



*Grand View University*  
*Social Work Student Handbook*

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## Grand View University

Grand View is a not-for-profit liberal arts university offering bachelor and master's degrees. It is a private institution affiliated with the Evangelical Lutheran Church in America. Founded in 1896 by Danish immigrants, Grand View has more than a century of focus on lifelong learning and emphasis on the "whole person," a perspective that dates from the principles of the Danish Folk School. Grand View has a diverse student body in a career-oriented, liberal arts-grounded curriculum.

The mission of Grand View is to engage, equip, and empower students to fulfill their individual potential and serve society. Grand View is committed to the development of the whole person – mind, body, and spirit – and to preparing students for successful careers and responsible citizenship both in their communities and in a diverse and changing world. Grand View offers a liberal arts education with goals that reflect the values and purpose of the social work profession.

## The Social Work Profession

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

-- From *Restoring Hope: The Power of Social Work*, NASW Annual Report 2011-20

## Career opportunities

Bachelor level social workers are qualified to practice as a generalist in a variety of settings, including public child welfare; behavioral, health, and mental health services; school settings; aging resources; juvenile justice; developmental disabilities; and substance abuse treatment. A student with a bachelor's degree in social work will have opportunities to practice with individuals of all ages, families, organizations, and communities.

## Licensing

The State of Iowa licenses social workers at three levels: LBSW (Licensed Bachelor of Social Work, LMSW (Licensed Master of Social Work), and LISW (Licensed Independent Social Worker). In order to obtain a license at the bachelor level, students apply for the Association of Social Work Boards basic level examination after completion of a Bachelor of Social Work (BSW) degree from a program accredited by the Council on Social Work Education. Grand View has received initial accreditation from the Council on Social Work Education.

## Code of Ethics

The National Association of Social Workers (NASW) Code of Ethics serves as a guide to the professional conduct to be displayed by social workers. The Code of Ethics provides information on the social work core values that inform practice, and consists of a summary of the profession's mission and core values and information on dealing with ethical issues and dilemmas in social work. Social workers are expected to understand and uphold the profession's code of ethics. Students are provided a copy of the NASW Code of Ethics (found in Appendix A) and will reference and apply aspects of the code throughout their coursework.

# **Social Work at Grand View University**

## **Mission of Social Work Program**

The Grand View social work program prepares the student for a generalist practice. According to the Council on Social Work Education, the accrediting body for social work educational programs, a

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (Educational Policy B2.2)

The Grand View University social work program mission is to develop professional social workers who will serve as “agents of change” among the individuals, families, communities and organizations that they serve. Students are educated in the art of professional social work practice; reflecting social work “practice wisdom”, theories and research. With a commitment to social justice, social work students learn the core competencies necessary to operate as transformational professional social workers. Graduates are dually prepared to contribute to the field at the generalist practice level and continue with advanced graduate education.

The Grand View social work program is shaped by the core values central to the social work profession, including; service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. Grand View University, as a liberal arts institution emphasizing “a rigorous education that prepares student for successful careers and inspired lives” provides a supportive context for social work values-based education.

Functioning as a model for social work practice, the social work student education at Grand View University is delivered using a strengths-based empowerment perspective. With emphasis on bridging social work research and practice, active learning opportunities present a comprehensive social work education and prepare students to enter the field as well-rounded social work professionals.

The social work program and faculty are committed to contributing to the professional field by way of teaching, scholarship and service. Faculty also mentor students in developing an ethical professional social work identity dedicated to constant learning in an ever-changing field. Graduates are prepared to think critically, respect diversity, and use multiple resources from scholarship and practice to empower clients to meet their goals.

## **Faculty**

The Grand View social work program ensures its faculty members meets the accreditation requirements identified by the Council on Social Work Education. The social work department consists of:

Cathy Beck-Cross, EdD (Drake University), MSW (University of Iowa), Associate Professor of Social Work, Social Work Program Director

Myke Selha, MSW (University of Iowa), Assistant Professor of Social Work, Field Education Director

Kimberlee Gregory, MSW (University of Iowa), Assistant Professor of Social Work

## **Equal Opportunity and Non-Discrimination**

The Grand View social work program does not unlawfully discriminate on the basis of race, religion, creed, color, sex, sexual orientation, gender identity, marital status, age, national origin, ancestry, disability, military status, or other classification protected by local, state, or federal law in applications for admission.

Grand View University is committed to providing for the needs of students who have disabilities under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and Amendments Act of 2008. It is the policy of Grand View that reasonable and appropriate services and support be made available for any student who, through a recent assessment, can document a disability.

## Plans of Study

The following is a typical plan of study for a **full-time freshman in the day program**.

Includes all courses required for the social work major, including prerequisites to application to the program (noted with \*).

