



**COLORADO MESA**  
UNIVERSITY

DEPARTMENT OF SOCIAL AND  
BEHAVIORAL SCIENCES



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BACHELOR'S OF SOCIAL WORK  
PRACTICUM MANUAL

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[coloradomesa.edu/sbs](http://coloradomesa.edu/sbs)

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**Dear BSW Student,**

Congratulations on your selection to join the Bachelor of Social Work (BSW) Program at Colorado Mesa University! By joining this Council of Social Work Education-accredited program, you are stepping into a profession with a rich history and a profound commitment to the core values of service, social justice, dignity and worth of every person, the importance of human relationships, integrity, and competence (NASW Code of Ethics, 2024).

In many ways, embarking on this journey is like the growth of a lotus flower. The lotus, a symbol of resilience and transformation, rises beautifully from the mud—a reminder that our most profound growth often comes from navigating life’s challenges. As you enter this program, you will encounter both the mud and the lotus blossom—moments of struggle alongside moments of triumph. Know that each challenge you face is an opportunity for growth, and just like the lotus, you will emerge stronger and more resilient.

We are thrilled to welcome you into a community of learners and professionals who are dedicated to making a transformative impact in our world. Social work, founded in 1898, offers a unique lens through which we view and address the challenges and opportunities faced by individuals, families, organizations, and communities. Together, we will explore new perspectives, theories, and models that will shape and guide you in your work as a social worker.

Your journey in this program will be both rewarding and challenging. Some courses will tap into your existing strengths, while others will challenge you in new and unexpected ways. This is all part of the process of growth and learning, and we are here to support you every step of the way. Remember, the mud is as essential to your growth as the flower it helps to nourish. As you engage with your studies, you are preparing to join a profession that is both dynamic and essential, with opportunities to make a difference locally, nationally, and globally.

Our faculty is dedicated to providing you with an exceptional educational experience that not only meets but exceeds the standards of excellence in social work. Upon graduation, you will join a distinguished group of CMU Social Work alumni who are making a difference in communities across Colorado and beyond.

Please feel free to reach out to us with any questions or concerns as you begin this new chapter.

Welcome to the BSW Program at CMU! We look forward to working with you and watching you blossom.

**Warm regards,**

**Jerred Endsley, LCSW**  
**Director, Bachelor of Social Work Program**  
**Colorado Mesa University**

## I. The Profession of Social Work

The primary mission of the social work profession is to enhance human well-being and meet the basic and complex needs of all people, with a particular focus on those who are vulnerable, oppressed, and living in poverty. Social work differs from other professions in that it focuses on both the individual and their environment. Social workers address the external factors that impact a person's situation and outlook. We create opportunities for assessment and intervention to help clients and communities cope effectively with their reality and, when necessary, change that reality.

Social workers assist clients in dealing not only with how they feel about a situation but also with what they can do about it. In countless ways, social workers help people of all ages and backgrounds across the country. The most well-known aspect of the profession is providing direct services or therapy to clients. We guide individuals to critical resources and counsel them on life-changing decisions. Additionally, we advocate for social change to improve conditions and strengthen the social safety net.

Social workers can be found in hospitals, helping individuals cope with acute and chronic illnesses. We provide therapy in community health centers and help prevent students from dropping out of school. We assist prisoners in reentering communities and offer rehabilitative support in drug and alcohol treatment centers.

We provide outreach and long-term care in nursing homes and homeless shelters. We serve as clinical therapists to members of the military and veterans, and we are first responders during natural disasters. Social workers also hold roles as executive directors of nonprofit organizations, community organizers, professors, corporate leaders, and even members of Congress.

If you are looking for a career that offers meaning, action, diversity, satisfaction, and a wide range of opportunities, consider social work.

—National Association of Social Work, 2024

## II. Bachelor's in Social Work Mission, Goals, Outcomes, & Core Competencies

### CMU Social Work Mission

*To educate students as generalist social work practitioners who embrace the mission and core values of the social work profession, including issues of diversity, service, the dignity and worth of all people, and social and economic justice.*

### CMU Social Work Goals

1. To educate students as generalist social work practitioners; with knowledge and understanding of the ecological perspective, the strengths perspective, the empowerment approach, and solid problem solving and case management skills.
2. To assist students in viewing complex human and social issues from a multi-dimensional, multi-level approach involving micro-, mezzo-, and macro-level interventions.
3. To provide opportunities for the application of the social work mission and core values of service, the dignity and worth of all people, the importance of human relationships, integrity, competency, and social and economic justice.

4. To maintain high professional standards and knowledge of the NASW Code of Ethics.
5. To help students strengthen the relationship between theory and practice by engaging them in various experiential learning opportunities, leadership development, strong practice education opportunities, and involvement in social work activities.

### **CMU Student Learning Outcome**

Graduates of this major will be able to:

1. Demonstrate proficiency in utilizing the social work profession's 9 core competencies and 20 practice behaviors through a senior-year practicum in a social service agency in our community (Specialized Knowledge/Applied Learning, Core Competencies 1-9).
2. Demonstrate the ability to use practice-informed research and practice the use of the scientific method to develop research-informed practice in academic assignments and at practicum (Quantitative Fluency, Core Competency 4,5, and 9).
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through practicum, required classes, and oral presentations (Communication Fluency, Core Competency 1, 6,7, and 8).
4. Demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge; and through analyzing models of assessment, prevention, intervention, and evaluation (Critical Thinking, Core Competencies 1-9).
5. Engage with anti-racism, diversity, equity, and inclusion (ADEI) in social work classes and practicum; demonstrate ethical and professional behavior in classes, with peers, and in practicum by adhering to the NASW Code of Ethics (Personal and Social responsibility, Core Competency 1, 2, and 3).
6. Demonstrate effective skills in evaluating information and applying the information to specific purposes; demonstrate ethical use of social media and technology in the classroom, in assignments, and in practicum (Information literacy, Core Competency 1-9).

### **CSWE 2022 Educational Policy and Accreditation Standards (EPAS) – Core Competencies**

Competencies are measurable practice behaviors that are comprised of social work knowledge, values, and skills. The goal of practice education is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The social work program seeks to accomplish its mission through a curriculum that enables students to develop the core competencies. The practicum addresses all the CSWE EPAS Core Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, & Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Generalist practice is defined in CSWE 2022 Educational Policy 3.1.**

The baccalaureate and master’s programs in social work prepare students for professional practice at a generalist level. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students’ observable behaviors indicative of competence at a generalist level of practice. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (CSWE EPAS, 2022, p. 17)

Our mission and goals are clearly consistent, and grounded, in this generalist practice framework. Our focus is on a strong commitment to the mission and core values of the profession and to a person and environment and strengths perspective construct. Our program will seek to develop BSW students who are able to think critically, apply ethical principles, and incorporate all of the core competencies within professional practice.

Our mission is to graduate students from our BSW program who are well prepared for entry-level generalist practice social work positions in the local community and in society. Generalist practice is focused on multi-level (micro, mezzo, macro) and multi-dimensional (individual, family, group, community, society) intervention strategies. Students will utilize the ecological perspective (person and environment), the strengths perspective and empowerment approach, as well as the various roles (consultant, resource manager, and educator) and functions (enabler, facilitator, planner, colleague-monitor, broker-advocate, convener, social activist, catalyst, teacher, trainer, outreach, researcher-scholar) common of generalist practitioners. They will understand the problem-solving approach and the following six-step generalist framework necessary for holistic interventions:

1. Engagement
2. Assessment
3. Planning
4. Intervention
5. Evaluation
6. Termination

## Social Work Ethical Behavior

All social work students are expected to follow the National Association of Social Workers Code of Ethics. Professional ethics are the core of social work and set forth our values, principles, and standards of practice.

The NASW Code of Ethics serves as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- (1) *Preamble*  
Summarizes the social work profession's mission and core values
- (2) *Purpose of the NASW Code of Ethics*  
Provides an overview of social work values and ethics as a profession  
Provide a brief guide for dealing with ethical issues or dilemmas
- (3) *Ethical Principles*  
Presents broad ethical principles, based on social work's core values that inform social work practice
- (4) *Ethical Standards*  
Specific ethical standards to guide social workers' conduct  
Provides a basis for adjudication.

We expect all of our BSW students to become familiar with the *National Association of Social Workers Code of Ethics* and to abide by its guidelines during the practicum and in their professional career.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## III. Advising

**Advising is available in three ways:** Integrated Resources for Information and Solutions (IRIS) team, through the Compass Program, and with full-time social work faculty. IRIS assists students with all things advising, registration, financial aid, and billing. The intent of IRIS is to reduce and eliminate students from bouncing from one office to another. IRIS assists students that are first semester freshman, students with undeclared majors, transfer students, or compass students. IRIS's guiding principles are to promote self-service, deliver exceptional customer service, embrace student-centered problem solving, and create operational efficiency. IRIS advises, guides, and empowers students to achieve their professional, educational, and financial goals by providing accurate individualized support in the journey from admission to graduation.

