

# **Bachelor of Social Work Student Handbook**

**2016 - 2017**

Department of Social Work  
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Department Website - [http://www.olc.edu/departments/social\\_work.htm](http://www.olc.edu/departments/social_work.htm)

Oglala Lakota College  
Department of Social Work BSW Student Handbook

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## Section I

### Social Work Overview

Social Work originated in the late 1800's as a means to address the problems industrialization and urbanization created for poor and immigrant families. It both served to improve living conditions for families and engage in social control of the teeming masses, which during the depression of 1893 – 1897 were known as the “dangerous classes.” Modern social work education is committed to critically examine how social work is a vehicle of social control, how it reproduces economic and social inequality. The intent to of modern social work is to help create a more just world.

The social work profession is committed to serving vulnerable populations in three ways. The first is by working directly with specific individuals, families, groups, organizations and communities that in some degree have economic and social resources withheld from them.

The second professional commitment seeks to provide clients with access to economic resources; food, fuel, shelter, clothing, transportation, education and wellness care. This commitment depends on its practitioners learning early how to identify and work with the people that can help provide economic resources.

The third professional commitment is to provide access to the opportunity to become part of satisfying relationships within the larger social and cultural frameworks that nurture them; Tiwahe and Tiyospaye, organizations, neighborhoods, community and the tribe. This commitment depends on its practitioners learning very early how to promote change within the system to better serve their clients and others in the community.

Based in the larger worldview of Lakota culture, OLC social work students will begin to develop a sense of professional self. They will learn social work's values and ethics, skills, and research/theory based knowledge and how to critique their application.

Career opportunities are available to social workers in a wide variety of tribal, state, and federal agencies including hospitals, mental health centers, schools, adolescent treatment facilities, child care centers, nursing homes, substance abuse treatment centers, public assistance agencies, probation and parole offices, correctional centers, community action agencies, and research facilities, to name a few.

#### Department of Social Work Accreditation

The Department of Social Work at the Oglala Lakota College offers the bachelors (BSW) degree in social work. The BSW program was accredited in June 2010 for four years by the Council on Social Work Education. The Council's Educational Policy and Accreditation Standards (EPAS, [www.cswe.org](http://www.cswe.org)) guided formation of the program. As part of the Department's efforts to earn re-affirmation of accreditation, we have adopted the 2008 standards that has us organize the curriculum according to 10 competencies and 41 practice behaviors. These are listed below.

## ***Oglala Lakota College Vision/Mission Statement***

In the exercise of our primary mission to teach and educate students, we seek to provide academic and co-curricular opportunities that will enhance Lakota life.

### ***Vision Statement of the Department of Social Work***

In line with the OLC vision, the Department of Social Work seeks to educate students to be part of social change processes that more equitably distribute scarce economic and social resources as part of making life better for members of the Oglala Lakota People on the Pine Ridge Reservation.

### ***Mission Statement of the Department of Social Work***

The Department of Social Work's mission is to facilitate students to develop the necessary ethics, skills and knowledge to (1) enter beginning professional social work practice, and (2) over time move into leadership roles within tribal, state, and federal organizations that focus on the health and well-being of the Lakota people.

### ***BSW Program Goals***

- 1) Based in Lakota culture and a liberal arts perspective, prepare entry-level baccalaureate social workers for generalist practice in a multicultural context that is rooted in knowledge and skills for understanding and solving complex social problems;
- 2) To educate students to integrate Lakota and diverse cultures as part of professional practice;
- 3) To educate students to use professional values, skills and knowledge to alleviate poverty, oppression, and discrimination while at the same time promoting wellness, health and social and economic justice for the Lakota people;
- 4) Educate students to expect to move into practice and policy leadership positions within educational, health, business and social welfare agencies on the Pine Ridge Reservation and surrounding area;
- 5) Offer a curriculum that is at the forefront of the new and changing knowledge base of social work education;
- 6) Infuse knowledge and practice of social work's value base and ethical principles in accordance with the National Association of Social Workers (NASW) *Code of Ethics* into every course within the curriculum;
- 7) Encourage faculty, students and graduates to engage in research and/or community development activities;

### ***BSW Program Competencies***

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and

skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies and accompanying practice behaviors are listed below. At the end of a student's time in the social work program, s/he will be able to demonstrate mastery of all 41 practice behaviors.

**Competency 1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

1. Advocate for client access to the services of social work;
2. Practice personal reflection and self-correction to assure continual professional development;
3. Attend to professional roles and boundaries;
4. Demonstrate professional demeanor in behavior, appearance, and communication;
5. Engage in career-long learning; and
6. Use supervision and consultation.

