

Brigham Young University-Hawaii

Bachelor of Social Work



Student Handbook



Brigham Young University-Hawai'i

Statement of Non-Discrimination

BYU-Hawai'i considers non-discrimination to be fundamental to its mission, goals, and objectives. BYU-Hawai'i recognizes that its future success is, in part, dependent upon its ability to successfully accommodate the increasingly diverse nature of the student body and employees, which diversity is promoted by the worldwide growth of its sponsoring Church. The University is committed not to unlawfully discriminate in the administration of its educational policies, admissions policies, scholarship and loan programs, employment, and other school-administered programs on the basis of race, color, national origin, religion, age, sex, veteran status, genetic information, or disability for all individuals who meet University and department academic requirements and agree to abide by the University's standards of conduct and behavior. The University does exercise the "religious" exemption in admissions as granted in Title IX of the Education Amendments, 20 U.S.C. 1681 (a)(3) and in hiring employees as granted in 41 CFR 60-1.5(a)(5).

Statement of Non-Discrimination: <https://legal.byuh.edu/non-discrimination>

I have received a copy of the Social Work Program Student Handbook. I have reviewed its contents and am willing to abide by its contents.

Signature _____

Date: _____

Social Work Student Handbook Table of Contents

Introduction.....	6
BYU Hawaii University Mission.....	7
BYU Hawaii University Vision.....	7
The Bachelor of Social Work Program.....	8
Program Mission Statement.....	8
Program Learning Outcomes.....	8
History.....	8
Accreditation.....	9
Field Education.....	9
Department Faculty and Staff.....	9
Social Work Program Affiliates.....	10
Hawai'i Social Work Licensure Requirements.....	11
Social Work Course Curriculum.....	13
Generalist Social Work Practice.....	13
Course Descriptions.....	14
Course Sequence.....	17
Three Main Areas of Standards of Social Work Practice.....	18
I. Capacity to Develop Mental & Emotional Professional Performance.....	18
II. Capacity to Develop Academic Professional Performance.....	18
III. Capacity to Develop Behavior that is Consistent with Professional Performance.....	20
Admission to the Social Work Program.....	21
Criteria for Admission.....	21
The Social Work Major Application Packet.....	22
Obtaining an Application Packet.....	22
Deadlines.....	22
Application Packet Submission.....	22
Interview.....	22
Interview Form.....	23
Readiness & Provisional Status.....	24
Prerequisites for Major Classes.....	24
Field Education & Practicum.....	25
Transfer Students.....	25
Life & Previous Work Experiences.....	26
Remedial Action.....	26
Probation.....	26
Termination.....	27
Grievance Procedures.....	27

University & Department Resources.....	29
Department Tutor.....	29
Academic Advisor.....	29
Faculty Mentor.....	29
Career Services.....	29
Financial Aid.....	29
Department Scholarships.....	30
Reading/Writing Center.....	30
Academic Computer Labs.....	30
Math Lab.....	30
Language Center.....	30
Center for Academic Success.....	30
 Social Work Department Policies.....	 31
 NASW Code of Ethics.....	 33

Brigham Young University-Hawaii

Social Work Student Handbook

Introduction

The human experience is one of possibilities, filled with opportunities as well as challenges and difficulties. Sometimes we are unable to cope with or resolve difficulties such as: poverty, marital conflict, parent-child relationship problems, delinquency, abuse and neglect, substance abuse, and mental/emotional stress. Social Work is the profession that helps individuals, groups, and communities enhance or restore their capacity for social functioning and work towards social and economic justice and peace.

Students who graduate with a Bachelor's Degree in Social Work (BSW) from Brigham Young University-Hawai'i (BYU-H) are prepared as generalist Social Work practitioners. The beginning generalist practitioner assesses and works with populations including referrals to community resources, guides consumer populations through the planned change process, intervenes at individual, small groups and community levels and in a range of situations, conducts on-going evaluations, and makes appropriate closure.

BSW practitioners are employed in a variety of direct practice settings, such as state departments of human services, mental health and developmental disabilities services, children's service agencies, halfway houses, nursing homes, agencies serving battered women, rape crisis centers, child-care centers, etc. At the practice setting, the generalist Social Work practitioner takes on various roles, such as broker, case manager, advocate, counselor, mediator, and educator.

Generally students major in Social Work because they have a keen commitment to helping people individually, in small groups, in families, and/or in communities. Students interested in majoring in Social Work must complete an application packet.

Brigham Young University-Hawai'i

University Mission

The mission of Brigham Young University–Hawai'i is to integrate both spiritual and secular **learning**, and to prepare students with character and integrity who can provide **leadership** in their families, their communities, their chosen fields, and in **building** the kingdom of God.



Integrate spiritual and secular learning to provide a foundation for a lifetime of **learning**.



Assist young men and young women in developing character and integrity so they can provide **leadership** in all aspects of their lives.



Provide a significant group of faithful and committed church leaders who will assist in **building** the kingdom, particularly in the Pacific and Asia.

University Vision

Brigham Young University–Hawai'i, founded by prophets and operated by The Church of Jesus Christ of Latter-day Saints, exists to assist individuals in their quest for perfection and eternal life and in their efforts to influence the establishment of peace internationally.

We seek to accomplish this by:

1. Educating the minds and spirits of students within an intercultural, gospel-centered environment and curriculum that increases faith in God and the restored gospel, is intellectually enlarging, is character building, and leads to a life of learning and service.
2. Preparing men and women with the intercultural and leadership skills necessary to promote world peace and international brotherhood, to address world problems, and to be a righteous influence in families, professions, civic responsibilities, social affiliations, and in the Church.
3. Extending the blessings of learning to members of the Church, particularly in Asia and the Pacific.
4. Developing friends for the university and the Church.
5. Maintaining a commitment to operational efficiency and continuous improvement.

Bachelor of Social Work Program

Program Mission Statement

The Bachelor of Social Work program supports the overall mission of Brigham Young University – Hawaii and The Church of Jesus Christ of Latter-day Saints by preparing culturally competent, effective, and ethical Social Work professionals committed to providing services to the poor, oppressed, and underserved. The department also provides opportunities for students to take leadership roles in supporting and promoting social justice and the Social Work profession internationally by facilitating peace within individuals, families, communities, and nations.

Program Learning Outcomes (PLOs) for the BYU-Hawai'i Social Work Department:

Upon completing the major in Social Work, students:

1. Identify as a professional Social Worker and conduct oneself accordingly. (2.1.1)
2. Apply Social Work ethical principles to guide professional practice. (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments. (2.1.3)
4. Engage diversity and difference in practice. (2.1.4)
5. Advance human rights and social and economic justice. (2.1.5)
6. Engage in research-informed practice and practice-informed research. (2.1.6)
7. Apply knowledge of human behavior and the social environment. (2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective Social Work services. (2.1.8)
9. Respond to contexts that shape practice. (2.1.9)
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (2.1.10)

*Please note that these are also the ten core competencies identified by the Council on Social Work Educations (CSWE) Educational Policy and Accreditation Standards (EPAS) that all graduates from schools of Social Work are expected to possess.

History

Brigham Young University – Hawaii is operated by the Church of Jesus Christ of Latter Day Saints. The President of The Church Jesus Christ of Latter Day Saints broke ground for the building of Church College of Hawai'i (now known as BYU-Hawai'i) in February 12, 1955. At the groundbreaking services President David O. McKay, the then-leader of the worldwide church, shared this prophetic vision: “from this school, I'll tell you, will go men and women whose influence will be felt for good towards the establishment of peace internationally.” The University infuses both secular and spiritual learning. The University's mission is centered on President McKay's first utterance of that vision.

