OHIO DOMINICAN UNIVERSITY SOCIAL WORK PROGRAM STUDENT HANDBOOK



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History of the Program

Prior to recognition by the Council on Social Work Education (CSWE) in the early 1970s of the baccalaureate degree as the professional entry level social work degree, Ohio Dominican, then the College of St. Mary's of the Springs, offered a program of studies variously identified as social welfare, social work and sociology, including a field work component and led by MSW degreed faculty, to provide pre-professional preparation for opportunities in social welfare and for future advanced training in social work. These programs evolved during the mid 1980's into the current social work program.

Core Values in Social Work

The mission of social work is rooted in a set of core values which, along with the principles that flow from them, are the foundation of social work's purpose. As articulated by the National Association of Social Workers (NASW), these core values include:

Service

Social Justice

Dignity and Worth of the Person

Importance of Human Relationships

Integrity

Competence

Social work practitioners and students in the United States are required to adhere to standards advanced by NASW (Appendix A). Practitioners holding Ohio social worker licensure must also adhere to the standards articulated within the *State of Ohio Code of Ethical Practice and Professional Conduct* (Appendix C). Social work students also adhere to standards advanced by the Council on Social Work Education (Appendix B). The behavioral expectations for Ohio Dominican University social work students articulated within the *Student Admissions Contract and Code of Conduct* (Appendix E) are adapted from the standards advanced by CSWE and NASW.

Social Work Program Mission Statement

The Ohio Dominican University Social Work Program prepares students for competent entry-level professional practice at the baccalaureate degree level. Integrated with a liberal arts base, the curriculum encompasses both art and science in the creative integration of a body of foundation knowledge, professional values and skills that prepares students for contemporary and future social work practice and education. Within the social work major students are prepared through a person and environment perspective to be of service to people in coping with environmental demands, strengthening their social relationships and enriching their ways of living. The program emphasizes the historical roots of social work with its concern for effecting social and economic justice with and on behalf of vulnerable persons and groups. The curriculum mirrors the ideal of the University in the strong emphasis placed upon knowledge and sensitivity concerning global diversity.

Revised January 2010

Social Work Program Goals

KNOWLEDGE

Goal: 1.0 Students will acquire foundational knowledge of the social work profession within a generalist, ecological-life span perspective.

SKILLS

Goal: 2.0 Students will cultivate generic social work skills appropriate to competent entry-level professional social work practice across diverse settings, client populations and life challenges.

VALUES

Goal: 3.0 Students will integrate the core values of social work with the foundational knowledge and skills of the profession giving particular attention to issues of social and economic justice.

Social Work Program Competencies and Practice Behaviors

Competency: Identify as a professional social worker and conduct oneself accordingly **Practice Behaviors:**

- advocate for client access to the services of social work
- practice personal reflection and self- correction to assure continual professional development
- attend to professional roles and boundaries
- demonstrate professional demeanor in behavior, appearance and communication
- engage in career-long learning
- use supervision and consultation

Competency: Apply social work ethical principles to guide professional practice **Practice Behaviors:**

- recognize and manage personal values in a way that allows professional values to guide practice
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- tolerate ambiguity in resolving ethical conflicts
- apply strategies of ethical reasoning to arrive at principled decisions

Competency: Apply critical thinking to inform and communicate professional judgments **Practice Behaviors:**

- distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
- analyze models of assessment, prevention, intervention and evaluation
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

Competency: Engage diversity and difference in practice **Practice Behaviors:**

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

Competency: Advance human rights and social and economic justice **Practice Behaviors:**

- understand the forms and mechanisms of oppression and discrimination
- advocate for human rights and social and economic justice
- engage in practices that advance social and economic justice

Competency: Engage in research-informed practice and practice-informed research **Practice Behaviors:**

- use practice experience to inform scientific inquiry
- use research evidence to inform practice

Competency: Apply knowledge of human behavior and the social environment **Practice Behaviors:**

- utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation
- critique and apply knowledge to understand person and environment

Competency: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Practice Behaviors:

- analyze, formulate and advocate for policies that advance social well-being
- collaborate with colleagues and clients for effective policy action

Competency: Respond to contexts that shape practice **Practice Behaviors:**

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Competency: Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

Practice Behaviors:

- substantively and affectively prepare for action with individuals, families, groups, organizations and communities
- use empathy and other interpersonal skills
- develop a mutually agreed-on focus of work and desired outcomes
- collect, organize and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives
- select appropriate intervention strategies
- initiate actions to achieve organizational goals

- implement prevention interventions that enhance client capacities
- help clients resolve problems
- negotiate, mediate and advocate for clients
- facilitate transitions and endings
- critically analyze, monitor and evaluate interventions

Requirements For The Social Work Major

Requirements for a B. A. in Social Work	Credits
Courses	
For Prerequisites and Co-requisites please see course	
descriptions.	
SWK 100 Social Problems and Social Policies	4*
SWK 120 Theory and Practice I: Introduction to the	4*
Profession	
SWK 220 Human Behavior in Social Environment I	4*
SWK 222 Human Behavior in Social Environment II	4*
SWK 320 Theory and Practice II: Direct Services in	4*
Social Work	
SWK 321 Theory and Practice III: Macro Practice in	4*
Social Work	
SWK 341 Integrated Human Behavioral Theories/SWK	2*
Practice	
SWK 342 Policy Advocacy Practice	2*
SWK 352 Research Methods	4*
SWK 379B Global Ethnic Relations	4*
SWK 479A Social Work Seminar I	2*
SWK 479B Social Work Seminar II	2*
SWK 480 Field Work I	4*
SWK 481 Field Work II	4*
Required Correlatives:	
Select one course from the following:	
BIO 105 Principles of Human Anatomy (4)	4*
BIO 107 Principles of Biology (4)	
MTH 140 Introduction to Statistics	4*
PSY 100 Introduction to Psychology	4*
SOC 101 Introduction to Sociology	4*
Total Coults Described	64
Total Credits Required	
*Used to calculate the Major GPA	

COURSE DESCRIPTIONS

SWK 100 Social Problems and Social Policies

4 credits

An introduction to social policy of the American welfare state drawing upon historical background and analytical approaches in making the connections between social problems and social policies. Highlights concerns of the social work profession within the social policy process particularly as these relate to issues of social justice regarding vulnerable population groups and the global interconnections of oppression.

SWK 120 Theory and Practice I: Introduction to the Profession

4 credits

Origin and development of the profession of social work: opportunities for practice including methods and fields with attention to special issues and populations; relationships with other disciplines and contemporary society; intraprofessional and interprofessional issues. Prerequisite: Social Work major or consent of instructor.

SWK 320 Theory and Practice II: Direct Services in Social Work

4 credits

Social science foundations and practice paradigms for direct services: the integration of knowledge, professional values, and skills within a generalist, ecological perspective for direct service at various levels of human systems. Prerequisites: SWK 120 and Social Work major or consent of instructor.

SWK 321 Theory and Practice III: Macro Practice in Social Work

4 credits

Social science foundations and practice paradigms for macro practice: the integration of knowledge, professional values, and skills within a generalist- ecological perspective for work with organizations and communities. Some sections may require a service-learning component. Prerequisites: SWK 120 and Social Work major or consent of instructor.

SWK 341 Integrating Human Behavior Theories and Social Work Practice 2 credits

This course examines the utility of a select number of human behavior theories for generalist social work practice in various helping situations. Prerequisites: SWK 220 and SWK 222; junior standing or consent of instructor.

SWK 342 2 credits

To promote human rights and social and economic justice, social workers are required to engage in policy advocacy practice. This course is skills based, involving students in collaborating for effective policy action by analyzing, formulating and demonstrating leadership in advocating for policies that advance social well-being.

SWK/SOC 379B Core: Global Ethnic Relations

4 credits

A study of stratification patterns in selected countries around the world. Topics include examination of historical roots of dominant-subordinate ethnic relationships, impact of globalization and internationalization of economies, and identification of similarities in people's experiences, needs and beliefs.

SWK/SOC/POL 352 Research Methods

4 credits

A study of social research procedures including problem definition, formulation of research design, sampling, questionnaire construction, interviewing, experimental design, data tabulation and analysis, and writing a research report. Prerequisite: MTH 140; junior standing or consent of instructor.

SWK 480 Field Work I

4 credits

First semester of year-long field placement under supervision in a local human service agency. The student will spend, at minimum, 200 clock hours in the field. Grades for Field Work will be on a Pass/Fail basis. Prerequisites: senior standing; 2.5 GPA; successful completion of application requirements for Field work. (Specific requirements are available in printed form from the division.) A grade of P must be earned to proceed to SWK 481. Corequisite: enrollment in SWK 479A.

SWK 481 Field Work II 4 credits

The second semester of field placement and weekly seminar. The student will spend, at minimum, 200 hours in the field. Grades for field work will be on a Pass/Fail basis. Prerequisite: completion of SWK 480 with a grade of P. Corequisite: enrollment in SWK 479B.

SWK 479A Core: Social Work Seminar I

2 credits

The weekly Fieldwork Seminar provides a systematic opportunity to connect the practice experience with the academic program. The purpose of the seminar is to provide students with an opportunity to share their field work experiences and to explore in some depth topics and issues as these are related to the objectives of the field work program. Corequisite: enrollment in SWK 480.

SWK 479B Core: Social Work Seminar II

2 credits

The second semester of Fieldwork Seminar. Corequisite: enrollment in SWK 481.

BIO 105 Principles of Human Anatomy and Physiology

4 credits

A survey of the morphology and function of the human body. The intent of this course is to provide each student with the intellectual competence to manage his/her own health concerns; laboratory included.

or

BIO 107 Principles of Biology

4 credits

A survey of the basic concepts of biology including cell physiology, classical and molecular genetics, ecology, evolution, and plant anatomy and physiology; laboratory included.

MTH 140 Introduction to Statistics

4 credits

An introduction to the basic concepts and computations used in statistical analysis as well as their application to problems in other disciplines, especially biology, business, education, and social sciences. Topics include the description of data graphically and numerically, the collection of data via samples and experiments, and the process of drawing inferences or conclusions from data. The laboratory component of the course emphasizes conceptual understanding, interpretation of statistical quantities, and written/oral communication and will require the use of mathematical software. Prerequisite: MTH 125.

PSY 100 Introduction to Psychology

4 credits

A survey course on the basic principles of psychology and their applications to human behavior and social problems. Multiple perspectives emerging from different philosophical and sociohistorical contexts are used to examine domains of human thought and behavior. Topics include research methods, human development, gender differences, learning and cognition, psychobiology, motivation, personality, abnormal behavior, methods of treatment, and the impact of social situations and culture on behavior.

SWK 220 Human Development: Childhood and Adolescence

4 credits

A survey of theory and research concerning continuities and changes from conception through adolescence as a function of psychological, environmental, and biological factors. Representative topics include cognitive, social, and moral development; parent-child relationship; identity and independence. Observation of children is required. Some sections may include a service-learning component. Prerequisite: PSY 100.

SWK 222 Human Development: Adulthood and Aging

4 credits

A survey of theory and research concerning continuities and changes that occur during the adult life cycle as a function of psychological, environmental, and biological factors. Representative topics include cognitive processes, social and personality development, relationships, work/retirement, and death/dying. Prerequisite: PSY 100.

SOC 101 Introduction to Sociology

4 credits

A survey of the basic concepts of sociological analysis of human behavior. Topics include culture, society, social stratification, and socialization. Some sections may include a service-learning component.