**Competency 2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

7. Recognize and manage personal values in a way that allows professional values to guide practice;
8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles tolerate ambiguity in resolving ethical conflicts; and
9. Apply strategies of ethical reasoning to arrive at principled decisions.

**Competency 3—Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

10. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
11. Analyze models of assessment, prevention, intervention, and evaluation; and
12. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Competency 4—Engage diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty,

marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

**Competency 5—Advance human rights and social and economic justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

17. Understand the forms and mechanisms of oppression and discrimination;
18. Advocate for human rights and social and economic justice; and
19. Engage in practices that advance social and economic justice.

**Competency 6—Engage in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

20. Use practice experience to inform scientific inquiry and
21. Use research evidence to inform practice.

**Competency 7—Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

22. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
23. Critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

24. Analyze, formulate, and advocate for policies that advance social well-being; and

25. Collaborate with colleagues and clients for effective policy action.

**Competency 9—Respond to contexts that shape practice.** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- 26. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- 27. Provide leadership in promoting sustainable changes in service delivery and
- 28. Practice to improve the quality of social services.

**Competency 10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**10(a)—Engagement.** Social workers

- 29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- 30. Use empathy and other interpersonal skills; and
- 31. Develop a mutually agreed-on focus of work and desired outcomes.

**10(b)—Assessment.** Social workers

- 32. Collect, organize, and interpret client data;
- 33. Assess client strengths and limitations;
- 34. Develop mutually agreed-on intervention goals and objectives; and
- 35. Select appropriate intervention strategies.

**10(c)—Intervention.** Social workers

- 36. Initiate actions to achieve organizational goals;
- 37. Implement prevention interventions that enhance client capacities;
- 38. Help clients resolve problems;
- 39. Negotiate, mediate, and advocate for clients; and
- 40. Facilitate transitions and endings.

**10(d)—Evaluation**

- 41. Social workers critically analyze, monitor, and evaluate interventions.

## Section II Curriculum

### The Lakota Beliefs and Values

<i>Wacante Oganake</i>	To help, to share, to give, to be generous.
<i>Wowausila</i>	To be compassionate
<i>Wowauonihan</i>	To respect and honor
<i>Wowacintanka</i>	To be patient & tolerant.
<i>Wowahwala</i>	To be humble and to seek humility.
<i>Woohitike</i>	To be guided by ones principles, disciplined, brave, & courageous
<i>Woksape</i>	Understanding and wisdom.

A core theme in the Lakota way of life is that of “right action.” Right action is based in you taking personal responsibility for maintaining and deepening *Wo`Lakota*.

### ***The BSW Curriculum***

The Bachelor of Social Work curriculum is grounded in Lakota culture and the liberal arts. The curriculum further assumes the principles of the generalist model as described above. It also is based in the strengths perspective and the empowerment practice model. The generalist practitioner operates within the ethical guidelines prescribed by the *NASW Code of Ethics* (Appendix A). Practice methods (some form of assessment, intervention and evaluation) within all sized systems (individuals, families, groups, organizations, communities and institutions) are grounded in the generalist model. The generalist model provides the student with the opportunity to identify multiple, usually interrelated, potential points for intervention. The concepts of generalist practice guide the curriculum plan (i.e., course content and the order in which courses are taken) and student learning objectives for the BSW program.

The BSW curriculum prepares students for the mastery of the 41 practice behaviors and the 10 competencies they make up. These practice behaviors are taught in the following eight curriculum areas:

1. Values and ethics (the *Woope Sakowin* & *NASW Code of Ethics*)
2. Diversity
3. Populations-at-risk and social and economic justice
4. Human behavior and the social environment
5. Social welfare policy and services
6. Social work practice
7. Research
8. Field education

Social work courses combine theory with practice to prepare graduates for entry-level generalist practice, for continuing their education at the graduate level, or both.

The curriculum is organized by sequences:



1. Human behavior and the social environment (HBSE)
2. Social work generalist practice methods
3. Social policy
4. Social work research
5. Field practicum

The following content areas are infused throughout the curriculum.

1. Ethics and Values based In Lakota Culture and the NASW *Code of Ethics*
2. Knowledge of populations-at-risk on the reservation and the region
3. Knowledge about diversity and difference
4. Knowledge of social and economic justice

Theories about development across the lifespan in different system levels are presented in the HBSE course, while practice skills based on those and more general theories are taught in the four generalist practice methods courses. The policy sequence provides content about traditional social welfare history, the interaction between policy focusing on Native peoples and the people themselves, and a policy practice component. Culturally sensitive social work research is essential for a number of reasons: it increases the capacity of a social worker to think critically, provides social workers with skills in evaluating the quality of research, its cultural appropriateness, its application to their own practice, and prepares them to evaluate the efficacy of their own and of their organization's practice. Electives in such areas as child welfare, aging, diversity, disabilities, health care, and Lakota mental health allow students to expand their knowledge in specific fields of practice. Students integrate knowledge from all college work in their capstone course, the 450-hour field practicum.