The Social Work program was established as an initiative from the university administration in 1973. Since then, the faculty has grown from one full-time faculty member to four. Four adjunct faculty are teaching in their areas of practice and specialization. Recent data shows the success of

the program by the number of graduates from 2007 to 2015: 246 students have graduated from the Social Work program. The department has been fortunate to have had a rich diversity of students who come from all over the world. The recent percentage breakdown of 2015 is as follow and generally represents similarities from year to year. Students identified the following areas as home: Continent of U.S 41%, Pacific Islands 22%, Hawai'i 19%, Asia 15%, and other international areas 3%. The tradition of a strongly diverse student body is a uniquely defining aspect of what BYU-Hawaii is.

Accreditation

The Social Work program was first accredited during the 1978-79 academic year. The Social Work Baccalaureate program adheres to the standards of the National Council on Social Work Education (CSWE). Since that time, the department has been consistently re-affirmed to the present. This department is one of only two degree programs on campus accredited by a national body. The department is currently undergoing the re-affirmation process (2016). The CSWE Educational Policy and Accreditation Standards (EPAS) specify the curricular content and educational context to prepare students for professional Social Work practice.

See <http://www.cswe.org/> for further information.

Field Education

A signature learning experience of Social Work education is field education. In Field Education, students have the opportunity to practice the skills of a Social Worker under the supervision of a licensed Social Worker in the field during their last semester in the program. The department encourages students to return to their home regions to complete their field education and then, as graduates, to strengthen the Social Work profession in the community in which they reside.

Faculty and Staff

<p>John Bailey <i>Interim Department Chair, SOCW</i> Office: SEB 125 Phone: 808-675-3458 Email: john.bailey@BYU-H.edu</p>	<p>Kenneth Galea'i <i>Associate Professor</i> <i>Director of Accreditation</i> Office: MPC 201 Phone: 808-675-3591 Email: kenneth.galeai@BYU-H.edu</p>
<p>Christian Kunz <i>Assistant Professor</i> <i>Director of Field Education</i> Office: MPC 117 Phone: 808-675-3836 Email: christian.kunz@BYU-H.edu</p>	<p>Andre Hippolite <i>Assistant Professor</i> <i>Program Director – SOCW</i> Office: MPC 123 Phone: 808-675-3838 Email: andre.hippolite@BYU-H.edu</p>

<p>Victor Kaufusi <i>Assistant Professor</i> Office: MPC 207 Phone: 808-675-3658 Email: victor.kaufusi@BYU-H.edu</p>	<p>Kerry Moea'i <i>Adjunct Faculty</i> <i>Social Work Student Association Advisor</i> Office: MPC 119 Phone: 808-675-3537 Email: moeai@go.BYU-H.edu</p>
<p>Patricia Campbell <i>Adjunct Faculty</i> Office: MCK 173B Phone: 808-675-3597 Email: patricia.campbell@BYU-H.edu</p>	<p>Brandi Crawford <i>Adjunct Faculty</i> Office: MPC 119 Phone: 808-675-3537 Email: brandikc@go.BYU-H.edu</p>
<p>Kelly Coleman <i>Adjunct Faculty</i> Office: MPC 119 Phone: 808-675-3537 Email: ktoleman21@gmail.com</p>	<p>Laraine McDonell <i>Online Adjunct Faculty – Sociology</i> Email: larainem@go.BYU-H.edu</p>
<p>JaNae Sika <i>Administrative Assistant – SOCW/SOC</i> Office: MPC 205 Phone: 808-675-4968 Email: janaes@go.BYU-H.edu</p>	

Social Work Program Affiliates

Social Work Student Association

The Social Work Student Association (SWSA) is the student organization for provisional and regular Social Work majors. The purposes and benefits of the SWSA are to:

1. Advocate for the Social Work students.
2. Provide input for strengthening the Social Work curriculum and program through representation at the Social Work Department and the Social Work Advisory Council meetings
3. Make leadership and citizenship opportunities available to students in the SWSA.
4. Provide extra-curricular activities and service projects that are in harmony with the principles and purposes of the LDS Church and the Social Work profession, i.e., service projects.
5. Organize the Social Work students, to allow students the opportunity to demonstrate their commitment to Social Work education and to the Social Work profession.

Officers in the SWSA include the president, vice presidents, secretary, and treasurer, and they are announced annually or as determined by vacancy.

Phi Alpha National Social Work Honor Society

The Phi Alpha National Social Work Honor Society has a chapter on our campus, Kappa Chi. It provides students with the opportunity to be recognized for excellence in Social Work education, service and professionalism by meeting academic and service requirements.

See <http://www.phialpha.org/> for more information.

National Association of Social Workers (NASW)

The National Association of Social Workers is the largest Social Work organization in the world for Social Work practitioners. It is a significant resource of information, professionals, and programs useful for practitioners. For example, members have access to publications and programs that can help advance your career as well as business services that save you time and money.

Students are encouraged to join NASW and/or the professional Social Work association of their home country and engage in supporting the profession of Social Work.

NASW membership is one of the criteria required for students to receive the NASW Hawai'i Chapter annual student scholarship.

Hawai'i Social Work Licensure

Social Work Licensure Requirements in Hawai'i

A license verifies the minimal standards have been met for the respective Social Work license. This informs clients, community, prospective employers you have met the requirements of the license and denotes a degree of competency. One does not necessarily need a license to be a Social Worker, but it is prudent to have one or be in the pursuit of a license because it generally means a Social Worker can perform certain practice tasks, and therefore be more marketable.

Students are encouraged to seek out and review the requirements of the State or country they intend to practice in. In areas of the world where Social Work is still developing, licensing may be non-existent but students are encouraged to be in pursuit of enhancing practice through supervision and continued education.

This section gives a summary of licensing requirements in the State of Hawai'i.

Licensing regulations can be found here:

http://cca.Hawaii.gov/pvl/files/2013/08/hrs_pvl_467e.pdf

In the State of Hawai'i, licenses for Social Workers are offered at three levels and has a well-defined scope of practice for each.

1.) LBSW: Licensed Baccalaureate Social Workers

- Bachelor's degree from a Social Work program that is accredited by the Council on Social Work Education (CSWE) or one that is equivalent.
- The application and fee
- An exam.

Practice settings and tasks: The ability to work in agency settings. They can carry out service plans and perform duties like referral, case management, community organization, and program administration.

2.) LSW: Master's-Trained Licensed Social Workers

- Master's degree from a Social Work program that is accredited by the Council on Social Work Education (CSWE) or one that is equivalent, or a doctoral degree in Social Work.
- The application and fee
- An exam

Practice settings and tasks: They have additional responsibilities like consultation, research, psychosocial assessment, and treatment.

3.) LCSW: Licensed Clinical Social Workers

- Social Workers must complete 3,000 hours of supervised experience (within 2-5 year period).
- 2,000 hours: clinical diagnosis, psychotherapy, and assessment. Advocacy, consultation, and evaluation may account for no more than 900 of the credited hours.
- Master's degree from a Social Work program that is accredited by the Council on Social Work Education (CSWE) or one that is equivalent, or a doctoral degree in Social Work.
- 100 hours of face-to-face supervision.
- The application and fee
- An exam

Practice settings and tasks: They can do clinical diagnosis and psychotherapy. They are permitted to go into independent practice.