Policy Regarding Social Work Credit for Life or Work Experience

In keeping with the educational standards of the Council on Social Work Education, the Ohio Dominican University social work program does not grant social work course credit for previous life or work experience in whole or part, in lieu of field practicum or for courses in the professional foundation areas as specified in the Curriculum Policy Statement of CSWE. Social work courses include all courses identified in the Ohio Dominican University Course Catalog as SWK requirements for the baccalaureate degree in social work.

Recommended Academic Plan

First Year	
ENG 101 Thinking and Writing Across the Curriculum	4 credits
ENG 102 Scholarly Adventures: Research Writing	4 credits
CORE 179 Freshman Core Seminar	4 credits
PSY 100 Introduction to Psychology or SOC 101 Introduction to Sociology	4 credits
SWK 100 Social Problems and Social Policies or SWK 120 Theory and Practice I	4 credits
Foreign Language I	4 credits
Foreign Language II	4 credits

Second Year	
PSY 100 Introduction to Psychology or	4 credits
SOC 101 Introduction to Sociology	
Biology Requirement	4 credits
MTH 100 Beginning algebra (based on placement)	2 credits
MTH 140 Introduction to Statistics	4 credits
CORE 279 Sophomore Core Seminar	4 credits
SWK 220 Human Behavior in the Social Environment	4 credits
Philosophy Requirement	4 credits
Theology Requirement	4 credits
Elective	2 credits

Third Year	
SWK 222 Human Behavior in the Social Environment II	4 credits
SWK 320 Theory and Practice II: Direct Practice	4 credits
SWK 321 Theory and Practice III: Macro Practice	4 credits
SWK 341 Integrating Human Behavior Theory/Practice	4 credits
SWK 342 Policy Advocacy Practice	2 credits
SWK 379B CORE: Global Ethnic Relations or	4 credits
SWK 352 Research Methods	4 credits
Theology Requirement	2 credits
Philosophy Requirement	2 credits
Arts and Ideas Requirement	4 credits

Fourth Year	
SWK 480 Field Work I	4 credits
SWK 479A Social Work Seminar I	2 credits
SWK 481Field Work II	4 credits
SWK 479B Social Work Seminar II	2 credits
SWK 379B CORE: Global Ethnic Relations or SWK 352 Research Methods	4 credits
Arts and Ideas Requirement	6 credits
Electives	10 credits

Program Academic and Professional Advising Policies and Procedures

The Social Work Faculty serve as the assigned academic advisors to all students who have self-declared a social work major. First time freshman students are notified of their assignment to a social work faculty advisor during their first semester of enrollment. Transfer students are notified of their assigned social work faculty advisor immediately upon admission to the University. In the capacity of academic advisor, the Faculty:

Audit coursework specific to the social work curriculum requirements on behalf of transfer students;

Provide guidance and recommendations on behalf of advisees and Ohio Dominican alums concerning scholarship and graduate school applications, and employment in social work upon graduation;

Advise prospective students and other individuals who contact the University regarding social work licensure and/or career plans; and

Assist with student registration days.

Academic advising procedures include the following safeguards:

A student seeking permission to take a course at another institution is required to discuss the matter with the academic advisor and obtain the advisor's signature; and

The approval of the student's academic advisor is required for enrollment in independent study coursework.

The social work Faculty and students have access to the ODU Online Datatel Web Advisor, an additional student advising and course registration tool. Students must meet with their assigned academic advisor during each academic year in order to maintain access to online course registration.

Disability Services

Students with a documented disability who wish to request reasonable accommodations should contact the Disability Services Office first to request accommodations and then meet with their instructors. Accommodation arrangements should be made during the first two weeks of the semester. Accommodations are not retroactive. The student must contact the Disability Services Office prior to every semester that accommodations are needed. The Disability Services Office is located in the Advising Center, 105 Erskine Hall, 614.251.4233 and the e-mail is disability services@ohiodominican.edu. The University policy and procedures regarding services for students with disabilities are contained within the *Ohio Dominican Student Handbook*.

Admission to the Social Work Program

All students must fulfill the following requirements:

- 1. Earn a minimum cumulative average of 2.0.
- 2. Complete a statement of career goals and objectives form.
- 3. Complete a statement of good moral character.
- 4. Demonstrate appropriate professional behavior in course work.
- 5. Demonstrate competence in oral and written English.
- 6. In the case of an otherwise qualified applicant with a documented disability, the student must be able with the provision of reasonable accommodations to meet the academic standards for admission and participation in essential classroom and field setting learning experiences.

Upon enrolling in Ohio Dominican University, students may self-select a major by declaring an intended academic area of study. Within the Social Work Program students also make formal application to the social work program. This normally takes place following successful completion of the sophomore year. In the case of transfer students, the application is made immediately following a successful semester of study.

To begin the process of formally applying to the Social Work Program, students complete and submit to the Program Director the *Application for Admission* (Appendix D) along with the signed *Student Admissions Contract and Code of Conduct* (Appendix E). Note: Having been charged with or convicted (including a no contest plea or guilty plea) of a felony (or other criminal offense) in any court whether or not sentence was imposed or suspended may prevent state social work licensure in Ohio and other jurisdictions that license social workers at the baccalaureate level.

Admission to Field Instruction

The social work curriculum includes a requirement that students complete a minimum of 400 hours under supervision in a local human service agency within a yearlong social work field placement beginning in the Fall semester. Prerequisites for enrollment in SWK 480 *Field Work I* include: senior standing and 2.5 GPA. A grade of P (passing) must be earned to proceed to SWK 481 *Field Work II*. Corequisites include enrollment in SWK 482 *Seminar I* and SWK 483 *Seminar II*).

Following completion of the *Field Work Application* (Appendix F), students who will be enrolling in Field Work and Seminar the following Fall semester meet with the Field Work Director during the Spring semester to discuss potential placements. Effort is made to accommodate appropriate requests on the part of the student concerning placement settings and client populations.

Policies Regarding Social Work Field Placement in Agency in Which Student Is Employed

Requirements for all social work field placements in an Agency in which a student is employed are as follows:

The assigned Agency field instructor must be a master's degreed social worker who is not the student's employment supervisor.

Student learning opportunities including assigned tasks must be appropriate to undergraduate social work field work education and demonstrably distinct from the student's employment functions.

If, with the employer's approval, the student's scheduled hours of field work placement are part of the student's employment work schedule, these field placement hours must be in blocks of no less than three hours at a time and cannot be carried out concurrently with employment duties.

Program Criteria for Evaluating Student Academic Performance

The program faculty follow a syllabus template that includes a section in which the course grading and point system pertaining to individual assignments/course expectations is provided. The course syllabus likewise includes descriptive information concerning the individual assignments/course expectations. Major courses with the exception of

Field Work I and II normally require successful completion of 70% of possible course points for a passing course letter grade. Field placement is graded on a Pass/Fail basis with 70% of possible course points required for successful completion.

At the end of each term, the student receives a final grade for each course. The academic standing of the student is determined by a point system in which points are assigned for each course according to the grade earned. The grading and point system outlined below can be found in the *Ohio Dominican Course Catalog, available online*.

Grade		Grade Points
A	Superior	4.00
A-	-	3.67
B+		3.33
В	Above Average	3.00
B-		2.67
C+		2.33
C	Average	2.00
C-		1.67
D+		1.33
D	Poor	1.00
D-		0.67
F	Failure	0.00
I	Incomplete	0.00
K	credit from another institution	0.00
L	experiential/prior learning	0.00
P	Pass	0.00
W	Withdrawal	0.00
WP	Withdrew with a passing grade	0.00
WF	Withdrew with a failing grade	0.00
X	Non-credit course	0.00
Y	Audit	0.00
Z	Credit by examination	0.00

Midterm grades for students enrolled in undergraduate courses are submitted by the course instructor to the Registrar for posting online halfway through the semester. Individual students can view their midterm and final grades, as well as current gpa, using the advising software WebAdvisor.

The program adheres to the University grading policies also included in the *Course Catalog* regarding incomplete grades, pass/fail option/ repeating a course/ and reporting of grades. Program policies specific to requirements for admission to the major and entry into field placement are publicized using multiple vehicles including the program web page. At the beginning of field placement students receive a copy of the *Field Work Placement Evaluation* instrument.

Policies and Procedures for Terminating a Student's Enrollment in the Social Work Program for Reasons of Academic and Professional Performance

Students admitted to the social work program are expected to demonstrate consistent progress toward completion of the academic program. At the request of a faculty member, a student's academic and professional performance will be reviewed by the Social Work Student Performance Review Committee, comprised of two social work faculty members and one other faculty member of the Division of Social and Behavioral Sciences, for possible termination from the program for any of the following behaviors:

Failure to make academic progress;

Chronic absenteeism from class or field;

Hostile or resistant attitude toward learning and supervision;

Alcohol and/or drug dependency;

Violations of the ethical standards of social work, specifically the *NASW Code of Ethics* (Appendix A) and the *Ohio Code of Ethical Practice and Professional Conduct* (Appendix C);

Violations of federal, state and local laws (A prior conviction that becomes known during the course of study which demonstrates unsuitability for generalist practice may also be considered); and

Violations of university regulations or policy and procedures as may be issued and publicized to the campus community including but not limited to, university policies concerning the following:

Academic integrity, classroom civility, drugs and alcohol, disorderly/disruptive behavior, sexual harassment, sexual violence, vandalism, and theft.

Failure to comply with any contract set forth by the Academic Performance Review Committee to remediate problems and deficiencies.

A student may appeal the decision of the Student Performance Committee by following the policy and procedures for Student Problem Resolution outlined in the *Ohio Dominican University Student Handbook*.

Student Social Work Action Team

The student Social Work Action Team, to which a full-time social work faculty member serves as advisor, is the formal avenue for students to participate in advising the social work program. Students are encouraged to organize and advocate for their shared interests.

Rho Delta Chapter of Phi Alpha National Social Work Honorary Society

Rho Delta is the Ohio Dominican chapter of the Phi Alpha National Social Work Honor Society. The purpose of Phi Alpha is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Criteria for membership include at least sophomore status, 3.0 overall gpa and 3.25 gpa in social work course work.

Students' Rights and Responsibilities: Policies Affecting Academic and Student Affairs

As students of Ohio Dominican University, social work majors have many avenues in addition to

the Social Work Club referenced above through which to express their interests, develop their talents, and articulate their concerns and priorities. It is the students themselves who dictate the nature of much of the student activities programming. *The Ohio Dominican University Student Handbook* identifies structures through which students may have an impact on decisions affecting the campus community as well as the network of opportunities through which students can become involved in campus life.

