiarism	29
Consequences of Academic Misconduct	30
A. 1 st Offense	30
B. 2 nd Offense	30
Student Rights and Procedures Regarding Grievances	30

A. Social Work Program	30
B. Capital University	31
5. General Conduct	
Name and Pronoun Use in the Classroom	32
Gender Inclusive Communication Statement	32
Human Dignity Policy	32
Non-Discrimination Policy	32
Sexual Harassment Policy	33
A. The Department of Social Work	33
B. Capital University	33
6. BSW Degree Plan	35
7. Summary	36
8. Student Opportunities	36
Independent Study (SWK 491)	37
Student Participation in Hiring Social Work Faculty	37
Program Assessment Through Student Evaluations	37
A. Capital University	37
Professional Development and Employment Assistance	37
Student Social Work Association	38
Honors and Awards	38
Undergraduate Scholarship Opportunities	38
9. Acknowledgement of Receipt and Understanding	39
10. General Student Resources	40
11. NASW Code of Ethics	40
Preamble	40
Purpose of the <i>NASW Code of Ethics</i>	41
Ethical Principles	43
Ethical Standards	44

1. INTRODUCTION

Welcome to Capital University's Social Work Program

This manual is intended for social work majors and those considering entering Capital University's CSWE-accredited Social Work Program. CSWE is the Council on Social Work Education, and accreditation means we are a nationally approved and endorsed program providing a consistent education in social work values, knowledge, and skills. This consistency and our constant efforts to be current in the social work field will build the successful BSW student's ability to take the state's Licensed Social Worker (LSW) licensing exam and to gain entry into a Master of Social Work (MSW) program. It also gives our graduates the confidence that they have received a generalist social work education allowing them to begin quality social work practice upon graduation. For those interested in social work but not interested in the major, we offer a concentration in geriatrics and a minor in social work.

Welcome to Social Work. Please read the following handbook carefully, and feel free to contact the Capital University Social Work Program Associate, Tracy Roberts, at troberts@capital.edu or (614) 236-6315 with any questions.

Mission Statement

The Social Work Program at Capital University is committed to the provision of the excellent educational preparation of students for generalist practice with individuals, families, groups, organizations, and communities. Consistent with the mission of Capital University, the Social Work Program prepares students to become critical thinkers, lifelong learners, and inspires them to be morally reflective, spiritually alive, and civically engaged in an increasingly diverse society. The Social Work Program is grounded in liberal education and focused on celebrating learning through student-centered professional practice to uphold the advancement of human rights and empowerment to people beyond borders.

Program Goals

The BSW Program aims to

1. Prepare students for generalist practice in both rural and urban settings with individuals, families, groups, organizations, and communities.
2. Prepare students with a foundation for lifelong learning, including graduate education and an awareness of their responsibility to continue their professional growth and development.
3. Prepare students with a broad liberal arts foundation emphasizing the development of knowledgeable, independent, critical thinkers.
4. Prepare students to practice within the values and ethics of the social work profession with an emphasis on service to vulnerable populations and the promotion of social and economic justice and empowerment worldwide.

5. Prepare students to understand a scientific, analytical, and ethical approach to building knowledge and incorporating technological advancements into their practice.

The Social Work Program supports and affirms the Equal Opportunity Policy of Capital University. This commitment to diversity and nondiscrimination is revealed through the composition of the program's faculty, staff, and student body; curriculum content; recruitment and retention processes; community service commitments; field practicum site choices; promotion and tenure policies; and dissemination of this commitment to its various constituencies.

Learning Outcomes/Core Competencies and Practice Behaviors*

1. DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

- a. Advocate for client access to the services of social work.
- b. Practice personal reflection and self-correction to assure continual professional development.
- c. Attend to professional roles and boundaries.
- d. Demonstrate professional demeanor in behavior, appearance, and communication.
- e. Engage in career-long learning.
- f. Use supervision and consultation.
- g. Recognize and manage personal values in a way that allows professional values to guide practice.
- h. Make ethical decisions by applying standards of the National Association of Social Workers *Code of Ethics*.
- i. Tolerate ambiguity in resolving ethical conflicts.
- j. Apply strategies of ethical reasoning to arrive at principled decisions.
- k. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- l. Analyze models of assessment, prevention, intervention, and evaluation.
- m. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

2. ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

- a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create, or enhance privilege and power.
- b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- c. Recognize and communicate their understanding of the importance of difference in shaping life experience.
- d. View themselves as learners and engage those with whom they work as informants.

3. ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE

- a. Understand the forms and mechanisms of oppression and discrimination.
- b. Advocate for human rights and social and economic justice.
- c. Engage in practices that advance social and economic justice.

4. **ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH**
 - a. Use practice experience to inform scientific inquiry.
 - b. Research evidence to inform practice.
 - c. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
 - d. Critique and apply knowledge to understand person and environment.
5. **ENGAGE IN POLICY PRACTICE**
 - a. Analyze, formulate, and advocate for policies that advance social well-being.
 - b. Collaborate with colleagues and clients for effective policy action.
 - c. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
 - d. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
6. **ENGAGE, WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**
 - a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
 - b. Use empathy and other interpersonal skills.
 - c. Develop a mutually agreed-upon focus of work and desired outcomes.
7. **ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**
 - a. Collect, organize, and interpret client data.
 - b. Assess client strengths and limitations.
 - c. Develop mutually agreed-upon intervention goals and objectives.
 - d. Select appropriate intervention strategies.
8. **INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**
 - a. Initiate actions to achieve organizational goals.
 - b. Implement prevention interventions that enhance client capacities.
 - c. Help clients resolve problems.
 - d. Negotiate, mediate, and advocate for clients.
 - e. Facilitate transitions and endings.
9. **EVALUATE INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**
 - a. Select and use appropriate methods for evaluation of outcomes.
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
 - c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
 - d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

* See Core Competencies in Fieldwork Manual and CSWE Core Competencies 2015

Definition of Social Work

The Social Worker is a professional who uses his/her professional skills, knowledge, and values in generalist practice to optimize clients functioning in their social environment. The Social Worker is also responsible for advocating for social change to support the optimal functioning of clients (Zastrow, 2012).

Generalist Practice

The Social Work Program is committed to preparing students for generalist social work practice.

The basic principle of generalist practice is that baccalaureate social workers are able to utilize the problem-solving process to intervene with various size systems including individuals, families, groups, organizations, and communities. The generalist operates within the systems and person-in-environment framework (sometimes referred to as an ecological model). The generalist expects that many problems will require simultaneous intervention in more than one system (i.e., individual work with a delinquent adolescent plus work with the family or school) and address problems with a strengths-oriented perspective. Generalist practitioners may play several roles simultaneously or sequentially, depending upon the needs of the client (i.e., facilitator, advocate, educator, broker, enabler, case manager, and/or mediator). They may serve as lead/facilitator of task groups, socialization groups, information groups, and self-help groups. They are capable of conducting needs assessments and evaluating their own practice and the programs with which they are associated. They make referrals when client problems so dictate and know when to seek supervision from more experienced staff. Generalists operate within the ethical guidelines prescribed by the National Association of Social Workers (NASW) *Code of Ethics* and must be able to work with clients, coworkers, and colleagues from different ethnic, cultural, and professional orientations. The knowledge and skills of the generalist are transferable from one setting to another and from one problem to another (Kirst-Ashman & Hull, 2011).

References:

CSWE-EPAS (2015) <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

Kirst-Ashman, K. & Hull, G. (2011). *Understanding generalist practice, 6th edition*. Stamford, CT: Cengage Learning.

Zastrow, C. (2012). *The practice of social work, 7th ed.* Stamford, CT: Cengage Learning.