<p style="text-align: center;"><b><u>FALL</u></b> <b>Year 1</b></p> <p><b>(15-16 credits)</b> LIBA 110-Core Seminar I (3 cr.) *SOCS 101-Introduction to Sociology (3 cr.) *PSYC 101-General Psychology (3 cr.) *ENGL 101-First Year Composition (3 cr.) <i>or</i> ENGL 220-Academic Writing for Multi-Lingual (4 cr.) <i>or</i> ENGL 252-Academic Writing (3 cr.) MATH 095-Intermediate Algebra (3 cr.) <i>or</i> MATH 105- Contemporary Mathematical Literacy (3 cr.)</p>	<p style="text-align: center;"><b><u>SPRING</u></b> <b>Year 1</b></p> <p><b>(15 credits)</b> *SWRK 101-Introduction to Social Work (3 cr.) SOCS/PSYC 310-Social Psychology (3 cr.) Domain course Domain course Elective</p>
<p style="text-align: center;"><b><u>FALL</u></b> <b>Year 2</b></p> <p><b>(16 credits)</b> SWRK 205-Human Behavior/Social Environment (3 cr.) SWRK 215-Practice/Theory/Methods I (3 cr.) PSYC 212-Human Development (4 cr.) Domain course Elective</p>	<p style="text-align: center;"><b><u>SPRING</u></b> <b>Year 2</b></p> <p><b>(15 credits)</b> SWRK 320-Practice/Theory/Methods II (3 cr.) SWRK 210-Cultural Competence (3 cr.) Math course, if needed, to prepare for statistics Domain course Elective</p>
<p style="text-align: center;"><b><u>FALL</u></b> <b>Year 3</b></p> <p><b>(15-16 credits)</b> SWRK 340-Practice/Theory/Methods III (3 cr.) MATH 241 (4 cr.) or PSYC 239-Statistics (3 cr.) LIBA 350-Core Seminar II (3 cr.) Domain course Elective</p>	<p style="text-align: center;"><b><u>SPRING</u></b> <b>Year 3</b></p> <p><b>(15 credits)</b> SWRK 405-Social Welfare Policy/Programs (3 cr.) POLS 350-Social Science Research Methods (3 cr.) Domain course Elective Elective</p>
<p style="text-align: center;"><b><u>FALL</u></b> <b>Year 4</b></p> <p><b>(15 credits)</b> SWRK 310-Mental Health/Wellness (3 cr.) SWRK 410-Social Work Research Project (3 cr.) Elective Elective Elective</p>	<p style="text-align: center;"><b><u>SPRING</u></b> <b>Year 4</b></p> <p><b>(12 credits)</b> SWRK 450-Social Work Field Education (10 cr.) SWRK 455-Senior Seminar (2 cr.)</p>

The following is a typical 2-year plan of study for a **transfer student in the day program**.  
Includes all courses required for the social work major, including prerequisites to application to the program (noted with \*).

<b>PRIOR TO GRAND VIEW ENROLLMENT</b>	<b>SPRING PRIOR TO GRAND VIEW ENROLLMENT</b>
*ENGL 101-First Year Composition (3 cr.) <i>or</i> ENGL 220-Academic Writing for Multi-Lingual (4 cr.) <i>or</i> ENGL 252-Academic Writing (3 cr.) *PSYC 101-General Psychology (3 cr.) *SOCS 101-Introduction to Sociology (3 cr.)	* <b>SWRK 101-Introduction to Social Work (3 cr.)</b> Math course, if needed, to prepare for statistics
<b>FALL</b> Year 1	<b>SPRING</b> Year 1
<b>SWRK 205-Human Behavior/Social Environment (3 cr.)</b> <b>SWRK 215-Practice/Theory/Methods I (3 cr.)</b> LIBA 350-Core Seminar II (3 cr.) MATH 241 (4 cr.) <i>or</i> PSYC 239-Statistics (3 cr.)	<b>SWRK 405-Social Welfare Policy/Programs (3 cr.)</b> <b>SWRK 320-Practice/Theory/Methods II (3 cr.)</b> <b>SWRK 210-Cultural Competence (3 cr.)</b> POLS/SOCS 350-Social Science Research Methods (3 cr.)
<b>FALL</b> Year 2	<b>SPRING</b> Year 2
<b>SWRK 340-Practice/Theory/Methods III (3 cr.)</b> <b>SWRK 310-Mental Health/Wellness (3 cr.)</b> <b>SWRK 410-Social Work Research Project (3 cr.)</b>	<b>SWRK 450-Social Work Field Education (10 cr.)</b> <b>SWRK 455-Senior Seminar (2 cr.)</b>

The following is a typical 2-year plan of study for a **transfer student in the evening program**.

Includes all courses required for the social work major. Does not include courses to be completed prior to application to the program: ENGL 101 *or* 220 *or* 252, PSYC 101, SOCS 101). Suggested domain or elective courses included in some terms. All social work blended courses offered on Monday evenings. B = Blended, O = Online.