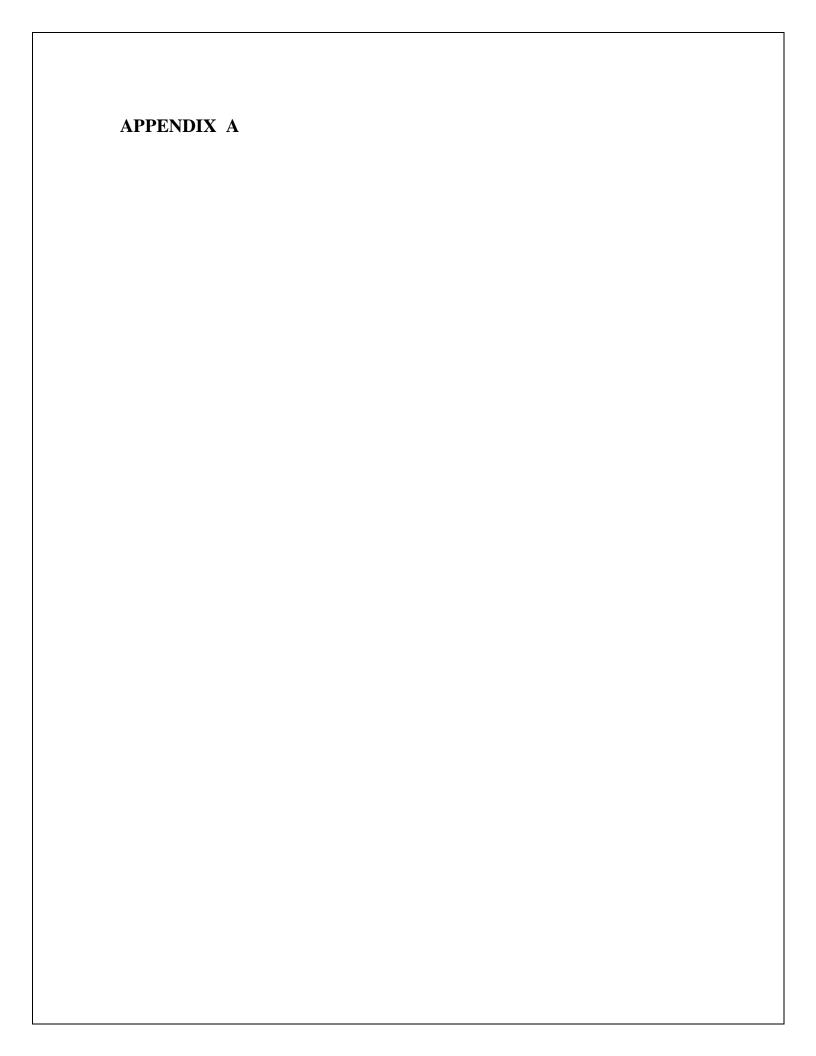
University standing committees comprise the structure from which many of the decisions or recommendations that affect the campus community emanate. Students enjoy representation on many of these committees. Each spring students may self-nominate for any of the committees for which they qualify. Student representatives are then elected for one-year terms on these committees. The committees that include student representation, their purpose, and pre-requisite qualification are outlined in the *ODU Student Handbook*.

The University supports and promotes a wide range of organizations including clubs, service organizations, representative and special interest groups. A listing to be found in the *Student Handbook* is updated annually. Any one interested in further information regarding these organizations may contact the group directly or the Student Activities Office.

The Student Activities Director supervises student activities, leadership development programming and consults with other student organizations. Students interested in starting a club or joining an existing organization are encouraged to contact this office. The College Council must approve campus organizations for official campus recognition. Organizations are required to have a written charter, campus faculty/staff advisor, follow all college regulations and policies for organizations and conduct a regular meeting/activity schedule.

University Council provides a forum to promote civic responsibility, provide student representation in the University governance, build student leadership, and recognize, promote, and regulate clubs and organizations. University Council represents the University community as a whole. Council is responsible for representing the concerns of the student body and acting as a liaison between students, student organizations, faculty, and the administration of the University. Its membership includes thirty- two student representatives, four faculty representatives and four members of the administrative staff. Meetings are publicized and open to the University community.









Code of Ethics

of the National Association of Social Workers

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

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

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

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

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

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

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

separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

Ethical Principles

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

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems. Social workers elevate service to others above selfinterest. 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 selfdetermination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 SelfDetermination

Social workers respect and promote the right of clients to selfdetermination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to selfdetermination 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 thirdparty 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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

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

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

- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social workerclient 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 thirdparty 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.
- (I) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

should be documented in clients' files.

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

1.09 Sexual Relationships

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional

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

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

1.14 Clients Who Lack Decision Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client wellbeing.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

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

- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

2.10 Incompetence of Colleagues

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

2.11 Unethical Conduct of Colleagues

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

3.02 Education and Training

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

3.03 Performance Evaluation

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

3.04 Client Records

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

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

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

3.08 Continuing Education and Staff Development

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

practice and ethics.

3.09 Commitments to Employers

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

3.10 Labor Management Disputes

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are

able, and obtain written consent from an appropriate proxy.

- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (I) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

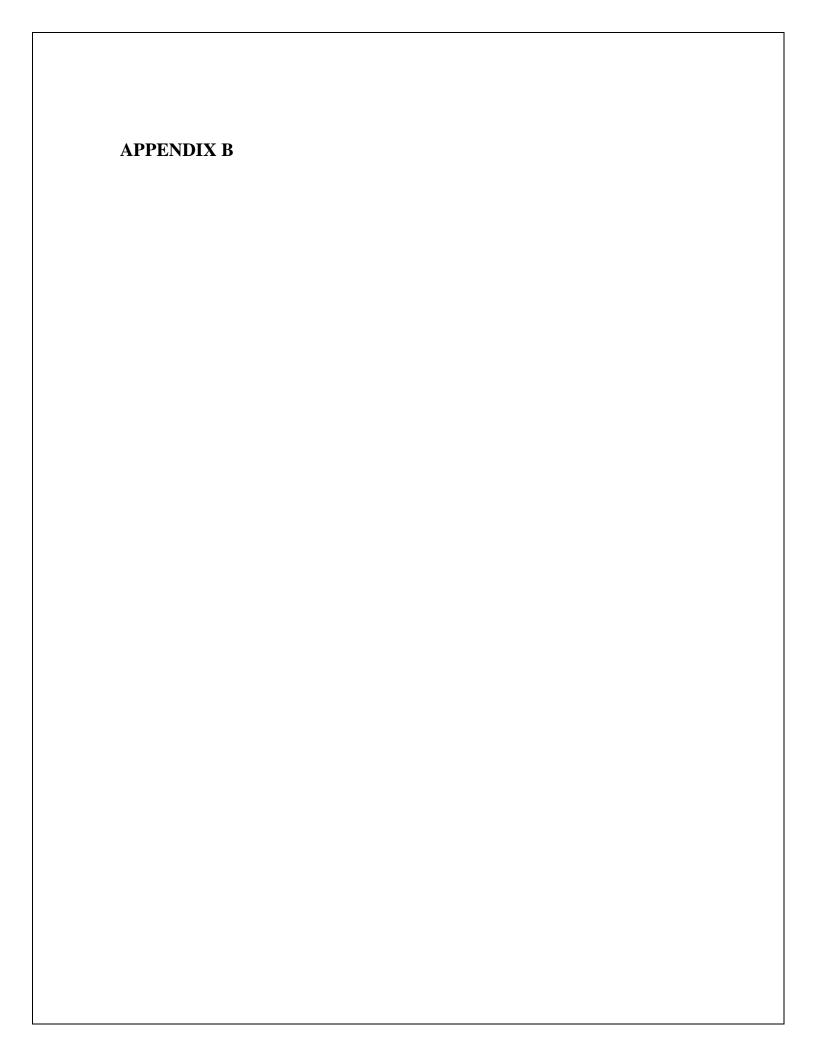
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

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

6.04 Social and Political Action

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





International Federation of Social Workers (IFSW) International Association of Schools of Social Work (IASSW)

Ethics in Social Work, Statement of Principles

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services.

The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organisations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people. with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organisations of IFSW and IASSW.

2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental

3. International Conventions

to social work.

International human rights declarations and conventions form common standards of achievement, and recognise rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women

- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles

4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

- 1. Respecting the right to self-determination Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
- 2. Promoting the right to participation Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
- 3. Treating each person as a whole Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognise all aspects of a person's life.
- 4. Identifying and developing strengths Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

- 1. Challenging negative discrimination: Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

 1 In some countries the term "discrimination" would be used instead of "negative discrimination". The word negative is used here because in some countries the term "positive discrimination" is also used. Positive discrimination is also known as "affirmative action". Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.
- 2. Recognising diversity Social workers should recognise and respect the ethnic and cultural diversity of the societies in which they practise, taking account of individual, family, group and community differences.
- 3. Distributing resources equitably Social workers should ensure that resources at their disposal are distributed fairly, according to need.
- 4. Challenging unjust policies and practices Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
- 5. Working in solidarity Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatisation or subjugation, and to work towards an inclusive society.

5. Professional conduct

It is the responsibility of the national organisations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organisations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their

country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

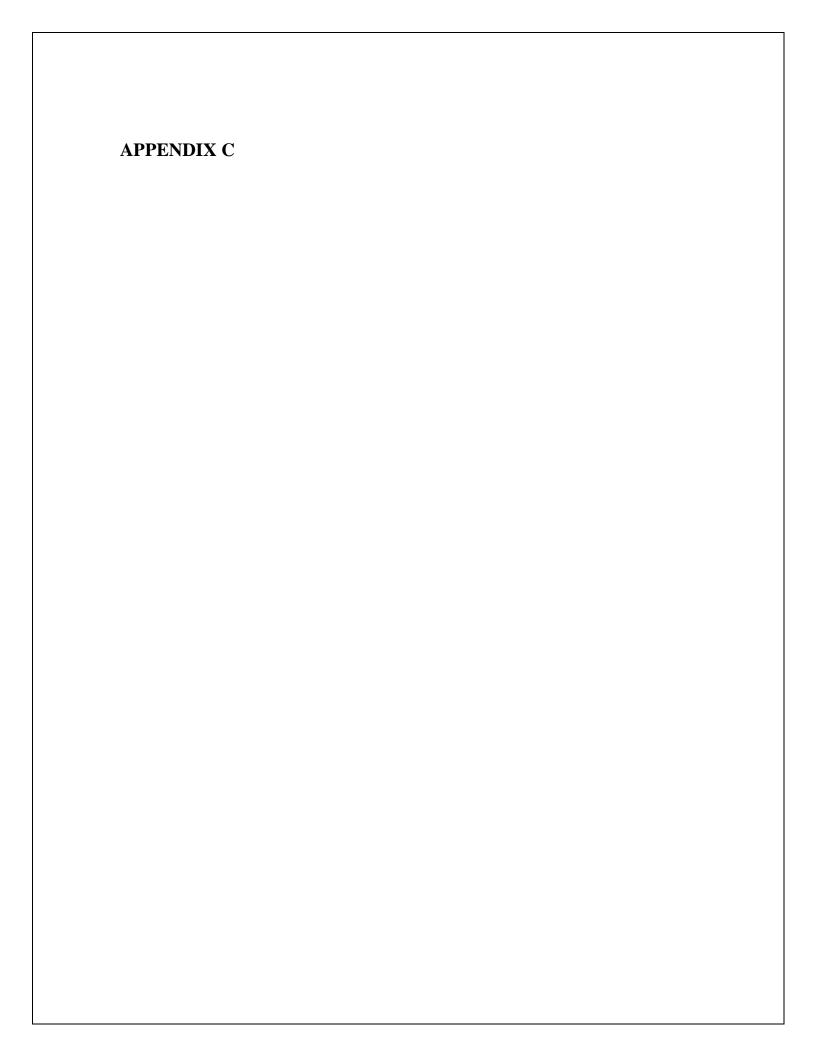
- 1. Social workers are expected to develop and maintain the required skills and competence to do their job.
- 2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
- 3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognising the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
- 4. Social workers should act in relation to the people using their services with compassion, empathy and care.
- 5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
- 6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
- 7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
- 8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
- 9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge
- 10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
- 11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
- 12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document "Ethics in Social Work, Statement of Principles" was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004

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of Social Work, PO Box 6875, CH-3001 Bern, Switzerland







Copyright © 2008, Council on Social Work Education, Inc. All rights reserved. Revised March 27, 2010 **Educational Policy and Accreditation Standards**

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, I human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice. I These six value elements reflect the National Association of Social Workers *Code of Ethics*. National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

- **1.0.1** The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.
- **1.0.2** The program identifies its goals and demonstrates how they are derived from the program's mission.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

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

- advocate for client access to the services of social work:
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

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

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

² National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

³ International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from http://www.ifsw.org

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
 - analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.