Integrated Resources for Information and Solutions (IRIS):

IRIS: <https://www.coloradomesa.edu/iris/about-iris.html>

**Students assigned to IRIS academic advisors will:**

- Guide students in major exploration (first-semester students should sign up for [Orientation](#))
- Assist students in course selection and registration
- Assist students with reading and understanding their Degree Works Report
- Assist students returning from suspension with registering for classes and connecting with campus resources to guarantee their success
- Assist students with strategies for academic success
- Assist students with navigating University systems, policies, and procedures
- Assist students with understanding the financial obligations of their education
- Educate students on the resources available to help pay for school
- Connect students to campus resources such as Educational Access Services, Tutorial Learning Center, Career Services, and many more!
- IRIS Advisors are located on the first floor of Lowell Heiny Hall and can be reached by email at [iris@coloradomesa.edu](mailto:iris@coloradomesa.edu) or by phone at 970.248.1177

**COMPASS Students and Advising**

Students who do not meet CMU's admission criteria may be offered provisional admission to a baccalaureate program via the Compass Program or admission to CMU's two-year division — Western Colorado Community College — via the Greater Opportunity for Academic and Life Success (GOALS) program.

Alternative Acceptance:

<https://www.coloradomesa.edu/admitted/alternative-acceptance/index.html>

Colorado Mesa University's Compass Program takes a holistic approach to ensure student success, and is tailored to the individual student through extensive, one-on-one interactions with an academic coach. The program offers a structured and supportive environment for students who do not meet the minimum requirements for admission to CMU. It also provides additional support through a limited course load and courses to equip the student with the skills needed for college-level study. At the same time, the program requires a strong commitment by the student to demonstrate readiness for study at Colorado Mesa University.

Here's how the program works: Once admitted, Compass Program students are assigned to the Office of Student Success and Engagement. Academic coaches will serve as the advisors on all aspects of the students' academic experience—from career advising to course scheduling—until the student is fully admitted to CMU. To enhance the likelihood they will be successful, Compass Program students will be expected to meet approximately *five times throughout the semester with their coach/advisor*.

Additionally, Compass Program students will:

- Enroll in College Success Skills (UNIV 100), followed by First Year College Success (UNIV 101) during their first term. In these courses, students develop an academic success plan based on career assessments that will help guide them to a decision about a major as well as learn various strategies in their courses; and
- Limit enrollment to 12-15 credit hours per semester. Under specific circumstances, exceptions will be made for an enrollment of 15 credit hours per semester.



Once students have attended CMU and demonstrated their ability to succeed in college-level courses, they will have the opportunity to seamlessly transition to a bachelor's degree program. Compass Program students can make this transition by:

- Completing UNIV 100 and 101 with a C or higher
- Earning a 2.0 cumulative GPA at CMU
- Completing 24 college-level credit hours
- Completing or being eligible to enroll in college-level English and math

### **Bachelor Social Work Faculty Advisor**

Students who have decided on a major will be directed to the appropriate academic department or may find their advisor on the top of degree works. Additionally, A department's administrative assistant can officially declare or change the student's major/minor, provide a program sheet, and assign the student to a faculty advisor. Students should work closely with their major faculty advisors throughout their program. The purpose of an advisor is to assist in the process of degree completion. It is the student's responsibility to maintain his/her program sheet and to keep it up to date as classes are completed. Advisors are not responsible for failure to meet degree requirements.

Each student will be assigned a major faculty advisor once admitted into the social work (BSW) program. The two full-time social work faculty will evenly divide the number of students that they both advise (for example, if there are 20 students admitted into a social work cohort, each faculty will have 10 students that they are responsible for advising from that cohort).

The major faculty advisor is there to discuss any concerns a student may have about their coursework or about the program. Students can also meet with their faculty advisor to discuss graduate school or post-graduation job opportunities. Students who wish to meet with their advisor may do so during their regularly scheduled office hours or by scheduling an appointment.

The field education director will advise and supervise all students in their field education placements. Bachelor of Social Work Faculty are expected to:

- Advise students in the study of social work / professional development
- Guide students in the process of degree completion
- Assist students in selecting courses that will match their interests and career and educational goals
- Connect students to campus resources such as clubs, organizations, and activities that can lead to future career opportunities or provide students with the necessary experience for prospective careers
- Assist students with gathering information about careers related to a degree field, the job-market for an occupation, available career opportunities and experience, as well as career and graduate school contacts
- Provide guidance on applying to graduate or professional school's post-graduation
- Faculty Advisors are located in their respective academic departments
  - Social and Behavioral Sciences Faculty (includes BSW Faculty):
  - <https://www.coloradomesa.edu/social-behavioral-sciences/faculty.html>

## IV. Academic Policies

### CMU Acceptance of Transfer Credits from Other Institutions

Transfer Evaluation: <https://www.coloradomesa.edu/transfer/evaluations/index.html>

The Registrar's Office evaluates prior coursework to determine equivalent courses at Colorado Mesa University. Coursework of comparable content and scope to the CMU curriculum will generally be transferred. A Transfer Equivalency Report (TER) showing transferred coursework is produced by the Registrar's Office within 30 days of admission to CMU and sent to the student.

- **Process:** Each course is evaluated using the abbreviation, level, title and description. On occasion, a course syllabus is necessary to complete the evaluation. With this information, the course is compared to the classes offered at Colorado Mesa University. Courses with an exact match are given the Colorado Mesa course equivalent while those without an exact equivalent are coded with the department prefix and level (i.e. MANG 1XX) or as an elective (i.e. ELEC 2XX). Once an equivalent course decision is made, it is entered into the permanent database.
- **Grades:** A grade of "C-" or higher must be earned in each transferable course. Courses with a "Pass", "Satisfactory" or other non-letter grade will only be considered if the transcript key confirms that it is equivalent to a "C-" or higher on the grade scale. If a grade of "Pass" or "Satisfactory" is received and is equivalent to a "C-" or higher, but there are no credit hours attached, Colorado Mesa University will not accept the course. Transfer GPA is not calculated into CMU GPA.
- **Restrictions:** Preparatory classes taken in preparation for college level English Composition or College Mathematics will transfer as zero credits. Other "pre-college" classes do not transfer. Religious classes are generally not accepted. No more than eight physical activity courses are accepted for a baccalaureate degree; no more than four for an associate's. Technical trades classes generally do not transfer unless they are applicable to your Colorado Mesa University/CMU Tech program. Classes over 15 years old are looked at on a course-by-course basis. Some Colorado Mesa University majors have "age" restrictions on the use of certain courses in those majors. The final approval of how classes are used toward major area requirements is done by the department chair.

### Transferring students to Social and Behavioral Science, seeking a major in Social Work:

<https://www.coloradomesa.edu/transfer/colorado-statewide-transfer.html>

Transfer credits for the social work program must be approved by the BSW Program Director and Academic Department Head. Students wishing to transfer credits must submit syllabi and supporting documentation for review; and the final decisions will be made on a case-by-case basis. Social work credits with grades below a "C" or "P" cannot be transferred.

### Acceptance of Social Work Transfer Credits from Other Institutions

Our program will accept all social work courses completed with a C or higher from universities that are CSWE accredited. In order for social work courses to be substituted for required social work courses within our program, students must submit a course syllabus for each transfer course, to ensure that the

content and course objectives are similar and have been met; approval will be determined by the social work program director on a case-by-case basis. **We do not accept transfer of credit from any institution for practice education (practicum or internships)**

### **Life Experience**

*Social Work program at CMU **does NOT grant course credit for life experience or work experience.***

### **Statement of Principle**

Maverick Guide: <https://www.coloradomesa.edu/student-services/maverick-guide.html>

The faculty, administration, and students of Colorado Mesa University support the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding and appreciation for academic integrity.

### **Student Responsibility and Expectations**

Maverick Guide: <https://www.coloradomesa.edu/student-services/maverick-guide.html>

Colorado Mesa University is a community of scholars sharing similar academic values and expectations. The primary academic responsibility of the University is to seek and state the truth as it is understood. To this end, faculty will present course content in a balanced manner that honors different viewpoints, exercises self-discipline and judgment in using, extending and transmitting knowledge, and practices intellectual honesty.

A value fundamental to the principle of independent learning is the requirement of honesty and integrity in the performance of academic work, both inside and outside the classroom. By participating in academic dishonesty, a student may be subject to sanctions and may forfeit the opportunity to continue as a student. Each student accepts the responsibility of maintaining honor in all aspects of academic study and the support of this principle as it applies to others.