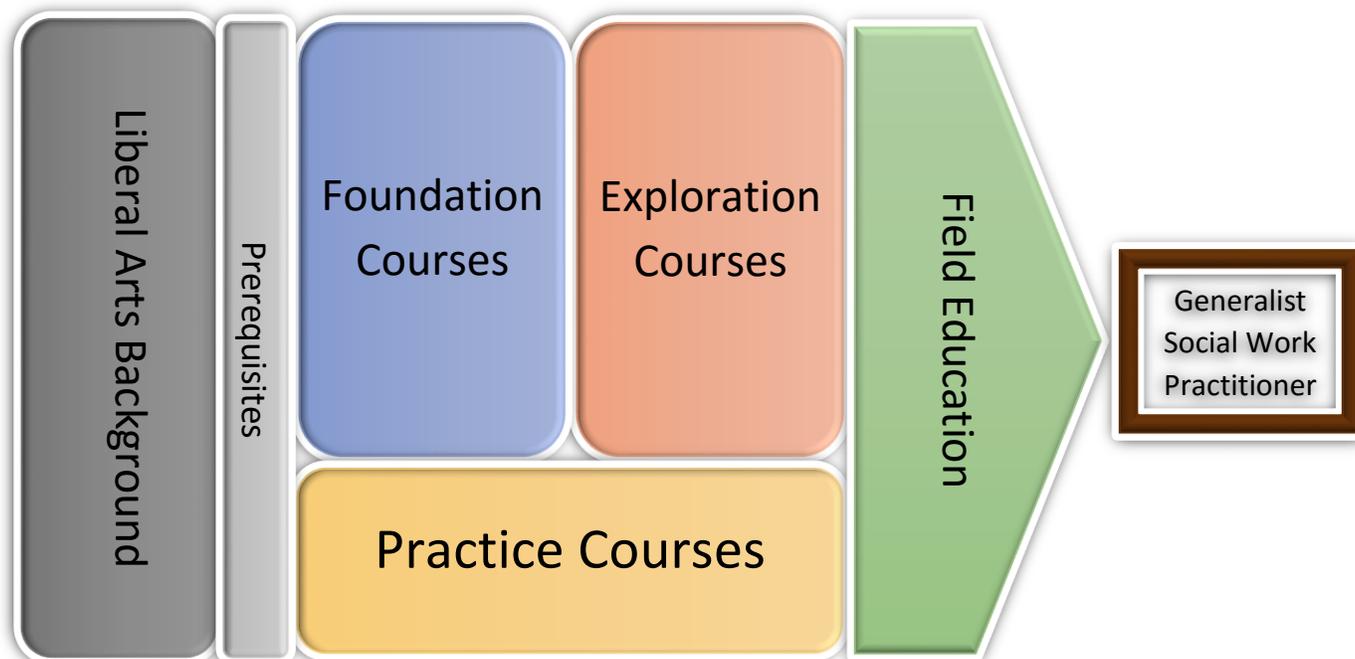
The Social Work Curriculum

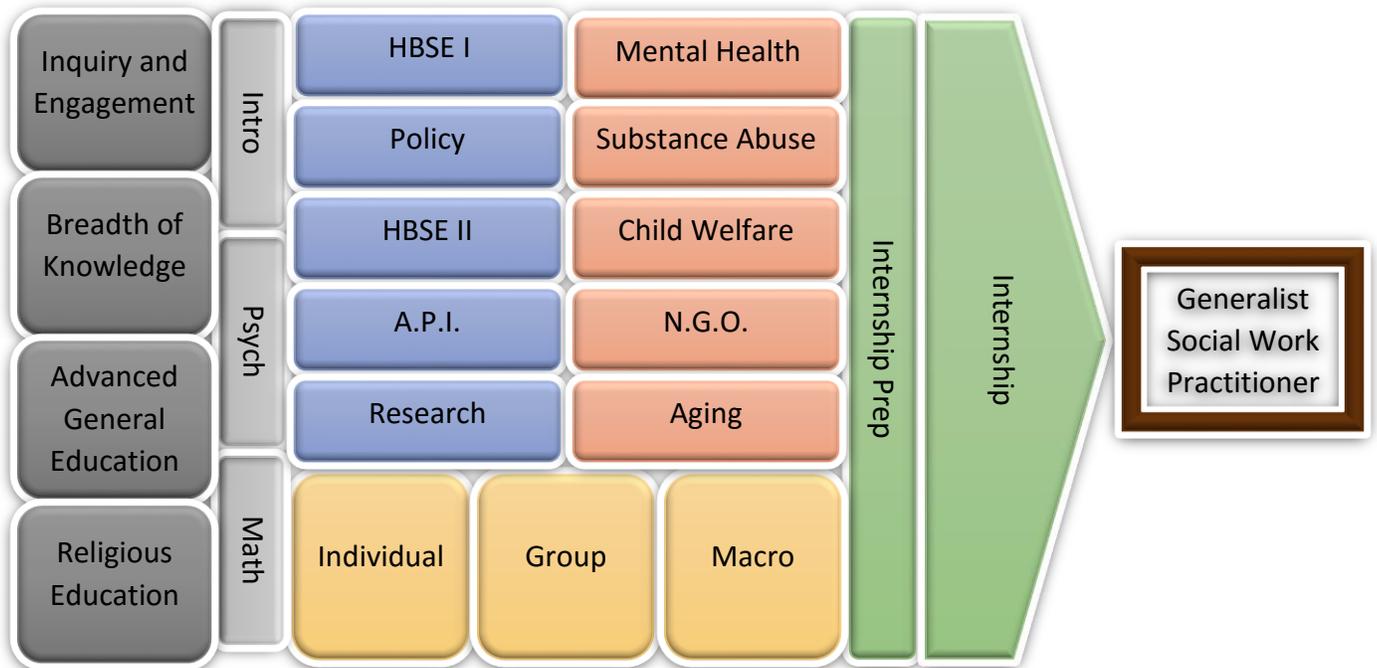
Generalist Social Work Practice

The course curriculum integrates “Generalist Social Work Practice.”

The Generalist practice model 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 the context on professional practice. BSW practice incorporates all of the core competencies.

Below is a visual overview of the Generalist Practice program. Further explanation and narrative of the components of Generalist Social Work Practice follows.





At the completion of your schooling in the Social Work program, you will have been educated in the Generalist Social Work Practice. Preparing students to be generalists allows them to have a broad knowledge and prepares them to work well in multiple practice settings.

Social Work Course Curriculum

Course Descriptions

The Social Work courses are listed below with a brief description. These courses provide a generalist knowledge of Social Work, preparing students to be generalists with a broad knowledge of Social Work practice. This breadth of understanding prepares a student well to work in multiple practice settings. The course description indicates the credits associated and the prerequisites that are required.

160. Social Welfare (3 credits)

Introduction to the nature of Social Work and evolution of social welfare. Generalist practice approach is applied to various client systems, including oppressed and disenfranchised populations.

357. Human Behavior in the Social Environment I (3 credits)

Provides a multidimensional view of human development from conception through adolescence utilizing a systems approach to infuse biological, psychological, social, spiritual, and

developmental frameworks that organize human behavior.
(Prerequisite: SOCW 160 and formal admission to the major)

359. Human Behavior in the Social Environment II (3 credits)

Provides a multidimensional view of human development from young adulthood through the end of life utilizing a systems approach to infuse biological, psychological, social, spiritual, and developmental frameworks that organize human behavior.
(Prerequisite: SOCW 357, SOCW 362, SOCW 366.)