The total degree program requires acceptance into the BSW program as an advanced major and the successful completion of 120 credit hours. The social work major requires 45 credits of social work courses (see Appendix B: Program Check sheet). Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum or for courses in the professional foundation areas specified in the EPAS. Social Work credit earned at a school accredited by the Council on Social Work Education is reviewed and evaluated by the BSW Program Coordinator for transferability. No social work credit is given for credits earned at a non-accredited school.

In addition to the social work courses, the required curriculum includes a substantial liberal arts and science, as well as Lakota Studies component. Students take courses in English, political science, biology, mathematics and statistics, humanities, fine arts and general elective courses to enhance their preparation as a social work practitioner. Writing skills are emphasized throughout the curriculum. All written work submitted to the Department of Social Work shall follow the format of the *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.)

### Section III Students

#### *Tracking and Advanced Majors*

Initially, students who declare social work as a major are designated as *Tracking Majors*. In the weeks prior to completing the Introduction to Social Work course during the spring semester of a student's sophomore year, the student must apply for admission to *Advanced Major* in order to continue taking Social Work courses.

#### *Application for Advanced Major*

Social work students must meet the following criteria to be accepted as an Advanced Major.

1. Students must earn a minimum grade point average (GPA) of 2.50 on all OLC course work as well as all course work completed at other academic institutions.
2. Students must have most of their non-social work courses completed prior to being admitted to the advanced major.
3. Students must earn a grade of C or higher in SOWK 203.
4. Students must adhere to the NASW Code of Ethics.
5. Students cannot exhibit behavior that will infringe on the student's present or future ability to fulfill professional responsibilities as a social work professional.
6. Students cannot have documented instances of academic dishonesty on their records.
7. Criminal conviction(s) may result in rejection of the candidate.

The student should begin working with the Sowk 203 instructor during the spring semester. Qualified students should submit the application for Advanced Major to the BSW Program Director by the 13th week of the spring semester in which Sowk 203 is being taken.

#### Application procedure

- a) Applications are submitted electronically to the social work chair.
- b) The full faculty reviews each application to determine acceptance or not into the major.
- c) Students are notified by email by the department chairperson whether they have been accepted into the advanced major or not. If a student is not accepted, the notification will state the reasons for said decision.
- d) A student may appeal the decision per section, "Grievance Regarding Advanced Major."

If a student meets the seven criteria above, the BSW Department Chairperson will notify students that have been accepted as an Advanced Major. If any of the seven criteria are not met, the Director will so notify the student. This decision may be appealed, a plan to address how to meet the criteria not met, and the Program director will consult with the social work faculty and notify the student of their decision.

**Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum or for courses in the professional foundation areas specified in the EPAS.**

The social work major is offered as a sequence of courses that take two years to complete. A full-time student takes a Methods course in each of the four semesters of the junior and senior year. HBSE or PSY 103 is taken in the spring of the junior year. The social work elective is taken in the fall of the junior year. Social welfare and social work history is taken in the spring of the junior year. Introduction to Research and Evaluation is taken during the fall of the senior year. The Research Project is conducted in the spring of the senior year. The practicum is taken in both fall and spring semesters of the senior year.

Part-time programs of study can easily be constructed. Contact the department chair for the particulars of part-time completion of the BSW.

Advanced Major Application -  
[http://warehouse.olc.edu/local\\_links/socialwork/docs/application\\_for\\_advanced\\_major\\_status\\_spring\\_2016.pdf](http://warehouse.olc.edu/local_links/socialwork/docs/application_for_advanced_major_status_spring_2016.pdf)

### ***Policy for Students with Criminal Records***

A student who has been convicted of a criminal act, other than a minor traffic violation, must so note on the application to the advanced major. In some cases, the student will be asked to submit the following material to the BSW committee for consideration:

1. A detailed description, in writing, of the conviction, including the date, circumstances, sentence, and efforts to remediate behavior for each conviction;
2. If the conviction includes acts of violence the student must include a copy of the law enforcement report and a copy of the dispositional order;
3. If the student is on probation or parole, s/he must obtain a letter from the supervising office stating the disposition of the probation or parole status of the student. Note that a student ***may not*** enter the practicum while on probation or parole, or while being tried for a crime other than a minor traffic violation.

The BSW Committee will consider this information along with the student's application and make a determination about admission to advanced major. The student will be notified within 10 days following the BSW committee meeting to consider advanced major applications.