### **All students accept the following statements as a part of their obligation to the Colorado Mesa University academic community:**

Maverick Guide: <https://www.coloradomesa.edu/student-services/maverick-guide.html>

1. Never intentionally represent the works or ideas of others as one's own without proper acknowledgment. Examples include a submission of purchased research papers as one's own work, paraphrasing and/or quoting material without properly documenting the source be it from a hard document or internet web page;
2. Never use unauthorized material, falsified, altered, or fabricated information in an academic assignment or campus related activity; never provide false information to a University official staff or faculty member;
3. Never take someone else's ideas during a discussion or from a lecture without citing the individual and the circumstances of the lecture or discussion;

4. Never infringe upon the rights of other students by removing material from the library without authorization, defacing or destroying library materials, or similarly abusing library privileges. Such acts are considered to be academic dishonesty and will be treated as such;
5. Never give or receive assistance on an examination, quiz, term paper, or project unless specifically authorized by the instructor to do so;
6. Never forge an academic document;
7. Never misrepresent one's identity or allow others to represent oneself when communicating electronically (e.g., email messages; distance-based classes), through mail, or over the phone concerning any academic-related activities including homework, examinations, papers, etc.;
8. Never submit in whole or substantial portions of either written or oral academic work which has previously earned credit, when submission is made without instructor authorization;
9. Always respect the rights of other students in the area of computer usage. Specifically, every student has a right to privacy and a fair share of resources. Any abuse of these rights or unauthorized access to another student's computer program is considered academic dishonesty;
10. Always take appropriate action, as dictated by personal honor, upon becoming aware of a violation of academic integrity. This includes reporting the violation to the faculty member, the department head, or the Office of Academic Affairs;
11. Never misrepresent oneself, one's behaviors, one's situation, or one's work in order to gain unfair advantage in an academic setting/situation/exercise.

### **Incompletes**

Academic Policies, Procedures, and Interpretive Guides: <https://www.coloradomesa.edu/academic-affairs/policies.html>

Incomplete ("I") grades are temporary grades given to a student only in an emergency case and at the discretion of the instructor. At the end of the semester following the one in which an "I" is given, the "I" becomes the grade that is submitted by the instructor to the Registrar's Office. If the instructor does not submit a grade by the deadline for that semester, the grade becomes an "F." A grade of "I" given spring semester must be addressed by the end of the following fall term. Extension of the time to complete work may be made in exceptional circumstances at the discretion of the instructor. A student with an "I" grade, however, may not change the "I" by enrolling in the same course another semester.

### **Grade Appeals Procedure**

Maverick Guide: Grade Appeal Procedure

<https://www.coloradomesa.edu/student-services/maverick-guide.html>

CMU accepts as academic principle that the grade assigned by an instructor is inviolable and not generally available for appeal. A grade may not be changed based on the reevaluation of the student's work and/or accepting additional work after the grade is assigned and posted by the Registrar. However, if a student feels that s/he has been unfairly graded, the student may appeal. This grade appeal

procedure does not cover appeals for W (withdraw) designations based on medical, emergency or hardship situations. Appeals for W are conducted through the office of the Registrar.

Lower grades or grade reductions, based on sanctions for academic dishonesty do not fall under this procedure. Please refer to the appeal section under, “Appeal Procedure for Sanctions for Academic Dishonesty” above.

The student must demonstrate in writing that the grade was unfair based upon one or more of the following conditions. The burden of proof to support a grade appeal rests upon the student.

1. The grading decision was based on something other than course performance, (unless the grade was a 21 result of penalty for academic dishonesty).
2. The grading decision was based on standards that were unreasonably different from those applied to other students in the same section of that course.
3. The grading decision was based on standards that differed substantially and unreasonably from those previously articulated by the instructor.

### **Step 1 – Instructor Level: Meet with the Instructor**

It is always best to try to resolve the dispute at the lowest possible level. The student is encouraged to talk about the grade with the course instructor. For example, it is possible that the grade was assigned based on a computational miscalculation, in which case the instructor can rectify the error. Correcting such mistakes is not considered a grade change under this policy.

If the grade issue is not resolved by speaking with the instructor, the student must direct their appeal in writing to the faculty member who assigned the grade. The student has six (6) weeks, following the recording of grades by the Registrar, in which to file a written appeal to the instructor. If the student is unwilling to approach or notify the instructor in writing, then a written appeal must be forwarded to the Academic Department Head within this 6-week time period (see Step 2). A dated copy of the appeal should also be delivered to the Assistant Vice President of Student Success.

Following the submission of the written appeal to the instructor, the instructor must respond in writing to the student regarding their decision.

The written appeal must include:

1. A statement addressing how the appeal meets one or more of the three criteria necessary for a formal grade appeal;
2. A description of what occurred during the informal resolution process;
3. Copies of all graded materials from the course that are in the student’s possession;
4. Any relevant documents the student would like to be reviewed as part of the appeal process;
5. A copy of the course syllabus.

**Step 2 – Academic Department Head (or designee) Level: Meet with the Department Head (or designee)**

If the student is dissatisfied with the instructor’s response, the student has two (2) weeks to file an appeal with the Academic Department Head. If the student is unwilling to approach the instructor, the student may appeal the grade to the Academic Department Head in writing, within six (6) weeks of the initial posting of the grade by the Registrar. The Academic Department Head will serve as a mediator between the instructor and the student to resolve the dispute. The Academic Department Head will conduct an investigation and make a recommendation based upon mediation in a timely manner.

**Step 3 – Academic Grade Appeal Committee: Meet with the Academic Grade Appeal Committee**

When the decision regarding the grade appeal is not resolved to the satisfaction of either the student or the instructor, at the level of the Academic Department Head, either the student or the instructor may appeal in writing to the Academic Grade Appeal Committee (AGAC). The committee’s purpose is to protect the rights of both the student and instructor when such situations arise. The point of contact for that complaint is the Assistant Vice President for Student Success.

To conduct an appeal to the AGAC, the student or instructor must submit their case in writing to the Assistant Vice President for Student Success who serves as chair of the AGAC, within two weeks following the decision at the Academic Department Head level. The AGAC will consist of the chair, three members of the University’s faculty, plus the University’s Registrar. No later than two additional calendar weeks from the filing of the grade appeal a hearing, or set of hearings, will be convened that includes the student, the instructor, and the authority to whom the appeal was directed. All materials reviewed by the AGAC are educational records protected by the Family Educational Rights and Privacy Act (FERPA) regulations.

A decision will be issued no later than one calendar week from the date of the final hearing/meeting. The timeline may be subject to change should the procedure, or a portion thereof, include school breaks or times during which the University is responding to a large-scale threat such as a public health issue. That said, the intent of the University is always to reach a decision in as timely a manner as possible.

**Step 4 – The Vice President for Academic Affairs (VPAA) Level**

In instances when the AGAC issues a ruling that is being appealed, the appeal should be directed to the Vice President for Academic Affairs. The student who wishes to have an appeal considered by the VPAA must submit an appeal within one calendar week following the adverse decision of the AGAC. There is no appeal process beyond the level of the Vice President for Academic Affairs. The determination of the VPAA is final.

## **CMU Student Code of Conduct**

Maverick Guide, Student Code of Conduct:

<https://www.coloradomesa.edu/student-services/maverick-guide.html>

Students are expected to engage in effective communication and civil discourse throughout their academic career. Please see guidelines for effective communication from Harvard University.

Professional Development and Communication Skills <https://professional.dce.harvard.edu/blog/8-ways-you-can-improve-your-communication-skills/>

1. Be clear and concise; less is more.
2. Be aware of nonverbal communication. What are you communicating with your body language, voice, eyes, hands, feet, facial expression, tone, etc.
3. Engage and present with a calm tone and affect.
4. Active Listening. Listening to and hearing messages that are being sent; being attentive; listening with purpose.
5. Be assertive by asking for what you need with honest, respectful statements (be aware of being aggressive with demanding behaviors)
6. Prepare ahead of time - Practice this communication before the meeting! Get feedback from those you practice with.

A responsible, professional adult includes engaging in respectful verbal and behavioral communication, mature discussions and civil discourse, emotional intelligence, adherence to the CMU code of conduct, and meeting the professional standards within your discipline.

These behaviors include (but are not limited to being): ..... accountable, respectful, safe, open, responsible of self and style of communication, engaging in effective communication and civil discourse, emotional regulation, emotional maturity, curiosity, and the ability to listen and hear information. This is not an exhaustive list but an opportunity for student to learn and engage in professional behavioral, professional growth, and professionalism with each discipline.

Each student is expected to act as a responsible adult and will be held accountable for inappropriate behavior. Colorado Mesa University is a community consisting of students, faculty, support staff, and administrators. The University does not attempt to define all student conduct. It relies on the student to assume the responsibility and obligation of conducting themselves in a manner compatible with the purpose of the University as an educational institution and the community as a place of learning and residence.