362. Social Work Practice with Individuals (3 credits)

Introduction to generalist practice with emphasis on working with individuals. Focuses on knowledge, skills, and values relevant to micro Social Work practice. Skills lab included.
(Prerequisite: SOCW 160 and formal admission to the major)

364. Social Work Practice with Families and Groups (3 credits)

Introduction to generalist practice with emphasis on working with groups and families. Focuses on knowledge, skills, and values relevant to Social Work practice with individuals. Skills lab included. Continuation of generalist practice with families and groups. Focuses on knowledge, skills, ethics, and values relevant to mezzo Social Work practice. Skills lab included.
(Prerequisite: SOCW 357, SOCW 362, SOCW 366.)

366. Social Welfare Policy (3 credits)

Students acquire knowledge of the history and role of the Social Work profession in policymaking and in social welfare systems in the U.S. Students develop critical analysis skills.
(Prerequisite: SOCW 160 and formal admission to the major)

368. Social Welfare in Asia and the Pacific (3 credits)

Students acquire knowledge of and skills in critical analysis of social policy and welfare systems in select Asia and Pacific Island nations, using an international/global framework.
(Prerequisite: SOCW 357, SOCW 362, SOCW 366.)

390R. Special Topics in Social Work (1-3 credits) (Variable)

462. Social Work Practice with Organizations and Communities (3 credits)

Introduction to generalist practice with emphasis on working with organizations and communities. Focuses on knowledge, skills, and values relevant to macro Social Work practice. Skills lab included.
(Prerequisite: SOCW 359, SOCW 364, SOCW 368.)

463. Social Services with Children (3 credits)

Acquaint students with the role of the generalist Social Work practitioner in child welfare, public and not-for-profit programs that provide services to children, and social problems that impact children.
(Prerequisite: SOCW 462, SOCW 468, SOCW 470, SOCW 486.)

467. Non-Government Program Development and Evaluation (3 credits)

This course addresses many aspects of acquiring financial resources needed to sustain human service organizations. Emphasis will be placed on actions taken to bring about the program's mission statement to include evaluation of client outcomes.

(Prerequisite: SOCW 462, SOCW 468, SOCW 470, SOCW 486.)

468. Community Mental Health (3 credits)

Students will be introduced to Social Work practice with adults experiencing mental health difficulties and roles that Social Workers perform in behavioral health care settings.

(Prerequisite: SOCW 359, SOCW 364, SOCW 368.)

469. Aging: A Global Concern (3 credits)

Overview of the physical, emotional, psychological, and sexual processes that occur as one ages in the context of family roles and responsibilities, cultural diversity, social support networks, health and social services, oppression, and ageism.

(Prerequisite: SOCW 462, SOCW 468, SOCW 470, SOCW 468.)

470. Social Work with Substance Abusers (3 credits)

This course introduces the student to the fundamentals of Social Work practice with substance abusers. Practice issues for selected populations will be explored.

(Prerequisite: SOCW 359, SOCW 364, SOCW 368.)

486. Social Research Methods and Applied Statistics (4 credits)

This course will help students to advance their knowledge through the examination and application of social research methods and statistics to Social Work practice issues.

(Prerequisite: SOCW 359, SOCW 364, SOCW 368.)

490. Practicum Preparation Seminar (1 credit)

This course will prepare students for the realities and rigors of the signature capstone experience of the program.

(Prerequisites: SOCW 462, SOCW 468, SOCW 470, SOCW 486 and Concurrent registration with SOCW 463, SOCW 467 and SOCW 469.)

491L. Field Practicum Seminar (4 credits)

An electronic seminar that infuses the field practicum experience with generalist Social Work theory. Concurrent with SOCW 491R. Field Practicum Director permission required.

491R. Field Practicum (8 credits)

Students are to enroll for three credit hours in Fall and Winter semesters and two credit hours in Spring term (in that order) of their senior year, totaling eight credit hours. Students are required to accumulate 450 clock hours at a social service agency.

(Prerequisites: All SOCW courses completed)

495R. Independent Study (1-3 credits) The student studies a topic of their own interest and independently research the topic. The student will require a faculty member to supervise the student. *(Prerequisite: admitted to major)*

496R. Student Research (1-3 credits) Supervised individual research for students who have been granted a student research and development associateship. Required for all approved research associateships. (*Prerequisite: admitted to major.*)

Social Work Curriculum Sequence

Social Work courses are sequenced with the idea that each course lays a foundation for a following course. All prerequisites are listed, including those that are needed to enter into the Social Work program. Be aware that you will not be able to enroll into a course without taking the specified prerequisites. Your Academic advisor can consult with you and devise an appropriate plan.

Required courses for admission to the Social Work major			
<i>Course #</i>	<i>Title</i>	<i>Hr.</i>	<i>Prerequisites</i>
SOCW 160	Intro to Social Welfare & Social Work	3	
<i>Course #</i>	<i>Title</i>	<i>Hr.</i>	
MATH 107	Quantitative Reasoning (GenEd)	3	
PSYC 111	General Psychology (GenEd)	3	
<i>1st Semester</i>			
<i>Course #</i>	<i>Title</i>	<i>Hr.</i>	<i>Prerequisites</i>
SOCW 357	Human Behavior in the Social Environ I	3	SOCW 160, admission to major
SOCW 362	Social Work Practice with Individuals	3	SOCW 160, admission to major
SOCW 366	Social Welfare Policy	3	SOCW 160, admission to major
<i>2nd Semester</i>			
SOCW 359	Human Behavior in the Social Environ II	3	SOCW 357, 362, 366
SOCW 364	Social Work Prac. w/ Families & Groups	3	SOCW 357, 362, 366
SOCW 368	Social Welfare in Asia & the Pacific	3	SOCW 357, 362, 366
<i>3rd Semester</i>			
SOCW 462	Social Work Prac. w/ Org & Communities	3	SOCW 359, 364, 368
SOCW 468	Community Mental Health	3	SOCW 359, 364, 368
SOCW 470	Social Work w/ Substance Abusers	3	SOCW 359, 364, 368
SOCW 486	Social Research Methods & Applied Stats	4	SOCW 359, 364, 368
<i>4th Semester</i>			
SOCW 463	Social Services for Children	3	SOCW 462, 468, 470, 486
SOCW 467	Non-Government Program Development & Eval.	3	SOCW 462, 468, 470, 486
SOCW 469	Aging: A Global Concern	3	SOCW 462, 468, 470, 486
SOCW 490	Practicum Preparation Seminar	1	SOCW 462, 468, 470, 486 Concurrent SOCW 463, 467, 469
<i>Practicum – Department Approval Required</i>			
SOCW 491R	Field Practicum	8	All SOCW Courses completed
SOCW 491L	Field Practicum Seminar	4	Concurrent with 491R
Total Credits Mapped for Graduation:		53	

Three Main Areas of Standards of Social Work Practice

1) Capacity to Develop Mental & Emotional Professional Performance

Self-Care: Students need to recognize the signs of stress and emotional problems, develop appropriate means of self-care, and seek supportive services when necessary to minimize any adverse impact on scholastic and professional performance. Students must be willing to seek the advice of their faculty mentor and follow recommendations made by their mentor and/or faculty decisions regarding the appropriate maintenance of their academic, physical, or psychological health, which may include assessment and/or therapeutic services at the student's expense.

Evaluation for Mental & Emotional Performance

The faculty has a responsibility to maximize the learning environment and to prepare students to work with vulnerable populations. To be effective Social Workers, a student will need to manage and develop good mental and emotional capacities to function under stressful circumstances. The faculty evaluation will happen in a very natural way in interacting within the learning environment (in class, field, etc). If there are indicators that your safety or the safety and interest of others (practicum clients, staff, faculty, students) are at risk, it is of great concern to the department and will be addressed. A student will need to conduct themselves in accordance with the NASW Code of Ethics, the Social Work Student Standards statement, and the University Honor Code.