Students should be aware that most agencies require a background check prior to accepting a student for placement. A student's criminal background may disqualify him/her from a field placement and/or from licensure in the state of South Dakota. Individual agency policies will determine eligibility based upon criminal background. In some instances, it may not be possible to find an approved placement willing to accept the student. While the Field Coordinator will make a good faith effort to locate a field placement, in the event that a placement agency cannot be found, the student will be unable to complete the BSW degree.

As the Field Coordinator is familiar with agency policies, students with a criminal background are encouraged to discuss this with the Field Coordinator early in their studies to determine the likelihood of locating a suitable field placement.

### ***Grievance Regarding Advanced Major***

Students not accepted as Advanced Majors may appeal the Department's decision if they think the decision was fundamentally unfair - based on arbitrary or capricious consideration. To grieve a decision, the student will follow the Department's grievance policy below. If dissatisfied at this point, the student may pursue the Oglala Lakota College grievance procedures (see Appendix D; OLC Guidelines for Student Appeals).

### ***Student Rights and Responsibilities***

The OLC Policy and Procedure Manual lays out student rights and responsibilities. This is found in Section 86-100 and [http://www.olc.edu/local\\_links/policymanual/Section\\_80-89/86-000.php](http://www.olc.edu/local_links/policymanual/Section_80-89/86-000.php).

## STUDENT RIGHTS AND RESPONSIBILITIES

### ***Rights***

Students at Oglala Lakota College have the right to the highest quality education possible and to a fair and just treatment by all departments of this college. Students' records and transcripts are confidential. Students have the right to a timely and accurate financial statement and billing.

Students are to be treated with respect and to be fairly graded. Students can participate in the governance of OLC by active involvement in their local student organization and boards, Piya Wiconi Okolakiciye and may visit any College Board meetings. Students have the right to appeal any actions against them through the grievance procedures outlined in the policy manual.

Any social work major has the right to attend faculty meetings and participate in discussions there within except discussions of personnel matters.

At the end of each academic year students will meet with one or more faculty to discuss policies and procedures laid out in the BSW Student Handbook. This opportunity will occur in two sites – one at a College Center on the Pine Ridge Reservation and the other at the He Sapa College Center in Rapid City. Critiques and recommendations will become part of the next faculty meeting agenda and any action taken as a consequence of said critiques and recommendations will be made part of departmental policy and procedures as laid out in the BSW Student Handbook.

### ***Responsibilities***

Oglala Lakota College is obligated to provide students with the best possible environment, instructors, curriculum and resources for your education. However, the responsibility for the quality of learning is that of the students. It is the student's responsibility to be in class, or to make arrangements for obtaining the information if he/she must miss a class.

It is the student's responsibility to go to class prepared, to have the needed materials, to have completed required assignments, to be ready to learn. It is the student's responsibility to drop a

class if they can no longer continue. It is the responsibility of the student to let the instructor/counselor know when information is not clearly understood or extra help is needed. It is the student's responsibility to study the class material outside the classroom; learning is an active process and cannot be obtained by passively listening to a lecture.

At OLC, the student has a wide range of rights which are stated and protected by the policy manual. These rights are to ensure the student access to a quality education. Quality learning is only possible when the student accepts his/her responsibilities. Learning is the role of the student. The college's role is to assist the student in the process of learning. Together we can build a great future for you and the Lakota people.

#### *Policy Requiring Student e-mail and Web Access*

All students enrolled in a social work course must have continuing access to the Internet and personal e-mail using their OLC.edu address. E-Mail is the official means of communicating with students by the Department and faculty. The Internet provides access to faculty websites, required readings, library resources, and other required information.

#### *Grievance Procedure - Grades*

Students may appeal academic evaluations which they feel are fundamentally unfair, based on arbitrary or capricious consideration. The appeal process includes the instructor (if appropriate), the Department of Social Work, and the Oglala Lakota College. Appeals must be completed within the time frames specified.

***Department of Social Work.*** Any student or student group may use the Department, College, and College procedures for resolution of student disputes arising from decisions or actions of department faculty, staff, or administrative officials. The only grounds for appeal shall be allegations of prejudice, capricious or arbitrary academic evaluation, dismissal, and reinstatement.

When the appeal relates to an action regarding a grade, the student should follow the procedures outlined in Appendix E, Grade Grievance.

#### *Academic Honesty*

Academic honesty is expected. Academic dishonesty, such as cheating and plagiarism, will not be tolerated. Academic dishonesty is grounds for dismissal from the social work major.