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

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and

• select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

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

Educational Policy M2.2—Advanced Practice

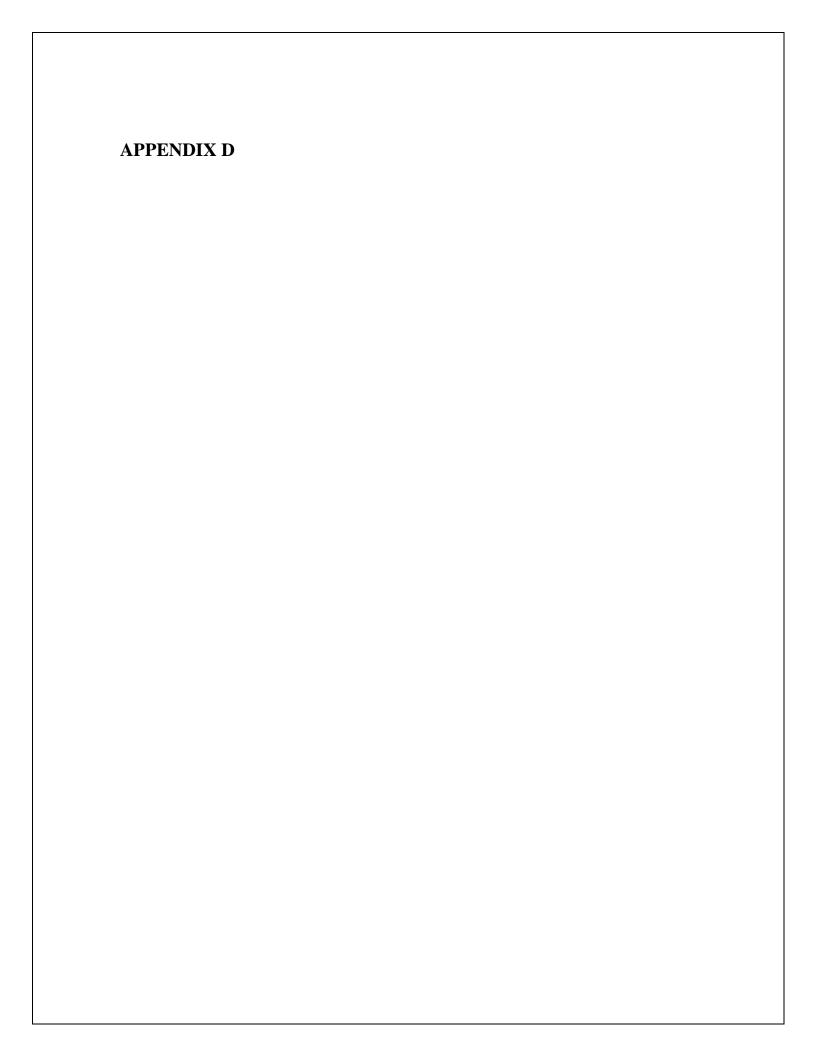
Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.4 In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

4 Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedelus*, 52-59.







CODE OF ETHICAL PRACTICE AND PROFESSIONAL CONDUCT

Ohio Administrative Code

Chapter 4757-5 Code of Ethics 4757-5-01 Standards of ethical practice and professional conduct.

- (A) The code of ethical practice and professional conduct constitutes the standards by which the professional conduct of counselors, social workers, and marriage and family therapists shall be measured. Each subject area is in a separate rule within Chapter 4757-5 of the Administrative Code.
- (B) The rules of standards of ethical practice and conduct shall apply to the conduct of all counselor, social worker, and marriage and family therapist licensees and registrants.
- (C) A violation of these rules of standards of ethical practice and professional conduct constitutes unprofessional conduct and is sufficient reason for a reprimand, suspension, revocation, other disciplinary action, or for restrictions placed upon a license or for the denial of the initial license or renewal, or reinstatement of a license.
- (D) The board subscribes to codes of ethics and practice standards for counselors, social workers, and marriage and family therapists promulgated by the "American Counseling Association" and the "National Association of Social Workers" and the "American Association for Marriage and Family Therapy". These association standards shall be used as aids in resolving ambiguities which may arise in the interpretation of the rules of professional ethics and conduct, except that the board's rules of standards of ethical practice and professional conduct shall prevail whenever any conflict exists between these rules and the professional association standards.

Effective: 10/18/2009

R.C. 119.032 review dates: 06/12/2009 and 09/20/2012

Promulgated Under: 119.03

Statutory Authority: 4757.11

Rule Amplifies: 4757.11

Prior Effective Dates: 9-19-85 (Emer.); 12-19-85; 5-22-86; 6-11-95 (Emer.); 7-3-97; 8-2-01; 9-20-02; 4-10-04; 1-1-069-19-85 (Emer.); 12-19-85; 5-22-86; 6-11-95 (Emer.); 7-3-97; 8-2-01; 9-20-02; 4-10-04; 1-1-06; 11-8-07

4757-5-02 Standards of ethical practice and professional conduct: clients/consumers of services.

(A) Responsibility to clients/consumers of services as to competency:

- (1) Licensees and registrants shall be able to present reliable and substantial evidence of competency in the areas in which they practice. Licensees and registrants shall not misrepresent directly, indirectly or by implication their professional qualifications such as education, specialized training, experience, or area(s) of competence. Licensees or registrants shall not use a doctorate designation in their professional capacity unless it is related to the field of mental health and is from a recognized accredited educational institution.
- (2) Licensees and registrants shall practice only within the competency areas for which they are qualified by education and training. Licensees and registrants shall maintain appropriate standards of care based on their individual professional license. Standards of care shall be defined as what an ordinary, reasonable professional with similar training would have done in a similar circumstance.
- (3) While developing new skills in specialty areas, a counselor, social worker, or marriage and family therapist shall take steps to ensure the competence of their work and to protect the clients from possible harm. A counselor, social worker, or marriage and family therapist shall develop skills in specialty areas only after appropriate education, training, and while receiving approved supervision.
- (4) Licensees and registrants do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies. Licensees and registrants shall make appropriate referrals when the client's needs exceed the counselor's, social worker's, or marriage and family therapist's competence level or scope of practice. The referrals shall be made in a timely manner.
- (5) All counselors, social workers and marriage and family therapists shall use techniques/ procedures/ modalities in diagnosing and treating mental and emotional disorders that are grounded in theory and/or have an empirical or scientific foundation, otherwise, they shall define the techniques/ procedures as "unproven" or "developing" and explain to their clients the potential risks and ethical considerations of using such techniques/ procedures and take steps to protect clients from possible harm. Individuals licensed at the level of professional counselor, social worker and marriage and family therapist shall diagnose and treat mental and emotional disorders only under proper supervision.
- (B) Responsibility to clients/consumers of services as to informed consent:
- (1) Counselors, social workers, or marriage and family therapists shall inform clients/consumers of services the extent and nature of services available to them, as well as the limits, rights, opportunities and obligations associated with the services to be provided which might effect the clients/consumers of services decisions to enter into or continue the relationship.
- (2) Licensees and registrants shall provide services to clients only in the context of a professional relationship based on valid informed consent. Licensees and registrants shall use clear and understandable language to inform clients of the purposes of services, limit to the services due to legal requirements, relevant costs, reasonable alternatives, the clients' rights to refuse or withdraw consent, and the timeframe covered by the consent.
- (3) In instances when clients are unable to read or understand the consent document or have trouble understanding the primary language contained in the informed consent document, licensees shall take steps to ensure the client's comprehension including providing a detailed verbal explanation or arranging for a qualified interpreter or

translator as needed. If a client because of age or mental condition is not competent to provide informed consent, the licensee shall obtain consent from the parent, guardian, or court appointed representative. Best professional practice dictates that a counselor, social worker, or marriage and family therapist shall adhere to the court documents. If a counselor, social worker, or marriage and family therapist does not understand the court document, they shall contact the court for clarification before proceeding with treatment.

- (4) In situations when clients are receiving services involuntarily, counselors, social workers, and marriage and family therapists shall provide information about the nature and extent of the services and about the client's right to refuse services and the consequences of that refusal.
- (5) Counselors, social workers, and marriage and family therapists who provide services via electronic means shall inform the clients and recipients of the limitations and risks associated with such services.
- (6) When a counselor, social worker, or marriage and family therapist provides services to two or more clients who have a relationship with each other and who are aware of each other's participation in treatment (for example couples, family members), a counselor, social worker, or marriage and family therapist shall clarify with all parties the nature of the licensee's professional obligations to the various clients receiving services, including limits of confidentiality. A counselor, social worker, or marriage and family therapist who anticipates a conflict of interest among the clients receiving services or anticipates having to perform in potentially conflicting roles (for example a licensee who is asked or ordered to testify in a child custody dispute or divorce proceeding involving clients) shall clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.
- (7) When a counselor, social worker, or marriage and family therapist sees clients for individual or group treatment, there may be reason for a third party to join the session for a limited purpose. The licensee shall ask the client or legal guardian to provide written authorization that describes the purpose and need for the third party to join the session and describes the circumstances and extent to which confidential information may be disclosed to the third party. The counselor, social worker, or marriage and family therapist shall make it clear that the third party is not a client and there is no confidentiality between the licensee and the third party. The counselor, social worker, and marriage and family therapist shall make it clear to the third party that he/she shall not have rights to access any part of the client's file including any session in which they participated unless the client signs a release. A counselor, social worker, or marriage or family therapist shall not make recommendations to courts, attorneys or other professional concerning non-clients.
- (8) When a court or other judicial body orders an evaluation, assessment or other official report, the licensee shall inform the client of the parameters of the court order. The counselor, social worker, or marriage and family therapist shall not go beyond the parameters of the court order without obtaining written permission from the court or other judicial body.
- (9) A counselor, social worker, or marriage and family therapist shall only make recommendations to a court, attorney or other professional concerning a client.
- (10) Counselors, social workers, or marriage and family therapists shall communicate information in ways that are both developmentally and culturally appropriate. Counselors, social workers, or marriage and family therapists shall use clear and understandable

language when discussing issues related to informed consent. When clients have difficulty understanding the language used by counselors, social workers, or marriage and family therapists, they shall provide necessary services (e.g., arranging for a qualified interpreter or translator) to ensure comprehension by clients. In collaboration with clients, counselors, social workers, or marriage and family therapists shall consider cultural implications of informed consent procedures and, where possible, counselors, social workers, or marriage and family therapists shall adjust their practices accordingly.