Mental & Emotional Advising

Faculty members are to encourage students to seek help for personal problems through the University counseling center or other outside agencies. The student is expected to resolve emotional difficulties and perform professionally. The student may be placed on a probation period to allow a time to meet minimum standards of professional performance. If a student is unwilling or incapable of meeting professional standards it may lead to Termination. For further details, look at Probation and Termination Section of the handbook.

2) Capacity to Develop Academic Professional Performance

Knowledge Base: Students need to learn and practice within the scope of the Social Work profession's knowledge base by recognizing the distinctive components of the biopsychosocial and spiritual perspectives of Social Work practice and Social Work methodologies. These must guide their work with clients and become the basis for their contribution to other related work.

Communication Skills: Students must have the ability to process information expeditiously and communicate effectively with instructors, other students, faculty members, staff, clients, and other professionals. Students must also have sufficient skills in written and spoken English to effectuate such processing and communication.

Motor Abilities: Students need to have the ability to fully participate in classes and field agency placement, and to acquire and integrate data through use of their senses. Reasonable accommodation for a qualifying disability may be allowed, but it is the student's responsibility to obtain and relay the necessary information from Services for Students with Special Needs located at BYU-H Counseling Services to each instructor and field practicum supervisor.

Evaluation of Academic Performance

The faculty has a responsibility to prepare students with the necessary knowledge base of a generalist Social Worker. Students will be evaluated through course work consisting of in-class work, group projects, and tests. Each syllabus lists the nature of the assignments and their respective rubric. The grading of assignments is a way of evaluating each student's ability to perform academically. The minimum cumulative GPA requirement for entrance into the program is 2.50. University and program policy mandates action when a student performance drops in any of the following ways:

1. Student's cumulative GPA is below 2.0 (University policy)

Student is placed on University probation and is automatically placed on probation within the BYU-Hawaii Social Work Program

2. Student semester/term GPA is below 1.50 regardless of cumulative GPA.

Student is placed on University probation and is automatically placed on probation within the BYU-Hawaii Social Work Program

3. Earns a grade less than a C- in Social Work major classes.

Student must retake the course. Major classes may be taken two (2) times. If a student fails to obtain a C- or better on the second attempt, a third attempt would need to be approved by a majority vote of the BYU-Hawaii Social Work Program Standards Committee, which consists of each member of the full-time faculty. Failure to obtain approval from the BYU-Hawaii Social work Program Standards Committee for a third attempt, or failure to obtain a C- or better on the third attempt, will result in termination from the program.

4. Student fails to earn a grade of C- or better in their Field Practicum

Student must retake their Field Practicum at a new agency. Failure to do so will result in the student's inability to graduate with a B.S.W. degree.

5. Student is caught plagiarizing or being academically dishonest in a major social work course.

On the first occurrence the student is given a 0 on the assignment for which the violation occurred, a referral is made to the BYU-Hawaii Honor Office, and all social work faculty members are informed of the infraction. If the student is caught plagiarizing or being academically dishonest a second time, in a major social work course, the student will receive an F for the course, which will necessitate a retake. Again, a referral will be made to the BYU-Hawaii Honor Office and all social work faculty members will be informed of the second infraction. If the student is caught plagiarizing or being academically dishonest a third time, the student will be terminated from the program. Please note that faculty members have the discretion to deal with minor or inadvertent occurrences informally, with the goal of educating the student to prevent violations in the future.

Academic Advising

Faculty members will use all efforts to support students in completing all academic requirements successfully. Best efforts will be given to identify early trends of academic struggles. A student needs to take responsibility and if help is needed a student needs to ask for help. Students will be informed about concerning patterns. The following resources could be involved as additional support, Social Work Ho'okele Tutor, Center for Academic Success, Counseling Center and Academic advisor. In the event a student has difficulty meeting minimum academic standards a student may be placed on a probation period to allow a time to meet minimum standards. If a student is unwilling or incapable of meeting professional standards it may lead to termination from the program. For further details, look at the Probation and Termination Section of the handbook.

3) Capacity to Develop Behavior that is Consistent with Professional Performance

Ethical Standards: Students are ethically and professionally bound to adhere to the NASW (National Association of Social Workers) Code of Ethics and conduct themselves pursuant to pertinent Hawai'i statutes and applicable Administrative codes. In addition, it is essential that students demonstrate appreciation for empathy, diversity in society, and non-judgmental attitude in their interaction with others. The value of confidentiality is foundational to the profession of Social Work, and sound interpersonal skills must be observed.

Professionalism: Students are expected to demonstrate a commitment to professional conduct, including practicing within the scope of Social Work, adhering to the limit of their knowledge and skills in the delivery of services to clients, respecting others, being punctual and dependable, completing assignments and reports on time, and prioritizing responsibilities. Appearance and personal demeanor should reflect an appropriate understanding of the professional context. Conflict resolution should reflect respect for proper channels of authority, and feedback dealt with in a professional manner. Respect should be shown to fellow students, faculty, staff, clients, and colleagues in the classroom and in the field. Disrespect for others or any form of sexual harassment will not be tolerated.

Evaluation of Behavioral Performance

The faculty has the responsibility to prepare students to develop a commitment to acting in ways that appropriate for a member of the social work profession. The faculty evaluation will happen in the learning environment (in class & practicum etc.). If there are indicators that your emotional or physical safety or the and interest of others (staff, faculty, students, clients) are seriously at risk it is a cause of concern. Any violations of the law, NASW Code of Ethics, of the University Honor Code would indicate a behavioral concern and would be brought up before the BYU-Hawaii Social Work Program Standards Committee, which consists of each member of the full-time faculty.

Behavioral Advising

Faculty members will use all efforts to support students in developing their commitment towards professional behavior. Best efforts will be given to identify early trends of commitment to appropriate values of social work. Faculty will counsel with student about concerning patterns or issues. The student is expected to behave professionally. In the event that a student has difficulty in meeting minimum behavior standards, the student may be placed on a probation period to allow a time to meet minimum standards. If a student is unwilling or incapable of meeting professional standards it may lead to termination. For further details, look at the Probation and Termination section of the BYU-Hawaii Social Work Program Student Handbook.

Criteria for Admission to the Social Work Program

EPAS 3.2.1 The Program identifies the criteria it uses for admission

An acceptance decision is made upon the student completion of the process and fulfillment of all requirements including prerequisites, admission packet and interview.