## **Chicago Statement**

Colorado Mesa University supports the freedom to debate and discuss the merits of competing ideas. Without the fermentation of such debates, we will cease to flourish – culturally, socially, and

individually. We do not exist to shield each other from offensive and uncomfortable ideas. Rather, our purpose in learning at the university level is to support free speech so that we can work through the problems and structures that have deeply defined us in the past. Free speech is the best path forward to solving our problems. Visit our website for more information on free speech and civil discourse:

<https://www.coloradomesa.edu/free-speech/index.html>

The academic community has a long and cherished tradition of personal behavior that is in accordance with the highest standards of moral and ethical conduct. The following are among those acts of misconduct that are not consistent with the educational goals of Colorado Mesa University or with the traditions of the academic community.

The following acts are intended to provide guidelines and examples, not prescriptions of behavior, and each individual case will be decided upon its own merits. The Office of the Vice President for Student Services is also available to provide consultations and advocacy on behalf of students seeking more clarity regarding matters of student conduct. Student Services personnel can advise and assist students with unusual circumstances or with problems not addressed elsewhere in the Maverick Guide.

Misconduct of the following nature is subject to disciplinary sanctions. Please note there are 8 of the 48 listed and this is not an exhaustive list.

1. Academic dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the University.
2. Forgery, alteration, misuse or mutilation of University documents, records, identification materials, or educational materials.
3. Obstruction or disruption of teaching, research, administrative, or public service functions of the University.
4. Failure to comply with direction of, or interference with, any University Official or public safety officer.
5. Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct. Harassment and abuse can also be related to conduct regarding social media, email, text messaging, on paper, et al.
6. Intentional interference with an individual's rights to free speech, freedom to make academic inquiry, or freedom of conscience.
7. Conduct which could be viewed as a violation of federal, state and municipal law, or any other conduct not included above which adversely affects the function of the University and the pursuit of its educational purposes and objectives.
8. Aiding, abetting or inciting others to commit any act of misconduct set forth in the code of conduct.

Penalties for acts of misconduct including, but not limited to, those set forth above can range from official warning, removal from the BSW program to expulsion from University, depending upon the seriousness of the misconduct. If a law is violated, student may obtain criminal charges. Please ensure



compliance with professional conduct and boundaries, following all state and federal laws, and CMU policies.

### **Student Appeal Rights for Sanctions**

Maverick Guide: <https://www.coloradomesa.edu/student-services/maverick-guide.html>

A decision reached and/or a sanction imposed by the Director of Campus Safety and Student Conduct maybe appealed by either the complainant or the respondent student within (5) working days of said decision to the Vice President for Student Services. Such appeals shall be in writing and shall be delivered to the Vice President for Student Services.

Except as required to explain the basis of new evidence, an appeal shall be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:

1. To determine whether the original hearing was conducted fairly in light of the charges and evidence presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present a rebuttal of those allegations;
2. To determine whether the decision reached was based on substantial evidence, that is, whether the facts in the case were sufficient to establish that it was more likely than not that a violation of the Student Code of Conduct occurred;
3. To determine if the sanction(s) imposed were appropriate given the violation of the Student Code of Conduct which the student was found to have committed;
4. To consider new evidence, sufficient to alter a decision, or other relevant facts not brought out in the original hearing, because such evidence and/or facts were not known to the person appealing at the time of the original hearing;

All sanctions will be considered in full effect during the appeal process; that is, students will be expected to abide by all sanctions even if the student has appealed his or her sanctions.

In instances where the VPSS has a conflict, he/she shall designate another appellate officer from the university's executive management team (e.g., the Vice President for Academic Affairs, the Vice President for Finance and Administration, etc.) to determine the appeal

### **BSW Student Conduct & Termination Policy**

Reasons that students might be terminated from the Social Work Program include:

1. Academic performance below minimum requirements (a minimum overall cumulative GPA of 2.0; a minimum overall cumulative social work GPA of 2.5)
2. Behaviors that are inconsistent with the NASW Code of Ethics
3. Violation of criminal law
4. Violation of Policies and Procedures at CMU or in Field Education at Agency
5. Academic dishonesty

6. Student misconduct
7. Unexcused or prolonged absences
8. Unexpected life events (i.e., death, divorce, financial or medical issues, etc...) that impair the student's ability to meet required course learning objectives.

If addressing any of the above issues with a student, the following procedures should be followed:

1. Document all concerns and/or allegations, including dates, attempts to address the situation, and any other anecdotal information.
2. The faculty that is immediately involved with the student should try to address the issue with the student directly, when appropriate (i.e., for attendance concerns, ask the student to stay after class so that you can share your concerns and expectations, hear from the student first-hand the reasons for their absences, work out an agreeable course of action, and communicate consequences if the problem continues).
3. If the faculty and student are unable to resolve the issue, or the issue deems immediate response or action, it should be brought to the attention of the Social Work Program Director or Field Education Director.
4. Students are able to bring in an advocate, self-selected or through CMU students services, to assist them in addressing their concerns if needed.
5. If the Social Work Program Director, social work faculty, and student are unable to resolve the issue, or the issue deems immediate response or action, it should be brought to the attention of the Social & Behavioral Sciences Department Head.
6. If the Department Head, Social Work Program Director, social work faculty, and student are unable to resolve the issue, or the issue deems immediate response or action, it will be referred to the Office of Academic Affairs or Student Services for further assistance and support.
7. Students may contact CMU student services at any time during this process for additional support, advocacy, and counseling services to assist them with their concerns, allegations, or support as needed.
8. Final outcomes will be sent via formal email to the student.

### **CMU Academic Probation and Suspension Policy**

<https://catalog.coloradomesa.edu/general-undergraduate-academic-policies/#text>

**Good Standing** signifies that the student is making satisfactory academic progress (see Academic Standards section) and is eligible to continue studies at Colorado Mesa University.

**Academic Probation** indicates a student is not in good standing and constitutes a warning to the student that the student's scholastic achievement needs improvement or suspension will result. Students will be placed on academic probation if their cumulative grade point average at Colorado Mesa University falls below the minimums listed under GPA minimum.

Upon being placed on academic probation, students are permitted to continue studies for one semester, during which time they are expected to improve their cumulative grade point average to the minimum required levels. Those who succeed will be removed from academic probation.

Students on academic probation will remain on academic probation until they raise their cumulative grade point average to the required level. Once on probation, a student must maintain a minimum semester grade point average of 2.00 to avoid being placed on academic suspension. Additionally, students with a cumulative Colorado Mesa University grade point average of 2.00 or lower will be limited to 15 credit hours per semester.

**Academic Suspension** indicates the student is not in good standing and represents a temporary, involuntary separation of the student from the University for a minimum of one semester for failure to meet minimum academic standards. Following an academic suspension, a student must apply for readmission to Colorado Mesa University. For degree programs that do not have separate admission policies, the readmission to Colorado Mesa University is also readmission to the degree program as long as the degree still exists. For degree programs having admission policies over and above admission to Colorado Mesa University, the student must also reapply to the degree program.

A student may be suspended from and readmitted to Colorado Mesa University a maximum of two times. Academic suspension, when imposed, becomes effective immediately upon the recording of grades at the end of the semester or summer term.

The first suspension shall be for a period of one semester; i.e., a student suspended at the end of fall semester may not attend the following spring semester; a student suspended at the end of spring semester may not attend the following summer and fall semesters. A student suspended at the end of summer term may not attend the following fall semester.

The second suspension shall be for a period of two semesters (i.e., a student suspended at the end of fall semester may not attend the next spring or fall semester; a student suspended at the end of spring semester may not attend the following fall or spring semester). A student suspended at the end of summer term may not attend the following fall or spring semester.

Students may not enroll in any credit classes whatsoever (including summer term) during the period of suspension.

### **Academic Renewal**

A student who re-enrolls at Colorado Mesa University following an absence of at least five years may be eligible for academic renewal. If academic renewal is approved, none of the course credits and grades earned at Colorado Mesa University prior to the five-year minimum absence will be used for meeting graduation requirements or in determining the student's grade point average.

Among the requirements to be eligible to apply/petition for "academic renewal" is that the student must have completed 24 academic course credits at Colorado Mesa University, excluding kinesiology

courses and remedial courses below the 100 level, with a minimum grade point average of 3.00. The student must apply/petition in the Registrar's Office no later than the semester following the completion of these 24 semester credit hours. Matriculation and/or course completion at other institutions during the five-year period of absence has no bearing on the application/petition.