- (C) Responsibility to clients/consumers of services as to delegation: Counselors, social workers, or marriage and family therapists shall delegate professional responsibilities to another person only when the licensee delegating the responsibilities knows that the task is within the person's scope of practice and the person qualifies by training, experience and/or licensure to perform them.
- (D) Responsibility to clients/consumers of services as to confidentiality:
- (1) Counselors, social workers, and marriage and family therapists shall have a primary obligation to protect the client's right to confidentiality as established by law and the professional standards of practice. Confidential information shall only be revealed to others when the clients or other persons legally authorized to give consent on behalf of the clients, have given their informed consent, except in those circumstances in which failure to do so would violate other laws or result in clear and present danger to the client or others. Unless specifically contraindicated by such situations, clients shall be informed and written consent shall be obtained before the confidential information is revealed.
- (2) Counselors, social workers, and marriage and family therapists shall discuss with clients and the clients' legally authorized representatives, the nature of confidentiality and the limitation of clients' right to confidentiality. Licensees shall review with clients circumstances where confidential information may be requested and where disclosure of confidential information is legally required. This discussion shall occur as soon as possible in the professional relationship and as needed throughout the course of the relationship.
- (3) When counselors, social workers, and marriage and family therapists provide counseling services to families, couples, or groups, licensee's shall seek agreement among the parties involved concerning each individual's right to confidentiality and obligations to preserve the confidentiality of information shared by others. Licensees shall inform participants in family, group, or couples counseling that the licensee cannot guarantee that all participants shall honor such agreements.
- (4) Counselors, social workers, and marriage and family therapists shall take reasonable and appropriate steps to protect the confidentiality of information transmitted to other parties when using computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology.
- (E) Responsibility to clients/consumers of services as to termination:
- (1) Counselors, social workers, and marriage and family therapists shall terminate services only after giving careful consideration to factors affecting the relationship and making effort to minimize possible adverse effects. If an interruption or termination of services is anticipated, reasonable notification and appropriate referral for continued services shall be provided to the client/consumer of services.
- (2) Counselors, social workers, and marriage and family therapists employed by an agency or practice, may not solicit or refer a current client of the agency or practice, to

the licensee's private practice. Licensees and registrants when leaving the employment of an agency or practice may offer referrals to the client. The referral shall include multiple options for the client to choose from, and the agency where the client is currently being seen shall be included as an option, the licensee's private practice may be one of the multiple options.

- (3) In the event that a licensee or registrant is terminated for cause from a position as a volunteer or paid licensee, it is not the responsibility of the licensee or registrant to provide continuation of services or appropriate referrals. Licensees who are terminated for cause shall not contact their ex-clients.
- (F) Responsibility to clients/consumers of services as to sexual harassment: Counselors, social workers, and marriage and family therapists shall not sexually harass clients/consumers of services family members of clients, ex-clients or other persons encountered in professional settings. Licensees shall not sexually harass supervisees, students, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature. A client of the agency is considered a client of each counselor, social worker, or marriage and family therapist employed or contracted by the agency for purposes of ethics under the sexual harassment section of this chapter. The duty of the licensee is based on that particular licensee's knowledge of a client's identity prior to starting a relationship.
- (G) Responsibility to clients/consumers of services as to discrimination: Counselors, social workers, and marriage and family therapists shall 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, veteran status, or mental or physical challenge.
- (H) Responsibility to clients/consumers of services as to conduct with clients and other individuals:
- (1) Counselors, social workers, and marriage and family therapists shall not physically or verbally abuse or threaten clients family members of clients, ex-clients or other persons encountered in professional settings. Licensees shall be aware that any physical touching between the professional and the client is subject to review for appropriate professional boundaries. The professional shall have the burden of proof to explain why physical touching was professionally necessary.
- (2) Counselors, social workers, and marriage and family therapists shall not use derogatory language in their written or verbal communications to or about clients, exclients or family members of clients or ex-clients. Licensees shall use accurate and respectful language in all communications to and about clients and other persons in professional settings.

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4757-5-03 Standards of ethical practice and professional conduct: multiple relationships.

- (A) Counselors, social workers, or marriage and family therapists shall avoid multiple relationships and conflicts of interest with any client/consumer-of-services, ex-clients, family members of clients or ex-clients, or other persons encountered in professional or non-professional setting, which are not in the best interest of the client and might impair professional judgment or which increases the risk of client/consumer-of-services exploitation.
- (1) When a multiple relationship is first recognized or cannot be avoided, counselors, social workers, and marriage and family therapists shall take the following appropriate professional precautions:
- (a) All potential multiple relationship and/or conflicts of interest shall be discussed with the client as soon as possible after being first recognized and shall only continue with both parties agreement;
- (b) All multiple relationships and/or conflicts of interest shall be noted in the client record with reasoning as to why it is in the best interest of the client and/or not harmful;
- (c) Such notation shall be continually reassessed and justified in the record;
- (d) Issues such as informed consent, consultation, and supervision shall be considered to ensure that judgment is not impaired and that no exploitation occurs.
- (2) A client of the agency is considered a client of each counselor, social worker, or marriage and family therapist employed or contracted by the agency for purposes of ethics under the multiple relationships rule of this chapter.
- (3) The licensed professional shall not undertake or continue a professional relationship with a client/consumer-of-services when the objectivity or competency of the counselor, social worker, or marriage and family therapist is, or could reasonably be expected to be, impaired or where the relationship with the client/consumer-of-services is exploitative.
- (4) Examples of multiple relationships that shall be avoided include but are not limited to those listed below.
- (a) Familial relationships;
- (b) Social relationships;
- (c) Emotional relationships;
- (d) Financial relationships including bartering;

- (e) Supervisory relationships;
- (f) Political relationships;
- (g) Administrative relationships; and/or
- (h) Legal relationships.
- (5) The list of relationships in paragraph (A)(4) of this rule as well as others require careful consideration to insure that impaired judgment or exploitation is not involved and that the best interest of the client is served at all times.
- (B) Counselors, social workers, and marriage and family therapists shall avoid potentially harmful effects of non-client contacts on their practice that would reasonably impair the professional's objectivity or otherwise interfere with the professional's effectiveness as a counselor, social worker, or marriage and family therapist or would reasonably harm or exploit the other party. The standard to be used shall be what an ordinary, reasonable professional with similar education and training would have considered in similar circumstances.
- (C) When counselors, social workers, and marriage and family therapists provide services to two or more people who have a relationship with each other (for example couples, family members), licensees shall clarify with all parties which individuals shall be considered clients and the nature of the licensee's professional obligations to the various individuals who are receiving services. Licensees, who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, a licensee who is asked or ordered to testify in a child custody dispute or divorce proceeding involving clients), shall clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

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<u>4757-5-04 Standards of ethical practice and professional conduct: sexual relationships.</u>

(A) Counselors, social workers, and marriage and family therapists shall not engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced. A client of the agency is considered a client of each counselor, social worker, or marriage and family therapist employed or contracted at the agency for purposes of ethics under the sexual relationships section of this chapter. The duty of the

licensee is based on that particular licensee's knowledge of a client's identity prior to starting a relationship.

- (B) Counselors, social workers, and marriage and family therapists shall not have sexual intimacies with clients and shall not counsel persons with whom they have had a sexual relationship.
- (C) Counselors, social workers, and marriage and family therapists shall not engage in sexual intimacies with former clients within five years after terminating the therapeutic relationship. Counselors, social workers, and marriage and family therapists who choose to engage in such a relationship after five years following termination have the responsibility to thoroughly examine and document in the clients record that such a relationship does not have an exploitative nature, based upon factors such as, duration of therapy, amount of time since therapy, termination circumstances, client's personal history and mental status, adverse impact on the client, power differentials, and actions by the professional suggesting a plan with the client after termination.
- (D) A client of the agency is considered a client of each counselor, social worker, or marriage and family therapist employed or contracted by the agency for purposes of ethics under the sexual harassment, multiple relationships and sexual relationships sections of this rule. Counselors, social workers and marriage and family therapists shall 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 the client maintains a personal relationship has the potential to be harmful to the client and may make it difficult for the counselor, social worker or marriage and family therapist to maintain appropriate professional boundaries. Counselors, social workers and marriage and family therapists, 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. The duty of the licensee is based on that particular licensee's knowledge of a client's identity prior to starting a relationship.
- (E) If the counselor, social worker or marriage and family therapist engages in conduct contrary to this prohibition or claims that an exception to this prohibition is warranted because of extraordinary circumstances, the counselor, social worker, or marriage and family therapist not his or her clients assumes the full burden of demonstrating that the client or former client has not been exploited, coerced, or manipulated, intentionally or unintentionally. The licensee shall document how this is so in the client's record.

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<u>4757-5-05 Standards of ethical practice and professional conduct: impaired practice.</u>

In impaired practice situations: counselors, social workers and marriage and family therapists shall not undertake or continue professional relationships with a client, supervisee, or student when the objectivity or competency of the counselor, social worker, or marriage and family therapist is or could reasonably be expected to be, impaired due to mental, emotional, physiological, pharmacological, or substance abuse conditions. If such a condition develops after a professional relationship has been initiated, the counselor, social worker, or marriage and family therapist shall terminate the professional relationship in an appropriate manner, shall notify the client of termination in writing, and shall assist the client in obtaining services from another professional.

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4757-5-06 Standards of ethical practice and professional conduct: assessment and testing instruments.

- (A) General use of assessment and testing instruments:
- (1) Appraisal techniques: the primary purpose of educational and psychological assessment is to provide measures that are objective and interpretable in either comparative or absolute terms. Counselors, social workers, and marriage and family therapists shall interpret the statements in this rule as applying to the whole range of appraisal techniques, including test and non-test data.
- (2) Client welfare: counselors, social workers, and marriage and family therapists shall promote the welfare and best interests of the client in the development, publication, and utilization of educational and psychological assessment results and interpretations and take reasonable steps to prevent others from misusing the information these techniques provide. They shall respect the client's rights to know the results, of the interpretations made, and the bases for their conclusions and recommendations.
- (B) Competence to use and interpret assessment and testing instruments:
- (1) Limits of competence: Counselors, social workers, and marriage and family therapists shall recognize the limits of their competence and perform only those testing and assessment services for which they have training. They shall be familiar with reliability, validity, related standardization, error of measurement, and proper application of any technique utilized. Counselors, social workers, and marriage and family therapists using

computer-based test interpretations shall be trained in the construct being measured and the specific instrument being used prior to using this type of computer application. Counselors, social workers, and marriage and family therapists shall take reasonable measures to ensure the proper use of psychological assessment techniques by persons under their supervision.

- (2) Appropriate use: Counselors, social workers, and marriage and family therapists are responsible for the appropriate selection, application, scoring, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use computerized or other services.
- (3) Decisions based on results: Counselors, social workers, and marriage and family therapists responsible for decisions involving individuals or policies that are based on assessment results shall have a thorough understanding of educational and psychological measurement, including validation criteria, test research, and guidelines for test development and use.
- (4) Accurate information: Counselors, social workers, and marriage and family therapists shall provide accurate information and shall not make false claims when making statements about assessment instruments or techniques. Counselors, social workers, and marriage and family therapists shall seek to identify and correct client misconceptions about assessment instruments or techniques and about the meaning of scores, charts, or graphs given to them as assessment product. Special efforts shall be made to avoid unwarranted connotations of such terms as "IQ" and grade equivalent scores.
- (C) Informed consent in the use of assessment and testing instruments:
- (1) Explanation to clients: Prior to assessment, counselors, social workers, and marriage and family therapists shall explain the nature and purposes of assessment and the specific use of results in language the client (or other legally authorized person on behalf of the client) can understand, unless an explicit exception to this right has been agreed upon in advance. Regardless of whether scoring and interpretation are completed by counselors, social workers, marriage and family therapists, by assistants, or by computer or other outside services, counselors, social workers, and marriage and family therapists shall take reasonable steps to ensure that appropriate explanations are given to the client.
- (2) Recipients of results: The examinee's welfare, explicit understanding, and prior agreement shall determine the recipients of test results. Counselors, social workers, and marriage and family therapists shall include accurate and appropriate interpretations with any release of individual or group test results.
- (D) Release of information to competent professionals of assessment and testing instrument results:
- (1) Misuse of results: Counselors, social workers, and marriage and family therapists shall not misuse assessment results, including test results, and interpretations, and take reasonable steps to prevent the misuse of such by others.
- (2) Release of raw data: Counselors, social workers, and marriage and family therapists shall ordinarily release data (e.g. protocols, counseling or interview notes, or questionnaires) in which the client is identified only with the consent of the client or the client's legal representative. Such data shall usually be released only to persons

recognized by counselors, social workers, and marriage and family therapists as competent to interpret the data.