Prerequisite	Admissions packet	Interview	Decision
---------------------	--------------------------	------------------	-----------------

<p>1) First semester sophomore status, or at least 30 credit hours completed.</p> <p>2) Pass Social Work 160 (Introduction to Social Work and Social Welfare) with at least a C+ grade.</p> <p>3) Cumulative GPA of 2.50 or better</p>	<p>An application packet may be obtained</p> <ul style="list-style-type: none"> • Online: https://socialwork.byuh.edu/sites/socialwork.byuh.edu/files/SOCW%20Application%20Packet%20[Feb%202016].pdf • Hard copy: Secretary's office, MPC 205 	<p>An interview will be scheduled with an Admissions Committee member.</p> <p>The applicant will be informed of interview time through the email provided on their application.</p>	<p>Upon review by the Social Work Department's Admissions Committee, a determination of one of three decisions will be made:</p> <ol style="list-style-type: none"> 1. Accepted 2. Provisional 3. Denied
	<p>Social Work Major Application Packet includes:</p> <ul style="list-style-type: none"> • Completed and signed application form • Hard copy of student's Major Academic Plan (MAP). Must be completed with Academic Advisor's assistance and signature. • 1 professional letter of recommendation • Hard copy of student's professional resume • Signed copy of the Standards for Social Work Students sheet • Personal autobiography (2-3 pages) 	<p>Interview format is included on the website.</p> <p>Interview to be added to the applicant's admission packet.</p> <p>In the event the student is unable to interview on campus, an online interview will be conducted.</p>	<p>The applicant will be informed of the decision via email.</p>
Timeframes			
<p>To be completed prior to application</p>	<p>Winter: 1st Friday in October Spring: 1st Friday in February Fall: 1st Friday in May</p>	<p>An interview time will be given approximately 1-2 weeks after the application deadline.</p>	<p>Students will be informed of the decision before the end of the semester during which the application was submitted.</p>

Admission: Social Work Major Application Packet

In order to be recognized as a Social Work major, a student must complete a Social Work Major Application Packet, which includes:

1. A completed and signed application form (with signature from Academic Advisor)
2. Major Academic Plan (MAP using the MAPPER tool found at mapper.byuh.edu) completed with the assistance of the Academic Advisor
3. Signed copy of the Standards for Social Work Students.
4. One professional letter of recommendation
5. A copy of your professional resume
6. A personal autobiography (2-3 pages)

Admission: Obtaining Application Packet

Students will have a choice of completing a paper copy and submitting it to the Social Work secretary or completing online.

- Paper copies can be obtained from the Social Work Department Secretary in MPC 205.
- Department webpage: http://socialwork.byuh.edu/application_to_the_major

Application: Deadlines

Completed applications are accepted three times per year:

- Winter semester entrance: 1st Friday in October
- Spring semester entrance: 1st Friday in February
- Fall semester entrance: 1st Friday in May

Please note that students may enroll in 300 level classes and higher AFTER they have submitted their application packet to the major and have been accepted into the major.

Application: Submission

Hard copy applications are to be submitted to the Social Work Department secretary in Multi-Purpose Center office number 205.

Admission: Interview

When a student applies for acceptance into the Social Work program, the student must interview with a member of the Social Work Admissions committee. During the interview, the committee member reviews the student’s application and asks questions related to knowledge, values, ethics and skills using the following format:

Social Work Program Interview Form

Questions	Unacceptable	Acceptable
Knowledge		
Why have you chosen to pursue a degree in Social Work?	Unacceptable/ Acceptable	
What vulnerable populations have you considered working with?	Unacceptable/ Acceptable	
<i>Interviewer to inform student about Hiki Mai</i>		
Values & Ethics		
You will be entering into a program that will prepare you for a profession. In what way can you prepare to act in a professional manner as a student?	Unacceptable/ Acceptable	
<i>Interviewer to direct the student to professional code of ethics & inform student will be referred to throughout upcoming semesters</i>		
Skills		

What are the strategies you use to deal with stress?	Unacceptable/ Acceptable
Describe a time you had difficult problem and the process you used to solve the problem.	Unacceptable/ Acceptable
<i>Interviewer to inform student that course credit may not be granted because of student's life & work experience.</i>	
Other	
Follow-up questions related to autobiography	Unacceptable/ Acceptable
Is there anything that will prevent you from completing a practicum in your final semester of school?	Unacceptable/ Acceptable
<i>Interviewer to inform student of how student's performance will be assessed. Encourage students to read handbook.</i>	

Based on the above ratings, my recommendation is to _____ admit _____ not admit the applicant into Social Work program.

Signature of Interviewer

Date

Admission: Readiness & Provisional Status

EPAS 3.2.2: The program describes the process and procedures for evaluating applications and notifying applications of the decision and any contingent conditions associated with admission

If at the time of application the admissions committee determines that the student does not demonstrate academic readiness or the Social Work values or ethics, the student may be granted provisional status or the application may be denied and the student invited to reapply at a later date. If the student does not meet a requirement for admission, such as minimum class status or credit hours, then the student is asked to enroll in more general education courses and then reapply to the Social Work major at a later time.

One of the criteria for acceptance into the Social Work program is successful completion of SOCW 160 (Introduction to Social Work and Social Welfare) with a C+ grade or better. In addition, students with less than a 2.50 cumulative grade point average are to submit a copy of their transcript. Applicants with less than a 2.50 cumulative grade point average may be accepted on a provisional basis for up to two semesters.

Provisional Status gives the student who may be very close to the entry requirements an opportunity to enter into the program but on the condition that certain provisions are met. The Admissions Committee will identify the provision and the student will be given a semester to meet the minimum standards. In rare circumstances a student may be given up to two semesters to meet the minimum standards. At the end of each semester, the student's progress will be evaluated. If the student does not show improvement and does not meet the minimum standard at the end of the provisional period, the student's provisional status is withdrawn and will need to discontinue in the program.

Admission: Prerequisites for Major Classes

The student is to successfully complete pre-requisite requirements before enrolling in upper division Social Work courses. The pre-requisite requirements are:

1. First semester sophomore status or at least 30 credit hours completed
2. Pass Social Work 160 (Introduction to Social Work and Social Welfare) with at least a C+ grade.
3. Have a cumulative grade point average of 2.50 or higher.
4. Have submitted a complete application packet.
5. Have been reviewed and accepted by the Social Work Admissions Committee.

53 credit hours are required to graduate with a major in Social Work. Descriptions of classes and curriculum can be found here on the BYU-H website:

<http://catalog.byuh.edu/social-work#SOCWBSW>

Only a C- or higher grade in all Social Work classes may be applied toward completion of the BSW.

Field Education & Practicum

The Field Education practicum is an integral part of the generalist Social Work program reserved for seniors majoring in Social Work at BYU-Hawai'i. Field education is comprised of a practicum, and a seminar that give students the opportunity to discuss how they infuse knowledge, values, and skills at their agency. Students will take approximately four semesters of Social Work classes prior to the Field Education practicum and during the fourth semester, students will take a Practicum Preparation Seminar. This course is designed to ensure that students are adequately prepared for their practicum experience. Students are required to complete the BYU-Hawai'i Social Work Internship Application during the seminar course, find an approved agency with assistance from the Field Practicum Director, and to register with the Careers Services Office.

During their fifth semester, students will participate in the field education practicum at their approved agency. Because students are usually at the agency five days a week fulltime during their practicum, they should not plan on engaging in other work or take any other courses. Students are required to obtain a minimum of 425 practicum hours, be supervised by a

professional Social Worker, be enrolled in the electronic seminar, and be placed in an agency-based social service setting.

Upon successful completion of the practicum and seminar requirements, students receive 12 credit hours. The agency-based Field Instructor will evaluate the student's performance and assist the Field director in determining a final grade. The seminar is letter-graded by the Field Education Director.

For more information concerning field education, please refer to the Field Practicum Manual found at the following link: <http://socialwork.byuh.edu/information-for-students>

Transfer Students

EPAS 3.2.4: The program describes its policies and procedures concerning the transfer of credits

Students who successfully complete general education courses at other universities may have their courses evaluated by the BYU-Hawaii Registrar's office for acceptance at BYU-Hawai'i.