### **SEXUAL HARASSMENT, SEXUAL ASSAULT, and STALKING**

Maverick Guide, p. 56

<https://www.coloradomesa.edu/student-services/documents/MaverickGuide.pdf>

#### **Sexual Harassment, Sexual Assault, Stalking:**

##### Notice of Non-Discrimination

Colorado Mesa University is committed to providing a living environment in which students and employees can live, work, and study free from sexual harassment, sexual assault, sexual intimidation, sexual exploitation, domestic violence, dating violence, and stalking.

Colorado Mesa University does not discriminate on the basis of sex in its education programs and activities, as required by Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1688) and its implementing regulations (34 C.F.R. Part 106). This prohibition extends to students and staff. Inquiries concerning the application of Title IX may be referred to Colorado Mesa University's Title IX Coordinator, or to the U.S. Department of Education's Office of Civil Rights, or both.

#### **Title IX Coordinator Contact Information:**

Stephanie Rubinstein, Title IX Coordinator

Phone: 970-248-1366; Cell (970) 986-6214

Email: [srubinstein@coloradomesa.edu](mailto:srubinstein@coloradomesa.edu)

#### **Deputy Coordinators (assigned by Title IX Coordinator)**

Bree Meier, Director of the University Center

Phone: 970-248-1250

Email: [bmeier@coloradomesa.edu](mailto:bmeier@coloradomesa.edu)

Sylvia Rael, Library Director

Phone: 970-248-1029

Email: [srael@coloradomesa.edu](mailto:srael@coloradomesa.edu)

#### **The Office of Civil Rights contact information is:**

Denver Office, Office for Civil Rights

U.S. Department of Education

Cesar E. Chavez Memorial Building

1244 Speer Boulevard, Suite 310

Denver, CO 80204-3582

Telephone: 303-844-5695

FAX: 303-844-4303;

TDD: 800-877-8339

Email: [OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)

**Title IX of the Education Amendments of 1972 provides:**

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

I. Definitions. As used in this Section, the following definitions shall apply:

A. Complainant means an individual who is alleged to be the subject of conduct that could constitute Sexual Harassment. A Complainant includes:

1. a student or employee of CMU who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
2. a person other than a student or employee of CMU who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in CMU's education program or activity;
3. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant if the complainant is under the age of eighteen; or
4. 4. CMU's Title IX Coordinator.

B. Complaint means an oral or written request to the recipient that objectively can be understood as a request for the recipient to investigate and make a determination about alleged discrimination under Title IX or its regulations.

C. Consent means cooperation in act or attitude pursuant to be an exercise of free will and with knowledge of the nature of the act. A current or previous relationship shall not be sufficient to constitute consent. Submission to sexual activity because of fear does not constitute consent. A previous sexual relationship does not indicate consent to future sexual activities.

D. Education Program or Activity includes locations, events or circumstances over which CMU exercises substantial control over both the Respondent and the context in which the Sexual Harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the institution.

E. Intercourse is defined to include vaginal or anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact), no matter how slight the penetration or contact.

F. Mandatory Reporter means an employee of the University who is not subject to a statutory privilege and required confidentiality. Accordingly, all faculty and staff at CMU are mandatory reporters except for licensed counselors working at the CMU Wellness Center.

G. Non-Consensual Sexual Contact (NCSC) is:

- o any intentional sexual touching,
- o however slight,
- o with any object,
- o by a person upon another person,
- o that is without consent and/or by force.

H. Non-Consensual Sexual Intercourse (NCSI) is:

- o any sexual intercourse,
- o however slight,
- o with any object,
- o by a person upon another person
- o that is without consent and/or by force

I. Party means a complainant or respondent.

J. Relevant means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

K. Respondent means an individual who has been reported to be the perpetrator of conduct that constitutes sexual harassment.

L. Retaliation means intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right secured by Title IX or because the individual has made a report or complaint, testified, or participated in any manner in an investigation, proceeding or hearing concerning Sexual Harassment.

M. Sexual Contact includes:

- o intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; or
- o any other intentional bodily contact in a sexual manner, or for the purpose of sexual gratification or abuse.

N. Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

- o Quid pro quo harassment. An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of

such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;

o Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- a. The degree to which the conduct affected the complainant's ability to access the recipient's education program or activity;
- b. The type, frequency, and duration of the conduct;
- c. The parties' ages, roles within the recipient's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
- d. The location of the conduct and the context in which the conduct occurred; and
- e. Other sex-based harassment in the recipient's education program or activity; or

o Specific offenses.

a. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

b. Dating violence meaning violence committed by a person:

i. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

ii. Where the existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship;
- The type of relationship; and
- The frequency of interaction between the persons involved in the relationship;

c. Domestic violence meaning felony or misdemeanor crimes committed by a person who:

i. Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim;

ii. Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

iii. Shares a child in common with the victim; or

iv. Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or

- d. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - i. Fear for the person’s safety or the safety of others; or
  - ii. Suffer substantial emotional distress.

The term “Sexual Harassment” includes any of the three types of conduct provided in this definition. However, sexual assault is also defined separately within this policy.

- o Supportive measures means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:
  - 1. Restore or preserve that party’s access to the recipient’s education program or activity, including measures that are designed to protect the safety of the parties or the recipient’s educational environment; or
  - 2. Provide support during the recipient’s grievance procedures or during an informal resolution process.

## **II. Sexual Harassment**

It is the policy of Colorado Mesa University to maintain a campus environment free from Quid Pro Quo and from Offensive Conduct types of sexual harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature may constitute sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects or interferes with a student’s or employee’s work or academic performance, or creates an intimidating, hostile or objectively offensive academic or work environment.

Both Quid Pro Quo and Offensive Conduct types of Sexual Harassment can occur in a variety of circumstances, including but not limited to the following:

- 1. The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- 2. The harasser can be another student, staff member, faculty member, or a non-employee.
- 3. Unlawful sexual harassment may occur without economic injury to the victim.
- 4. The harasser's conduct must be unwelcome.

Any person (i.e., the victim of alleged sexual harassment, a bystander, a witness, a friend, or any other person) may report sexual harassment.

Reporting either Quid Pro Quo or Offensive Conduct Sexual Harassment may help the reporting student in coping with the situation, as well as assist the student with resources to ensure that the student, and others, can attend the University in a safe environment. If the perpetrator of the harassment is another student, the incident should be reported to the Title IX Coordinator, via the “Report an Incident” tab on the CMU Mobile App or CMU’s website; the Office of Student Services in Lowell Heiny Hall, 4th Floor, a Residence Life staff member, or the Sexual



Assault Response Team at (970)270-5895. Instances of sexual harassment by a University employee should be reported to the Title IX Coordinator or Human Resources at 970-248-1426.

If you are unsure where to report, the “Report an Incident” tab can be used for any type of report of sexual harassment.

### **III. Sexual Assault**

Colorado Mesa University is committed to providing a living environment in which students can live, work, and study free from Non-Consensual Sexual Contact (NCSC) and Non-Consensual Sexual Intercourse (NCSI), collectively referred to hereafter as Sexual Assault. Please see the definitions of these terms above in Section I.

### **IV. Preservation of Evidence**

If any student is the victim of sexual assault (NCSC or NCSI), they should immediately take action to preserve any possible evidence, even if they are not sure whether they want to file a formal complaint or pursue criminal charges. The preservation of any evidence may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining a protection order. Evidence can range from the clothing of the victim to hair samples, bedding, body fluids, bruising, bite marks, electronic communication, and/or photographs. To assist law enforcement in the collection of evidence, the following guidelines are recommended:

- o Do not shower
- o Do not use the bathroom
- o Maintain the clothing worn during the attack separate from other clothing
- o Leave bedding material, sheets, blankets, and pillows alone

If you take any of these actions, preservation of evidence still may be possible.

### **V. Sexual Consent**

Sexual activity requires consent, which is a voluntary, positive agreement between the participants to engage in specific sexual activity. Any sexual contact without consent (which includes both NCSC and NCSI) is prohibited.

Sexual activity is a violation of the Student Code of Conduct under the following circumstances:

- o When it is forced; or
- o When the complainant is incapacitated, and that incapacity is known to or should have been known to the respondent; or
- o When it is non-consensual.

### **VI. Reporting Sexual Misconduct**

Students are encouraged to report sexual assault to the campus Title IX Coordinator, the campus Sexual Assault Response Team (SART), or the Vice President for Student Services. Additionally, the University encourages students who have experienced sexual assault to contact the Grand Junction Police Department to report the crime. If any student needs assistance contacting police, the Sexual Response Assault Team (SART), Vice President for Student Services, or Title IX Coordinator can assist them in contacting law enforcement or

learning more about law enforcement options. Whether or not a student chooses to notify and seek assistance from campus authorities and/or law enforcement is the student's decision.