<b>FALL YEAR 1</b>	
<i>Semester: 15 weeks</i>	
<b>*SWRK 101-Introduction to Social Work (3 cr.) (B) (Semester long)</b>	
<i>Session M1: 8 weeks</i> PSYC 212-Human Development (4 cr.) (O) LIBA 350-Core Seminar II (3 cr.) (B, O)	<i>Session M2: 8 weeks</i> PSYC/SOCS 310-Social Psychology (3 cr.) (O) <b>SWRK 310-Mental Health/Wellness (3 cr.) (O)</b>
<b>SPRING YEAR 1</b>	
<i>Session M3: 8 weeks</i> <b>SWRK 205-Human Behavior/Social Environment (3 cr.) (O)</b> Course as needed for domain or electives (3 cr.)	<i>Session M4: 8 weeks</i> <b>SWRK 320-Practice/Theory/Methods II (3 cr.) (B)</b> Course as needed for domain or electives (3 cr.)
<b>SUMMER YEAR 1</b>	
<i>Session M5: 8 weeks</i> PSYC 239-Statistics (3 cr.) (O) Course as needed for domain or electives (3 cr.)	<i>Session M6: 8 weeks</i> POLS 350-Social Science Research Methods (3 cr.) (O) Course as needed for domain or electives (3 cr.)
<b>FALL YEAR 2</b>	
<i>Session M1: 8 weeks</i> <b>*SWRK 340-Practice, Theory, and Methods III (3 cr.) (B)</b> Course as needed for domain or electives (3 cr.)	<i>Session M2: 8 weeks</i> <b>SWRK 210-Cultural Competence (3 cr.) (O)</b> Course as needed for domain or electives (3 cr.)
<b>SPRING YEAR 2</b>	
<i>Semester: 15 weeks (courses held on alternating Monday evenings)</i>	
<b>SWRK 405-Social Welfare Policy and Practice (3 cr.) (B)</b> <i>Session M3: 8 weeks</i> Course as needed for domain or electives (3 cr.)	<b>SWRK 410-Social Work Research Project (3 cr.) (B)</b> <i>Session M4: 8 weeks</i> SOCS 363-Domestic Violence <i>or</i> 364-Dysfunctional Family <i>or</i> 365-Divorce in America (1 cr.) (B)
<b>SUMMER YEAR 2</b>	
<b>SWRK 450-Field Education (10 cr.)</b>	<b>SWRK 455-Senior Seminar (2 cr.) (B)</b>

# Admission to the Grand View Social Work Program

## Application Process

The Grand View Social Work program will use specific criteria for admission to the program. Application after an introductory social work course will be through a formal and selective process. Provisional acceptance is made on a case-by-case basis.

The intent of the application process is to ensure prospective students have familiarity with the profession (through completion of SWRK 101-Introduction of Social Work) and faculty have the opportunity to observe or receive information about (if equivalent of SWRK 101 completed at a different institution) student ability in academic coursework and interpersonal competence. The following are criteria used to evaluate applications for admission to the major:

- Completion of SWRK 101 or equivalent, with a grade of C or better (DMACC transfer students may substitute a combination of HSV 109-Introduction to Human Services + HSV 804-Human Services Internship, and must provide a copy of the supervisory evaluation from the HSV 804 placement)
- Completion of SWRK 101 or equivalent, with a grade of C or better (DMACC transfer students may substitute a combination of HSV 109-Introduction to Human Services + HSV 804-Human Services Internship, and must provide a copy of the supervisory evaluation from the HSV 804 placement)
- Completion of 30 hours of Introductory Agency Exposure (or its equivalent, if SWRK 101 or its equivalent completed at a different institution), with score of at least 80% by the agency supervisor.
  - Students who completed the placement at DMACC (or other accredited higher education institution) may substitute the evaluation received by supervisor of placement for HSV 804 or other equivalent course.
  - The placement must be supervised by either a social worker with a BSW or MSW from a CSWE-accredited program or have oversight by DMACC (or other accredited higher education institution) faculty who have a BSW or MSW from a CSWE-accredited program.
  - Students who complete the equivalent of SWRK 101 at another institution, but not an embedded shadowing or internship experience, are expected to complete SWRK 105-Introductory Agency Exposure (1 credit) prior to acceptance into the program.
- Demonstration of suitability for the profession, as evidenced by:
  - Assessment of interpersonal relationships and performance in the Introductory Agency Exposure in SWRK 101, or DMACC HSV 804, or equivalent at another institution, as reported by the agency supervisor in the placement evaluation.
  - Average of at least 80% on the Professional Behavior Assessments related to professionalism in classroom behaviors completed during SWRK 101 (not required for students completing HSV 109 + HSV 804 or students completing the equivalent of SWRK 101 at another institution)
  - For students who complete the equivalent of SWRK 101 at another institution, the Instructor Recommendation Rubric, submitted as a part of the application to the program, may be used to inform "demonstration of suitability for the profession."
- Application for Social Work Major, Parts I, II, and III, to be submitted after successful completion of SWRK 101-Introduction to Social Work or equivalent
- Instructor recommendation from a faculty member other than the instructor of SWRK 101 at Grand View
- Successful personal interview at the discretion of Social Work faculty
- 2.5 GPA in all Grand View courses at time of application (may not be applicable for transfer students)
- 2.5 GPA in all required prerequisite courses, with a minimum of a C in each
- Students must self-report to their social work advisor if they have a criminal conviction or deferred judgment, or a record of dependent adult and/or child abuse. Faculty may require the student to sign a release of information to obtain additional information about the situation, if it is seen as impacting the student's ability to participate in academic activities or the field placement.

