



**Social Work Program  
Student Handbook  
2015/2016**

*For the social workers of tomorrow ...*

*Commit*

*Grow*

*Lead*

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## Preface to the Student Handbook

The UHD Social Work Program is accredited by The Council on Social Work Education (CSWE), the accrediting body for schools of social work in the United States.

### Introduction

We are delighted to introduce you to the UHD Social Work Program and welcome your engagement. Our Program has been designed to meet the unique context of our dynamic urban community, while at the same time upholding the traditions, values, and tenets of the social work profession. This Handbook should answer most questions about the Program that you may have, but we encourage you to discuss any remaining questions with our faculty or staff.

### The Discipline of Social Work

Social Work is an applied field, offering a scientifically-grounded, value-based approach to human services. The profession of social work extends back to the late 19<sup>th</sup> Century, when various individuals and groups began applying a unique perspective and orientation to address the social problems of the time. While Mary Richmond and Jane Addams, two of the Founding Mothers of Social Work, had different approaches, each saw the importance of the interplay between individuals and their environment for understanding and ameliorating individually-felt social problems. This foundation of “person-in-environment” establishes the special contribution that social work and social workers have in our society. Social Work is an exciting field to study, to develop, and to practice. It is also a field in demand. According to the U.S. Department of Labor’s Bureau of Labor Statistics, social work is one of the fastest growing careers in the United States.

### Generalist Practice Definition

The UHD Social Work Program offers a Bachelor of Social Work (BSW), which provides training in generalist social work practice. We define and conceptualize generalist practice as entry-level social work practice in any human or public service area that has at its foundation both a global and social justice orientation, and is fully grounded in professional social work values and ethics. Students will be prepared to work with individuals, families, groups, organizations and communities from diverse populations and utilize a variety of intervention modalities, including case management and advocacy.

### Competencies

The CSWE’s Council on Accreditation is responsible for developing accreditation standards that define competent preparation for professional social work practice. This document is known as its Educational Policy and Accreditation Standards (EPAS). The 2015 CSWE EPAS has enumerated nine (9) areas of competency that programs should aim to develop in aspiring social workers. As competent professionals, social workers should:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### Mission of the University

*The Mission* of UHD: The University of Houston-Downtown is a comprehensive four-year university offering bachelor's and selected master's degree programs and providing strong academic and career preparation as well as life-long learning opportunities. Located in the heart of the city, the University reflects the diversity of the Greater Houston Area, and through its academic programs, engages with the community to address the needs and advance the development of the region. UHD is an inclusive community dedicated to integrating teaching, service and scholarly research to develop students' talents and prepare them for success in a dynamic global society.

Values of UHD: Excellence, Student Success, Inclusiveness, Respect, Integrity

*The Vision* is that: The University of Houston-Downtown will be a premier city university engaging every student in high-impact educational experiences and ensuring that students graduate with 21st century skills.

### Mission and Vision of the Social Work Program

*The Mission of UHD's Bachelor of Social Work Program is to prepare entry-level social workers for evidence-based, justice-oriented, generalist practice in an urban environment.*

*The Vision of the Program is that we are: Preparing Social Workers to address 21<sup>st</sup> century issues in the global environment.*

### Goals of the Social Work Program

Goal #1-*Addressed primarily by Implicit Curriculum*: To provide access to social work education to students from diverse backgrounds, cultures, and socioeconomic statuses, and prepare students for future professional development and graduate study.

Goal #2-*Addressed primarily by Explicit Curriculum*: To educate entry-level practitioners to the social work profession with an emphasis on its unique history, values, and ethical base.

Goal #3-*Addressed primarily by Explicit Curriculum*: To prepare baccalaureate-level social workers for culturally-sensitive, generalist practice in an interconnected world.

Goal #4: *Addressed primarily by Explicit Curriculum, specifically in Field Practicum*: To promote understanding of urban and global social problems while preparing professional workers to empower, advocate, and otherwise meet the needs of marginalized populations and work for organizational and social change.

### Admissions Policy

The UHD Social Work Program invites applications from students who have an interest in the field of social work and the potential to develop as social work professionals. Applicants for admission to the Social Work Program must first seek and attain admission to the University. All UHD undergraduate students are advised at the University-level until they are accepted into a degree program.

Students who have gained admission to the University are eligible to apply to the Social Work Program. Students who seek admission to the Social Work Program must formally apply to the Program. Application materials and instructions are available on the Program's website ([www.uhd.edu/socialwork](http://www.uhd.edu/socialwork)). Please review the following procedure and policy for admission to the Social Work Program:

1. Application:

All students who wish to apply for the Social Work Program must complete an admissions application available online from the Program's website. A completed application includes each of the following elements:

a. Completed and signed Social Work Program application form available on the Program's website.

b. Copy of official transcripts for all colleges/universities ever attended, including UHD. For courses taken at UHD, students may print out a copy of their most recent Grade

Report from e-services in lieu of a transcript. Paper copies are required as part of the Social Work Program application packet. Students are responsible for ensuring they meet the GPA requirement and recording this information on the application form. The student must have a 2.5 GPA for their most recent 30 hours of college credit hours that have been taken in the past five years. (We will not calculate a GPA inclusive of courses taken more than five years ago).

c. Completed recommendation forms from two references.

The quality of your recommendations is important. These references should come from past or present employers, teachers/professors, community or church leaders, and/or supervisors of volunteer activities. It is in your interest to have someone who knows you in an academic or professional (employment or volunteer services) context so that they can legitimately speak to your academic or professional skills and potential. It is also recommended that you do not have friends or co-workers as recommenders; however, if you cannot locate professors or supervisors, then these are acceptable. Letters from recommenders are not required, but the recommendation forms are required.

d. Admissions Essay

The essay should address the following: the reason for selecting the social work major; long-term academic and career goals (does not have to be specific); personal attributes that will contribute to student academic and professional success in social work; and any work, volunteer, or life experience that has shaped the decision to enter the field. The essay should be **typed, double-spaced and at least 3 pages in length**, and should comply with academic standards in writing.