- (E) Proper diagnosis of mental disorders with the use of assessment and testing instruments:
- (1) Proper diagnosis: Counselors and social workers shall take special care to provide accurate diagnosis of mental disorders. Assessment techniques (including personal interview) used to determine client care (e.g., locus of treatment, type of treatment or recommended follow-up) shall be carefully selected and appropriately used.
- (2) Cultural sensitivity: Counselors and social workers shall recognize that culture affects the manner in which client's problems are defined. Clients' socioeconomic and cultural experience shall be considered when diagnosing mental disorders.
- (F) Test selection in the use and interpretation of assessment and testing instruments:
- (1) Appropriateness of instruments: Counselors, social workers, and marriage and family therapists shall carefully consider the validity, reliability, psychometric limitations and appropriateness of instruments when selecting tests for use in a given situation or with a particular client.
- (2) Culturally diverse populations: Counselors, social workers, and marriage and family therapists recognize that the psychometric characteristics of a test (e.g., reliability, validity) are a function of the cultural composition of the population in which they were evaluated, validated, or normed. Licensees shall exercise due diligence in selecting tests to be used within a culturally diverse population in order to minimize the risk of inappropriate interpretation of test scores.
- (G) Conditions of test administration when using assessment and testing instruments:
- (1) Administration conditions: Counselors, social workers, and marriage and family therapists shall administer tests under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behavior or irregularities occur during the testing session, those conditions shall be noted in interpretation, and the results may be designated as invalid or of questionable validity.
- (2) Computer administration: Counselors, social workers, and marriage and family therapists shall be responsible for ensuring that assessment administration programs function properly to provide clients with accurate results when a computer or other electronic methods are used for test administration.
- (3) Unsupervised test-taking: Counselors, social workers, and marriage and family therapists shall not permit unsupervised or inadequately supervised use of tests or assessments unless the tests or assessments are designed, intended, and validated for self administration and/or scoring.
- (4) Disclosure of favorable conditions: prior to test administration, conditions that produce most favorable test results shall be made known to the examinee.
- (H) Diversity when using assessment and testing instruments: Counselors, social workers, and marriage and family therapists shall be cautious in using assessment

techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument was standardized. They shall recognize the effects of age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation and socioeconomic status on test administration and interpretation and place test interpretation results in proper perspective with other relevant factors.

- (I) Test scoring and interpretation when using assessment and testing instruments:
- (1) Reporting reservations: In reporting assessment results, counselors, social workers, and marriage and family therapists, shall indicate any reservations that exist regarding validity or reliability because of the circumstances of the assessment or the inappropriateness of the norms for the person tested.
- (2) Research instruments: counselors, social workers, and marriage and family therapists shall exercise caution when interpreting the results of research instruments possessing insufficient technical data to support respondent results. The specific purposes for the use of such instruments shall be stated explicitly to the examinee.
- (3) Testing services: counselors, social workers, and marriage and family therapists who provide test scoring and test interpretation services to support the assessment process shall confirm the validity of such interpretations. They shall accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. The public offering of an automated test interpretations service is considered a professional-to-professional consultation. The formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client.
- (J) Test security when using assessment and testing instruments: Counselors, social workers, and marriage and family therapists shall maintain the integrity and security of tests and other assessment techniques consistent with legal and contractual obligations. Counselors, social workers, and marriage and family therapists shall not appropriate, reproduce, or modify published tests or parts thereof without acknowledgment and permission from the publisher.
- (K) Obsolete tests and outdated test results when using assessment and testing instruments: Counselors, social workers, and marriage and family therapists shall not use data or test results that are obsolete or outdated for the current purpose. Counselors, social workers, and marriage and family therapists shall make every effort to prevent the misuse of obsolete measures and test data by others.
- (L) Test construction for assessment and testing instruments: Counselors, social workers, and marriage and family therapists shall use established scientific procedures, relevant standards, and current professional knowledge for test design in the development, publication, and utilization of educational and psychological assessment techniques.

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4757-5-07 Standards of ethical practice and professional conduct: research and publication.

- (A) Responsibilities in conducting research:
- (1) Use of human subjects: Counselors, social workers, and marriage and family therapists shall plan, design, conduct, and report research in a manner consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human subjects. Counselors, social workers, and marriage and family therapists shall design and conduct research that reflects cultural sensitivity appropriateness.
- (2) Deviation from standard practices: Counselors, social workers, and marriage and family therapists shall seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard acceptable practices.
- (3) Precautions to avoid injury: Counselors, social workers, and marriage and family therapists who conduct research with human subjects are responsible for the subjects' welfare throughout the experiment and shall take reasonable precautions to avoid causing injurious psychological, physical, or social effects to their subjects. Counselors, social workers, and marriage and family therapists shall warn clients of any possible harm that might come from being involved in a research project.
- (4) Principal researcher responsibility: The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and full responsibility for their own actions.
- (5) Minimal interference: Counselors, social workers, and marriage and family therapists shall take reasonable precautions to avoid causing disruptions in subjects' lives due to participation in research.
- (6) Diversity: Counselors, social workers, and marriage and family therapists shall be sensitive to diversity and research issues with special populations. They seek consultation when appropriate.
- (B) Informed consent in conducting research and publishing:
- (1) Topics disclosed: In obtaining informed consent for research, counselors, social workers, and marriage and family therapists shall use language that is understandable to research participants and that:
- (a) Accurately explain the purpose and procedures to be followed;
- (b) Identify any procedures that are experimental or relatively untried;
- (c) Describe the attendant discomforts and risks;

- (d) Describe the benefits or changes in individuals or organizations that might be reasonably expected;
- (e) Disclose appropriate alternative procedures that would be advantageous for subject:
- (f) Offer to answer any inquiries concerning the procedures;
- (g) Ascribe any limitations on confidentiality, and;
- (h) Instruct that subjects are free to withdraw their consent and discontinue participation in the project at any time.
- (2) Deception: Counselors, social workers, and marriage and family therapists shall not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. When the methodological requirements of a study necessitate concealment or deception, the investigator shall explain clearly the reasons for this action as soon as possible.
- (3) Voluntary participation: Participation in research shall typically be voluntary and without any penalty for refusal to participate. Involuntary participation shall be appropriate only when investigators can demonstrate that participation shall have no harmful effects on subjects and is essential to the investigation.
- (4) Confidentiality of information: Information obtained about research participants during the course of an investigation shall be confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, shall be explained to participants as a part of the procedure for obtaining informed consent.
- (5) Persons incapable of giving informed consent: When a person is not capable of giving informed consent, counselors, social workers and marriage and family therapists shall provide an appropriate explanation, obtain agreement for participation and obtain appropriate consent from a legally authorized person.
- (6) Commitments to participants: Counselors, social workers, and marriage and family therapists shall take reasonable measures to honor all commitments to research participants.
- (7) Explanations after data collections: After data is collected, counselors, social workers, and marriage and family therapists shall provide participants with full clarifications of the nature of the study to remove any misconceptions. Where scientific or human values justify delaying or withholding information, counselors, social workers and marriage and family therapists shall take reasonable measures to avoid causing harm.
- (8) Agreements to cooperate: Counselors, social workers, and marriage and family therapists who agree to cooperate with another individual in research or publication incur an obligation to cooperate as promised in terms of punctuality of performance and with regard to the completeness and accuracy of the information required.
- (9) Informed consent for sponsors: In the pursuit of research, counselors, social workers, and marriage and family therapists shall give sponsors, institutions, and publication channels the same respect and opportunity for giving informed consent that they accord to individual research participants. Counselors, social workers, and marriage and family

therapists shall be aware of their obligation to future research workers and ensure that host institutions are given feedback information and proper acknowledgment.

- (C) Reporting results of research and publishing:
- (1) Information affecting outcome: When reporting research results, counselors, social workers, and marriage and family therapists shall explicitly mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of this data.
- (2) Accurate results: Counselors, social workers, and marriage and family therapists shall plan, conduct and report research accurately and in a manner that minimizes the possibility that results will be misleading. They shall provide thorough discussions of the limitations of their data and alternative hypotheses. Counselors, social workers, and marriage and family therapists shall not engage in fraudulent research, distort data, misrepresent data, or deliberately bias their results.
- (3) Obligation to report unfavorable results: Counselors, social workers, and marriage and family therapists shall communicate to other counselors, social workers, and marriage and family therapists the results of any research judged to be of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests shall not be withheld.
- (4) Identity of subjects: Counselors, social workers, and marriage and family therapists who supply data, aid in the research of another person, report research results, or make original data available shall take due care to disguise the identity of respective subjects in the absence of specific authorization from the subjects to do otherwise.
- (5) Replication studies: Counselors, social workers, and marriage and family therapists shall make available sufficient original research data to qualified professionals who may wish to replicate the study.
- (D) Publication of research results:
- (1) Recognition of others: When conducting and reporting research, counselors, social workers, and marriage and family therapists shall be familiar with, and give recognition to, previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due.
- (2) Contributors: Counselors, social workers, and marriage and family therapists shall give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor shall be listed first and minor technical or professional contributions shall be acknowledged in notes or introductory statements.
- (3) Student research: For an article that is substantially based on a student's dissertation or thesis, the student shall be listed as the principal author.
- (4) Duplicate submission: Counselors, social workers, and marriage and family therapists shall submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in another journal or published work shall

not be submitted for publication without acknowledgment and permission from the previous publication.

(5) Professional review: Counselors, social workers, and marriage and family therapists who review material submitted for publication, research, or other scholarly purposes shall respect the confidentiality and proprietary rights of those who submitted it.

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Prior Effective Dates: 9-19-85 (Emer.); 12-19-85; 5-22-86; 6-11-95 (Emer.); 7-3-97; 8-

2-01; 9-20-02; 4-10-04; 1-1-06; 11-8-07

<u>4757-5-08 Standards of ethical practice and professional conduct: payment for services.</u>

(A) Payment for services: When setting fees, counselors, social workers, and marriage and family therapists shall ensure that the fees are fair, reasonable, and commensurate with the services performed.

(B) Counselors, social workers, and marriage and family therapists shall not accept goods or services as payment for professional services unless those transactions comply with the multiple relationship rule 4757-5-03 of the Administrative Code. Bartering arrangements are a form of multiple relationship and shall be documented per rule 4757-5-03 of the Administrative Code. Counselors, social workers, and marriage and family therapists 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) Counselors, social workers, and marriage and family therapists shall not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the counselor's, social worker's, or marriage and family therapist's employer or agency.

Effective: 10/18/2009

R.C. 119.032 review dates: 06/12/2009 and 09/20/2012

Promulgated Under: 119.03

Statutory Authority: 4757.11

Rule Amplifies: 4757.11

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4757-5-09 Standards of ethical practice and professional conduct: record keeping.