## Evaluation of Application for Admission and Notification of Decision

Students may apply for admission to the program in the term in which they will have completed SWRK 101 or equivalent and the additional required prerequisite courses, and will have at least sophomore standing upon starting

advanced social work courses. Accepted students may begin enrollment in advanced courses toward the major in the next term in which courses are available (plan of study varies depending on whether the student is completing coursework primarily during the day or evening).

Applications for the major are submitted through an online portal on the Grand View website, and reviewed by full-time social work faculty. Application scoring is based on a rubric reflecting the dimensions of *thoroughness*, *thoughtfulness of reflection*, *potential as a social work student*, and *quality of writing*.

Students are notified via email of the status of their application by December 15 (for applications received at the end of the fall term), by May 1 (for applications received at the end of the spring term), and by August 1 (for applications received at the end of the summer term). Students are also notified via U.S. mail of the status of their application, with the letter postmarked by the respective date of email notification for each term.

Students may be a) accepted, b) accepted provisionally, or c) not accepted.

- Students who are *accepted* may enroll in additional social work courses, beginning in the next term in which courses are offered.
- Students who are *accepted provisionally* are provided with information as to the reason for the decision as well as what the student needs to do to remediate the provisional status. Provisional acceptance would be granted for students for the following reasons:
  - Writing skills in need of remediation. The student is expected to enroll in and successfully complete (grade of C or better) ENGL 252-Academic Writing or ENGL 220-Academic Writing for Multi-Lingual Students II.
  - Professional Behavior Assessment scores between 70-79%. The student is expected to complete an interview with the Program Director and/or Field Education Director and develop a plan to improve the Professional Behavior Assessment score to 80% or greater in the next semester in which the student is enrolled in social work courses.
  - Grade point average below required 2.5. The student is expected to achieve the required grade point average within two semesters of provisional acceptance to the program.
  - Other concerns that may arise and reflect a need for an interview with the Program Director and/or Field Education Director.
- Students who are *not accepted* are provided reasons for the decision. Students who wish to file a grievance as to the admission decision may do so following the procedure discussed in the Social Work Student Handbook.

Students who apply for the Grand View social work program are evaluated on the following criteria:

Criteria	Evaluation Measure
Potential to successfully complete program coursework	<ul style="list-style-type: none"> <li>• Overall GPA</li> <li>• Grade in SWRK 101 (or equivalent) and required prerequisite courses</li> <li>• Instructor Recommendation Rubric from faculty member other than instructor for SWRK 101 or equivalent</li> </ul>
Demonstrated evidence of effective oral, written communication, and critical thinking skills	<ul style="list-style-type: none"> <li>• Social work application responses and essay</li> <li>• Instructor Recommendation Rubric from faculty member other than instructor for SWRK 101 or equivalent</li> <li>• Interview with social work faculty (discretionary)</li> </ul>
Demonstrated evidence of ability to form effective interpersonal relationships and willingness to continuously improve those skills in a variety of practice settings	<ul style="list-style-type: none"> <li>• Assessment of professional behavior during 30-hour Introductory Agency Exposure (or equivalent)</li> <li>• Social work application responses and essay</li> <li>• Interview with social work faculty (discretionary)</li> <li>• Average score on Professional Behavior Assessment completed during enrollment in SWRK 101 (not applicable for students who complete the equivalent of SWRK 101)</li> </ul>

Commitment to incorporation of diversity, social justice, and social work ethical principles to guide practice behaviors	<ul style="list-style-type: none"> <li>• Assessment of professional behavior during 30-hour Introductory Agency Exposure (or equivalent)</li> <li>• Social Work Application responses and essay</li> <li>• Interview with social work faculty (discretionary)</li> </ul>
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## Requirements to Remain in the Program

Upon acceptance to the major, the following are required for retention in the major:

- At least sophomore standing at time of enrollment in advanced social work courses.
- 2.5 GPA in all courses required for the major, with a minimum of a C in each. If a grade lower than C is earned in a course required for the major, the student has up to three terms to retake the course in order to remain in the major. The course must be retaken prior to graduation.
- Continued demonstration of suitability for the profession, as evidenced by
  - Adherence to the NASW Code of Ethics
  - Average score of at least 80% on Professional Behavior Assessment assessed in social work courses
  - Successful resolution of behavior concerns through use of Student Improvement Plan (see below, and Appendix C)
- Students have the responsibility to know and uphold the NASW Code of Ethics, and apply the code to all aspects of their educational process.
- In order to ensure strong working relationships with partner agencies, where students may complete classroom immersion activities (or the final field placement), students are expected to self-report to their social work advisor if they acquire, while in the program, a new criminal conviction or deferred judgment or a record of dependent adult and/or child abuse. Faculty may require the student sign a release of information to obtain additional information about the situation, if it is seen as impacting the student's ability to participate in academic activities or the field placement. Faculty who become aware of criminal convictions, deferred judgments, or founded allegations of abuse by a social work student may also require the student sign a release of information to obtain additional information about the situation, if it is seen as impacting the student's ability to participate in academic activities or the field placement.
- It is expected students will not use substances that impair judgment in the classroom or in academic activities. This includes use of illegal substances, un-prescribed drug use, and legal substances that impair judgment. Students who display indicators of substance use (e.g., slurred words, odor of substances, inability to focus) in classroom or academic activities will be seen as disruptive to the academic setting, and asked to leave the classroom/activity.
- Student behavior not consistent with program expectations and/or not reflective of the NASW Code of Conduct will be addressed in the following ways:
  - The student will first receive a written warning by the observing faculty member and/or student's advisor.
  - If the behavior continues, the student may be placed on a Student Improvement Plan. The plan is reviewed in a meeting with the student and social work faculty.
    1. The student and social work faculty must sign the plan in order to remain in the course. Refusal to sign the plan will result in a failing grade in the course. The student may provide written comments on the plan. The student and social work faculty members will receive a copy of the plan, with the original placed in the student's advising file.
    2. At the end of the contract time or the semester, the plan will be reviewed and resolution of the behavior will be documented. A copy of the plan with resolution will be provided to the student and family members, with the original placed in the student's advising file.
    3. A student may be on a Student Improvement Plan two (2) times while in the social work program. Placement on a Student Improvement Plan for a third time is grounds for dismissal from the social work program. The student would be notified of dismissal by the social work program director.

Although not required for retention in the program, students who intend to apply for advanced standing to an MSW program upon graduation should expect to maintain an overall 3.0 GPA. Students may either repeat courses or take additional coursework to improve their overall GPA. Students who wish to repeat a course in order to improve overall

GPA must follow university and financial aid parameters, detailed in the Grand View University Catalog, Repeating Coursework.

## **Transfer of Credits**

The Grand View Social Work program does not grant social work course or field experience credit, in whole or in part, for life experience or previous work experience. Transfer credits toward social work courses must be reviewed for acceptance toward required courses, have been completed within the last 10 years, completed with a C or higher, and accepted only from institutions with social work programs accredited by the Council on Social Work Education.

The Grand View University Catalog outlines policies and procedures for transfer of credits, found in the Admission section of the catalog. Policies and procedures are specific to the type of institution in which the credits to be transferred were obtained.

In accepting transfer credits from an accredited institution, Grand View University follows the Transfer Credit Practices published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). According to the AACRAO, the transfer of credit from one institution to another involves at least three considerations, which Grand View takes into consideration when evaluating transfer credit: 1) Educational quality of the learning experience; 2) the comparability of the nature, content, and level of the learning experience; and 3) the appropriateness and applicability of the learning experience to the programs offered at Grand View.

The social work program director, in conjunction with the department chair if separate from the program director, has the ultimate approval of transferability of the courses under examination. Official transcripts must be submitted from all institutions attended whether coursework was completed or not. Transcripts must be mailed directly from the originating institution to Grand View. The maximum number of transfer credits accepted from junior/community colleges is 75 semester credits. All transfer coursework is accepted at the course level from the originating institution.

The Grand View social work program will not recognize credit brought in from a non-accredited institution. Transfer credits toward Grand View social work courses (designated with a SWRK prefix) will only be considered from institutions whose social work programs are accredited by the Council on Social Work Education.

Students who have completed an equivalent to SWRK 101-Introduction to Social Work that does not include a 30-hour shadowing component may register for SWRK 105-Introductory Agency Exposure (1 cr.). Enrollment in SWRK 105 allows the student to complete the necessary 30 hours of the Introductory Agency Exposure shadowing experience.

## **Suspension or Removal from the Program**

Students enrolled in the Grand View Social Work program are expected to uphold a high standard of ethics in academic and practice (professional) settings. This includes, but is not limited to, upholding the academic code of conduct for the university, maintaining expectations of professional behavior, and adhering to the NASW Code of Ethics.