The essay is an opportunity for applicants to demonstrate the strength of their writing. The ability to convey an argument, as well as the ability to write according to academic standards, including but not limited to, essay structure, grammar, spelling, and sentence structure, are all important elements assessed by the review committee. Students should address the reason or reasons for their interest in the field as well as any particular strengths that will make them effective social workers. Students may also consider addressing weakness, if any, in their application. For example, if students had a semester or more of low academic performance in the past, it is appropriate to contextualize this and demonstrate how it served as a learning experience and what has changed so they can now be academically successful. Finally, students are cautioned about self-disclosure and should only do so if it makes a wider argument for entry into the program. Please understand, it is not expected that students will disclose intimate details of their life. If they choose to disclose a personal problem from the past, applicants should make it clear how the issue has been resolved so that they may now succeed in the program. Any such discussion of a problem or trauma should be brief and should focus on how this experience has informed them in ways to be a good social worker. Regardless, applicants should know that it is the quality of their writing that is the focus for evaluation of their application.

Transfer Students. Students who are transferring to UHD should apply to the Social Work Program as well as apply to the university. The process and information for transfer students to apply to the social work program is as follows:

- a. Student applies and is accepted to UHD.
- b. Student submits an application packet to the Social Work Program.
- c. Once admitted to the university, the student is advised by an advisor in the Academic Advising Center in University College. The advisor will assist the student in determining the courses in which to enroll. The Social Work Program suggests the student request to enroll in those social work courses that are open to non-majors and that serve as prerequisites for other Social Work courses. (Depending upon the semester they are entering, the following are suggested: SOCW 2361, SOCW 2363, SOCW 3361, and SOCW 3364).

## 2. Review of Applications:

The program accepts applications year round. There is not a “deadline.” However, we recommend that students apply as soon as they are eligible. Complete application packets submitted by May 15<sup>th</sup> are guaranteed to receive admissions decisions prior to the start of the Fall semester. Packets received by November 15<sup>th</sup> are guaranteed to receive decisions prior to the Spring semester. Applicants are notified of admissions decisions as quickly as possible, generally within 30 days.

Admission to the Social Work Program is a competitive process. Acceptance into the program is predicated on the meeting of minimum standards, as determined by the items of application (above), the pool of applicants, the number of slots available, and the needs of the community and profession. The Social Work Program Admissions Committee, a committee that is comprised of the social work faculty at UHD, reviews applications. Each application is randomly assigned to two Admissions Committee members who then review the packet in its entirety. In the event of a split vote, a third reviewer is added as a “tie-breaker.” Incomplete applications may be reviewed; however, depending upon the pool of applicants, this may result in non-admission status. Thus, applicants are strongly encouraged to issue their complete application by the published deadlines in order to be most competitive. In the event of earning “clear” admission status, the Advising office will officially code the student’s major as Social Work.

## 3. Admissions Decision:

After review of applications, the Admissions Committee will issue one of the following determinations:

- a. Clear Admission: Applicant is accepted into the Program.
- b. Conditional Admission: Applicant is accepted with a condition. Students receiving Conditional admission must meet with a social work advisor to develop a plan for achieving clear admission.
- c. Denied Admission: Applicant is not accepted into the Program for the semester they applied. Students denied admission may reapply in the future. If considering



reapplication, students are encouraged to meet with a social work faculty member to discuss ways to strengthen their application.

Another possible decision of the Admissions Committee may be to delay a final determination on the application:

d. Pending Status: Decision on the applicant is delayed pending the completion of the admissions application. However, applicants should know that incomplete applications will be less competitive in the pool. In addition, incomplete applications are not guaranteed a pending status and are more likely to result in a denied admission.

#### 4. Major Coded:

Students do not submit their own declaration of the major in Social Work. Those who receive admission to the Social Work Program will automatically be coded by the system as Social Work majors. This process may take up to one month after the student has been accepted by the Program and has enrolled in courses at UHD. Students who have received admission to the Program, but whose major is not displayed in their records within one month of their admission to the Program, are directed to notify their Social Work Faculty Advisor.

#### 5. Appeals:

Students who are denied admission or receive conditional admission and have evidence or information that may influence the Admissions Committee's decision may request a hearing to appeal the decision. Requests for a hearing must be made in writing and postmarked within 20 days from the date of the admission's status letter. Within 20 days of the receipt of the students' request for a hearing, a hearing date will be set by the Hearing Committee. The Hearing Committee will be comprised of the Social Work faculty and one outside faculty member appointed by the Chair of the Department of Criminal Justice and Social Work. The student will meet with the Hearing Committee to present the necessary information. The Hearing Committee will issue a decision in writing within one week of the hearing. If the student has evidence that the Hearing Committee has made its decision in violation of the program's policies, the student may appeal the Hearing Committee's decision in the following sequence: 1) to the Department of Criminal Justice and Social Work Chair and 2) the Dean of the College of Public Services. (This policy is informed by PS 03.A.04 for *Grade Appeals*.)

### **Academic Advising**

Prior to admission to the Program as a major, students are advised by University College. Students considering a Social Work major are directed to the UHD Social Work Program's website ([www.uhd.edu/socialwork](http://www.uhd.edu/socialwork)) or to meet with a College of Public Service Advising Center representative to discuss their interest and the program requirements. Students who gain admission to the Program will be assigned a Social Work Faculty Advisor and must arrange a meeting with their social work advisor prior to or at the beginning of their first term as a social work major and must with their Advisor

prior to or at the beginning of their first term as a social work major. They must then meet with their advisor every long semester (Fall and Spring) thereafter.

Social Work Faculty Advisors assist students in interpreting the UHD Course Catalog and program requirements and understanding the Program's policies and expectations concerning student majors. They also work collaboratively with the student to create the official written Degree Plan that details the required course of study and a preliminary timeline for coursework. This timeline will take into account each student's unique personal and professional strengths, as well as their psychosocial and financial needs. Student majors are responsible for following the Degree Plan, and any variations from the plan must receive written pre-approval from the Social Work Faculty Advisor. While students requesting a change in their course schedule from the Degree Plan are advised that they may encounter sequencing problems that may delay their intended graduation date, Social Work Faculty Advisors work with students to mitigate the impact of these changes.

Students are primarily responsible for assuring their compliance with Program policies and the official Degree Plan; however, the Social Work Faculty Advisor will monitor and provide mentorship in terms of their academic and professional development. Advisors have access to students' UHD CAPP reports (transcripts in e-services) and review these with students each long semester (Fall and Spring) during a scheduled advising session. They also receive a list of majors whose overall UHD GPA has fallen below a 2.5 and/or who have earned grades of "D" or "F" in social work courses at the beginning of each semester to make contact with these students and discuss the reasons for the academic change and any academic or psychosocial resources and supports that may be needed.