Social Work major courses are considered for acceptance if the transferring university is accredited with the Council on Social Work Education (CSWE). In the event the university is an international school, transfer courses will be considered if the transferring university is accredited with a national or international association comparable to CSWE. For example, if a student from Australia has previously taken social work courses at a university in Australia, the student's courses will be considered for transfer if the school was accredited by the Australian Association of Social Workers (AASW). The BYU-Hawaii Social Work Program Director will make the final decision on whether to accept social work transfer credits after consultation with faculty who teach similar courses.

The burden will be upon the entering student to provide evidence of courses equivalency, such as transcripts, course syllabi, program accreditation documentation, etc.

Life Experiences or Previous Work Experiences

EPAS 3.2.5 Students are informed of this policy during the application interview

While life experiences or previous work experiences may enhance a student's social work knowledge and skills, social work course credit is not granted for these experiences.

Probation & Termination

EPAS 3.2.8 The Program submits its policies and procedures for terminating a student's enrollment in the Social Work program for reasons of academic and professional performance

Students in the BYU-Hawaii Social Work Program are held to a high standard of moral and ethical behavior, as specified in the Social Work Student Standards (found in the Social Work

Major Application Packet), the University Honor Code, and the National Association of Social Workers (NASW) Code of Ethics. Students who are found in violation of any of these standards may be subject to discipline by the program, including but not limited to probation or suspension. The BYU-Hawaii Social Work Programs policies regarding probation, termination, and other adverse actions involving a student's enrollment in the program are detail below.

The Standards Committee

Decisions regarding adverse actions involving a student's enrollment in the BYU-Hawaii Social Work Program are made by the program's Standards Committee. The Standards Committee consists of each of the full-time faculty members within the program. When any faculty member identifies a potential problem with a student, which they deem to be significant and which cannot be resolved informally, they may choose to bring the matter before the Standards Committee. The Standards Committee will then meet to discuss the student's situation. If the Standards Committee chooses to take remedial action against the student, a majority vote is required. If the Standards Committee chooses to terminate the student's enrollment in the program, a unanimous vote is required. If the student is not satisfied with the decision of the Standards Committee, the student is encouraged to follow the program grievance procedure.

It is the policy of the BYU-Hawaii Social Work Program to support disciplinary decisions made by the University. Therefore, if a student is placed on probation by the University, for academic or behavioral reasons, the student will automatically be placed on probation within the BYU-Hawaii Social Work Program, provided the program is aware of the suspension. If a student is suspended by the University, the student will automatically be terminated from the BYU-Hawaii Social Work Program. No vote by the Standards Committee is necessary in these situations. If University discipline is overturned on appeal, the disciplinary action with the program will be automatically overturned as well.

Probation

The purpose of probation, within the BYU-Hawaii Social Work Program, is to detect challenges and deficiencies that students may have in their professional performance and develop a plan to improve. From time to time, students may face challenges that may occur in or out of the classroom, in a practicum setting, or in the community. The principle generally applied is, "you cannot change what you do not acknowledge." The best resources can be available and a well-worded remedial action plan written, but it will not be useful if a student does not acknowledge the performance area that needs to improve. A student's acknowledgement that there is a problem is critical.

When the Standards Committee chooses to place a student on probation, the student is invited to meet with the Standards Committee and develop a plan to resolve the situation. The plan should involve concrete actions with anticipated dates of completion. The length of the student's probation is determined by the Standards Committee and typically lasts one or two semesters. After the meeting, the BYU-Hawaii Social Work Program Director, who chairs the Standards Committee, will ensure that the plan is written and that a copy is given to the student and the student's faculty mentor, who will work with the student to ensure that progress is made.

At the end of the probation period, the student will again meet with the Standards Committee, where it will be up to the student to present a case of concrete examples showing that the problem areas have been resolved. After the student presents their case, the Standards Committee will meet in private and decide whether the probation term will be lifted, extended, or whether the student will be terminated from the program.

Termination

Termination requires a unanimous vote of the BYU-Hawaii Social Work Program's Standards Committee. Termination is viewed as a last resort within the program and will only be pursued if the Standards Committee determines that no other alternative is likely to satisfactorily resolve the problem. Termination could be the result of just one serious infraction or a consistent pattern of smaller infractions. The following are some potential reasons that a student could be terminated from the BYU-Hawaii Social Work Program (although this list is not exhaustive):

- Harming or placing any individual at risk
- Inability to meet department standards
- Violation of the NASW Code of Ethics
- Violation of the University Honor Code
- Serious criminal activity
- Suspension from the University
- Failure to meet the terms of probation

When the Standards Committee makes the decision to terminate a student's enrollment in the program, the BYU-Hawaii Social Work Program Director informs the student of the termination decision in writing. If the student is not satisfied with the termination decision, they are encouraged to follow the program grievance procedure. A student who has been terminated from the program will have to reapply before they are allowed to take any further social work courses.

Rights of Students

Every student is entitled to the full protection of their rights as a human being, including the right to be protected from prejudicial, arbitrary, and capricious behavior on the part of a fellow student, faculty members, and/or administrators. The following is the grievance procedure with respect to the behavior of a faculty member or the operation of the Social Work Department.

Grievance Procedure

When any student has a complaint or grievance against any faculty member or against any aspect of the department, the student is encouraged first to attempt to resolve the problem through personal and informal communication with the appropriate person(s). When the student so desires, it is appropriate to utilize their faculty mentor or select an advocate from among the SWSA officers with this informal approach to resolve the conflict.

If you are not satisfied with the response, the following established channels should be used in ascending order:

- BYU-Hawaii Social Work Program Director
- BYU-Hawaii Social Work Department Chair
- BYU-Hawaii College of Human Development Dean

To file a grievance, submit the following information, in writing, to the BYU-Hawaii Social Work Program Director:

1. State your grievance and give a description (Date, time, event)
2. Name of person(s) you have a grievance with and any mitigating circumstances
3. Submit supporting documentation (rubric, correspondence)
4. Describe the satisfactory outcome you are seeking.

If you are not satisfied with the BYU-Hawaii Social Work Program Director's response, you may request that your grievance be reviewed by the BYU-Hawaii Social Work Department Chair.

If you are not satisfied with the BYU-Hawaii Social Work Department Chair's response, you may request that your grievance be reviewed by the BYU-Hawaii College of Human Development Dean.

The BYU-Hawaii Social Work Program Director, Department Chair, and Dean will provide a written response to your grievance within 30 days of receipt. If your grievance is time sensitive, each person will respond within seven business days, or such shorter period as may be required by government regulations. The BYU-Hawaii Social Work Program will not take any action to discourage you or retaliate against you for making a complaint or expressing a grievance.

Legal channels are also available to the student in the appellate process. In the event of any type of Title IX incident (i.e. sexual harassment), the student will be directed to the Title IX coordinator. Further processes can be found at <https://titleix.byuh.edu/report>

Debbie Hippolite Wright
Lorenzo Snow Administrative Building
Phone: (808) 675-4819
Email: titleIX@byuh.edu

University & Department Resources

Social Work Department Tutor

The purpose of the tutor is to give students a valuable resource where another junior or senior level Social Work student can assist with tutoring, especially with classes they have participated in previously.

Academic Advisor

Each student will meet with the Social Work Academic Advisor as they create a Major Academic Plan (MAP). The Academic Advisor advises the student about the University's General Education and Social Work requirements. The student should meet with the Academic Advisor early in their freshman year, or as soon as possible thereafter, to complete a MAP, which will guide the student in completing required course work in an efficient and timely manner.