A student may be temporarily suspended or permanently dismissed from the social work program due to academic or professional performance related to:

1. Providing false, misleading or incomplete information during the application to the major.
2. Receiving a "D" or "F" twice in the same social work course and/or failing two different social work courses.
3. Inability to obtain a grade of C or better in a course required for the major within three terms of an original grade below a C.
4. Cumulative Grand View grade point below 2.5 for three (3) consecutive semesters.
5. Academic probation or suspension (see policy statement in the University Student Handbook).
6. Academic dishonesty per Grand View policy (see policy statement in the University Student Handbook).
7. Suspension for disciplinary reasons per Grand View policy (see policy statement in the University Student Handbook).
8. Unsatisfactory performance in the Introductory Agency Exposure in SWRK 101-Introduction to Social Work, as evidenced by earning 79% or less in evaluations completed by agency supervisor.
9. Professional behavior in the classroom, academic activities, or field education unresolved through Student Improvement Plans (see Plan, Appendix C).

10. Repeated violations of Student Handbook policies on substance use in classroom and/or academic activities (see Requirements to Remain in the Program).
11. Practice behavior not reflective of the NASW Code of Ethics (see Code, Appendix A).

Students dismissed from the program will receive the decision in writing from the Social Work Program Director, as well as the opportunity to have an exit interview with the Social Work Program Director and Field Education Director. Students who wish to appeal the decision may follow the appeal process described in the appeals section of this handbook.

## **Student Information**

### **Advising**

Students entering the university as freshmen are assigned a freshman advisor for the first year. Students who indicate an intent to major in social work are assigned to social work faculty, beginning in the second year. If students would prefer to change their social work academic advisor, the student may request a change through myView > Academics > Advising > Change of Advisor Request.

All Grand View University students are expected to meet with their academic advisor at least twice each semester. Advisors assist by providing guidance on selecting courses and development of an educational plan that satisfies degree requirements, and helping ensure the educational plan is consistent with the students' abilities and interests.

### **Appeals**

Every effort is made to provide students with information about how to ensure their academic, and future professional, success. If a student is dissatisfied with a decision related to academic performance, professional performance, or acceptance to the major, an appeal process may be utilized.

Information is provided at the start of each course to help support students' academic success. Syllabi are required to address the following areas of information in order to provide students with an understanding of how their academic performance will be evaluated:

- Instructional objectives for the course defined in student learning outcomes.
- A content outline for the course.
- The instructional procedures that will be followed.
- The instructional resources that will be used.
- An explanation of how instructional objectives will be assessed.
- A listing of course requirements.
- Resources necessary for learning, including texts or other print resources and technology.
- Student responsibilities toward earning their grade for the class, including information on course assignments, tips to be successful, and course policies regarding communication, assignment deadlines, submission of late assignments, extra credit, etc.
- Academic responsibility, honesty, and university code of integrity.

Students enrolled in the social work program who wish to file a grievance related to a course grade will follow the established procedures developed by Grand View University, described in both the Grand View Faculty Manual and the Grand View Student Handbook. Information from these handbooks form the basis for the following guidelines for when to appeal a course grade as well as steps to take.

Students may expect to receive a syllabus and have class conducted according to the syllabus guidelines. If these expectations have not been met by a member of the faculty, the student may take the following steps [in this order], and these steps must be initiated by the student:

- Meet with the course instructor to attempt to resolve the complaint.
- Request an appointment to discuss the matter with the appropriate department chair (if the instructor is the department chair, the student should skip to the next step).
- Request an appointment with the appropriate Dean.

- Make an appeal to the Provost and Vice President for Academic Affairs using the Academic Appeal form.

Parallel information is provided within the faculty manual as to the process students may take in order to file an appeal of a final course grade. The faculty manual provides additional detail as to the grievance process, including the role of the Academic Appeal Committee established by the Provost; hearing procedures when the disagreement/dispute cannot be resolved with the appropriate faculty member, department chair, or college dean; and process for ultimate resolution of the dispute. A process is available for students who wish to grieve a non-academic issue related to the social work program.

### **Application for Grievance**

- The student must file a letter of intent to file a grievance to the Social Work Program Director within 14 days of the incident. The letter is to be submitted via email to the Program Director to ensure verification of the submission date. Upon receipt of the letter, the student will receive a confirmation email from the Program Director.
- The student must complete the Statement of Grievance form (see Social Work Student Handbook, Appendix B). This form must be filed within 48 hours after the student receives email confirmation the Letter of Intent was received by the Social Work Program Director. The grievance form is to be submitted via email to the Program Director to ensure verification of the submission date. Upon receipt of the grievance form, the student will receive a confirmation email from the Program Director.