### **Transfer Students**

Social work courses only transfer for social work credit if the student earned grades of "C" or better in them. A maximum of 15 hours of social work courses taken at CSWE-accredited programs in other colleges and universities may transfer as social work course credit.

- Social work practice courses do not transfer as credit for Urban Practice 1 or 2.
- Field courses do not transfer as credit for the field practicum or seminar, but these courses may transfer as general or free electives.

Social work courses taken at non-CSWE-accredited programs may transfer as free electives, with two exceptions. *Introduction to Social Work* and *Social Welfare and Introduction to Social Welfare Policy* may transfer as social work credit, provided they are taken at an accredited junior college, college, or university. Social Work Faculty Advisors, in consultation with the Program Director, review and approve the determination of transfer credit for social work courses.

The university's policy guiding transfer credit is defined in PS 03.A.10, *Acceptance of Transfer Credit*. Students transferring from other colleges and universities and applying to the Social Work Program will have their transcripts evaluated by the College of Public Services Advising Office. Each course designated as equivalent to a UHD course is reviewed by the College Advising Office. In consultation with the Social Work Program Director and/or Faculty Advisor, a recommendation is made by the College Advising Office regarding the granting of credit for courses taken at other colleges or universities. For consideration of social work transfer credit, and for other courses as deemed necessary by the Program Director or Faculty Advisor, the student may be asked to submit a course syllabus which details instructor qualifications, text(s) used, course objectives, course content, and course grading policy. **The Program does not accept or give transfer credit for life experiences or previous work experiences.** Additionally, the Program does not accept or give transfer credit for Workforce Education (WECM; non-academic) courses.

Once accepted into the Program, Social Work Faculty Advisors assist newly-admitted transfer students in interpreting the UHD Course Catalog and program requirements and understanding the Program's policies and expectations concerning student majors. They also work collaboratively with the student to create the official written Degree Plan that details the required course of study and a preliminary timeline for coursework. This timeline will take into account each student's unique personal and professional strengths, as well as their psychosocial and financial needs. Student majors are responsible for following the Degree Plan, and any variations from the plan must receive written pre-approval from the Social Work Faculty Advisor. While students requesting a change in their course schedule from the Degree Plan are advised that they may encounter sequencing problems that may delay their intended graduation date, Social Work Faculty Advisors work with students to mitigate the impact of these changes.

Students are primarily responsible for assuring their compliance with Program policies and the official Degree Plan; however, the Social Work Faculty Advisor will monitor and provide mentorship in terms of their academic and professional development. Advisors have access to students' UHD CAPP reports (transcripts in e-services) and review these with students each long semester (Fall and Spring) during a scheduled advising session. They also receive a list of majors whose overall UHD GPA has fallen below a 2.5 and/or who have earned grades of "D" or "F" in social work courses at the beginning of each semester to make contact with these students and discuss the reasons for the academic change and any academic or psychosocial resources and supports that may be needed.

### Academic Credit

The Social Work Program does not accept or give academic credit for life experiences or previous work experiences. Additionally, the Program does not accept or give academic credit for Workforce Education (WECM; non-academic) courses.

## Curriculum

Students majoring in social work are required to fulfill general education core curriculum, additional liberal arts courses, and social work courses. Our formal social work curriculum is designed and arranged into four distinct educational areas:

**1) Professional Foundation 2) Practice Foundation 3) Professional Practice and 4) Field Experience.**

- 1) The **Professional Foundation** courses are designed to prepare students to be grounded in the purpose, history, values, ethical principles, and theoretical and practice concepts of the Profession of Social Work. In these courses we introduce to students the *knowledge, values, skills, and cognitive and affective processes* associated with competence at the generalist level of practice.
- 2) The **Practice Foundation** courses are designed to provide the students with the foundation needed for competent generalist practice in our unique urban context with individuals, families, groups, communities and organizations. These courses are restricted to only social work majors and capped for enrollment at 15 to make certain that students have the opportunity to gain, and begin to demonstrate in the classroom setting the *skills, knowledge, values, cognitive and affective processes, and behaviors needed for beginning generalist practice*. These courses also provide the context to accomplish **Program Goal #3: To Prepare baccalaureate-level social workers for culturally-sensitive, generalist practice in an interconnected world.**
- 3) The third curriculum area, **Professional Practice** builds upon and supports the Practice Foundation to prepare students to be effective change agents through evidence-based practice, advanced social policy analysis, and policy practice in the global environment. This curriculum focus ensures that students are prepared *to engage in research-informed practice and are proactive in responding to the impact of context on professional practice*. Students are challenged to advance their *critical thinking* capacities through scientific inquiry, and examination of the impact of globalization on world populations. In these courses we plan for students to translate to a larger, global context the *skills, knowledge, values, cognitive and*

*affective processes and behaviors needed for beginning generalist practice. These courses provide the venue to achieve **Program Goal #4: To promote understanding of urban and global social problems while preparing professional social workers to empower, advocate, and otherwise meet the needs of marginalized populations and work for organizational and social change.***

- 4) The fourth and final curriculum area is the **Field Experience**. The field course sequence provides our students with a clear and supported process to integrate the classroom with the 400 hours of actual practice in a highly supervised, and real, urban practice social work setting. The Field Experience sequence helps us to accomplish **all four Program Goals**. In the Field setting, we plan for students as the final measure, to fully demonstrate in a real practice setting the skills, knowledge, values, cognitive and affective processes and behaviors needed for beginning generalist practice. The Field Experience sequence helps us to accomplish **all four Program Goals**.

**Table 1: Total Degree Hour Breakdown**

Category	Semester Credit Hours
General Education Core Curriculum	42
Required Liberal Arts Courses	9
Required Social Work Courses	45
Social Work Electives	6
Free Electives	18
<b>Total</b>	<b>120</b>

**Table 2: General Education Courses**

Prefix	General Education Core Courses	
(10) Communication (6 schs)- English Composition		6
(20) Mathematics (3 schs)		3
(30) Life & Physical Sciences (6 schs)		6
(40) Language, Philosophy & Culture (3 schs)		3

(50) Creative Arts (3 schs)		3
(60) US History (6 hours)		6
(70) Government/Political Science (6 schs)		6
(80) Social & Behavioral Sciences (3 schs)		3
(90) Institutional Options (6 schs)		6
<b>Total Hours</b>		<b>42</b>