#### *Statement on Discrimination*

Campus environment characterized by diversity, free inquiry, and free expression and balanced by interpersonal civility has always been, and continues to be, a top priority of the Oglala Lakota College. Civil discourse is an essential aspect of the search for and transmission of knowledge. Words and action that promote and encourage self-worth, respect and dignity are consistent with the College's mission. Conversely, words or actions that reflect prejudice, stereotypes and discrimination are antithetical to the mission of the College and cannot be countenanced. Specifically, racist and other discriminatory or harassing conduct based on gender, color, disability, sexual orientation, religious preference, national origin, ancestry or age impair and disrupt legitimate college functions. The College does not discriminate on the basis of sexual

orientation. Every effort, within the context and protection of First Amendment rights, will be expended to eliminate such conduct from the campus community. Teaching our students to live productively in a multicultural/multiethnic society is a process that must take place within a constructive and harmonious multicultural/ethnic environment here at the Oglala Lakota College

### ***Sexual Harassment Policy***

The Oglala Lakota College Department of Social Work is committed to maintaining an environment in which the dignity and worth of all members of the institutional community are respected. Sexual harassment of employees or students is prohibited. This policy is in keeping with Federal and State laws and the policy of the College.

Sexual harassment is unwelcome physical or verbal conduct of a sexual nature by a College agent or employee that either conditions employment, employment benefits, academic standing or educational benefits or sexual favors, or creates an intimidating, hostile, or offensive working or educational environment.

Students have access to the following procedure found online in the Oglala Lakota College Student Handbook

[http://warehouse.olc.edu/local\\_links/policymanual/Section\\_60-69/69-350-1.php](http://warehouse.olc.edu/local_links/policymanual/Section_60-69/69-350-1.php)

### ***Social Work Program Affirmative Action Policy***

Once Oglala Lakota College Indian preference in hiring requirements have been met, the social work program will adhere to the following affirmative action principles.

- (1) Every person will be provided equal access and opportunity to social work programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation;
- (2) The social work program will advocate and practice affirmative action including the use of recruiting and search processes to enhance participation of racial minorities, women, and persons with a disability;
- (3) The social work program will establish and nurture an environment that actively acknowledges and values diversity and is free from racism, sexism, and other forms of prejudice, intolerance or harassment, for men and women, faculty, staff, and students from varying racial, religious, and ethnic backgrounds, and of varying sexual orientations, as well as people with disabilities;

### ***Termination from the Major***

Students may be terminated from the social work major (tracking and advanced major) for academic reasons, nonacademic reasons, or both.

*Academic.* A student may be terminated from the social work major for academic reasons if any of the following criteria is met:

- The student fails to raise his/her college career grade point average to a 2.50 by the end of the semester in which the student submits his/her application for advanced major.
- The College has found the student guilty of academic dishonesty.
- The student is placed on Academic Suspension.
- The student receives a failing grade in Field Practicum.

*Nonacademic.* A student may be terminated from the social work major for nonacademic reasons if the student meets any of the following criteria:

- The student fails to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice (e.g., a student threatens to harm another student or him/herself, or lies about behavior as a student);
- The student fails to demonstrate the effective interpersonal skills necessary to form professional helping relationships (e.g., inability to demonstrate a nonjudgmental attitude);
- The student fails to behave according to the *NASW Code of Ethics* (e.g., breaches confidentiality);
- The student has been found guilty of criminal misconduct that affects the student's ability to be licensed or certified as a social worker (e.g., sexual abuse);
- The student displays inappropriate or disruptive behavior toward clients, colleagues, faculty, or staff that interferes with professional judgment or jeopardizes the best interests of those to whom the social work student has a professional responsibility.

A social work faculty member may request that a student be terminated from the major at any point after the student becomes a tracking major. The faculty member must submit a written request to terminate a student from the major to the BSW Committee and delineate the reasons based on the above guidelines. Upon receiving the written request, the BSW Committee will notify the student in writing that he or she may be terminated from the major and provide the student with a copy of the faculty member's letter. The student then has the option to appeal. If, after review, the BSW Committee recommends that a student be terminated from the social work major, the BSW Coordinator will notify the student at least ten days prior to the beginning of the next semester after the termination request was initiated and will outline the reasons in writing.

Students terminated from the social work major may appeal the Department's decision if they believe the decision was fundamentally unfair and based on arbitrary or capricious consideration. For information on departmental grievance procedure, see that section in this Handbook (p.23).

***Grievance.*** Students terminated from the social work major may appeal the Department's decision if they believe the decision was fundamentally unfair and based on arbitrary or capricious consideration. For information on departmental grievance procedure, see that section in this Handbook (p.23).

## ***Student Orientation***

Student orientation is scheduled before the beginning of the fall semester in order to introduce the student to the Department of Social Work and the expectations of the student as outlined in the *BSW Student Handbook*.