### **Grievance Committee**

- Committee members are selected to review the grievance. The purpose of the committee is to consider grievances related to admission, progression, or graduation in the social work program which a student considers not to have been satisfactorily resolved. The committee is to decide if the student has been treated fairly according to existing policies and procedures.
- The committee shall be composed of five members appointed at the time of the grievance: four faculty members (two social work faculty and two from the university at large) and one administrative (non-faculty) member. The two at-large members of the committee shall be chosen by the Social Work Program Director and the Social Work Field Education Director. If one or both of the social work faculty members is the subject of the grievance, the social work faculty member(s) will be replaced by the Department Chair and/or other member(s) of the department. Names of committee members will be held in confidence until the hearing.

### **Grievance Committee Responsibilities**

- The grievance hearing will be scheduled within seven (7) days after the grievance is initiated (e.g., Statement of Grievance form is received), and must be held within 30 days after the grievance is initiated.
- Members of the committee are objective data gatherers. If a committee member feels unable to give an unbiased judgment in regard to the case, that member should remove herself/himself from the proceedings.
- Committee members will be given a copy of the Statement of Grievance Form five (5) days prior to the meeting. Evidence may also be submitted to the Social Work Program Director five (5) days prior to the meeting, and will in turn be provided to committee members. If the Social Work Program Director is the subject of the grievance, evidence will be submitted to the Social Work Field Education Director. In the case that both social work faculty members are the subject of the grievance, evidence will be submitted to the Department Chair or other identified designee.

### **Grievance Hearing Process**

- The chairperson is selected by the committee. Time is allowed for the committee to review any new information provided by the student(s) or social work faculty. Discussion is limited to procedure during this time.
- Grievance committee hearings are closed. Open hearings may violate the confidentiality of the process. The proceedings are held in strict confidence. No attorneys or other legal representatives are allowed in the hearing. Witnesses may be called by both the student(s) and the social work program. Any witnesses must have direct knowledge of the circumstances of the alleged violation. The Chairperson may limit the number of witnesses.
- The chairperson will moderate the hearing, read the grievance at the start of the hearing, and will ensure due process is observed.

- The faculty member involved will present the social work program’s case, and may be questioned by the committee members. The student(s) will present statements relevant to the case, and may be questioned by the committee members. All matters upon which the decision is based must be introduced into evidence at the hearing, and the decision must be supported by the evidence.
- At the conclusion of data gathering, the committee will go into closed session for voting. Each member will submit one vote on the issue. The decision shall be decided by a majority vote through secret ballot. The considered opinion of the committee will be made in writing to the student, to the faculty involved, and to the Social Work Program Director immediately following the hearing. The opinion will include the decision, any specific action(s) for the student and/or faculty, and rationale for the final decision.
- Materials related to the proceeding will be kept with the Social Work Program Director for three (3) years after the committee meeting.

## **Appeal Process**

- Provision is made for “Right of Appeal” in which the student or faculty may request a hearing with the Provost/Vice President for Academic Affairs. This must be implemented within one week following the hearing. If at least one of the following conditions exists in the student’s or faculty’s judgment, an appeal may be initiated:
  1. New and significant evidence can be introduced that was unknown at the time of the hearing, and which may support the defense of the student(s)/faculty.
  2. There is reason to believe the verdict was not consistent with the seriousness of the violation.
  3. The student’s/faculty’s rights of due process were not observed during the hearing process.
- A written notice of appeal must be given to the Social Work Program Director and the Provost/Vice President of Academic Affairs. State in the letter:
  1. Nature of grievance
  2. Considered opinion of grievance committee
  3. Reason for appeal
- The hearing shall be held as soon as possible after the appeal is made.

## **Student Rights and Responsibilities**

(Excerpted from the Grand View Student Handbook)

Students have the right to free inquiry, expression and association. However, Grand View University insists that all such expressions be peaceful and orderly and conducted in a manner so as not to infringe upon the rights of others. Moreover, students must clearly indicate that they are speaking as individuals and not for Grand View University community. Students should be free from discrimination and harassment based on race, sex, sexual orientation, gender identity, age, color, national origin, religion, disability, marital status or family status. Students should be secure in their persons, living quarters, papers and effects. Students are protected against improper disclosure as provided for in the Family Education Rights and Privacy Act of 1974 (FERPA).

## **Student Academic Responsibilities**

Students are responsible for:

- Practicing high standards of academic and professional honesty and integrity.
- Respecting the rights, privileges and property of other members of the academic community and visitors to the campus.
- Refraining from any conduct that would interfere with University functions or endanger the health, welfare or safety of other persons.
- Following the reasonable directions of University personnel and maintaining an appropriate educational atmosphere in classes and laboratories.
- Complying with the rules, regulations, procedures, policies, standards of conduct and orders of Grand View University and its divisions and departments.

## **Student Professional Responsibilities**

In addition to the Grand View University student responsibilities, social work students are responsible for mastering

professional competencies related to generalist social work practice, as established by the Council on Social Work Education. The 9 core competencies are as follows:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

## **Student Engagement**

### **Social Work Club**

Students admitted to the social work program may elect to participate in a student-led Social Work Club, with oversight and assistance from social work faculty. Meeting times and activities of the club are determined by student membership and can include recognition of the profession through outreach and awareness, community service projects, and presentations by local social work practitioners.