Faculty-Student Privacy Policy

Faculty and students will respect each other's right to privacy and will act in a professional manner toward each other as described in Section 2 of the *NASW Code of Ethics*, found on pages 42-45 in this handbook. Each student has the expectation of privacy for any information, questions, or advice sought or shared in confidence with a faculty member; the faculty member is expected to maintain this confidentiality unless it falls under the exceptions explained below. The private conduct of any member of the department should not be permitted to interfere with the faculty and staff's professional responsibilities or the student's conduct and academic responsibilities, as detailed in this handbook and the *Capital University Student Handbook*.

Students, faculty, and staff should avoid unwarranted negative criticism of another member of the department in any communications with other students, faculty, staff, members of the general public, or in any online communications, such as emails, professor or course rating websites, social media posts, or text messages. Disputes between a faculty member and a student should follow the various grievance policies listed in this handbook and the *Capital University Student Handbook*.

Exceptions to Faculty-Student Privacy Policy

Several exceptions to the Faculty-Student Privacy Policy exist: cases involving intent to harm others, situations where people are a danger to themselves or threaten self-harm, legal proceedings requiring records to be subpoenaed, and allegations of abuse. Ohio law requires professionals to report instances of known or suspected abuse against children and the elderly. As helping and teaching professionals, Social Work educators have an obligation to report child or senior neglect and/or abuse, as does the Social Worker in the practice setting (Meier & Long, 1998).

Professional ethics dictate that Social Work educators have a responsibility to not engage in any dual or multiple relationships with students where the risk of possible exploitation or potential harm to the student may arise (NASW, 1996; Meier & Long, 1998).

Students give permission within their Field Education application for the program to exchange their information with members of the field placement agency.

References:

Meier, M. & Long, D. (1998) "Student disclosures in social work education." *Journal of Baccalaureate Social Work*, 4 (1).

National Association of Social Workers. (2008) *Code of ethics*. Washington, D.C.: NASW.

2. ADMISSION TO THE SOCIAL WORK PROGRAM

Admission Policies and Procedures

Any student granted admission to the university may declare a Social Work major, but admission to Capital University DOES NOT automatically result in admission to the Social Work Program. To gain admittance, the student must complete an application to the Social Work Program, file two references with the Program Associate, maintain a 2.5 Grade Point Average, and arrange an interview with the appropriate Social Work Program faculty members. The purpose of this meeting will be to clarify the student's programmatic and personal goals, the expectations of the program, and to determine the goodness of fit between the student and the profession. Students may then be admitted to the program fully, conditionally, or rejected. Program admission will be predicated on the completion of SWK 100 or a transcript from a human service immersion experience (e.g., a successfully passed previous). Accepted students will be assigned a Social Work faculty member as an advisor, if one has not already been assigned. This advisor will provide academic advising and will be THE FIRST CONTACT PERSON for the student for any questions, concerns, or problems.

Admission Requirements for the BSW Program

The Bachelor of Social Work Program at Capital University has been developed to integrate a liberal arts foundation and specific social work prerequisites and major-only courses. This major is explicitly built upon a generalist social work practice model incorporating a strengths-oriented, problem-solving social systems perspective that considers the person-in-environment.

To ensure the selection of students who will represent the highest standards of professionalism, THIS ADMISSIONS PROCESS IS REQUIRED for each student intent on receiving a BSW.

To be fully accepted into the Social Work major, students must

1. Complete all prerequisite courses (or their equivalent), which provide knowledge and skills in biology, mathematics, psychology, and sociology.
2. Submit a completed application for the Social Work Program to the Program Associate.
3. Submit two references. One reference must be from an academic source, either a professor or a high school teacher who has taught the applicant. The second reference can be from a professional, an employer, a high school teacher, or another appropriate source that has extensive knowledge of the applicant. No relatives or personal friends please.
4. Have a cumulative GPA of 2.5 at the time of admission to the major and have a current transcript(s) on file with the university. Conditional status may be granted for a student with a GPA of 2.0 to 2.49 if a contract is agreed upon that the GPA will be increased to at least a 2.5 within a set time frame or be denied admission.

5. Complete an interview with an academic advisor, admissions committee, or other designated department representative(s).

General Advising Information

All students are assigned a faculty advisor upon enrollment at Capital University based upon information provided on each student's admission forms. Advisors are responsible for assisting students with their overall academic program planning, assisting with information and registration each semester, aiding any requests for requirement modifications, interpreting statements from the Course Bulletin, and understanding the requirements for the student's major(s). Additional student counseling services are also available and the advisor may refer academic needs to Peer Tutoring, Academic Success, or other tutoring aids.

Advising Information Specific to the BSW Program

Consistent with the academic advising procedures of the university, the basic academic advising goals within the Social Work Program aim to inform students of what courses are available within the Department and supporting areas, what courses they are required to take, and the amount of time and commitment needed in their study process. Students will be advised about alternatives and the possible consequences of their choices. The Social Work Program is not designed to limit a student's plan but rather to encourage individual program planning to meet each student's individual academic needs. In selecting their course load, students are encouraged to talk with the instructor(s) before the course is taken to assess whether the course objectives, assignments, and/or projects and that instructor's teaching style will meet the student's needs. Students who express interest in other academic fields are encouraged to take courses within that area and/or to consider a double major or an academic minor.

Advisors will be available to the student if requested but may also initiate contact with their assigned advisees to assist with possible problems that could interfere with their academic or fieldwork performance and educational or career planning. This advising role is designed to offer support and encouragement to the student. Each advisor has access through Web Advisor to their advisees' grade reports after the advisee's first semester and each subsequent final examination period. The Social Work faculty and the agency Field Instructors will be responsible for advising students about any educationally related community experiences through class announcements, brochures posted in the Social Work offices, memos circulated to students, and posters placed around campus. Seminars, conferences, institutes, workshops, community classes, and various job opportunities will also be brought to the students' attention.

All Social Work majors will have a Social Work faculty member assigned to them as an academic advisor and will be required to read this handbook and acknowledge their understanding of its content by signing and submitting the "Acknowledge of Receipt Form" located on page 28.

Policy for Changing Advisor within the BSW Program

If a student, an academic advisor, or the department desires to change a student's Social Work advisor to a different faculty advisor within the program, these steps must be followed:

1. Capital University's Major/Minor/Advisor Declaration Form must be completed; this form can be found at the Registrar office. The Advisor line should be checked in both the Delete and the Add boxes. The requested advisor's name and signature must be filled in; the student must also sign and date the form.
2. The form must be submitted to the Department Chair for review. Before signing the form, the Chair may request more information or a meeting with either or both the student and the advisor. If the change is approved, the Chair will sign the form and the student will turn it in to the Office of the Registrar.
3. Once the Office of the Registrar has processed the Declaration Form, the change is considered official. Note: Unless the advisor change has been processed by the Office of the Registrar, the new advisor does not have access to the student's information in WebAdvisor. Do not delay in turning in the form.

Timing

Students should contact the department at least one semester before declaring a Social Work major to ensure the best outcome. Courses build upon each other and are generally offered only once per academic year, this delays in scheduling the necessary courses and graduating may occur.

Decision

The Social Work Program will discuss a candidate's application and other documentation prior to, during, and after the application process. Faculty will consider many factors, such as academic functioning, motivation, commitment, experience, background, behavioral patterns, and the student's future goals. An additional interview with the Social Work Program faculty may be required.

Student will be allowed to schedule for major-only courses only after acceptance into the Social Work Program. If a student does not meet all the requirements for admission into the program, that student will be notified in writing. The student may either schedule a meeting with the Department Chair for reconsideration, or the student may be accepted conditionally pending the satisfactory completion of requirements.