**Table 3: Required Preparatory Requirements  
(Do not have to be taken before applying to the program.)**

<b>Prefix and Number</b>	<b>Required Liberal Arts Courses</b>	<b>SCH</b>
ANTH xx or SOC xxx	Any Anthropology or Sociology course	3
PSY xxx	Any Psychology course	3
ENG 3XXX	Upper-level English, writing intensive course	3
<b>Total</b>		<b>9</b>

**Table 4: Required Social Work Courses**

<b>Prefix and Number</b>	<b>Required Social Work Courses</b>	<b>SCH</b>
SOCW 2361	Introduction to Social Work and Social Welfare	3
SOCW 2363	Introduction to Social Welfare Policy	3
SOCW 3311	Urban Practice 1	3
SOCW 3312	Urban Practice 2	3
SOCW 3350	Research Methods in Social Work	3
SOCW 3351:	Statistical and Qualitative Data Analysis in Social Work	3
SOCW 3361	Human Behavior in the Social Environment I	3
SOCW 3362	Human Behavior in the Social Environment II	3
SOCW 3363	Urban Issues in a Global Environment	3
SOCW 3364	Social Justice & Professional Ethics	3
SOCW 3313	Case Management	3
SOCW 4301	Field Practicum I	3
SOCW 4302	Issues in Field Practicum I	3
SOCW 4303	Field Practicum II	3
SOCW 4304	Issues in Field Practicum II	3
<b>Total</b>		<b>45</b>

**Table 5: Social Work Electives**  
**(Must take at least 2 of these.)**

<b>Prefix and Number</b>	<b>Elective Courses (students choose 2 of these)</b>	<b>SCH</b>
SOCW 3331	Practice with Aging Populations	3
SOCW 3332	Practice with Children & Adolescents	3
SOCW 4331	Urban Community Organizing	3
SOCW 4332	Crisis Intervention	3
SOCW 4390	Special Topics	3
SOCW 4399	Directed Study	3
<b>Total</b>		<b>6</b>



## Field Experience-Signature Pedagogy of Social Work Education

Through field education and field placement, students will demonstrate mastery of all nine (9) social work competencies evident in specific behaviors measured in field. Students will perform an assigned field placement in one agency. Students will be engaged in their field setting concurrently with their course work, at or near the end of their senior year. Field Practicum 1, and Issues in Field Practicum I are each three-credit courses consisting of 200 hours of professionally supervised field experience (SOCW 4301: Field Practicum 1), and a weekly hybrid course (SOCW 4302: Issues in Field Practicum 1) designed to process and evaluate the field experience. Field Practicum II, and Issues in Field Practicum II are also each three-credit courses consisting of a second 200 hours of professionally supervised field experience (SOCW 4303: Field Practicum II), and a weekly hybrid course (SOCW 4304: Issues in Field Practicum II) designed to process and evaluate the field experience. Credit for field experience cannot be gained outside the approved internship placement, through either volunteer or paid work in any other setting. Please be advised that assignment to the field setting is made by the Program's Director of Field Education. Requirements, procedures, application process, and additional information regarding field can be found in the Field Handbook. All students entering Field Practicum 1 are advised and required to read through the handbook and to direct any questions to the Program's Director of Field Education.

### Retention Policy

Students are evaluated both in terms of academic achievement and professional conduct in courses, field experience, Social Work Student Community Advocacy Network and Phi Alpha participation, and in their formal and informal interactions with staff, faculty, students, field supervisors, clients, and the community.

#### Retention Procedures

### Academic Assessment

Academic performance is evaluated in all courses. Students are evaluated by the instructor in accordance with the course syllabus. Criteria for assessment are determined by the instructor of the course for which the student is/was enrolled. Social work students are required to earn a "C" or better in all core social work courses and to maintain an overall GPA of 2.5 on a 4.0 scale for all courses taken while at UHD.

The Instructor of Issues in Field Practicum I and II, and the Field Supervisor that is assigned to the student's field site also evaluate academic performance. Criteria for assessment in SOCW 4302 and 4304 are determined by the course instructor and are delineated in the course syllabus. The Agency Field Supervisor evaluates the student in terms of knowledge and skill development and application as delineated in the *UHD Field Assessment, Supervisor's Version* evaluation tool that is found in the Field Manual. Finally, the Instructor of Issues in Field Practicum I and II

evaluates the student in terms of knowledge and skill development and application as defined in course assignments.

### **Professional Assessment**

The Instructor and the Agency Field Supervisor formally evaluate professional performance of each student in the Field courses. See the Field Manual for specific criteria. Professional performance is also monitored in all social work courses and in interactions and communications with staff, faculty, students, field supervisors, the Director of Field Director, and the community. Students are required to maintain professional conduct in all of their interactions as guided by the Social Work Code of Ethics.

Expectations for professional conduct further include adherence to the following:

- a) The Social Work Professional Code of Ethics.

For example: Students are expected to act in a nondiscriminatory manner and in an honest and responsible manner, to avoid dual relationships which may result in exploitive practices with clients, and to seek professional help for problems that affect their professional judgment and performance.

- b) UHD Policies as outlined in the UHD Student Handbook and the UHD Undergraduate and Graduate Catalog.

For example: From PS 04.A.01 *Student Rights and Responsibilities*, [No student may engage in any of the following actions].... §3.3.2.20 Bullying: Humiliating, abusing, or threatening conduct or behavior that denigrates or shows hostility or aversion toward an individual or a group, or creating an intimidating, hostile, or abusive learning, living or working environment...

- c) Interacting with students, staff, faculty, advisors, field supervisors, and clients in a professional manner.

For example: Students are expected to attend class meetings and avoid tardiness, address problems with others in a constructive and non-confrontational manner and to consider, accept, and implement feedback from faculty and supervisors intended to help with their professional development.

### **Performance**

Throughout their time in the program, students are evaluated academically and professionally. The program's goal is to provide corrective feedback to students in order to support students' academic and professional development and progress. Students may be advised regarding their academic performance, interpersonal and social skills, and/or behavioral issues that appear to interfere with their adequate progress toward matriculation or professional development.