### **Phi Alpha Honor Society**

Phi Alpha is an international honor society for social work students. Students with a GPA in the top 35% of their graduating class are invited to join during the semester in which the field placement is conducted. Induction occurs at the end of the term in which the field placement is completed, and membership allows the student to wear the society's honor cords for the graduation ceremony. Membership brings opportunities to compete for scholarships, present research at national conferences, and may provide preferential consideration when applying for jobs.

### **Student Participation in the Social Work Department**

The Grand View Social Work Advisory Council consists of local practitioners, a non-departmental faculty member, student representatives, and alumni. Advisory council members provide feedback on the structure of the social work program, discuss gaps within the profession, and identify field placement options. Student voice is important in the development of the social work program. During the hiring of the social work faculty, student feedback is solicited from students. While the final decision in hiring is made by the Provost, taking into consideration the recommendation of the Search Committee, student perspective provides valuable information to support the hiring decision.

# **Social Work Student Handbook Appendix A**

## **National Association of Social Workers Code of Ethics**

*As approved by the 2017 NASW Delegate Assembly*

### **Preamble**

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

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

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

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

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

### **Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

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

participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

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

## **Ethical Principles**

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

**Value:** *Service*

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

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

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

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

**Value:** *Dignity and Worth of the Person*

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

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

**Value:** *Importance of Human Relationships*

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

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

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

### **Ethical Standards**

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

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

## **1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

### **1.01 Commitment to Clients**

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

### **1.02 Self-Determination**

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

### **1.03 Informed Consent**

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

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

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

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

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

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

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

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

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

### **1.04 Competence**

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

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

### **1.06 Conflicts of Interest**

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.
- (e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

- (f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.
- (g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.
- (h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

### **1.07 Privacy and Confidentiality**

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

### **1.08 Access to Records**

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

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

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

### **1.09 Sexual Relationships**

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

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate

professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

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

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

### **1.14 Clients Who Lack Decision-Making Capacity**

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

### **1.15 Interruption of Services**

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

### **1.16 Referral for Services**

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

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

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

### **1.17 Termination of Services**

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

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

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

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

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

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

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### **2.01 Respect**

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in 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 well-being of clients.

### **2.02 Confidentiality**

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

### **2.03 Interdisciplinary Collaboration**

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

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

### **2.04 Disputes Involving Colleagues**

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

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

### **2.05 Consultation**

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

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

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

### **2.06 Sexual Relationships**

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

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

### **2.07 Sexual Harassment**

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

### **2.08 Impairment of Colleagues**

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

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

### **2.09 Incompetence of Colleagues**

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

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

### **2.10 Unethical Conduct of Colleagues**

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

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

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

### **3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

#### **3.01 Supervision and Consultation**

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

#### **3.02 Education and Training**

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

#### **3.03 Performance Evaluation**

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

#### **3.04 Client Records**

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

#### **3.05 Billing**

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

### **3.06 Client Transfer**

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

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

### **3.07 Administration**

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

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

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

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

### **3.08 Continuing Education and Staff Development**

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

### **3.09 Commitments to Employers**

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

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

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

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

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

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

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

### **3.10 Labor-Management Disputes**

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

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

#### **4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

##### **4.01 Competence**

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

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

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

##### **4.02 Discrimination**

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

##### **4.03 Private Conduct**

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

##### **4.04 Dishonesty, Fraud, and Deception**

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

##### **4.05 Impairment**

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

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

##### **4.06 Misrepresentation**

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

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

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

#### **4.07 Solicitations**

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

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

#### **4.08 Acknowledging Credit**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

### **6.04 Social and Political Action**

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

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

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for

difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

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

**Social Work Student Handbook Appendix B**

**Social Work Grievance Form**

**Grand View University**

**Grievance to Social Work Program**

I, \_\_\_\_\_, wish to file a grievance on this date \_\_\_\_\_, to be heard by the Student Grievance Committee.

My grievance is directed against the following person(s) or decision(s):

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The issue(s) I wish resolved is (are):

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A full and concise statement of my grievance is attached, as well as the question(s) and/or issue(s) I wish resolved.

Signature\_\_\_\_\_

Date\_\_\_\_\_

**Social Work Student Handbook Appendix C**  
**Student Improvement Plan**

**Grand View University Social Work Program**  
**Student Improvement Plan**

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of initial written warning from faculty about behavior: \_\_\_\_\_

Faculty member submitting initial written warning: \_\_\_\_\_

Behavior in need of improvement:

*List goals and activities the student will initiate to improve behavior. Include skill development and changes needed to meet behavior expectations.*

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Expected results:

*List measurements for results where possible.*

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Date for student and faculty to review progress: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_