If the student is not satisfied with the decision of the committee, the decision may be appealed through the Social Work Program Grievance Procedure and/or the University grievance procedure (See Capital University Student Handbook, current edition for academic year).

Full and Conditional Status

Full status will be granted when the student fulfills the admission and curriculum prerequisites and has successfully completed SWK or submitted a transcript from a human service immersion experience.

Conditional status occurs if a student fulfills the admission and curriculum prerequisites but has yet to complete SWK 100 or submit a transcript from a human service immersion experience. An example of the student's writing skills may also be required. This can be required to ensure the student and program faculty are comfortable with the goodness-of-fit and appropriateness of the student's choice of social work as a profession.

Good Standing

Good Standing occurs when a student works to complete the required major courses & social work prerequisites in a timely manner while maintaining a minimum GPA of 2.5. Students not meeting these requirements will be suspended, dismissed, or will engage in a remediation of any deficiencies. All Social Work students must

1. Earn a grade of "C" or better in each Social Work course and research courses (Soc Sci 210 and Soc Sci 220). All social work major prerequisite courses must be completed with a C or better. Note: If a student transfers a completed academic degree to Capital University and transcribed grades are lower than a C in social work or human services courses, research courses, or social science courses, the respective courses must be repeated.
2. Complete all required Social Work courses and maintain a minimum GPA of 2.5.

Probation

A student may be placed on probation for not fulfilling the program requirements or for not appropriately demonstrating the ethics detailed in the *NASW Code of Ethics*. The student will then develop a plan of remediation with the Social Work Program (see continuance) designed to remedy any deficiencies. This plan must be agreed upon by the student, his/her academic advisor, and the department chair, who will act as the primary source of evaluating the student's remediation efforts. Probation will only be lifted upon the completion of the plan of remediation.

Transfer Students

Applications for transfer admission will be considered based up the candidate's academic performance at each previous college attended, experience, background, behavioral patterns, future practice goals, and the goodness-of-fit with generalist social work. Completion of all Capital University admission procedures and the Department of Social Work admission requirements must occur. Transfer students will meet with a Social Work representative to clarify the department's

requirements, and they must be in Good Standing at their institution at the time of transfer or have graduated in Good Standing.

Transferring Credits to the Program

It is the policy of the Social Work Program to transfer credit for courses taken at another institution for certain Social Work courses and prerequisites, provided certain criteria are met:

1. *Transfer from an institution with a CSWE-accredited program*—Courses must be similar in content and credit value to those they replace, and the student must have earned a grade of "C" or above.
2. *Transfer from an institution with a non-accredited Social Work program*—Course syllabi, texts, examples of course work, qualifications of the instructor(s), and a course grade of "C" or higher will be reviewed to determine transferability. It is the student's responsibility to provide this information. **No transfer credit will be given for upper level (300/400) practice or policy courses when completed in a non-CSWE accredited program.**
3. Hours for a grade less than "C" will not transfer; however, when a student transfers in with a completed Associate's or higher degree, all coursework that the institution gave credit for will be transferred in per Capital University admissions policy (see Capital University Bulletin, current academic year, Transfer of Credit under Undergraduate Academic Policies, Regulations, and General Information). Refer to section: **Good Standing**, #4 above.
4. Orientation courses will not be accepted for transfer credit.
5. Non-credit courses earned at previous colleges or universities will not be accepted for transfer credit.
6. Transfer credit will not be allowed for the following practice and field instruction courses:
 - SWK 336 Human Behavior in Social Environment II
 - SWK 352 Contemporary Social Welfare Programs
 - SWK 353 Social Welfare Policy Analysis
 - SWK 370 Social Work Practice I
 - SWK 460 Social Work Practice II
 - SWK 461 Social Work Practice III
 - SWK 462 Senior Field Instruction I
 - SWK 463 Senior Field Seminar I
 - SWK 464 Senior Field Instruction II
 - SWK 465 Senior Field Seminar II
7. Grades for transfer courses are not recorded on the student's Capital University transcript. Consequently, a transfer student will establish a GPA from Capital University based solely on courses taken at this university. However, a transfer student must meet the requirements for continued enrollment, which correspond to the sum of the total transfer hours accepted and total hours attempted at this university. A cumulative total of 124 semester credit hours must be earned to receive the BSW degree. The student must satisfy all University Core and Social Work major requirements.
8. No credit toward Social Work requirements will be given to any student for life experience.

Readmission, Suspension, Dismissal, and Disqualification Overview

*Please see **Academic and Professional Standards section** for a detailed review of the standards and policies/procedures related to student academic and/or professional assessment, remediation, and processes for determination of outcome.*

A. Readmission to the Program

A student previously but no longer enrolled in the Social Work Program may be readmitted if that student is in good standing and has an overall GPA of 2.5 or above. Any student applying for readmission with an overall academic average of 2.0 but otherwise in good standing will be considered on an individual basis by the Social Work Program's admission committee. Questions regarding readmission to Capital University should be directed to the Registrar's Office.

B. Suspension/Dismissal

Social Work students are subject to the disciplinary rules and academic regulations governing all Capital University students, and they are responsible for knowing these rules and regulations. See the Capital University Bulletin and the Student Handbook for clarification. Violations of these rules and regulations may result in suspension or termination from the Social Work Program and/or suspension and dismissal from the university.

Students may confer with their academic advisor, the department chair, the Student Rights and Community Standards Office, the Dean of Students, or the Provost about any questions or concerns which may arise.

Social Work education requires continuous assessment of each student's performance. This evaluation includes objective appraisals of two areas: academic performance through the maintenance of a 2.5 overall GPA and the student's professional performance in both the classroom and during their fieldwork.

Continuation in the Social Work Program is contingent upon the positive ongoing evaluations of the student's grades by all appropriate faculty members, including professors, Field Instructors, and Faculty Field Liaisons; the showcasing of professional attributes; and the student's performance during simulated and real professional situations. A student may be placed on probation, suspended, or counseled out of the Social Work Program for deficiencies in any of the above that result in a failure to achieve the acceptable standards of performance.

C. Academic Disqualification

Should a student's cumulative GPA fall below 2.5, the student will be placed on academic probation in the Social Work Program for the following semester. During the probationary semester, the student may be allowed to enroll in Social Work courses. If at the end of the probationary semester the student's cumulative GPA remains less than 2.5, the student may be officially removed from the Social Work Program and the student will no longer be allowed to enroll in Social Work major-

only courses. The student may apply for readmission to the program only upon raising her/his cumulative GPA to 2.5 or higher.

If a student receives a final grade of "C-" or lower in a required Social Work major course, that student may be placed on academic probation in the Social Work Program. A grade below "C" does not fulfill the prerequisite for any subsequent required social work course; the student will be required to repeat the course. Since social work courses occur in a specified set sequence, a one-year delay of one may occur. All prerequisite Social Work courses must be completed prior to registration for the senior year Field Education. In the case of disputed grades, the procedures outlined in the Capital University Student Handbook must be properly followed.

D. University Disciplinary Disqualification

Capital University expects each student to accept and act in accordance with all university regulations. Failure to comply may subject the student to disciplinary action. Students are encouraged to familiarize themselves with the Code of Conduct and Judicial Procedures as outlined in the *Capital University Student Handbook*.

Social Work majors are also subject to all local, state, and national civil and criminal laws. A student may be suspended or terminated from the Social Work Program for violating these laws, rules, and regulations.