## ***Advising***

The Director of the Department of Social Work serves as advisor to each student when the student declares social work as a major. A student may assigned a faculty advisor at any time. All advisors for students in the BSW Program have a master's degree in social work. The chairperson (and advisor) is available for academic and career counseling throughout the student's career including:

- All students who declare social work as their major are placed in contact with the BSW Department Chairperson for assistance in assessing their aptitude and motivation for a social work career. The student's earned credits are reviewed and the student is advised what course work must be successfully completed in order for the student to earn the BSW degree.
- The department chairperson creates a program of study before the Fall semester of the Junior year. This program of study is updated a minimum of once a year.
- After completing the application for Advanced Major, the student must submit the application to the department Chairperson at least a week prior to the beginning of the Fall semester of the junior year. The Chairperson will inform the student whether or not the application has been accepted and the student accepted into the advanced major.
- The student and chairperson and/or advisor may meet at any point to discuss potential career and graduate education choices.

## ***Graduation***

In order to graduate, students must meet College requirements for graduation (see applicable *Catalog*), complete 48 hours of social work course hours, have been admitted to advanced major, and maintain a C or better in all social work courses. Students formally declare the semester in which they plan to graduate, usually one semester prior to that semester, at Registration and Records. At this time a degree check is conducted by Registration and Records and the BSW Program Coordinator to ensure all criteria for graduation have been or will be met by the end of the semester the student plans to graduate.

## ***NASW***

Students are encouraged to join the professional organization, the National Association of Social Workers. Applications are available online at

<https://www.socialworkers.org/nasw/join/default.asp>



The National Association of Social Workers may be reached at 1-800-638-8799. Student membership fees include the following benefits:

- 1) A subscription to *Social Work*-The Journal of the National Association of Social Workers;
- 2) A subscription to *NASW News*-reporting on issues of interest from NASW, state chapters of NASW, and on national and state political concern;
- 3) Eligibility to purchase professional liability, health, life, and other types of insurance for social workers;
- 4) Membership in ASSW at the Oglala Lakota College;
- 5) Annual conferences at the state, regional, and national levels; and
- 6) Notification of workshops and meetings of interest to social workers.

**DEPARTMENT OF SOCIAL WORK****Bachelor of Social Work (BSW)****120 Credits required for graduation (All courses passed with C or better)**

<b>A. Core (27-28 Credits)</b>	<b>When taken</b>	<b>Grade</b>
SpCm 103    Speech Communications	3 _____	
Engl 103    Freshman English I	3 _____	
Engl 113*   Freshman English II	3 _____	
Math 103    Elementary Algebra (or higher)	3 _____	
MIS 113    Applied Information Processing	3 _____	
Bio 103 Human Biology <b>or</b> Bio 224* Human Anatomy	3/4 _____	
Humanities Elective _____	3 _____	
Literature Elective _____	3 _____	
Social Science Elective _____	3 _____	
<b>B. Lakota Studies Core (15 Credits)</b>		
Lak 103    Lakota Language I	3 _____	
Lak 233*   Lakota Language II	3 _____	
LSoc 103   Lakota Culture	3 _____	
Elective    (Suggest LPol 303*)	3 _____	
Elective    (Suggest LPsy 323*)	3 _____	
<b>C. Professional Study Requirements (21 credits)</b>		
Sowk 203   Foundations of Social Work	3 _____	
Sowk 213*   Professional Writing	3 _____	
Psy 103*    General Psychology	3 _____	
Psy 313*    Developmental Psychology	3 _____	
Lhist 203*   Lakota History	3 _____	
CD 103*    Introduction to Alcoholism	3 _____	
Sosc 313*   Statistics for Social Science	3 _____	
<b>D. Social Work Advanced Major Requirements (39 Credits)</b>		
Sowk 303*   Social Welfare & Social Work History	3 _____	
Sowk 313*   Social Work Methods I	3 _____	
Sowk 323*   Social Work Methods II	3 _____	
Sowk 413*   Social Work Methods III	3 _____	
Sowk 423*   Social Work Methods IV	3 _____	
Sowk 343*   Human Behavior in Social Environment	3 _____	
Sowk 403*   Introduction to Research	3 _____	
Sowk 443*   Research Project	3 _____	

Sowk 406*	Social Work Practicum I	6 _____
Sowk 416*	Social Work Practicum II	6 _____
Sowk 433*	Social Work Elective	3 _____