## Academic Performance

Students must maintain an overall UHD GPA of 2.50, and earn a “C” or above in all Social Work coursework. A student will be placed on academic probation from the Social Work program and not allowed to begin or continue the field practicum sequence in the event that any of the following occur:

- 1) overall UHD GPA falls below 2.50
- 2) receive a grade of “D” or “F” in any Social Work course
- 3) receive a grade of “F” in a Field Experience course

The Social Work advisor and student will meet to discuss a plan for remediation. Among the issues to be discussed will be 1) the factors that may have contributed to the current deficiency, 2) the factors that need change or adjustment, 3) the available supports within the university to address any noted deficiencies, 4) the student’s willingness to utilize supports and make necessary changes for improvement, 5) terms for remediation, and 6) terms for probation (i.e., restrictions placed on the student which may range from disallowing coursework for a term, limiting the number of course hours, etc). After discussing the terms for remediation and probation, the student will be provided with a Social Work Academic Probation Notice. The Notice will provide the specified goal(s) to be achieved to maintain standing in the program and dates for goal achievement and future meetings with the advisor. In the event the advisor is unable to arrange a face-to-face meeting with the student, the advisor will mail the Social Work Academic Probation Notice to the address the Social Work program has on file. Failure to meet the terms as specified in the Social Work Academic Probation Notice will result in termination from the Social Work program (see termination section below).

## Professional Performance

When a concern is raised regarding a student’s professional conduct or behavior, the course of action is dependent upon the seriousness of the offense. The information below is provided as a guide, but the program reserves the right to make the determination of the level of seriousness of any offense in consideration of the nature, severity, impact, or potential impact of the offense.

### Serious offenses

Serious offenses are those that threaten, cause, or have the potential for causing material, physical, psychological, or emotional harm to one’s self or others. Many serious offenses violate university, program, or agency policy or violate the Social Work Code of Ethics. Serious offenses include, but are not limited to, bullying; assault of a supervisor, faculty, client, or student; sexual contact with a client; and intoxication at work. Serious offenses, as determined by the advisor or instructor in consultation with the Program Director, will result in immediate termination from the program (see termination section below).

### Non-serious offenses

Offenses that are not deemed serious by the advisor or instructor and Program Director (see above) will be processed so that the student has an opportunity to address and correct the noted concern. The term *non-serious* is used not to minimize the nature of the offense, but rather to differentiate it from those offenses that result in immediate termination from the program. Non-serious offenses are those offenses that do not bring real or potential harm to self or others as stated above in the description of serious offenses. While non-serious offenses include acts that may be in violation of the Social Work Code of Ethics or written university, program, agency policies, they are not necessarily proscribed by the aforementioned policies and standards. These offenses include, but are not limited to, minor difficulties in interacting with peers, staff or faculty, repeated class tardiness or unexcused absences, behavior or conduct that disrupts interaction or learning in the classroom, or an act of academic dishonesty. Again, the term non-serious applies only to distinguish such offenses from those that result in immediate termination from the program, not as an indication that such behavior or conduct is deemed acceptable.

Issues may be brought to the attention of the advisor, instructor, or program administrators (herein: evaluator), who will then serve to evaluate whether the issue merits a meeting with the student. If it does not, then no further action is warranted. If the evaluator determines the issue merits a meeting with the student, the following will occur:

**Phase One: Evaluation.** The first phase is an evaluative phase and offers an opportunity for the student to reflect upon the issue and to seek support, if necessary. Upon notice of an issue, the evaluator and student will meet to discuss the concern. If the evaluator determines the issue does not have merit, the issue is considered dropped. The meeting will be noted in the student's social work file.

If the evaluator determines the issue has merit, they will seek understanding of the situation and explore the need for supports. If the student has questions, the evaluator will address them. If the student requires supports, the evaluator will advise the student as to known available resources. A memo will be written by the evaluator indicating the two met to discuss the issue; the memo will be signed by the evaluator and student. A copy of the memo will be given to the student and the original will be placed in the student's file.

**Phase Two: Probation.** The second phase is a formal process for addressing an issue of concern. Students who have gone through phase one on any issue, and have any subsequent concerns arise will proceed to phase two. Students with a number of concerns at once will bypass phase one and proceed to phase two. Phase two includes placing the student on probation from the Social Work program. Upon an issue of concern arising, the student and evaluator will meet to discuss: 1) the factors that may have contributed to the current situation, 2) the conduct or behavior that needs change or adjustment, 3) the available supports within the university to address any noted issues, 4) the student's willingness to utilize supports and make necessary changes for improvement, 5) terms for remediation (that is the plan in place for which successful completion will remove the student from probation from the Social Work program), and 6) terms for probation (i.e., restrictions placed on the student which may range from disallowing coursework for a term, limiting the number of course hours, the placement of the student in certain courses,

etc). The remediation plan will include specific goals to be met, dates for progress meetings with the evaluator (or other responsible party) while on probation from the Social Work program, and a timetable for goal completion; the successful completion of which will result in a removal from probationary status. Upon formulation of the plan, the student and evaluator will meet with the Program Director to present a written plan. The Program Director will review the plan and make suggestions for the plan, if necessary. The final plan will be signed by the evaluator, the student, and the Program Director. At this time, the student is placed on probationary status and receives a copy of the signed Remediation Plan and the Social Work Probation Notice. The original Social Work Probation Notice and Remediation Plan is placed in the student's file. Revisions to the Remediation Plan can be made by the evaluator with approval from the Program Director.

Phase Three: Termination. If the student does not meet the goals as outlined in the remediation plan(s), the student will be terminated from the program (see termination section below). Violations deemed to be serious do not proceed through the first two phases, but rather result in immediate termination from the program.

If at any stage of the process (Phase One, Phase Two, or Phase Three), the evaluator is unable to arrange a meeting with a student, notice (e.g., memo of concern; remediation plan; etc.) will be sent to the student in writing to the address for the student that the Social Work program has on file and will serve as the official notice.

Rescindment of Probation: When the student believes they have met the terms of probation, they notify the Program Director. The Program Director will meet with the student and may require documentation or evidence of completion. If the student demonstrates successful completion of the terms, probation is "rescinded," and the student is notified in writing of their cleared status.

#### Performance Hearing

At any time during the evaluative, probation, or termination phases students may request a hearing of the Social Work Hearing Committee if they present evidence that the action taken by the program (evaluative, probation, or termination) was in violation of program and/or university policies and procedures. Requests for a hearing must be made in writing and postmarked or date stamped (by the Program) within 10 calendar days from the date of the action (memo, remediation plan, or termination notice). Within 20 calendar days of the receipt of the students' request for a hearing, a hearing date will be set by the Hearing Committee. The Hearing Committee will be comprised of the Social Work faculty and one outside faculty member appointed by the Chair of the Department of Criminal Justice. The student will meet with the Hearing Committee to present the necessary information. The Hearing Committee will issue a decision in writing within one week of the hearing. If the student has evidence that the Hearing Committee has made its decision in violation of the university's or program's policies, the student may appeal the Hearing Committee's decision in the following sequence: 1) to the Department Chair, and 2) the Dean of the College of Public Service. (This policy is informed by PS 03.A.04 for Grade Appeals.)