- (A) Record keeping requirements: For each client/consumer of services, a licensee or registrant shall keep records of the dates of counseling, social work, or marriage and family therapy services, types of counseling, social work, or marriage and family therapy services, termination, and billing information. Records held by the licensee shall be kept for seven years. Records held or owned by government agencies or educational institutions are not subject to this requirement. Licensees shall keep all records in a secure location and shall allow only authorized persons access to records.
- (B) Counselors, social workers, and marriage and family therapists shall take reasonable steps to ensure that documentation in records is accurate and reflects the services provided. Dates reflected in case notes shall be accurate with respect to dates of service and dates the case notes were written. Clinical records shall include but not be limited to appropriate diagnosis, if any; individual service plans; in-take assessments; informed consent documents; and releases of information documents.
- (C) Counselors, social workers, and marriage and family therapists shall 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.
- (D) Counselors', social workers', and marriage and family therapists' documentation shall protect clients' privacy to the extent that it is possible and appropriate and shall include only information that is directly relevant to the delivery of services.
- (E) Counselors, social workers, and marriage and family therapists shall store records following termination of services to ensure reasonable future access. Records should be maintained as required by this rule unless a longer retention period is required by statute or relevant contracts
- (F) Counselors, social workers, and marriage and family therapists shall provide clients with reasonable access to records concerning the client. Counselors, social workers, and marriage and family therapists who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client shall provide assistance in interpreting the records and consultation with the client regarding the records. Licensees 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 the clients' requests and the rationale for withholding some or all of the records shall be documented in the clients' files. When providing clients with access to their records, licensees shall take steps to protect the confidentiality of other individuals identified or discussed in such records.
- (G) A counselor, social worker, or marriage and family therapist shall not condone, partake, or assist in billing irregularities or fraud with respect to insurance companies or direct billing.
- (H) Counselors, social workers and marriage and family therapists shall be aware of and adhere to divisions (H)(1) and (H)(2) of section 3109.051 of the Revised Code. That section in part states: "a parent of a child who is not the residential parent of the child is

entitled to access, under the same terms and conditions under which access is provided to the residential parent, to any record that is related to the child and to which the residential parent of the child legally is provided access...unless the court determines that it would not be in the best interest of the child for the parent who is not the residential parent to have access to the records under those same terms and conditions...any keeper of a record who knowingly fails to comply with the order or division (H) of this section is in contempt of court." A complete reading and understanding of this section is mandatory for any counselor, social worker or marriage and family therapist providing services for children.

(I) When counselors, social workers, or marriage and family therapists leave a practice, they shall follow a prepared plan for transfer of clients and files. Counselors, social workers, or marriage and family therapists shall prepare and disseminate to an identified colleague or "records custodian" a plan for the transfer of clients and files in the case of their incapacitation, death, or termination of practice. Licensees at agencies that close can reference division (A)(14) of section 5122.31 of the Revised Code for proper transfer of records.

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Rule Amplifies: 4757.11

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2-01; 9-20-02; 4-10-04; 1-1-06; 11-8-07; 11-2-08

<u>4757-5-10 Standards of ethical practice and professional conduct: reporting unethical actions.</u>

- (A) Mandatory reporting: All licensees, registrants, supervisors and trainees have a responsibility to report any alleged violations of this act or rules adopted under it to the counselor, social worker, and marriage and family therapist board. Also, if they have knowledge or reason to suspect that a licensed colleague or other licensee is acting in an unethical way or is incompetent or impaired they shall report that practitioner to the board. All mandatory reporting shall be in writing and bear the name and license number or registration of the reporter. When client confidentiality limits the licensee's ability to provide details the licensee is still mandated to report the allegations against another licensee without breaching client confidentiality.
- (B) Counselors, social workers, and marriage and family therapists are required to comply with all mandatory reporting requirements set forth in the Revised Code to include, but not limited to:
- (1) Section 2305.51 of the Revised Code Immunity of mental health professional for reporting violent behavior by a client or patient;
- (2) Section 2151.421 of the Revised Code Duty to report child abuse or neglect;

- (3) Section 5101.61 of the Revised Code Duty to report abuse, neglect or exploitation of an adult:
- (4) Section 2317.02 of the Revised Code Privileged communications; and
- (5) Section 5123.61 of the Revised Code Mandatory "duty to report abuse, neglect and other major incidents for a person with mental retardation or a developmental disability."

R.C. 119.032 review dates: 06/12/2009 and 06/11/2014

Promulgated Under: 119.03

Statutory Authority: 4757.11

Rule Amplifies: 4757.11

Prior Effective Dates: 9-19-85 (Emer.); 12-19-85; 5-22-86; 6-11-95 (Emer.); 7-3-97; 8-

2-01; 9-20-02; 4-10-04; 1-1-06; 11-8-07

4757-5-11 Standards of ethical practice and professional conduct: change of name and/or address.

All licensees or registrants are required to notify the board of any changes of name or information to ensure that the board has their current name and mailing address within ninety days of those events. Failure to do so may result in disciplinary action by the board.

R.C. 119.032 review dates: 06/12/2009 and 06/11/2014

Promulgated Under: 119.03

Statutory Authority: 4757.11

Rule Amplifies: 4757.11

Prior Effective Dates: 9-19-85 (Emer.); 12-19-85; 5-22-86; 6-11-95 (Emer.); 7-3-97; 8-

2-01; 9-20-02; 4-10-04; 1-1-06; 11-8-07

4757-5-12 Standards of ethical practice and professional conduct: professional disclosure for counselors, social workers and marriage and family therapists.

(A) Section 4757.12 of the Revised Code requires that a client cannot be charged for professional counseling, social work or marriage and family therapy services unless one of the following applies:

- (1) Prior to the performance of services, the client is furnished a copy of a professional disclosure statement containing the information described in paragraph (C) of this rule; or
- (2) A professional disclosure statement containing the information described in paragraph (C) of this rule is displayed in a conspicuous location at the place where the services are performed and a copy of the statement is provided to the client upon request.
- (B) In order to comply with paragraph (A) of this rule the statement shall contain:
- (1) The name, title, business address, and business phone number of the licensee performing the services.
- (2) The formal professional education of the licensee, including their academic degrees, the institutions awarding those degrees and the dates awarded.
- (a) "Formal professional education" means the licensee's academic training related to counseling, social work and/or marriage and family therapy, which meets the educational requirements for licensure.
- (b) Academic degrees that do not meet the requirements for licensure, including degrees that do not come from accredited education institutions, are not formal professional education as defined in this rule and shall not be listed on the professional disclosure statement.
- (3) The licensee's areas of competence and the services they provide as follows:
- (a) The professional counselor's areas of competence and the services they provide. The practice of counseling and the delivery of those services are defined in division (A) of section 4757.01 of the Revised Code and in rules 4757-15-01 and 4757-15-02 of the Administrative Code. The counseling areas of competence and services are required to be listed on the professional statement;
- (b) The social worker's areas of competence and the services they provide. The practice of social work and the delivery of those services are defined in division (C) of section 4757.01 of the Revised Code and in rules 4757-21-01, 4757-21-02, and 4757-21-03 of the Administrative Code. The social work areas of competence and services are required to be listed on the professional statement; or
- (c) The marriage and family therapist's areas of competence and the services they provide. The practice of marriage and family therapy and the delivery of those services are defined in division (H) of section 4757.01 of the Revised Code and in rules 4757-27-01 and 4757-27-02 of the Administrative Code. The marriage and family therapist areas of competence and services are required to be listed on the professional statement.
- (4) For a licensee employed in a private practice, partnership, or group practice, a fee schedule shall be listed by type of service or hourly rate.
- (5) The type of license(s) held by the individual and the license number(s).
- (6) At the bottom of the first page of the professional disclosure statement, the following words shall appear, "This information is required by the counselor, social worker, and marriage and family therapist board, which regulates the practices of professional

counseling, social work, and marriage and family therapy in this state. If you have complaints about professional services from a counselor, social worker and/or marriage and family therapist contact the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board, 50 West Board Street, Suite 1075, Columbus, OH 43215. Phone (614) 466-0912. Website: www.cswmft.ohio.gov."

- (C) The following legal and ethical principles apply in providing the professional disclosure statement:
- (1) The provision of the professional disclosure statement is the sole responsibility of the licensee. A copy of the professional disclosure statement shall be submitted to the board upon request;
- (2) The purpose of professional disclosure is to provide sufficient information to aid the client/consumer of services, or the public in making informed judgments and choices on matters concerning the provision of counseling, social work and/or marriage and family therapy services; and
- (3) When choosing areas of competence and services provided to be listed on their professional disclosure statement, licensees shall be guided by paragraph (A)(1) of rule 4757-5-02 of the Administrative Code. "Counselors, social workers and marriage and family therapist shall not misrepresent directly, indirectly, or by implication their professional qualifications such as education, specialized training, experience, and/or area(s) of competence."
- (D) In listing areas of competence and services provided on the professional disclosure statement, licensees shall adhere to their scope of practice and delivery of services as referenced in paragraph (B)(3)(a), (B)(3)(b), or (B)(3)(c) of this rule and rules 4757-5-02 and 4757-11-01 of the Administrative Code.

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R.C. 119.032 review dates: 06/12/2009 and 09/20/2012

Promulgated Under: 119.03

Statutory Authority: 4757.10

Rule Amplifies: 4757.12, 4757.11

Prior Effective Dates: 5-22-86; 7-3-97; 9-20-02; 1-1-06) & (5-22-86; 7-3-97; 9-20-02;

1-1-06; 11-8-07, 11/2/08

4757-5-13 Standards of practice and professional conduct: electronic service delivery (internet, email, teleconference, etc.).

Electronic service delivery is defined in paragraph (EE) of rule 4757-3-01 of the Administrative Code. Licensees are reminded that standards of ethical practice and professional conduct rules 4757-5-01 to 4757-5-12 of the Administrative Code apply to electronic service delivery.

- (A) These standards govern the practice of electronic service delivery and address practices that are unique to electronic service delivery and electronic service delivery practitioners.
- (1) All practitioners providing counseling, social work or marriage and family therapy via electronic service delivery to Ohio citizens shall be licensed in Ohio.
- (2) All licensees of this board providing services to clients outside the state of Ohio shall comply with the laws and rules of that jurisdiction.
- (3) Electronic service delivery shall require an initial face-to-face meeting, which may be via video/audio electronically, to verify the identity of the electronic service delivery client. At that meeting steps shall be taken to address impostor concerns, such as by using passwords to identify the client in future electronic contacts.
- (4) Informed consent shall include information defining electronic service delivery as practiced by the licensee and the potential risks and ethical considerations per paragraph (B) of rule 4757-5-02 of the Administrative Code.
- (a) Licensees shall obtain written informed consent.
- (b) Licensees shall not provide services without client signed informed consent.
- (5) Licensees shall provide links to websites for all of their certification bodies and licensure boards to facilitate consumer protection.
- (6) Licensees shall identify an appropriately trained professional who can provide local assistance, including crisis intervention, if needed. Licensees shall provide electronic service delivery clients the local crisis hotline telephone number and the local emergency mental health telephone number.
- (7) Licensees shall provide a link to the board's online license verification site on their web page. They shall also have a copy of the professional disclosure statement available on their web site per rule 4757-5-12 of the Administrative Code.
- (B) Confidentiality in electronic service delivery shall be maintained by the licensee:
- (1) Licensees shall use encryption methods for electronic service delivery; and
- (2) Shall inform electronic service delivery clients details of data record storage.