3. Academic and Professional Standards

Suitability for the Social Work profession

The Social Work profession deals with people's lives, which places a great value on the professional ethical framework. Social workers must have professional and personal integrity, as articulated in the *NASW Code of Ethics* included in this handbook, and must be willing and able to acquire the necessary knowledge and skills to maintain and follow these ethics in any possible situation. Faculty members must confer with the department chair and other faculty when they identify a prospective student with any of these characteristics missing or of issue. These concerns will be conveyed to the student, wherein the following process will be applied:

1. A review of the student's performance in each completed course, with a greater weight being applied to those courses of more significance to the practice of social work.
2. A review of the patterns within the student's academic performance (e.g., a poor start with increasingly better performance, consistently poor performance).
3. A review of the student's motivation to enter a professional social work practice in terms of an interest in people and any involvement in voluntary or paid helping activities. The student's general suitability for the field of practice and potential for future development will also be assessed in an ongoing fashion. Evidence will include the student's behavior, expression of feelings, and espousal of ideas that follow the NASW values and Code of Ethics.

4. The student may be asked to negotiate an individual educational contract to facilitate a demonstration of cognitive, affective, and behavioral capacities for social work practice and a continuation in the Social Work Program.
5. For students whose performance and aptitude have been determined to be unsatisfactory, counseling out of the Social Work Program will be, insofar as possible, the result of mutual evaluation; will occur early in the student's progress, if possible, to avoid any unnecessary delays in the student's completion of their studies; and should, whenever possible, precede any Field Education placement.

Areas of Concern

There are four areas of general concern in determining a student's unsuitability for the profession of social work:

1. A violation of the NASW Code of Ethics.
2. An unsatisfactory performance during the student's Field Education (e.g., absenteeism, a failure to complete assignments, a failure to follow instructions, or other patterns of unsuitable performance).
3. A failure to follow through on the faculty recommendations in relation to a conditional acceptance into the Social Work major.
4. A violation of Capital University's Code of Conduct, as cited in the *Capital University Student Handbook*.

The Program's expectations of professional and academic integrity, and the process whereby students are terminated from the program.

(Adapted: University of Denver Student Handbook, accessed 11/2019)

Introduction

Capital University is committed to a program of excellence; therefore, students formally admitted to our program must possess and demonstrate certain personal characteristics, abilities, competencies, and behaviors necessary for success in the Social Work Program. Students are expected to meet the standards listed below in the classroom, the university and larger community, and in their field internships, with or without ODS (Office of Disability Services) accommodations.

The following academic and professional expectations serve as a guide to everyday professional and ethical conduct for students at Capital University. The expectations describe skills and qualities needed to be both a successful student and social worker. Students are automatically moved forward to the next semester and should consider themselves as making satisfactory progress concerning these expectations unless they are informed otherwise. Student progress is evaluated in courses, the community and in field internship based on assignments, examinations and observations made by faculty members and internship instructors that evaluate knowledge, skills,

values/ethics, and professional behaviors of students. The criteria for student satisfactory progress are outlined below.

Academic and professional standards are explicitly stated in this section; fieldwork standards are explicitly stated in the Capital University Field Education Manual; and the Code of Ethics of the National Association of Social Workers (NASW) is the reference point for determining professional and ethical conduct of Capital students. Social work students are social workers and are to be held to the same standards of behavior as graduate professionals. In addition to the NASW Code of Ethics as a reference point, the following competencies and behaviors are necessary to successfully continue in the program. Any student who does not demonstrate competencies in one or more of the following areas will be evaluated through Capital University's and the BSW program's administrative structure, using procedural policies or may be terminated from the program.

Capital University does not discriminate on the basis of disability. It is the responsibility of the student with a disability, who believes they may need reasonable accommodations to meet any of the Academic and Professional Standards of Performance, to contact Capital University's Office of Disability Services (ODS) (614-236-6611 or email: disabilityservices@capital.edu). Early contact by admitted students with the ODS is strongly encouraged to ensure the timely provision of reasonable accommodations to both the classroom and field internship. Academic accommodations cannot be applied retroactively to previous quarters, assignments, exams, or field experiences.

Students must fulfill the following measures and standards of professionalism and academic integrity

Demonstrate capacity for academic success

- Maintain a minimum 2.5 Cumulative GPA
- Successfully complete required internship hours and demonstrate positive progress on the field competencies
- Successfully secure a field internship

Demonstrate Sensory Motor Abilities

- Have sufficient sensory motor abilities to attend and participate in classes and field internships.
- Be able to acquire, integrate, and apply knowledge through the use of their senses.
- Be able to navigate transportation to attend field and classroom requirements in a timely manner.

Demonstrate Cognitive Skills

- Demonstrate the ability to acquire knowledge and understanding using cognition, experience, and the senses, including short- and long-term memory necessary for the integration, deconstruction, synthesis and summary of new knowledge.
- Engage in class both verbally and in writing.
- Demonstrate honesty and integrity as prescribed in the National Association of Social Workers (NASW) Code of Ethics.
- Abide by the Capital University Code of Conduct (Student Handbook)
- Demonstrate understanding and professionally apply the NASW Code of Ethics in all interactions with clients, peers, staff, regular and adjunct faculty, field instructors, and all other members of the University community. Specifically, students must demonstrate that they meet the criteria of the following two sections of the NASW Code of Ethics (Section 4.05):
 - 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 professional responsibility.
 - 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 to workload, terminating practice, or taking any other steps necessary to protect clients and others.
- Demonstrate responsibility and dependability by meeting deadlines on assignments and projects, keeping appointments, and being responsive to clients, supervisors, faculty, staff, and peers.

Demonstrate Empathy

- Demonstrate respect in their interactions with clients and client systems, fellow students, faculty, staff, agency staff, and others.
- Communicate understanding and empathy for clients and their situations.

- Maintain appropriate professional boundaries with clients, supervisors, faculty, staff, and peers.
- Demonstrate balance in roles such that expectations defined in learning contracts across courses and Field Education are upheld.

Demonstrate Integrity

- Demonstrate personal and professional integrity in both the academic and field internship settings.
- Understand and practice academic honesty and fairness, and be willing and able to apply properly the rules of academic referencing and citation.
- Demonstrate a commitment to and skill in self-care and self-evaluation of practice.
- Adhere to the attendance policies of Capital University, the Social Work Program and Field Education.
- Disclose any final criminal conviction or plea arrangement resulting from the commission or alleged commission of a felony or crime of moral turpitude in any jurisdiction (except ones that have been “sealed”), discipline by a state licensing board, or legal system malpractice judgments prior to admission to the program and before being placed in a field internship.

Demonstrate Effective Interpersonal Communication Skills

- Demonstrate effective verbal, written and listening communication skills.
- Demonstrate the ability to express ideas clearly, listen objectively and communicate effectively at a graduate professional level, in both academic and field internship settings.
- Never use harmful or hateful language when communicating with clients, supervisors, staff, faculty and peers.
- Demonstrate Self-Awareness and Reflective Thinking
- Be willing to engage in reflective thinking by analyzing, evaluating and making judgments about what has happened in a given situation.
- Be able to clearly articulate beliefs, values, attitudes and feelings, and how past experiences affect thinking, behavior and interactions with others.
- Be responsive to evaluation, testing, feedback, and criticism with appropriate modification of behavior.
- Be willing and able to examine and change behaviors that interfere with student/client and other interpersonal relationships.

Process and Procedures for Concerns about Student Performance

The following process and procedures ensure a preventive and collaborative assessment process that identifies appropriate concerns in relation to the Academic and Professional Standards of Performance early and provides both support and guidance for the student's successful completion of the Capital University program. The process assures that each student maintains adequate progress in gaining the knowledge, skills, and professional behaviors required for graduation.

The identification, reporting, and resolution of an individual student concern in relation to the Academic and Professional Standards of Performance is necessary in order to maintain the integrity of the school's social work program and the integrity of the social work profession. All students, faculty, and staff have an obligation to report concerns they identify.