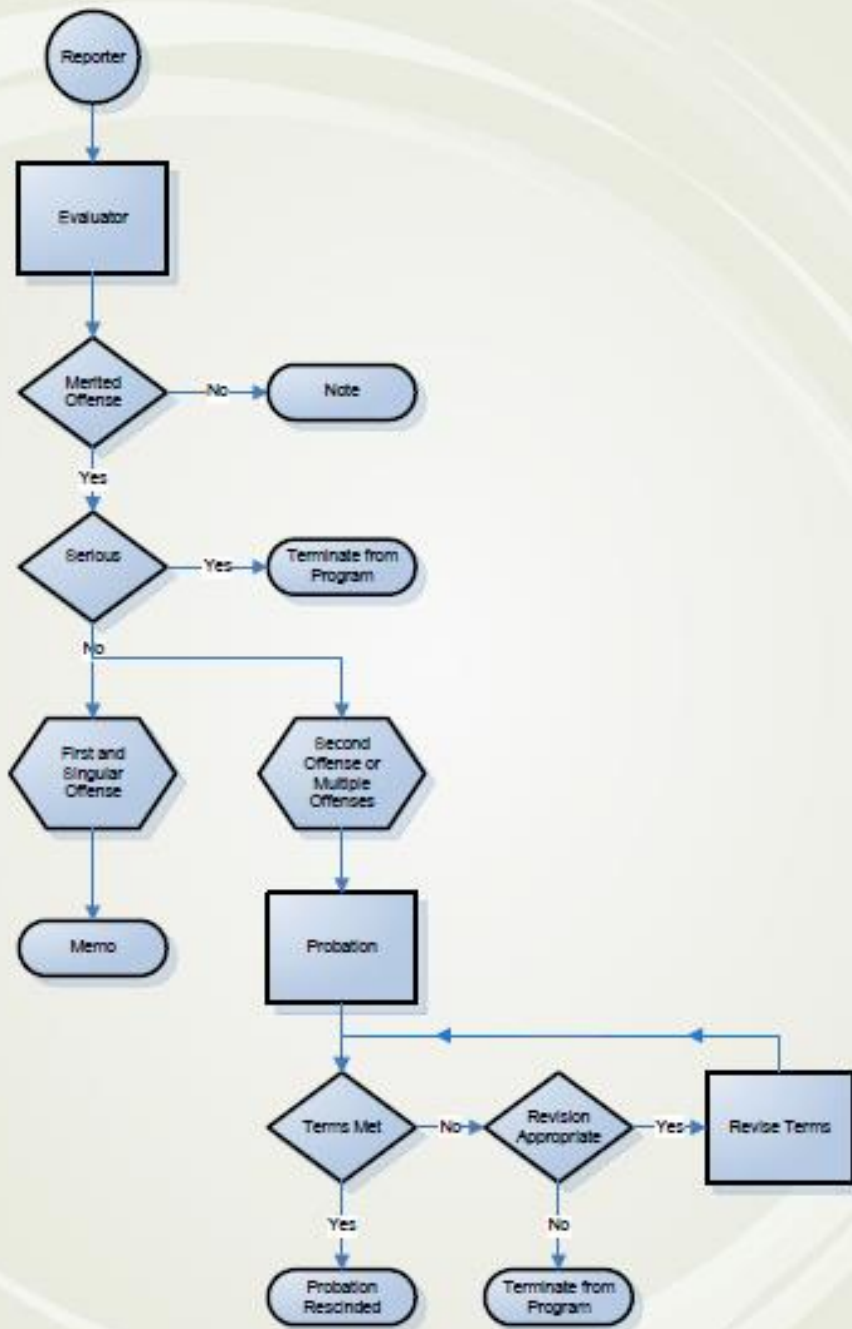
#### University Policy

There may be additional action required by the university, depending upon the offense. See PS 04.A.01, *Student Rights and Responsibilities*, for a description of violations and their consequences.

Termination from the Social Work program

A formal notice of termination will be sent in writing to the address for the student that the Social Work program has on file. The student will be instructed to change their major. The Program Director will be responsible for monitoring the status of the major change. In the event the student does not change their major within two months, the Program will issue a request to the College Advising Office to change the student's major to undeclared. Termination from the Social Work program does not mean termination from the University. The processes for probation or suspension from the University are outlined in University Policy PS 03.A.07 and PS 04.A.01.

### Professional Performance Evaluation Process



## Students' Rights and Responsibilities

Description of student rights and responsibilities are located in the UHD Student Handbook, the UHD Course Catalog, Employment Services webpage, and the UHD Social Work Student Handbook. The key university policies pertaining to these rights and responsibilities are the following:

Student Rights and Responsibilities Policy, PS 04.A.01;  
Academic Honesty Policy, PS 03.A.19;  
UHD Policy and Procedure System, PS 01.A.01;  
Academic Shared Governance Policy, PS 01.A.03;  
Student Organization and Activities on Campus Policy, PS 04.A.03;  
The Sexual Misconduct Policy, SAM 01.D.08; and  
The Discrimination and Harassment Policy, SAM 01.D.07

As outlined in Student Rights and Responsibilities Policy, PS 04.A.01, student rights include the following: Access to Higher Education; Freedom from Discrimination; Freedom of Speech, Expression, and Association; Rights of Privacy; Rights of Due Process; Confidentiality of Records; Participation in University Shared Governance; Student Government; Student Organizations; Student Complaints. As outlined in PS 04.A.01, Section 3.3.1 Conduct Required, student responsibilities include that “the conduct of every student should reflect well on the institution and in no case should include conduct prohibited in section. 3.3.2 Conduct Prohibited.” Students are responsible for compliance with the policies regarding their conduct, PS 04.A.01, and with *Academic Shared Governance Policy*, PS 01.A.03.

Students in the Social Work program are encouraged to participate in the student organization, **Social Work Students and Community Advocacy Network (SWSCAN)**. Students sign up for the organization through the Student Activities' registration system, GatorSync. Participation in the organization provides students with opportunities for leadership, professional development, and community involvement. Students elect the leadership of the organization and determine the projects and activities of the organization. Each year the social work faculty meets with the organization and all interested students to discuss the program and student experiences and to gain feedback from the students regarding the program.