If a student experiences unwanted sexual contact, stalking, domestic violence, or dating violence, the student can take action by notifying the following:

- o Grand Junction Police Department by calling 911 or (970) 242-6707 MAY CALL AT ANY TIME - DAY OR NIGHT
- o CMU Sexual Assault Response Team (SART) by calling (970) 270-5895
- o The Title IX Coordinator, or the Office of the Vice President for Student Services in Lowell Heiny Hall, Fourth Floor, by calling 970-248-1366 or; Cell: (970) 986-6214.
- o Vice President for Student Services - Lowell Heiny Hall, Fourth Floor, Phone: (970) 248-1366

Any person at any time may report sexual harassment (whether or not the person reporting is the person alleged to be the recipient of the sexual harassment) in person, by mail, by telephone, by electronic mail, via the "Report an Incident" tab on the CMU Mobile App or CMU's website, or via the SART Line to the Title IX Coordinator. All members of the Colorado Mesa University faculty and staff are mandatory reporters and are required to report any instances of possible Sexual Harassment.

The University has jurisdiction of all reported instances of Sexual Harassment that occur while the Complainant is in the United States and is participating in a University program or activity. However, Sexual Harassment which occurs outside of a University program or activity between students may still be a violation of the Student Code of Conduct.

## **VII. Process after Receiving a Report of Sexual Harassment**

- A. Upon receiving a report of sexual harassment, the Title IX Coordinator will promptly and confidentially contact and then meet with the Complainant and inform the Complainant of the method of filing a Formal Complaint, inform the Complainant of the availability of Support Measures available to Complainant with or without the filing of a Formal Complaint, offer Support Measures to Complainant and, when appropriate, to the Respondent, and explain the Title IX process to Complainant. The Title IX Coordinator may appoint an Advisor for Complainant at this meeting.

A report of sexual harassment which does not fall into the definition of a Title IX case may still be investigated and heard as a Student Code of Conduct violation.

### **B. Support Measures**

The Title IX Coordinator will confidentially offer Support Measures to both Complainant and Respondent that are appropriate and reasonably available without fee or charge. The purpose of Support Measures is to restore or preserve access to the University's education programs without unreasonably burdening the other party.

Support measures are to protect the safety of the parties and others at the University.

For a student that is the subject of Sexual Harassment or another violent crime, or if a student is a Respondent in a case, a wide array of Support Measures and services are available at no charge. Support Measures are nondiscriminatory, non-punitive individualized services offered to the Complainant or Respondent. Support Measures are confidential. The Title IX Coordinator, Sexual Assault Response Team (SART) and/or the Office of the Vice President for Student Services will provide information on and can assist in obtaining both on-campus and community Support Measures and other services as needed/requested, to include living accommodations, travel assistance, academic accommodations, healthcare and emotional care, counseling and advocacy services.

### **C. Requests for Confidentiality**

Colorado Mesa University strongly supports a student's interest in confidentiality in Sexual Harassment cases.

Requests for confidentiality will be respected to the maximum extent possible. The Title IX Coordinator will normally be responsible for evaluating requests for confidentiality. Complainants and Respondents should be aware that a request for confidentiality may limit CMU's ability to respond fully to the incident, including pursuing possible disciplinary action against the alleged Respondent. In addition, the substance of complaints, investigations and statements are subject to disclosure upon receipt of a subpoena or mandatory disclosure request from a civil or criminal court action. While all efforts will be made to respect confidentiality, confidentiality cannot be guaranteed when other members of the CMU community may be at risk or when the University is provided with a lawful subpoena. In those cases, CMU may be required to investigate or take action on the basis of facts it discovers and disclose confidential material. In instances where it is determined that a request for confidentiality cannot be honored CMU will notify the complainant prior to disclosing his or her identity.

### **D. Changing Living and Academic Situations**

Colorado Mesa University will provide Complainants of Sexual Harassment with notification about options for, and available assistance in, changing academic, living, transportation and working situations. The Offices of the Vice Presidents for Student Services and Academic Affairs or their designees will assist the student with the appropriate accommodations if the student requests them and they are reasonably available. Colorado Mesa University will maintain as confidential any accommodations or protective measures provided, to the extent that maintaining such confidentiality would not impair the ability of the institution to provide the accommodations or protective measures.

### **E. Retaliation**

Neither the University, nor any officer, employee, or agent of the institution, may retaliate, intimidate, threaten, coerce, or otherwise discriminate against any individual for exercising

their rights to avail themselves of the University's grievance procedures or against any individual who participates in an investigation, hearing or proceeding related to Sexual Harassment. Further, a student who retaliates against another student who participates in an investigation, hearing or proceeding related to Sexual Harassment may be subject to separate disciplinary action pursuant to the Student Code of Conduct.

**F. Sexual Assault Response Team (SART)(970-270-5895)** The Sexual Assault Response Team (SART) operates under the direction of the Vice President for Student Services. SART team members maintain a 24-hour hotline where sexual assaults can be reported and/or resources can be discussed. SART advocates assist individuals who report sexual assault in navigating educational issues and connecting them with appropriate resources, to include health care, mental health, academic, living situation, and law enforcement, as appropriate and desired.

**Anti-Discrimination Policy: Compliance Statement**

<https://www.coloradomesa.edu/student-services/resources/title-ix/compliance-statement.html>

Colorado Mesa University does not discriminate on the basis of sex in its education programs and activities, as required by Title IX of the Education Amendments of 1972. Inquiries concerning the application of Title IX may be referred to Colorado Mesa University's Title IX Coordinator, or the the U.S. Department of Education's Office of Civil Rights.

It is the policy of Colorado Mesa University to maintain an academic and work environment free of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation for students, faculty, and employees. Such conduct is contrary to the standards of the University community and common decency. It diminishes individual dignity, impedes equal employment and educational opportunities and equal access to freedom of academic inquiry, and creates barriers to fulfilling the University's scholarly, research, educational, and service missions. Such conduct will not be tolerated at the University.

Discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation also are illegal; they are prohibited in the employment context by Title VII of the 1964 Civil Rights Act, in the education context by Title IX of the Educational Amendments of 1972, and, in both employment and education contexts, by Colorado's anti-discrimination laws, including, but not limited to, C.R.S. §24-34-401, et seq. Such conduct also can violate federal and state criminal laws.

Colorado Mesa University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, and pregnancy. The University complies with the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, The Pregnancy Discrimination Act of 1978, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall promote equal opportunity and

treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans.

**Values and Non-Discrimination Statement:**

<https://www.coloradomesa.edu/student-services/title-ix/values-and-non-discrimination-statements.html>

**The Maverick Guide (Student Handbook including Code of Conduct):**

"Colorado Mesa University is committed to providing a living environment in which students and employees can live, work, and study free from sexual harassment, sexual assault, sexual intimidation, sexual exploitation, domestic violence, dating violence, and stalking" (page 74).

**Anti-Discrimination Policy Professional Personnel Employee Handbook:**

"There shall be no discrimination in employment based on protected status."

"Protected status," means a status or characteristic of an individual that is protected by State or Federal law or the policies of the University. Protected status includes race, color, religion, creed, sex, gender (including pregnancy), national origin, ancestry, age (40 and older), disability, veteran status, marital status, and sexual orientation (including transgender status).

"Equal employment opportunity shall apply to all personnel actions including, but not limited to, recruitment, hiring, compensation, terms and conditions of employment, privileges, benefits, promotion, discipline, termination, classification of applicants and employees" (Section II-1).

**Colorado Mesa University Board of Trustees Policy Manual:**

"The University prohibits discrimination in employment-related and student-related decisions...Harassment based on protected status is a form of discrimination and is also prohibited... Any employee or student who engages in prohibited discrimination, harassment, or violence may be disciplined, discharged, or expelled."

"The University shall include in its policies for employees and students a policy prohibiting such conduct and setting forth a method for reporting the prohibited conduct. The policies shall also provide for the investigation of complaints and corrective action" (Section 3.4).

**Diversity Statement**

Colorado Mesa University extends its services to anyone regardless of age, race, color, national origin, religion, sex, disability, veteran status, or sexual orientation.

Following is the statement of philosophy on diversity which has been adopted by the faculty at Colorado Mesa University:

"Colorado Mesa University is a community of scholars in the liberal arts tradition. As faculty we believe that all people, regardless of age, race, color, national origin, religion, sex, disability, veteran status, or sexual orientation, have something worthwhile to contribute and that these contributions benefit us all. Therefore, we intend that within our academic community all cultural differences will be treated with equal respect and tolerance. We desire that our students have the opportunity to appreciate the diversity of our modern world, and we encourage them to partake of the resources available within our

community. As faculty we pledge ourselves to provide as many divergent cultural experiences for our students as the resources of the college and the needs of our disciplines allow.”

“To further tolerance and appreciation of our society’s diversity, Colorado Mesa University requires that all graduates fulfill General Education requirements. In doing so we honor the validity of a liberal education. We hope that the experience will help our students understand how to appreciate the true diversity of the world. Because diversity promotes multiple opinions, techniques, viewpoints and approaches, it is not the individual courses within the General Education program which we believe will further the above-stated goals, but the whole experience of the program itself.”