The Academic Advisor meets with each student often and helps the student complete procedures such as registration for courses, adding and dropping courses, assists in the process of evaluation for transfer credits, application for substitution or waiver of courses, withdrawal from courses, and application for graduation. The University Catalog is online at:

Faculty Mentor

Faculty members serve as mentors for each student majoring in Social Work. While the Academic Advisor is responsible for helping students register for General Education and Social Work major courses, among other things, the mentor is concerned with supporting students in post-graduation plans such as graduate school and career planning. In addition, the mentor also clarifies specific content and expectations of the required Social Work courses, including general information about and preparation for the field practicum.

The mentor also serves as an advocate for the student with the Social Work Department in order to facilitate successful completion of the program. Faculty members DO NOT provide therapy to students – students with this need are referred to University Counseling Services or other counseling services as appropriate. Students are assigned to faculty mentors upon acceptance to the major by the Social Work Department Admissions Committee.

Career Services

The University's Career Services office is available to assist students in career development, exploration, counseling, mentoring, networking, graduate school services, and employment services.

Financial Aid

The BYU-Hawai'i Financial Aid department exists to ensure that financial aid resources are available to qualified and eligible students, and that funds are disbursed according to federal

guidelines and University policy.

Department Scholarships

The Social Work department awards academic scholarships for each semester. Department scholarships will be awarded only to students who have been accepted into the Social Work program. Scholarships are geared toward students who are entering their field practicum and internship. The scholarship committee will make a case by case determination.

Reading/Writing Center

The Reading/Writing Center is available to assist students with their reading and/or writing needs by having students meet one-on-one or in small groups with the tutors. They offer in-person tutorials and can accommodate online tutorials when needed. To help students become better writers, microlabs are available to assist students to practice various skills, with a test at the completion of each microlab session. Students can spend an unlimited amount of time in the center. Two sessions of individual tutorial help are available for a total of 60 minutes a week throughout the semester or term.

Academic Computer Labs

There are approximately 21 labs with 427 computers available for students to use throughout the campus. One computer lab is dedicated for the sole use of Social Work students, with four computers and access to a printer. This lab is located in MPC 107.

Math Lab

The purpose of the Math Lab is to help students understand math. Students can be helped by tutors in addition to audio-visual materials, online computer instructions, solutions manuals, student study guides, etc. The Math Lab is located in the GCB 173 and 177, and their phone number is 675-3818.

Language Center

The purpose of the Language Center is to help students enrolled in English International Language (EIL) courses and former EIL students learn the academic English language so they can succeed when enrolled in University credit courses. English International Language students are generally from international countries, and may need help with English listening and speaking skills. Materials available at the Language Center include listening materials (DVDs, software, CDs) and listening programs students may use to practice their listening skills.

English tutors are also available to help students practice their speaking and listening skills. Dictionaries are available in a number of languages. The Language Center is located in the McKay building, room 156. Their phone number is 675-3638.

Center for Academic Success

Students are required to develop good habits of study and management skills, Managing time and resources. The Center for Academic Success can be a resource to students as they acquire the necessary skills of being an effective student. The Center is intended to be a proactive way of

assisting students before a "crisis" occurs. Students can be self-referred or referred by a faculty member. In the event the student is referred by a faculty member the center will reach out to the student. Dependent upon the needs of the student the center will provide a custom plan and practical tips. A reason a student may be referred to the Center for Academic success is several unexplained absences from class.

Social Work Department Policies

Non-Discrimination

BYU-Hawai'i is committed to providing an academic and employment environment that is free from unlawful discrimination. Unlawful discrimination on the basis of race, color, gender, national origin, religion, age, veteran status, or disability will not be tolerated. The University policies and procedures with respect to non-discrimination as it applies to faculty members, administrative, and staff employees are outlined in the University equal opportunity, grievance, and unlawful sexual harassment and inappropriate gender-based behavior policies.

Students are also entitled to study and live in an environment free from unlawful discrimination. Any faculty member, administrative staff, student employee, or student who unlawfully discriminates against a student on the basis of race, color, gender, national origin, religion, age, veteran status, or disability may be subject to sanction. Students who violate the Honor Code by engaging in such prohibited behavior, whether inside or outside of the University workplace, are subject to the sanctions stipulated in the Honor Code.

Students who believe they have been unlawfully discriminated against are encouraged, if practicable and if the incident is minor and isolated, to resolve the matter directly and privately with the offender. However, if in the sole discretion of the student complainant this approach is not practicable, the incident is major and serious, or the misconduct is part of a continuing pattern, the student complainant should report the incident directly to the University Honor Code Office, or University Human Resource Services. To file a formal complaint, the student may contact the Security Office.

Student Records Policy

The Family Educational Rights and Privacy Act (FERPA)

Student educational records at BYU-Hawai'i are generally accessible to eligible students according to the provisions of The Family Educational Rights and Privacy Act (FERPA). BYU-Hawai'i has adopted an Access to Student Records Policy which explains in detail student rights relating to their educational records.

Family Educational Rights and Privacy Act (FERPA) Guidelines

Eligible students, admitted and enrolled at BYU-Hawai'i, generally have the right to:

I. Inspect and review their educational records within a reasonable period of time upon submitting to the appropriate department managing their educational records a written request,

with proof of identification, specifying the records to be inspected. The department will notify the student of the time and place that the records may be inspected.

II. Petition BYU-Hawai'i to amend or correct any part of the education record believed to be inaccurate, misleading, or in violation of their privacy rights. Students may submit a written request to the department holding the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the department decides not to amend the record as requested, the department will notify the student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures as outlined in University policy will be provided to the student when notified of the right to a hearing.

III. Consent to disclosure of personally identifiable information contained in the student's educational record, except as otherwise authorized by law. Examples of exceptions to consent of disclosure include:

- i. Access of educational records by University officials and agents having a legitimate educational interest in the records. This category generally includes any BYU-Hawai'i officials or agents who accesses student educational records for the purpose of performing a task or responsibility relating to his or her employment or professional responsibility at the University. These individuals may include faculty, administration, staff and other persons who manage student educational record information including, but not limited to, student education, discipline, and financial aid.
- ii. Parents who establish the student's dependency for federal income tax purposes.

Upon request, BYU-Hawai'i will disclose educational records without consent to officials of another college or university to which the student seeks or intends to enroll.

BYU-H is committed to providing a working and learning atmosphere which reasonably accommodates a qualified person with disabilities. If you have a disability that may impair your ability to complete course work successfully, please contact the Students with Special Need Coordinator, Leilani Auna, at 675-3518. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875 (24 hours).

National Association of Social Workers (NASW) Code of Ethics

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

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of Social Work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide Social Workers' conduct. The *Code* is relevant to all Social Workers and Social Work

students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social Workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

Social Workers understand that relationships between and among people are an important vehicle for change. Social Workers engage people as partners in the helping process. Social Workers seek to strengthen

relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

(d) Social Workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether Social Workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social Workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social Workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally

required. This discussion should occur as soon as possible in the Social Worker-client relationship and as needed throughout the course of the relationship.

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

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

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

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

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

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

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

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

- (n) Social Workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and Social Work licensure.
- (o) Social Workers should take reasonable precautions to protect client confidentiality in the event of the Social Worker's termination of practice, incapacitation, or death.
- (p) Social Workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social Workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social Workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social Workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social Workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the Social Worker and client to maintain appropriate professional boundaries. Social Workers—

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

(b) Social Workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in Social Workers' relationships with clients. Social Workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community,

considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social Workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

(c) Social Workers should cooperate with Social Work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

(c) Social Workers should base practice on recognized knowledge, including empirically based knowledge, relevant to Social Work and Social Work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

(e) Social Workers should act to prevent the unauthorized and unqualified practice of Social Work.

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

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