**E. Two options – choose only one option**

**1. Social Work General Studies Requirements Option - 18 Credits**

Free Electives 6 credits (do not include remedial)	3 _____
	3 _____

Upper Division (300 or 400) Humanities or Social Science or Lakota Studies

Electives - 12 credits	3 _____
	3 _____
	3 _____
	3 _____

**2. Chemical Dependency Option – Choose 18 credits**

CD 113*	Introduction to Drug Abuse	3 _____
CD 233*	Foundations of Individual Counseling	3 _____
CD 313*	Ethical and Legal Issues for CD Professionals	3 _____
CD 343*	Methods of Group Counseling	3 _____
CD 223*	Native American Substance Abuse	3 _____
CD 203*	Family Counseling & Chemical Dependency	3 _____
CD 403*	Continuum of Care	3 _____

**Total Hours 120-121**

## APPLICATION FOR ADVANCED MAJOR STATUS – Spring Semester

Oglala Lakota College  
Department of Social Work

Date due:

When you declared social work as a major, you were admitted provisionally as a tracking major pending the successful completion SOWK 203. Students completing the core requirements and wishing to pursue the BSW degree must apply for admission into the advanced major. Only those students accepted into the advanced major may enroll in the upper division (300 and 400 level) social work courses.

If you wish to apply for admission into the advanced major, please complete this application and submit it for review by the BSW faculty. Following this review, the Department Chair will notify you in writing whether or not you have been admitted as an advanced major. Students not accepted as advanced majors may appeal the Department's decision. For more information, please consult the Social Work Student Handbook.

***All items on the application must be complete and submitted by the due date/time. Late or incomplete applications will not be considered. Completed applications must be submitted via e-mail to [moapple@olc.edu](mailto:moapple@olc.edu).***

Students must meet the following criteria to be admitted as advanced majors:

1. Must earn a minimum grade point average (GPA) of 2.50 on all OLC course work
2. Must have most of the non-social work core (OLC and Lakota Studies core) courses successfully completed prior to being admitted to the advanced major
3. Must have all professional requirements successfully completed
4. Must have earned a C or better in all required courses
5. Must agree to adhere to the NASW *Code of Ethics*.
6. Must have no documented instances of academic dishonesty on their records
7. Criminal convictions or child abuse or neglect findings may result in a student's inability to complete the program. Students whose criminal conviction history will preclude completion of the degree requirements will be so advised and will not be admitted into the advanced major.

Please type all responses:

Application Date: \_\_\_\_\_

Name: \_\_\_\_\_

Overall GPA (from Jenzabar): \_\_\_\_\_

Email \_\_\_\_\_

Contact telephone number: \_\_\_\_\_ Back-up contact number: \_\_\_\_\_

Address: \_\_\_\_\_

**Criminal Background Information**

Many field practicum agencies require a background check and may have restrictions based upon past criminal convictions. The more details you can provide, the better we can assess your ability to obtain a field practicum placement and complete the program.

Have you ever been convicted of a criminal offense?      Yes    No

If yes, please answer the following:

- a. Was this a:            Misdemeanor            Felony
- b. What was the conviction (crime)? \_\_\_\_\_
- c. When was the conviction? \_\_\_\_\_
- d. What was the disposition? \_\_\_\_\_
- e. What is the current status? \_\_\_\_\_
- f. When was the sentence complete (all requirements of the sentence): \_\_\_\_\_
- g. Please explain the circumstances (what, when, where):

**Child Abuse or Neglect Information**

Many field practicum agencies require a background check and may have restrictions based upon past child abuse or neglect findings. The more details you can provide, the better we can assess your ability to obtain a field practicum placement and complete the program.

Have you ever been investigated for child abuse or neglect?    Yes    No

What were the findings? \_\_\_\_\_

What was the date of the findings? \_\_\_\_\_

What is the current status? \_\_\_\_\_

Was the record expunged? \_\_\_\_\_

Please explain the circumstances (what, when, where):

## Essay Questions

Please thoroughly respond to all the following questions (you may attach a separate document if you wish).

- 1) The transition to the junior year, and to the social advanced major, requires a disciplined approach to academics.
  - a. What additional challenges do you see in front of you?
  - b. How do you intend to address them in order to successfully complete the BSW program?
  
- 2) Discuss how you will meet these challenges:
  - a. Balance personal, work, and school time and expectations
  - b. Demonstrate professional behavior
  - c. Time management (be on time, complete assignments on time, etc.)
  - d. Take initiative if you have issues or concerns
  - e. Communicate with your instructors

*Student Grievance Policy*

The grievance procedure set forth herein is designed to provide a method to resolve differences **excluding grading issues**. Time lines are to be adhered to unless the parties involved in the grievance agree to modifications.

A grievance is defined to be a claim (request or complaint) by a student not covered under the Personnel Complaints and Grievance procedures.

*Student Grievance Procedure*

Step 1: Student here after referred to as grievant, will submit a written grievance within ten working days of the incident to the District Director where the student is registered, with proper documentation and stated outcomes.