Colorado Mesa University expects all members of the campus community to uphold the highest standards of civil and ethical conduct and to promote a culture of respect and inclusiveness. For more information on these expectations, review the Resolution Concerning Expectations Regarding Safety, Violence, Intimidation, Abuse and Discrimination at Colorado Mesa University.

### **A Resolution Concerning Expectations Regarding Safety, Violence, Intimidation, Abuse and Discrimination at Colorado Mesa University**

**WHEREAS** Colorado Mesa University values the free exchange of ideas among students, faculty, staff and members of the community on each of its campuses; AND

**WHEREAS** Colorado Mesa University embraces its role as the cultural hub of western Colorado, bringing together individuals from diverse backgrounds and interests to participate, foster, and promote a balanced exchange of civil dialogue; AND

**WHEREAS** Colorado Mesa University constantly strives to nurture a respectful, inclusive, physically and emotionally safe campus culture free of violence, physical or verbal abuse, intimidation or discrimination, regardless of age, race, ethnicity, religion, gender, or sexual orientation; AND

**WHEREAS** victims and witnesses of violence, intimidation, abuse and discrimination may be reluctant to seek assistance or report such instances for fear of retaliation or further discrimination;

**WHEREAS** students enrolled at Colorado Mesa University share a responsibility with faculty, staff and other members of the campus community to uphold the highest possible standards of civil and ethical conduct, promote a culture of respect and inclusiveness, and model thoughtful approaches to difficult issues by protecting free and open discussion, the right to due process, and an expectation that all members of the campus community will be held accountable for both words and actions; AND

**NOW THEREFORE BE IT RESOLVED THAT THE COLORADO MESA UNIVERSITY BOARD OF TRUSTEES** condemns in the strongest terms possible any act of violence, intimidation, verbal or physical abuse or discrimination on each of its campuses and in the communities which we serve. Further, the Board of Trustees calls upon each member of the campus community—students, faculty, and staff—to embrace a culture of respect and inclusiveness and to report immediately, through the Crime Stoppers hotline for confidentiality if deemed necessary, any acts of violence, intimidation, abuse or discrimination, suffered or observed, immediately in accordance with the CMU employee handbook, the CMU student code of conduct, and/or applicable local, state, or federal laws.

## Student Accessibility Services at the Rec Center

<https://www.coloradomesa.edu/rec-center/facilities/disability-services.html>

## Educational Access Services for Students with Disabilities

<https://www.coloradomesa.edu/educational-access/index.html>

Educational Access Services (EAS) provides support for students with both permanent and temporary disabilities. This can include physical disabilities, chronic illness/health conditions, mental health conditions, learning disabilities, and temporary disabilities. We are available for new student intake and returning student meetings, please contact us at [eas@coloradomesa.edu](mailto:eas@coloradomesa.edu) or 970.248.1856.

**Vision:** Establish Colorado Mesa University as an inclusive and accessible university that expands our understanding and appreciation for the diverse contributions of each individual.

**Mission:** Educational Access Services (EAS) recognizes disability as an aspect of diversity and an integral part of society. We collaborate with students, faculty, staff, and community members to create an accessible higher education community.

### Core Values:

- Provide academic accommodations and promote universal design principals
- Enable all students the opportunity to fully participate in all aspects of the college experience
- Empower students to be successful and independent learners

EAS facilitates a number of **accommodations** for students with **documented disabilities**. Visit our [Accommodation Information](#) page to find out more about some of the accommodations we offer.

- Alternative Format Textbooks
  - PDF for online readers; braille; etc.
- Testing Accommodations
  - Extra Time; Reduced Distraction Environment; etc.
- Note-taking Assistance
- Furniture and Room Accommodations
- Assistive Technology
- Priority Registration
- Course Substitutions

Students must initiate a request for accommodations by contacting the EAS office.

## V. Student Groups and Professional Organizations

### Social Work Club

Social work students can participate in the Social Work Club, a dynamic group of students interested in “rolling up their sleeves” and putting social work into “action.” A core value of the social work

profession is service—and the club is always looking for opportunities to address issues of poverty and need at the local, community level.

Any student at CMU is welcome to participate in the Social Work Club, but elected officers (president, vice-president, secretary, treasurer, and CAB representative) must be a declared major in social work (formally accepted into the BSW program) in order to serve in these leadership roles. Officers are elected every year by the Social Work Club. The two full-time social work faculty serve as co-faculty advisors for the Social Work Club.

The Social Work Club meets monthly throughout the academic year and engages in numerous fundraisers, philanthropic events, community service projects, and social gatherings. Each academic year, the Social Work Club volunteers hundreds of hours in community service. The projects that the club completed included:

1. Catholic Outreach: Serving meals to the homeless
2. Homeward Bound: Put together Thanksgiving boxes of food for delivery
3. Latimer House: Clothing drive and raised monetary support
4. The House: Collected needed toiletries for youth
5. Homeward Bound: Put together over 100 Easter baskets for children/youth at facility
6. Ariel Clinical Services: Child Abuse Awareness month project on CMU campus

Our local community benefits from these community service projects completed by the CMU Social Work Club. Students interested in learning more about the Social Work Club can email questions to: [socialworkclubatcmu@gmail.com](mailto:socialworkclubatcmu@gmail.com) or "like" us on our Facebook page: <https://www.facebook.com/socialworkclubatCMU>

### **Phi Alpha Honor Society – Rho Sigma Tau Chapter**

[https://www.facebook.com/pg/CMUphialpha/about/?ref=page\\_internal](https://www.facebook.com/pg/CMUphialpha/about/?ref=page_internal)

Phi Alpha Honor Society is a national society that engages in diversity, inclusion, professional development, and collaboration for our high achieving social workers. Students must be in the top 35% of the BSW Program. Students are engaged in national and community level service projects, dialogue, and discussions to support social justice and vulnerable populations. The purpose of Phi Alpha Honor Society is to promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and engage in excellence in scholarship and achievement in social work. Examples of engagement and collaboration include: Fundraiser, Trunk or Treat, auctions, donations to Feeding America, MAV Rides for community service, and monthly service projects.

Phi Alpha Leaders: [rhosigmatau@coloradomesa365.onmicrosoft.com](mailto:rhosigmatau@coloradomesa365.onmicrosoft.com)

### **National Association of Social Workers (NASW)**

NASW: <https://www.socialworkers.org/>

Colorado NASW: <http://www.naswco.org>

Students are encouraged to become a member of the National Association of Social Workers.



Did you know?

- NASW is one of the largest membership organizations of professional social workers in the world
- NASW works to enhance the professional growth and development of its members, to create and maintain standards for the profession, and to advance sound social policies.
- NASW also contributes to the well-being of individuals, families and communities through its work and advocacy
- NASW is a membership organization that advocates for all social workers, nationally and locally, and works to shape public policy and advance the role of social work in effecting social change.
- NASW advocates to protect the public and ensure high quality social work services, NASW enforces a Code of Ethics and works to improve regulation of social work in every state. Thanks to these efforts, all states in the U.S. now license or otherwise regulate social work practice.  
-National Association of Social Workers, facts, mission and goals found on NASW website, 2024

Being a member of NASW offers many opportunities. Some benefits of NASW membership include:

- **Networking Opportunities.** NASW activities provide an excellent way for social workers to share ideas and information with colleagues and engage at conferences.
- **Job Opportunities.** Members have access to local and national job bank information.
- **Malpractice Insurance.** NASW offers malpractice insurance that is affordable.
- **Publications.** Members can also receive Social Work, a journal that connects them to the latest research in the profession.

### Professional Social Work Associations

- Association Gerontology Education in Social Work: [www.agesocialwork.org](http://www.agesocialwork.org)
- Association of Oncology Social Workers: [www.aosw.org](http://www.aosw.org)
- International Association for Social Work with Groups: [www.iaswg.org](http://www.iaswg.org)
- International Federation of Social Workers: [www.ifsw.org](http://www.ifsw.org)
- National Association of Forensic Social Workers: [www.nofsw.org](http://www.nofsw.org)
- National Association of Social Workers: [www.Socialworkers.org](http://www.Socialworkers.org)
- Public Health Social Work: [www.apha.org](http://www.apha.org)
- Society for Social Work Leadership in Health Care: [www.sswlhc.org](http://www.sswlhc.org)
- School Social Work Association of America: [www.sswaa.org](http://www.sswaa.org)
- Social Workers Helping Social Workers: [www.socialworkershelping.org](http://www.socialworkershelping.org)
- The Association of Baccalaureate Social Work Program Directors: [www.bpdonline.org](http://www.bpdonline.org)
- The National Data Archive on Child Abuse and Neglect: [www.ndacan.cornell.edu](http://www.ndacan.cornell.edu)
- The New Social Worker Online: [www.socialworker.com](http://www.socialworker.com)

### **Various Clubs and Organizations on Campus (not a complete list provided):**

<https://www.coloradomesa.edu/student-life/clubs-organizations/index.html>

### **Associated Student Government**

<https://www.coloradomesa.edu/student-life/clubs-organizations/asg/index.html>

ASG strives to be the voice of the students, and represent the variety of needs. Senators allocate student funds to various clubs, organizations, and students for the purpose of enhancing the experience of the students or the name of the school as a whole. Senators meet weekly for the General Assembly Meeting to allocate funds and are involved with other committees as well.