Concerns may be identified and reported in the following manners:

- A student may self-identify and self-report a concern to a faculty or staff member
- A fellow student may observe a concern with a student on or off campus and report the concern to a faculty or staff member
- An advisor, faculty member, staff, field supervisor, or field liaison, or other person may observe a concern with a student on or off campus and report it to an appropriate faculty or staff member

This is a discussion of the Four Step process followed when individual student concerns are identified in relation to the Academic and Professional Standards of Performance. Contact your advisor if you have any questions or need additional information about this process. Any concern may be escalated to a higher level at the discretion of the Dean of Students or Provost Office. It is important to note that often informal, direct conversations may resolve concerns. This process should be used when informal means of problem resolution have not been sufficient.

Step 1: Initial Meeting

If there is a concern presented to faculty or staff that a student is not meeting one of the academic or professional competencies outlined above, or if a student self-identifies a concern, an appropriate faculty or staff member should meet individually with the student to discuss the matter. If the student identifies a potential disability or asks for an accommodation, the faculty or staff member should refer the student directly to the Office of Disability Services. Field Education related concerns should follow the process outlined in the Capital University Field Education Manual.

[https://www.capital.edu/uploadedfiles/content/academics/adult_programs/ace_bachelors/field%20manual%202019f11\(1\).pdf](https://www.capital.edu/uploadedfiles/content/academics/adult_programs/ace_bachelors/field%20manual%202019f11(1).pdf)

All informal concerns and resolutions should be documented in writing by the faculty or staff who meets with the student, with a copy sent to all parties. If academic, behavioral, or ethical problems are not resolved informally to the satisfaction of all concerned, a faculty or staff member may initiate an intermediary discussion or a review of the student's performance at any time. If the student identifies any personal emotional or mental health concerns, the faculty or staff member will make a referral to the Associate Provost and Title IX and ADA Coordinator:

Jennifer Speakman, Ph.D., CRC
Assistant Provost and Title IX and ADA Coordinator
Capital University
Capital University Law School
Academic and Student Affairs
614.236.6611 (voice)
614.236.6971 (fax)

If the Capital University faculty or staff member assess there is an imminent or immediate risk that a student will harm themselves or others; call 911, then Public Safety at (614) 236-6666. Emails/communication may also include, Dean of Students, Assistant Provost, Social Work Program Chair, Social Work Director of Field Education, and the Academic Advisor. Other support services might be involved.

Step 2: Intermediary Discussion with Program Director and/or Field Director

If a student needs additional support than is offered in Step 1, or if there is a disruption in field or academic courses that warrant concern, the student will be referred for an Intermediary Discussion to consider strategies and explore additional supports and steps that may benefit the student. The meeting's purpose is to clarify expectations and identify action steps utilizing the **Action Plan** for the student to successfully continue in the program. Written documentation of the plan will be distributed to all parties and will be maintained in the Social Work Department. If issues persist, the student will be referred to Step 3: Student Review. The Intermediary Discussion is an attempt to address concerns before the need arises for a Student Review.

Step 3: Student Review Process and Procedures

Pursuant to the review process, Capital University Social Work program formally notifies a student in writing that they may not be performing successfully in relation to one or more of the academic and professional standards of performance. The review evaluates the student's performance, determines whether the student needs to remediate any concerns, and establishes a remediation plan. Students who earn a grade of D in Field Education will automatically result in a review. Adherence to the timeframes may be adjusted due to University closures including inclement weather and

holidays, and/or due to unforeseen circumstances related to the availability of key participants.

- Review Notification & Meeting Process

Whenever a faculty or staff member has a concern regarding a student's ability to meet the Academic and Professional Standards outlined above, and an informal resolution is not possible, the faculty or staff member shall immediately notify the Chair of the Social Work department. The Chair will then notify the student in writing within 10 business days that a Review has been scheduled. The notification may be distributed electronically per University Policy: Proof that communication has been sent to a student's official Capital email address is proof that it has been received.

- Within 10 business days of student notification, the Chair of the Department will gather a Review Committee to meet with the student. This Committee includes the student's advisor, Field Education Director, additional field team members (as appropriate), and other involved faculty to examine and understand the concern and develop a plan to address and remediate the concern. A Capital University staff member may also be present as a note taker but will not be an active participant in the meeting.
- The student may invite one support person to be present during the meeting.
- By doing so, the student understands that this support person will have access to those aspects of the student's educational record (protected by the Family Educational Rights and Privacy Act) that are presented as part of the meeting. If the student intends to bring a support person to the Review Committee, the student must complete and submit a "Release of Confidential Student Record Information" form to the Office of Academic Affairs at least 48 hours prior to the meeting.
- This is not a judicial proceeding, and therefore attorneys are not permitted to attend.
- The support person cannot be a current student in the BSW program.
- The chair of the social work department will chair the meeting.
- In the case of a field-related Review, the Field Education Director will be responsible Review.
- The note taker will record notes from the meeting.
- All members present will be given the opportunity to share their perspective related to the concern.
- If during the review hearing, a student discloses for the first time an issue that needs to be referred to Student Success or Disability

Services the chair, of the department will submit the referral and notify the student of the referral filing.

- If there is a perceived safety risk to campus personnel, Public Safety will be notified by the chair of the department or a designee.
- If the student does not attend the Review Committee meeting, the meeting will continue without the student and a decision will be made in the student's absence with the information available at that time. Non-attendance is not grounds for appeal.
- Directly following the meeting, the student and the student's support person, if any, will be excused, and the remaining participants will deliberate potential remediation plans.
- Outcomes for remediation plans may include, but are not limited to, the following:
 - no action needed
 - writing of a reflection paper
 - delayed field placement
 - recommendation to transfer out of the major
 - recommendation for termination from the program.

Based on the unique and particular circumstances of each Student Review, the Review Committee has the discretion to determine whatever outcome is most appropriate in the Committee's judgment.

- Remediation Plan from Review

Based on the deliberation, the chair of the department will compose a communication to the student within 10 business days of the Review meeting (unless extenuating circumstances delay the process) that summarizes the meeting and presents a remediation plan or indicates that no action is needed.

If a remediation plan is presented, the plan shall:

- a. Be in writing
- b. Specify the conditions the student must meet in order to continue in the program
- c. Specify any further actions that will be taken by Capital University related to the concerns that were expressed
- d. Specify the date by which the student must fulfill the requirements. Failure to complete the plan by this date or submit a request for an extension by this date will lead to termination.
 - i. The plan must allow for a reasonable period of time for remediation, depending on the activities outlined in the plan. The Chair of the department will monitor the remediation plan.
 - ii. The student can request in writing to the Chair of the department a new timeframe to meet the conditions based on any extenuating circumstances that arise during the remediation

plan. It is at the chair of the department's discretion to approve this request.

The Chair of the department will distribute copies of the remediation plan to the student, the advisor, and the Field Education Director. The Field Education Director will distribute copies to the field team members, as appropriate. If additional concerns arise before the remediation plan has been provided to the student, or during the remediation period, then the Review Committee will be re-convened to determine whether a new remediation plan should be developed or whether the concerns should be addressed in a termination hearing.

Note: If a student takes a leave of absence for any reason during the period of a remediation plan, the remediation plan will be reviewed and amended, if necessary, upon the student's return. If the absence exceeds one semester, the student will need to apply for readmission to Capital University. If readmitted to the university the student will need to reapply for formal admission to the BSW program.

Upon deliberation of the Review Committee, if it is decided that a reasonable remediation plan cannot be developed due to the nature of the concern, then the process for a termination will be initiated.