Students also have the right to participate in evaluations of their courses, instructors, field placements, and the program. Course and instructor evaluations are conducted at the end of each semester in accordance with the University's *Student Course Evaluation Policy*, PS 03.A.26. Evaluations of field placements occur at the end of each semester, and consist of a set of common questions, are confidential, and are turned into the Field Director. The Field Director monitors the field evaluations each semester for quality assurance purposes. The Social Work Faculty monitors their course evaluations to maintain course and instructor integrity. The Social Work Faculty considers all evaluations during program planning at all program evaluation meetings; see AS 4.



## Nondiscrimination and Human Diversity

UHD adheres to a policy of nondiscrimination in the hiring of faculty and staff and in the admission of students. *U.S. News and World Report* names UHD one of the nation's most ethnically diverse institutions of higher learning (UHD Handbook for Faculty, p.9).

The University and the Social Work Program seek to provide equal educational opportunity without regard to race, color, religion, national origin, gender, age, disability or veteran status in compliance with Title IX regulations and all other federal and state regulations (UHD Undergraduate and Graduate Catalog, p. ii). The following University policies will guide Program activities and behaviors in order to maintain an environment of nondiscrimination for all members of the Program, including students and faculty:

*PS 02.A.20, Affirmative Action Policy*

The University of Houston-Downtown is committed to the development, implementation, and administration of a comprehensive affirmative action plan that meets all federal and state laws and regulations specifying affirmative action and/or nondiscrimination in employment.

*PS 02.A.21, Equal Opportunity Policy*

The University of Houston-Downtown (UHD) is committed to equality of opportunity in all areas of education and employment, and its goal is to achieve a diverse community.

UHD is committed to the concept of equal opportunity as an element of its admissions and employment processes based on educational/job-related factors and not on extraneous factors such as age, race, color, disability, religion, national origin, veteran's status, genetic information, sexual orientation, gender identity, gender expression or sex (including pregnancy), except where such a distinction is required by law.

UHD does not practice or condone discrimination, in any form, against any individual in any of these protected classifications, including employees, applicants, or students with respect to admission, educational activities, recruitment, appointment, benefits, training, promotion, retention, discipline, termination, or any other aspects of the terms, conditions and/or privileges of employment and/or enrollment. Additionally, UHD prohibits discrimination in all aspects of employment or education on the basis of sexual orientation, gender identity or gender expression. All personnel actions include a review for EEO compliance.

UHD supports the protections available to members of its community under all applicable state and federal laws including the Texas Commission on Human Rights Act of 1983, Title VI and VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the Equal Pay Act of 1963 and Age Discrimination Act in Employment Act of 1967, the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act of 2008, the Pregnancy Discrimination Act and Executive Order No. 11246, As Amended.

SAM.01.D.05, *Equal Opportunity and Non-Discrimination Statement*

The policy of the University of Houston System and its components is to ensure equal opportunity in all its educational programs and activities, and all terms and conditions of employment without regard to age, race, color, disability, religion, national origin, veteran's status, genetic information, or sex (including pregnancy), except where such a distinction is required by law. Additionally, UH System prohibits discrimination in all aspects of employment and educational programs on the basis of sexual orientation, gender identity, or gender expression.

Employees, students, and visitors to campus with questions and/or complaints regarding discrimination, or sexual misconduct (such as sexual violence) under Title IX may contact the Title IX Coordinator for your campus or the U.S. Department of Education's Office for Civil Rights. The name, title, office address, telephone number, and e-mail address of the Title IX Coordinator for each campus can be found here:

<http://www.uhsystem.edu/students/salutations/contacts/index.php>

Each component university is responsible for ensuring compliance with all federal and state laws, regulations and guidelines, and with System policies.

SAM 01.D.07, *Discrimination and Harassment Policy*

This Discrimination and Harassment Policy ("Policy") defines and describes prohibited discrimination and harassment and establishes a mechanism for processing complaints of unlawful discrimination and harassment against University faculty, staff, students and visitors. This Policy does not address allegations of sexual misconduct, which includes sexual harassment. (Please see the University's Sexual Misconduct Policy, SAM 01.D.08, which defines and describes prohibited sexual misconduct and establishes a mechanism for processing complaints of sexual misconduct.) Nothing in this Policy shall be construed to limit the rights of University students or employees to seek remedies available to them outside of the University's internal processes.

SAM 01.D.08, *Sexual Misconduct Policy*

The University is committed to maintaining and strengthening an educational, working and living environment where students, faculty, staff and visitors are free from sex discrimination of any kind. Sexual Misconduct (as defined in this policy), a form of sex discrimination, is antithetical to the standards and ideals of the University. The University will take appropriate action in an effort to eliminate Sexual Misconduct from happening, prevent its recurrence and address its effects.

SAM 01.D.09, *Student Academic Adjustments/Auxiliary Aids*

The University of Houston System does not discriminate on the basis of disability against students in any program, service or activity offered by the System. The System is committed to ensuring that no student with a disability is excluded, denied services, segregated or otherwise treated differently than other students because of the absence of a reasonable academic adjustment/auxiliary aid.

PS 04.A.01, *Student Rights and Responsibilities*

### 3.2.2 Freedom from Discrimination

No student or applicant for admission to the University may be discriminated against on the basis of race, color, religion, sex, age, disability or national origin by the University or any member of the University community. The University fully supports equal opportunity and affirmative action.

#### PS 04.A.01, *Student Rights and Responsibilities*

### 3.2.3 Freedom of Speech, Expression, and Association

The rights of free speech, expression, and association, as defined by the Constitution of the United States and developed by statutory laws and judicial decisions, are guaranteed to every member of the University community.