Step 2: District Director will attempt to resolve the issue by calling a meeting with the concerned parties. This meeting will be called within five working days of receiving the written grievance from the student.

Step 3: If the issue is not resolved at this level, the grievant will take it to the Local Board at the next scheduled meeting. If the Local Board is not scheduled to meet within ten working days, a special meeting will be called within ten working days to deal with this issue in a timely manner.

Step 4: If the issue is not resolved at this level within five working days, the grievant will take it to the Vice President for Instruction, Coordinator for Support Services and the permanent sub-committee “Appeals Committee” which consist of members from the Student Services Committee in ten working days.

Step 5: If the issue is not resolved at this level within five working days the grievant will take it to the President who must rule on the issue within 10 working days.

Step 6: If the issue is not resolved at this level within 5 working days, the grievant will request that the President’s Secretary place this on the agenda of the next BOT Personnel/Grievance Committee.

NOTE\*

1. Rapid City Extension will skip Step #3
2. In the event the Grievance involves the District Director the Support Services Coordinator will assume the role of the Director in this process.
3. Student can have representation at his or her own expense.

***Grade Grievances***

Students with a grievance over a grade that has been assigned them by a faculty member may avail themselves of the following process to ensure that a careful review of the grade and the basis for it in the instructor's syllabus has been provided. However, in the end, it must be clear that only the faculty member can change the grade given. Students need to understand that grades have to represent a professional judgment on the level of academic performance and that hardship factors should not lead to a lowering of standards for student performance.

- A. The first step is for the student to request a meeting with the faculty member to present their case for a different grade than that assigned. If the faculty member finds they had overlooked some work, not added correctly, been unfair, etc., he/she can submit a Change of Grade. If not and the student is not satisfied, the student may proceed to step two.
  
- B. If not satisfied with or unable to arrange step one, the student asks the Center Director to arrange a meeting with the faculty member, the Department Chair, and the Vice President for Instruction (within 12 weeks).
  - 1. The student and the faculty member are then to give each of these people a copy of documentation of their case and the reasons for their actions. The syllabus should be a key reference in each case.
  - 2. If the Chair and the Vice President agree with the grade assigned by the faculty member, the grade stands and no further action is warranted.
  - 3. If the Chair and/or Vice President come to a conclusion with the instructor that a change of grade is called for, the instructor will submit a Change of Grade.
  - 4. If the Chair and/or Vice President feel a change is warranted and the faculty member cannot bring himself/herself to the same conclusion, no Change of Grade will be submitted and the faculty member's rights will stand inviolate. No further review is provided or allowed.

(Cross Ref.: 86-200 Student Grievance)



*Code of Ethics*

*of the National Association of Social Workers*

*Approved by the 1996 NASW Delegate Assembly and revised by the 1999 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 wellbeing of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

##### ***1.02 Self-Determination***

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

##### ***1.03 Informed Consent***

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

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

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

such clients' ability to give informed consent.

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

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

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

#### ***1.04 Competence***

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

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

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

#### ***1.05 Cultural Competence and Social Diversity***

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

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

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

#### ***1.06 Conflicts of Interest***

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

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

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

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are

receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### ***1.07 Privacy and Confidentiality***

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

information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

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

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

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

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

### ***1.08 Access to Records***

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

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

### ***1.09 Sexual Relationships***

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

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

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

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the

individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

### ***1.10 Physical Contact***

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

### ***1.11 Sexual Harassment***

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

### ***1.12 Derogatory Language***

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

### ***1.13 Payment for Services***

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

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

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

### ***1.15 Interruption of Services***

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

### ***1.16 Termination of Services***

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



been addressed and discussed with the client.

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

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

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

## 2. Social Workers' Ethical Responsibilities to Colleagues

### ***2.01 Respect***

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

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

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

### ***2.07 Sexual Relationships***

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

### ***2.08 Sexual Harassment***

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

### ***2.09 Impairment of Colleagues***

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

### ***2.10 Incompetence of Colleagues***

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

### ***2.11 Unethical Conduct of Colleagues***

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing

and regulatory bodies, employers, agencies, and other professional organizations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### ***3.03 Performance Evaluation***

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

#### ***3.04 Client Records***

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

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

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

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

### **3.05 Billing**

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

### **3.06 Client Transfer**

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

(b) If another agency or colleague has served a new client, 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, age, marital status, political belief, religion, 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, and 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 evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

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

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

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

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

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

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

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

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

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

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

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

### ***6.01 Social Welfare***

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

### ***6.02 Public Participation***

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

### ***6.03 Public Emergencies***

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

possible.

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

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