- **Progress During Remediation**

The Chair of the department shall notify a student who has an unresolved Review whether they may progress to the next semester on a probationary basis. A student will not be advanced to graduate if they are undergoing a Review or have not satisfied the terms of a remediation plan.

- **Final Determination of the Student Review Process**

Once all steps are completed and indicated on the student's record in terms of passing required courses and field internship, the student is returned to good academic standing and the remediation plan is considered complete. The student will be able to advance to graduate. If the student has questions about their status on this remediation plan, they are encouraged to contact the Chair of the department.

Step 4: Termination Hearing for university code/policy violation

A Termination Hearing is a formal process whereby the Provost Office and if applicable, the Chair of Academic Misconduct Committee notifies a student that they have not met Capital University's criteria for student progress as described above and therefore is recommending dismissal from the school. A Termination Hearing concerning a student's performance is held in the following situations:

- A faculty or staff member has knowledge of serious misconduct in violation of the National Association of Social Workers Code of Ethics;
- A student has been found responsible of a violation of the University's Student Handbook
- The Review Process and/or the required remediation plan has not lead to a satisfactory resolution of identified concerns.

Adherence to the timeframes may be adjusted due to University closures including inclement weather and holidays, and/or due to unforeseen circumstances related to the availability of key participants.

- Notification of Recommendation of Termination
 - The Chair of the department will compose a written notification of Recommendation of Termination and pending Termination Hearing (date to be determined) and send it to the student, the student's advisor or designee, Field Education Director. The notification shall be sent within 10 business days of:
 - the Review Committee's recommendation of termination hearing; or
 - the Chair of the Department having been notified of serious misconduct in violation of NASW Code of Ethics or a violation of the University's Student Handbook.

The notification will:

- Specify ways the student has not satisfied expectations related to the Academic and Professional Standards listed above;
- Summarize the process to be used by the Review Committee, once convened.
- Evaluation and Review Committee Appointment

The Chair of the department shall appoint a Review Committee to recommend whether or not the student should be terminated from the program. The Committee shall be appointed within 5 business days of the Chair receiving notice of recommendation of termination. The Committee shall consist of:

 - At least one faculty members (voting members) who have not had a faculty/student relationship with the student in the previous year.
 - Also attending the meeting shall be:
 - The faculty or staff member who initiated the termination process
 - The student's advisor
 - Field Education Director or representative
 - Additional relevant field representatives
 - The student

- The student may invite one person (a non-Capital student) who has specific knowledge of the student's behavior, which was cause for the hearing, to speak on their behalf. By doing so, the student understands that these people will have access to those aspects of the student's educational record (protected by the Family Educational Rights and Privacy Act) that are presented as part of the meeting. A student who intends to invite anyone to the hearing should complete and submit a "Release of Confidential Student Record Information" form to the Office of Academic Affairs at least 48 hours prior to the meeting. This is not a judicial proceeding and therefore attorneys will not be permitted to attend. If an attorney joins the meeting will automatically be cancelled.

- Notification of Termination Hearing Date

The Office of the Provost shall compose a written notification of the Termination Hearing date and send it to the student, the student's advisor, the Dean of Students, Social Work Department Chair, Director of Field Education, and Registrar. The hearing shall be scheduled to occur within 10 business days of Committee appointment and the notification of this date shall be sent within 5 business days of the Committee's appointment.

- Evaluation and Review Committee Process

The Review Committee shall review information from all relevant parties. The Committee shall hear the response of the student, hear from the person(s) speaking on behalf of the student, and discuss with the student's advisor and other relevant persons earlier attempts to resolve the problem. Outside documents pertinent to the hearing may be submitted by the student to the committee. At the conclusion of the discussion, all persons shall be asked to excuse themselves from the room except the voting members of the Review Committee to deliberate and determine which of the following outcomes will be recommended to the Chair of the Department:

 - In the case of a Review leading to a Termination Hearing, the student has provided satisfactory evidence that the remediation plan was completed and that the student therefore should not be terminated from the program and the review shall be considered remediated; or

- A return to the Review committee for further development of a remediation plan if it finds that procedural errors were made in the original Review Process; or
- The student's conduct did not warrant the recommendation of termination and therefore the student should not be terminated from the program and should be returned to good standing; or
- The student should be terminated from the program.

- Notification of Committee Recommendation

The Evaluation and Review Committee shall notify the Chair of the department of their recommendation.

The Chair of the department will then write a report that summarizes the termination hearing, decision(s), and rationale. The report will be delivered to the Office of the Provost within 5 business days of the meeting and copies will be sent to voting members of the Committee.

- Notification of Final Decision

The Chair of the department shall send written notification of their decision to the student within 5 business days of receiving the report of the Review Committee. A copy of the notification shall be sent to the Office of the Provost, Dean of Students, Field Education Director, the student's advisor, and Registrar.

- Procedures for Academic Grievances and Appeals
- The Academic Grievance Process for Capital University students in the "current student" page of the university website <https://www.capital.edu/complaints/>

4. STUDENTS RIGHTS AND RESPONSIBILITIES

Academic Integrity

Academic Integrity means all Capital students are expected to be honest in their academic endeavors and all work submitted for academic evaluation must be their own, unless an instructor permits certain types of collaboration. **Instructors are expected to make their class policy in this regard known at the beginning of every course, preferably in their syllabi.**

Citing Sources

There are four main justifications for properly citing sources:

1. Honesty—acknowledging that the works and/or ideas discussed are not originally yours and giving the appropriate credit to the originator of those works and/or ideas.
2. Guidance—enabling the interested reader to locate the information in question.
3. Evidence—providing support from other sources for your thoughts and ideas.
4. Critical Thinking—encouraging students to recognize the sources of their opinions.

Sources may include books, articles, pamphlets, films, television, radio programs, e-mail messages, interviews, videos, or speeches, both in the physical and virtual worlds. Conversations and information from lectures and textbooks must also be cited. Papers or other works prepared by the student for previous courses are actually classified as sources, and the student should check with that class's instructor about using such materials.

Citations must occur in two places: in the text when a specific idea or informational claim is stated and in the Bibliography found at the end of the paper or other work. In-text citations can be footnotes (appearing at the bottom of the page where the citation occurs), endnotes (all together at the end of the paper), or in parenthetical format (such as the American Psychological Association [APA] style). The APA parenthetical format is the preferred style of the Social Work Program and most professional Social Work journals. The requirement to cite each instance of each idea or informational claim entails that, if one uses a source with ideas or information on various pages (particularly if the information is not all in one continuous passage in the source), then she/he must include as many citations as there are passages referred to. Bibliographical citations must be alphabetized and follow the APA Bibliographic format.

Academic Misconduct

Academic Misconduct is any action or behavior that violates Academic Integrity. Below is a non-exhaustive list of the actions and behaviors that constitute academic misconduct and will subject a student to sanction:

A. Cheating

Cheating is the deliberate deception or misrepresentation of any information submitted on a paper, test, project or other assignment. Examples of cheating are

1. Copying from another student's work or test.
2. Allowing another student to copy your work or test.
3. Using material and/or notes not permitted by the instructor during an exam.
4. Collaborating on a test or project when not authorized to do so by the instructor.
5. Receiving, giving, or stealing parts of or an entire test that has already been given or has not yet been administered.
6. Substituting one student for another during an exam.

B. Fabrication

Fabrication is the use of "invented" information or falsifying research, data, or other findings with the intent to deceive. Examples of fabrication are

1. Citing information not taken from the indicated source.
2. Incorrectly documenting secondary source materials.
3. Listing sources in a bibliography not directly used in the academic exercise.
4. Submitting lab reports or clinical data that contain fictitious or falsified information, and/or concealing or distorting the true nature and origin function of such data.