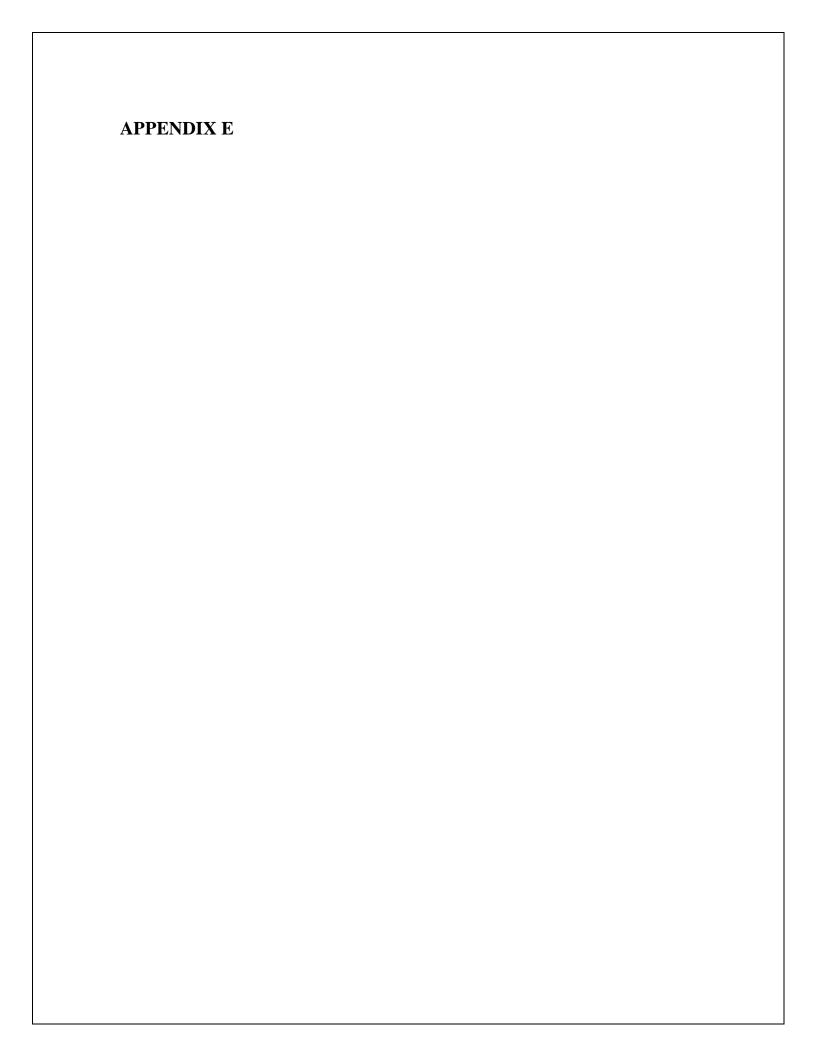
Effective: 10/18/2009

R.C. 119.032 review dates: 09/20/2012

Promulgated Under: 119.03

Statutory Authority: 4757.11

Rule Amplifies: 4757.11





Ohio Dominican University Application for Admission to the Bachelor of Social Work (B.A.) Program

Name	Date:				
Mailing Address:					
Phone No	Overall GPA:				
Requ	irements for Admission to the Social Work Program				
All students must fu	alfill the following requirements:				
 Complete Applica Complete Studen Demonstrate app Demonstrate com In the case of an astudent must be a 	cumulative average of 2.0. ation for Admission. t Admissions Contract and Code of Conduct. ropriate professional behavior in course work. spetence in oral and written English. otherwise qualified applicant with a documented disability, the ble with the provision of reasonable accommodations to meet adards for admission and participation in essential classroom and sing experiences.				
List and briefly desc	cribe your employment history.				
List and briefly desc	cribe your volunteer experience.				

Describe wha	t influenced your decision to pursue a Major in Social Work.
D "I	
Describe your	career goals and objectives.
Do you have	any physical mantal or amotional illnesses or limitations, including also
Do you have a	ance abuse, which might limit your ability to practice social work?
or other subst Yes:	No:
or other subst Yes:	ance abuse, which might limit your ability to practice social work?
or other subst Yes:	ance abuse, which might limit your ability to practice social work? No:
or other subst Yes:	ance abuse, which might limit your ability to practice social work? No:
or other subst Yes:	ance abuse, which might limit your ability to practice social work? No:
or other subst Yes:	ance abuse, which might limit your ability to practice social work? No:

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Have you ever been arrested, charged with or of guilty plea) of a felony or misdemeanor (other sentence was imposed or suspended? Have you criminal) conviction? Have you ever had a reconstruction or had a conviction sealed?	than traffic violations) whether or not ou ever been pardoned from a felony (or cord expunged from a felony
If yes, please explain. Note: Having been char contest plea or guilty plea) of a felony (or othe not sentence was imposed or suspended may p	r criminal offense) in any court whether or
I affirm that the information provided on this f to be reviewed by the Admissions Committee	
Student signature	Date

Return completed Application for Admission along with signed Student Admissions Contract and Code of Conduct to

Dr. Martha Armstrong Social Work Program Director 229 Erskine Hall armstrom@ohiodominican.edu 614/251-4631



APPENDIX F		



Student Admissions Contract and Code of Conduct

Social work is a profession whose members are required to adhere to standards advanced by the National Association of Social Workers (NASW); social work students must also meet standards advanced by the Council on Social Work Education (CSWE). The following behavioral expectations of students were adapted from the *NASW Code of Ethics* and CSWE's accreditation standards for programs of social work education.

- 1. The social work student is expected to maintain high standards of personal conduct and act in accordance with the highest standards of integrity.
- 2. The social work student engaged in study and research must be guided by the conventions of scholarly inquiry.
- 3. The social work student engaged in service delivery holds as primary his or her responsibility to clients.
- 4. The social work student must respect the privacy of clients and holds in confidence all information obtained in the course of professional service.
- 5. The social work student is expected to treat fellow students, faculty, supervisors, and staff with respect, honesty, courtesy, fairness, and good faith.
- 6. The social work student must adhere to commitments made to the social work program.
- 7. The social work student will uphold and advance the values, ethics, and mission of the profession.
- 8. The social work student must not participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation.
- 9. The social work student must not engage in any form of discrimination based on an individual's race, ethnicity, gender, sexual orientation, age, religion, or other personal characteristics, beliefs, status, or conditions.
- 10. The social work student will continue his or her professional development through regular self-assessment of academic and personal aptitude and performance.
- 11. The social work student will continue his or her professional development through regular faculty assessment of academic and professional aptitude and performance.

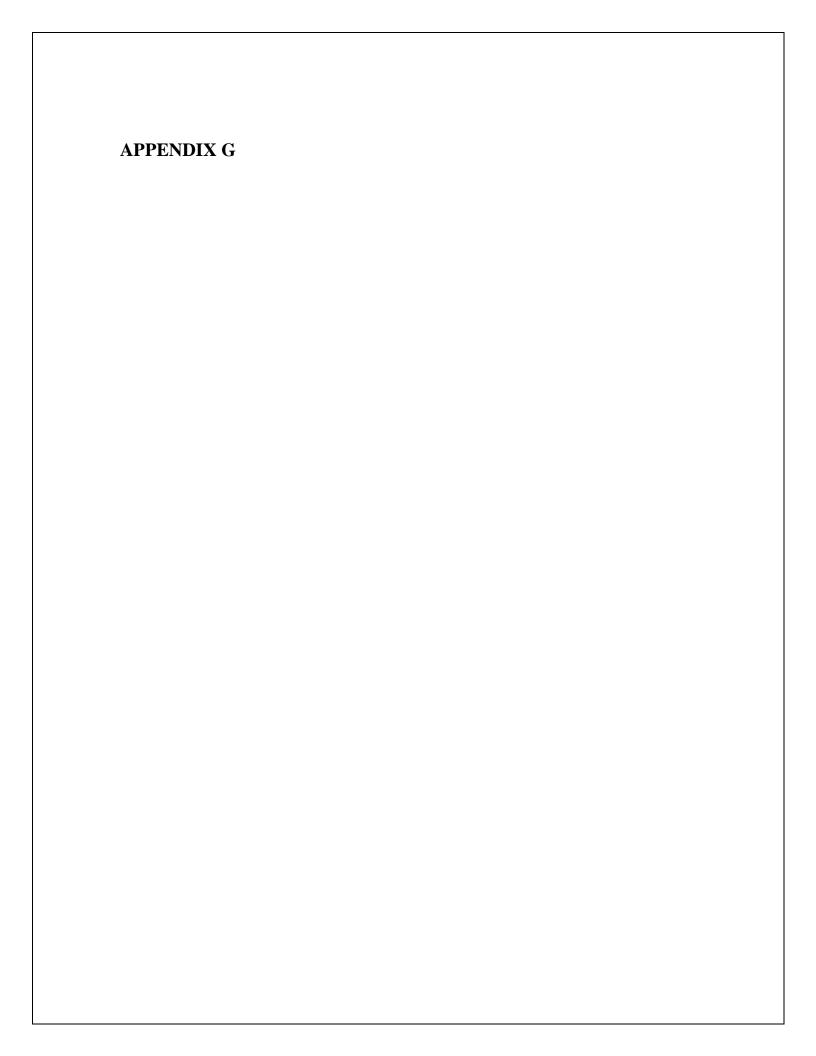
Statement of Understanding and Agreement

I understand that, should I be admitted to the social work major, if my professional development is not deemed satisfactory by the social work faculty (and/or field instructor), the program has the right and responsibility to request reassessment of my suitability for the major in social work.

I hereby agree to abide by the standards in this document, and I further understand that I must maintain a 2.0 overall GPA to remain in the program. **Prerequisites for enrollment in SWK 480** *Field Work I* include senior standing, 2.5 GPA, and successful completion of application requirements for field work.

Student signature Date

State University an	eveloped from mate nd East Tennessee S eds., <i>Gatekeeping i</i>	State University	, and contained i	n Gibbs, Patty and
Press, 2000.	cus., Outekeeping i	n BSW 1 TOgram	s. IVOW TOTK, C	





Ohio Dominican University Senior Social Work Field Placement Application

Name	
Address	
City	Zip Code
Telephone (day)	(evening)
E-mail	
FIELD PLACEMENT PREF	FERENCES
placement you would like. For specific client population such	ndicate any preferences concerning the type of field r example, do you have special interest in working with a as adolescents, fragile older adults or persons with there a setting or field of practice such as child welfare or nat is of particular interest?
*	about career and educational goals that should be taken your field placement assignment.

Do you have family responsibilities or work commitments which require special consideration?		
Do you anticipate any problems in scheduling or completing your field work? If so, please explain.		
Please state anything of a personal nature that should be taken into consideration in planning for your field agency assignment (for example, past felony or other police records, substance abuse, learning disabilities, mental or physical illness, physical needs).		
Do you have a vehicle that can be used for transportation to your field placement? YesNo		
Many field placement sites require that the student has a vehicle that can be used for transportation to home interviews or to meetings outside of the agency. Could you use your vehicle for these purposes?YesNo		
Would you be able to consider a field placement assignment that necessitated your paying for parking?YesNo		

Do you prefer a field placement assignment outside Franklin County? If so, specify the location.
PREVIOUS FIELD PLACEMENTS
1. Agency
Learning experiences
Which educational program required this placement
2. Agency
Learning experiences
Which education program required this placement

1. Employer_____ Position/Title____ Duties 2. Employer_____ Position/title_____ Duties____ PREVIOUS HUMAN SERVICES EMPLOYMENT 1. Organization_____ Position/Title____ Duties____ 2. Organization_____ Position/Title_____ Duties _____ **HUMAN SERVICES VOLUNTEER EXPERIENCE** 1. Organization_____ Position Duties ____

CURRENT EMPLOYMENT

2. Organization
Position
Duties
3. Organization
Position
Duties
Note: Pre-requisites for enrollment in SWK 480 <i>Field Work I</i> include: senior standing; 2.5 GPA; and successful completion of application requirements for fieldwork.
Student Signature
Date

Application for Senior Social Work Field Placement is to be submitted no later than February 15th to

Dr. Martha Armstrong Social Work Program Director Erskine Hall room 229

At that time the student should request a field placement interview with Dr. Armstrong

Dr. Armstrong can be contacted by phone at 614/251-4613, or by e-mail at armstrom@ohiodominican.edu concerning any questions about this form or other aspects of the application process.