## Appendices

## Appendix A: Faculty and Staff Directory

### Faculty (in order of hire date)

Dawn McCarty, Ph.D., LMSW, Associate Professor and Program Director

Heather Honore Goltz, Ph.D., LMSW, MEd, Assistant Professor

Stephen (“Steve”) Wernet, Ph.D., MSW, Professor

Dana Smith, Ph.D., LMSW, MPA, Assistant Professor and Director of Field Education

Angela (“Angie”) Goins, LMSW, Lecturer

### Staff

Vivian Smith, Administrative Assistant I

## Appendix B: NASW Code of Ethics

### **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

The following information was retrieved from:

<http://www.socialworkers.org/pubs/code/code.asp>

#### Preamble

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

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

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

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

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

#### Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

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

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

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

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

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

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

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

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

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

### Ethical Principles

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

#### Value: Service

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

#### Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

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

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

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

#### Value: Importance of Human Relationships

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



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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

### Ethical Standards

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

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

#### 1. Social Workers' Ethical Responsibilities to Clients

##### 1.01 Commitment to Clients

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

##### 1.02 Self-Determination

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

##### 1.03 Informed Consent

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

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include

providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

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

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

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

#### 3.03 Performance Evaluation

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

#### 3.04 Client Records

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

#### 3.05 Billing

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

#### 3.06 Client Transfer



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

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

### 3.07 Administration

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

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

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

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

### 3.08 Continuing Education and Staff Development

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

### 3.09 Commitments to Employers

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

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

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

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

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

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

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

### 3.10 Labor-Management Disputes

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

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

#### 4. Social Workers' Ethical Responsibilities as Professionals

##### 4.01 Competence

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

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

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

##### 4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, 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, 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.

## Appendix C: NASW Membership

Students are encouraged to join the National Association of Social Work. Members have access to news and information pertinent to the profession and professional development. Please refer to NASW's website for additional benefits of membership and for information regarding fees and the application process.

## Appendix D: Social Work Licensure

BSW-level Social Workers can become licensed in Texas by the Texas Board of Social Worker Examiners (TBSWE). Upon graduation from an accredited program, you are eligible to sit for the licensing exam of the Association of Social Work Boards (ASWB). Application, instruction, and fee information can be found at ASWB's and TBSWE's websites:

[http://www.aswb.org/exam\\_info.shtml](http://www.aswb.org/exam_info.shtml) and <http://www.dshs.state.tx.us/socialwork/default.shtm>

All graduates from UHD's BSW program are expected to take the licensing exam.

## Appendix E: CSWE

The Council on Social Work Education (CSWE) is the sole accrediting body for social work baccalaureate and master degree programs in the U.S. CSWE sets rigorous standards for educational policy to be followed by programs seeking to earn and maintain accreditation status.



## Appendix F: Student Resources and Supports

Information regarding availability and administration of these services is published in the *UHD Undergraduate and Graduate Student Catalog*.

A. Financial Assistance. Financial assistance programs are managed through the Office of Scholarships and Financial Aid. The following is a list of programs available through the Office of Scholarships and Financial Aid:

### 1. Grants

Federal Pell Grant

Federal Supplemental Equal Opportunity Grant

Leveraging Educational Assistance Partnership

TEXAS Grant

Texas Public Educational Grant

License Plate Scholarship

Student Deposit Scholarship

### 2. Work-Study Programs

Texas Work-Study and Federal College-Work Study

### 3. Loans

Federal Subsidized Stafford Loan

Federal Unsubsidized Stafford Loan

Parent Loans to Undergraduate Students

Texas B-On-Time Loan

### 4. Academic Scholarships

### 5. Tuition and Fee Exemptions

Hazlewood Act for Veterans

Benefits for Children of Texas Veterans and Children of Disabled Firemen or Peace Officers

## B. Academic Supports

1. Academic Support Center. The Academic Support Center houses the Math Lab, Reading Center, and Writing Center. Each lab provides one-on-one tutoring with UHD faculty members and peer tutors. The ASC also has computing equipment with learning support software to help students develop mathematical, reading, writing, and THEA skills.

2. ACL. The general Academic Computing Labs (ACL) are located in Suite 800-South in One Main and in C300 in the Commerce Building. There are over 630 computers represented, as well as several laser printers, and four computer-equipped classrooms.

3. Comet Computer Lab. The Criminal Justice Department has a large dedicated computer lab also located on the 3<sup>rd</sup> floor with 40 plus fully equipped computers with high-speed Internet connections and printing capacity for student and instructional use.

4. Additional computing support. The entire UHD campus is a wireless environment, which encourages students to make use of the computer and Internet technology resources on campus.

5. Library. Since FY03, more than 1,989 books were purchased in the subject area of Social Sciences or closely related topics. The library currently has access to the entirety of 101 journals that broadly relate to sociology and psychology and social work.

C. Office of Disability Services. The Office of Disability Services meets the special needs of students with disabilities in the university. These services are designed to assist students and instructors with placement testing; priority registration and scheduling; academic advising and counseling; and testing accommodation, including taped and enlarged tests, and proctored, extended-time testing. In addition, staff members advise instructors on classroom accommodations, arrange tutoring services, and serve as liaison between students with disabilities and faculty and/or community agencies. The University office of Disability Services provides academic accommodations including all necessary assistive technology available for students with disabilities.

D. Academic Counseling Center. Academic counselors are available to provide assistance and guidance to students on academic issues. Counselors work with students on setting goals, managing time, arranging for tutoring in selected subjects, and dealing with unforeseen difficulties that may jeopardize academic success. Support programs are also available to help students with physical or learning disabilities.

E. Physical and mental health services.

1. Student Health Services. Student Health Services focuses on health promotion, disease prevention, and treatment of minor illnesses and injuries.

2. Student Assistance Program. The Student Assistance Program (SAP) is designed to help students maximize their health and effectiveness at home, school or work. Through this program, students receive confidential, personal support for a wide range of issues, from everyday concerns to serious problems. SAP offers a 24-hour hotline for students.

3. Student Life Center, Sports and Fitness provides members with programs and facilities that offer vigorous, fun-filled, health-promoting, physical activity conducive to wellness and personal development.

F. Additional Supports.

1. Veteran's Affairs. Veteran's Affairs assists veterans, reservists, guardsmen, and dependents of disabled or deceased veterans of the U.S. Armed Forces.

2. Career Services. Career Services offers support, information, and counseling to students and alumni who wish to explore their career options. This office helps students develop academic and extracurricular programs to support and enhance career options

## Appendix G: APA Paper Format

Unless otherwise determined by the course instructor, students taking social work courses should follow the American Psychological Association's (APA) style guide for written work. All students admitted to the social work program should purchase the latest edition of the Publication Manual of the American Psychological Association to use in their coursework. Individual instructors may require other format styles.

## Appendix H: Graduation

Social Work students should apply for graduation at the beginning of the Fall or Spring term in which they anticipate they are eligible to graduate. Students must complete a graduation application and submit it along with any fees or required documentation to their Social Work advisor by the application deadline. Application, dates, instructions and additional information can be found on the Social Work webpage at [www.uhd.edu/socialwork](http://www.uhd.edu/socialwork)