C. Plagiarism

Plagiarism is submitting work that is not expressly one's own, or representing another's work as one's own. It can also occur when one forgets or neglects to cite. This negligence makes it appear that someone else's words or ideas are one's own (a type of fraud) and at the same time prevents interested readers from gaining access to the original sources. Many people either misunderstand or do not care to exercise the effort necessary to properly cite all quotations, paraphrases, informational claims, and concepts. While common knowledge does not have to be cited, one must be very careful about labeling something "common knowledge."

Examples of Plagiarism are

1. Quoting verbatim another person's work (published or unpublished) without citing the source.
2. Paraphrasing another person's idea(s), opinion(s), or theory(ies) without giving an in-text and Bibliographic citation.
3. Including facts, statistics, or other illustrative materials that are not common knowledge without citing the source. Students must clarify with their instructors the appropriate criteria for "common knowledge."
4. Submitting another person's term paper, essay test answer, computer program, or project as one's own.

Consequences of Academic Misconduct

Students and faculty have the responsibility to uphold Academic Integrity. Any student found violating the integrity of a class will be investigated by the instructor and may incur a penalty.

1st Offense If an instructor believes that a student is responsible for Academic Misconduct, she/he may assess any penalty up to and including an "F" in the course. The instructor must report the incident and actions taken to the department chair and the Provost. If a student is penalized by an instructor for Academic Misconduct and believes it to be unjustified, she/he may request the department chair or the Provost review the facts. If the the department chair or Provost believes there is merit in the student's appeal, she/he may suggest to the instructor that some other action be taken. However, the instructor makes the final decision as to the penalty imposed, which must then be reported to the department chair and the Provost indicating the action(s) taken.

2nd Offense When a second report of a student's Academic Misconduct is received by the academic dean, that student will be subject to disciplinary probation or dismissal from the university. This will follow the procedure as detailed in the *Capital University Student Handbook*.

Any student who believes that the Academic Integrity of a class has been violated by another student's actions is encouraged to bring this to the attention of the class instructor, who will investigate the allegation. A report will be filed with the academic dean unless the investigation leads to a penalty being imposed.

Student Rights and Procedures Regarding Grievances

A. Social Work Program

Within the Social Work Program, the following process has been established to allow students to resolve differences before engaging in the university grievance process.

- In cases where the student is deemed unsuitable for the Social Work major, the student has the following steps she/he can take:
 1. Submit *in writing* the reasons for disagreement with the removal action to the Chair of the Social Work Program and send a copy to the Provost if the unsuitability occurred for academic reasons or the Dean of Students for all other reasons.
 2. The Chair will confer with the program faculty and send a written response to the student and copies to the relevant university officials within seven (7) working days of receiving the student's written disagreement.
 3. If the student disagrees with this response, a meeting with the department and the Provost or Dean of Students will be scheduled. The student, the Social Work Program faculty, and the Provost or Dean may request additional documentation to be included in the final decision-making process. The Provost or Dean will make the final decision based .

4. If the student is not satisfied with this decision, she/he may follow the appeal process outlined in the *Capital University Student Handbook*.
- In cases where a student believes their rights have been infringed in some manner by an instructor, the student has the following steps she/he can take:
 1. The student will make all reasonable attempts to meet with the faculty member involved, and the faculty member will make available reasonable times to meet. This meeting's purpose will be to attempt a cordial resolution.
 2. If no resolution occurs, a meeting with the student, the involved faculty member, and the student's advisor will occur. In cases where the involved faculty member is also the student's advisor, Step 2 will be skipped.
 3. If no resolution occurs, the student, the involved faculty member, and the student's advisor will meet with the department chair.
 4. If no resolution occurs, the student, the involved faculty member, and all members of the Social Work Program will meet, discuss, and propose a resolution.
 5. If the student disagrees with the proposed resolution, then she/he can engage the university's grievance procedures, which can be found under "Conduct Processes" in *Capital University's Student Handbook*.
 - In cases where a grievance occurs during the student's Field Education or instruction, the student has the following steps she/he can take:
 1. The student will make all reasonable attempts to meet with the agency person involved and will notify her/his Field Instructor and Faculty Field Liaison/Seminar Instructor of said grievance.
 2. If no resolution occurs within the field agency, a meeting with the student, the involved agency person, the Field Instructor (if different from agency person), the student's Faculty Field Liaison/Seminar Instructor, and the Field Education Director will occur.
 3. If no resolution occurs, a meeting with the student, the student's Faculty Field Liaison/Seminar Instructor, the Field Education Director, and all members of the Social Work Program will occur to discuss the grievance and propose a resolution.
 4. If no resolution occurs or the student disagrees with the proposed resolution, then she/he can engage the university's grievance procedures, which can be found under "Conduct Processes" in *Capital University's Student Handbook*.

B. Capital University

Capital University has a formal grievance policy in place to facilitate the resolution of differences. Each student is responsible for understanding her/his rights and can access this policy in the *Capital University Student Handbook* for the current academic year, which can be found on the "Current Student" page of the university's website www.capital.edu.

5. GENERAL CONDUCT

Name and Pronoun Use in the Classroom

Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor your request to address you by an alternate name or gender pronoun. Please advise your instructor of your request early in the quarter so that they may make appropriate changes to language use in the classroom.

Gender Inclusive Communication Statement

At Capital University we encourage all students, staff, and faculty to use gender inclusive writing and speech and to avoid references to gender unless pronouns are known. Assuming a person's gender based on name or appearance can create communication that ignores essential aspects of one's identity. Whenever possible use gender neutral pronouns to include individuals whose gender is unknown or non-binary. For example, use "person" instead of "man or woman", say "they" instead of "he/she" and "you all" instead of "you guys" to ensure that our whole community is addressed in our communications. At GSSW we also encourage you to share your pronouns in your professional communications. For more information on why this matters, please visit <https://www.mypronouns.org/what-and-why>

Human Dignity Policy

The Department of Social Work is committed to ethical values regarding optimal function and the development of human potential. The faculty and staff members respect all persons regardless of race, color, national and ethnic origin, sexual orientation, religion, sex and gender, age, disability, veteran status, or any other characteristic. We realize that although acts of intolerance may be the result of ignorance and that a significant part of our mission is to confront ignorance with education, we cannot allow these acts to harm another person, and we are committed to the continual task of combating both subtle and obvious intolerance.

Non-Discrimination Policy

The Department reaffirms its long-standing philosophy of non-discrimination, non-harassment, and non-retaliation toward all persons and does not discriminate based upon race, religion, age, gender, nationality, ancestry, marital status, disability, sexual orientation, political orientation, or other identities. Federal and state law provide no clear or consistent definition of gender, therefore the Department defines female as any individual who self-identifies as a female, regardless of assigned sex at birth, expression, or perceived expression of gender, and male as any individual who self-identifies as a male, regardless of assigned sex at birth, expression, or perceived expression of gender. Any acts of discrimination, harassment, or retaliation will be taken seriously and properly investigated.

Sexual Harassment Policy

A. The Department of Social Work

In keeping with its mission statement and in compliance with the requirements of Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972 as amended, the Department of Social Work explicitly forbids and will not tolerate any conduct by employed personnel or by its students that is culpable under the generic legal term "sexual harassment." All allegations of misconduct will be taken seriously and properly investigated.

B. Capital University

The University is committed to ensuring a safe environment free from all forms of sex or gender-based harassment, discrimination, and sexual misconduct. All members of the University community, including students, faculty, staff, guests, and visitors, are expected to conduct themselves in a manner that does not infringe upon the rights of others. The University takes the position of zero tolerance for sex and gender-based misconduct. Zero tolerance means that when an allegation of misconduct is brought to an appropriate administrator's attention, protective and other remedial measures will be used to reasonably ensure that such conduct ends, is not repeated, and the effects on the individual whose rights have been violated as well as the effects on the community are remedied, including serious sanctions when a responding party is found to have violated this policy.

This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. This policy is intended to define community expectations and to establish a mechanism for determining when those expectations have been violated.

Capital University uses preponderance of the evidence (also known as "more likely than not") as the standard of proof to determine whether a violation of this policy occurred. Legal terms, such as "guilt," "innocence," and "burdens of proof" are not applicable, as individuals are either found "responsible" or "not responsible" for a violation of this policy and it is neither party's burden to prove their case. The University never assumes a responding party is in violation of the University policy. Rather, trained investigators conduct a thorough, neutral, and impartial investigation into the incident, and the totality of all available evidence and information from all relevant sources are considered before rendering a decision regarding responsibility.

The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment. Sexual misconduct, including sexual harassment, as defined in this policy is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972, which requires that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Sexual harassment is also prohibited under Title VII of the Civil Rights Act of 1964.

The University's Title IX Coordinator oversees compliance with all aspects of the sex or gender-based harassment, discrimination, and sexual misconduct policy. The Title IX Coordinator reports directly to the Provost and Vice President for Academic and Student Affairs. Title IX Deputy Coordinators support the Title IX Coordinator in compliance efforts. Members of the University community are encouraged to contact a member of the Title IX team if they have any questions regarding Title IX or this policy. Confidential and non-confidential reporting options are available and can be found in the *Capital University Student Handbook*.

7. SUMMARY

Acceptance into the Social Work Program allows students to develop a comprehensive liberal arts core (University Core coursework, or its equivalent) and add knowledge regarding specific human science fields (sociology, psychology, mathematics, and biology), broadening their understanding of the many factors working and interacting within human social systems. Students will develop awareness of special populations, oppression, discrimination, and how social systems work at both institutional and informal levels, as these affect human development and function. A focus on social work theoretical models, professional values, and generalist practice skills will help students integrate classroom knowledge with field experiences. Other majors or minors may be done concurrently; however, given the demands of the Social Work major, students need to carefully plan and choose these early in their academic career.

8. STUDENT OPPORTUNITIES

Students in the Social Work Program have opportunities to pursue areas of special interest. The Social Work faculty encourages all students to review these opportunities and supports all students becoming involved.

Independent Study (SWK 491)

Traditional Independent Study (SWK 491) course credit is initiated, planned, and carried out by the student with mentoring and direction given by the faculty supervisor sponsoring the work. For a tutorial Independent Study, the faculty supervisor gives greater assistance in planning and directing the student's project. The occurrence of meetings between the student and the faculty supervisor will depend upon the type of study desire, and can range from a few times per semester to weekly.

The student and faculty supervisor must consider and account for these guidelines when establishing an Independent Study Project:

1. The subject area and topic of the study.
2. The academic and personal background for the study.
3. The specific objectives of the study.
4. All procedures to be followed during the study.
5. What resources will be needed and used.
6. What types of evaluation will be used by the faculty supervisor to assess the student's performance.

Permission from the department chair will be required to register for any Individual/Independent Study credit. More information on the process and other specifics is available upon request.

No upper level courses within the major will be allowed for Independent Study. Any exception will only be considered with documentation of extreme department or student harm and an official petition to the chair with a required recommendation from the student's advisor. If the chair agrees and makes a recommendation for the exception, the final decision will occur only after a review and vote by the Social Work faculty.

Student Participation in Hiring Social Work Faculty

When a faculty position becomes available, Social Work students participate in the hiring process as members of the search committee. Students may interview the candidates as to qualifications, teaching experience, motivation, and teaching practices, thus providing the search committee with valuable information from their impressions of each candidate.

Program Assessments through Student Evaluations

A. Capital University

Capital University uses the standard IDEA Student Ratings System evaluation form each semester to provide formal assessments by students of courses and instructors. These forms are evaluated after each semester, and the feedback is integrated into reviewing and developing all Social Work courses and teaching. Informal evaluations also take place in the various discussions between Social Work faculty and students concerning classes and student progress, whether in meetings or casual conversation.

Professional Development and Employment Assistance

The Department of Social Work and Capital University's Career Development offer employment assistance and graduate school information to every student. This assistance can include, but is not limited to, help in writing resumes and cover letters, learning how to interview successfully, finding and attending graduate school and job fairs, asking for recommendation letters, and building job search skills. Career Development lists position vacancies and has many specific employment listings for social and human service agencies as well as information on graduate school and works with both current students and alumni.

During their Social Work Field Education, students will learn how to apply for the national social work licensure exam, search for jobs within the field, and prepare for employment. The department maintains an informal network with area agencies and alumni regarding job openings and employment opportunities that regularly links students with opportunities.

Student Social Work Association

The Student Social Work Association (SSWA) is a Capital University Student Government Association recognized student-run organization open to all Social Work majors and any student interested in social work. SSWA members participate in many community activities, often in collaboration with local social service agencies and other student organizations; these activities can include offering Thanksgiving and Christmas meals to individual families, working with the homeless, promoting used clothing drives, and raising hunger awareness. Members also participate in SSWA program activities such as accreditation site visits.

Honors and Awards

Student membership in Capital University's Upsilon Chapter of the Phi Alpha National Social Work Honor Society is open to students at the end of their first semester of their senior year that have achieved a **3.3 Overall GPA** and a **3.5 Social Work GPA**. The Social Work faculty will review student transcripts to determine eligibility. A spring banquet to recognize new members of the honor society will be held by the Social Work faculty in conjunction with the SSWA.

Undergraduate Scholarship Opportunities

Students can participate in numerous scholarly activities, often interconnected with the field of social work and supported by both faculty mentors and university funding. Capital annually showcases all forms of undergraduate research at the *Annual Symposium on Undergraduate Scholarship* held in April. Student have also presented at state and national professional meetings, including the Ohio College Association of Social Work Educators (OCASWE) annual conference, CSWE—Annual Program Meeting, and the Council on Undergraduate Research (CUR) annual nation conference.

9. ACKNOWLEDGEMENT OF RECEIPT & UNDERSTANDING

Student acknowledgement of receipt and responsibility to clarify and understand information in the Social Work Handbook

I acknowledge receiving my Social Work Student Handbook, and I acknowledge and accept the responsibility for clarifying and understanding all the information contained within it. If I need assistance, I will contact my advisor or the Social Work Program Associate at Capital University.

Date: _____

Student Name: _____
(Please print)

Student
Signature: _____

Advisor/Social Work
Faculty Signature: _____

Social Work students formally admitted into the program MUST have a Letter of Acceptance into the Social Work Program and a signed copy of this Acknowledgement of Receipt form on file in the Social Work office.

10. GENERAL STUDENT RESOURCES

The *Capital University Student Handbook* outlines the academic and general conduct expectations for all university students. The policies, procedures, and information in this document preserve and establish academic freedom and the free and open exchange of ideas and opinions for all members of Capital University.

Student resources can be found in the *Capital University Student Handbook* and on the "Current Student" page at www.capital.edu.

The social worker is expected to adhere to the National Association of Social Workers Code of Ethics for the protection of human subjects in research (www.nasw.org).

11. NASW CODE OF ETHICS

Approved by the 1996 NASW Delegate Assembly and [revised by the 2008 NASW Delegate Assembly](#).

Preamble

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

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

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

- service
- social justice

- dignity and worth of the person
- importance of human relationships
- integrity
- competence

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they

conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader

society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

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

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

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

1.07 Privacy and Confidentiality

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

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

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

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before

the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of

computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client.

Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become

involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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