### **Campus Design Studio**

<https://www.coloradomesa.edu/student-life/clubs-organizations/campus-design-studio.html>

The Campus Design Studio is a student-run organization that provides high quality graphic design work for student clubs and organizations, on campus departments, and off-campus clients. The Campus Design Studio is responsible for most on-campus student publicity. The CDS provides some services for clubs FREE of charge. Some services provided by the Campus Design Studio: The Stall Street Journal, The Bulletin, Logo Creation, Poster Creation, Campus Event Publicity, and Website Creation

### **Club Advisory Board**

<https://www.coloradomesa.edu/student-life/clubs-organizations/club-advisory-board.html>

The Club Advisory Board (CAB) is responsible for the establishment of new clubs and the allocation of money to registered clubs. CAB is also an information center for any student interested in becoming involved in one of our clubs and organizations.

There is something for almost everyone, and if there isn't a club that fits your interests, CAB has the resources to help such students get their own club started and a jump-start fund of \$100. All members attend quarterly meetings in which clubs may request a portion of funding from student fees to help fund their activities. CAB can also assist clubs with advertising, event planning, and travel arrangements.

### **Club Sports**

<https://www.coloradomesa.edu/student-life/clubs-organizations/club-sports.html>

Athletics are an integral part of the university experience. At CMU, you do not have to compete in an NCAA governed sport to continue enjoying your passion. The university currently offers 20 collegiate level sports that participate outside the NCAA. These sports range from D1 Varsity Cycling, NIRA Rodeo, NACE Esports and NCDGC disc golf. We offer Co Ed teams as well as men's and women's teams.

### **Cultural Inclusion Council**

<https://www.coloradomesa.edu/student-life/clubs-organizations/cultural-inclusion-council.html>

The Cultural Inclusion Council (CIC) strives to promote equity and inclusion on campus and in the surrounding community by hosting educational and promotional events, connecting students to support services and promoting open dialogue that allows individuals to better understand one

another. The Cultural Inclusion Council seven alliances; Asian Student Association, Black Student Alliance, Gender and Sexualities Alliance, Ho'olokahi Polynesian Alliance, International Student Alliance, Latino Student Alliance, and Native American Student Alliance

### **Greek Life**

<https://www.coloradomesa.edu/student-life/clubs-organizations/greek-life/index.html>

The Office of Student Life believes that membership in a fraternal organization provides students with tremendous opportunities for lifelong friendship, leadership development, scholarship and social interaction. CMU's fraternity and sorority students are scholars, athletes, and campus leaders; they are positively contributing to and benefiting from the Colorado Mesa University collegiate experience.

CMU has three fraternity: Kappa Sigma, Theta Xi, and Delta Sigma Phi. Kappa Sigma is focused upon the Four Pillars of Fellowship, Leadership, Scholarship and Service, Theta Xi is a national leader for education and social development, and Delta Sigma Phi is to help better young men.

CMU has two sorority: Alpha Sigma Alpha and Gamma Phi Beta. Alpha Sigma Alpha develops women of poise and purpose who strive to continue improving the world around them. We inspire women to lead, to serve and most of all to make a difference. ASA promotes high ideals and standards for its members throughout their lives by emphasizing balance among our four aims of intellectual, physical, social and spiritual development. Gamma Phi Beta mission is to inspire the highest type of womanhood, and our vision is that we will build confident women of character who celebrate sisterhood and make a difference in the world around us. We accomplish this through our four core values: love, labor, learning and loyalty.

### **Programming Activities Council (PAC)**

<https://www.coloradomesa.edu/student-life/clubs-organizations/pac.html>

PAC is a student run organization which provides high-quality entertainment to enrich the lives of students outside the classroom. This organization collaborates with other Colorado Mesa University organizations in assisting and enhancing programs. PAC provides educational opportunities for students to gain experience in advertising and implementing programs for the Colorado Mesa University community. PAC members plan many of the fun campus events you enjoy! Seven students serve as staff members for the Programming Activities Council and performing duties such as: Planning events, Marketing events, Setting up and tearing down events, Attending weekly meetings, and holding office hours. Serving on the Programming Activities Council is an excellent way of developing skills in marketing, budgeting, event planning, organization, and teamwork. This experience is invaluable when interviewing for jobs after graduation!

### **Sustainability Council**

<https://www.coloradomesa.edu/student-life/clubs-organizations/sustainability-council/index.html>

As a student-run organization at Colorado Mesa University, they promote sustainable practices through education and student-led initiatives in order to inspire CMU faculty, staff, and students to celebrate and protect the Earth and its resources. Sustainability Council aims to cultivate a campus-wide culture that values our public lands, reduces our impact, and celebrates sustainable advancements on an individual and community-wide scale.

**Outdoor Program:**

<https://www.coloradomesa.edu/outdoor-program/index.html>

The Outdoor Program is Colorado Mesa University's headquarters for outdoor adventure and education. We are a student-fee funded organization, whose purpose is to offer and promote affordable, safe, and environmentally conscious outdoor trips. The OP organizes trips and classes including whitewater rafting, rock climbing, and skiing. The OP rents mountain bikes, canoes, kayaks, cross-country skis, backpacks, and other gear.

**Community Engagement:**

<https://www.coloradomesa.edu/student-life/volunteering/index.html>

Volunteer Opportunities

Colorado Mesa University is committed to providing students with the support needed to foster positive personal growth by giving them opportunities to become active, engaged members of their community. Students will gather and volunteer different opportunities available to the public in Grand Junction and surrounding areas periodically throughout the year.

**Alternative Spring Break:**

<https://www.coloradomesa.edu/student-life/volunteering/index.html>

Alternative Spring Break Trips are student-run volunteer/service trip that serve as an alternative to the "traditional" spring break. These trips give students the opportunity to experience a new community and culture and to have hands-on experience helping to combat a social issue. Student get to choose the issues they wish to address and choose where they want to go.

## VI. Student Resources

**Educational Access Services (EAS):**

<https://www.coloradomesa.edu/educational-access/index.html>

Educational Access Services recognizes disability as an aspect of diversity and an integral part of society. EAS staff collaborate with students, faculty, other staff, and community members to create an accessible higher education community. EAS provides academic accommodations and promotes universal design principles, enabling students with disabilities the opportunity to fully participate in all aspects of the educational environment as successful and independent learners. Examples of assistance include test-taking accommodations, help with taking notes, alternative format texts, assistive technologies, and classroom assistance.

**TRIO Student Support Services:**

<https://www.coloradomesa.edu/trio/index.html>

The TRiO Student Support Services provides the following to approximately 150 first-generation, low-income, and/or disabled students:

- tutoring and study strategies;
- Academic advising
- Individualized tutoring
- Peer coaches

- Major and career exploration
- Financial aid advising
- Scholarship assistance
- Employment readiness
- Course planning
- Graduate school preparation
- Personal development
- Private study spaces

**The Tutorial Learning Center:**

<https://www.coloradomesa.edu/tutoring/index.html>

The Tutorial Learning Center (TLC) provides FREE tutoring to CMU and CMU Tech students in a variety of subject areas. Peer tutors are available to support your learning and help you with your questions. We offer three different tutoring options to our students to assist with in-person and remote learning. Services include:

- In person tutoring
- Writing Center
- Group Tutoring
- Online Tutoring
- Academic Support Instruction
- Graduate Writing Assistance
- Learning Resources

**Assistance for Veterans:**

<https://www.coloradomesa.edu/career/assistance-for-veterans1.html>

Career Services provides numerous career-related services for all CMU Mavericks, especially our veterans! We offer the following services:

- Resume Evaluation
- Cover Letter Evaluation
- Mock Interviews
- Career Exploration
- Veterans Crisis Line
- Military Hire
- VETS Programs – Department of labor support

Not only do we offer these services but we are well-connected within the local area and will connect you with any and all resources available for veterans. Thanks for visiting our site and thank you for your service.

**Career Services:**

<https://www.coloradomesa.edu/career/help/index.html>

Career Services is here to help you along your employment journey! We want to help you throughout your time here at CMU with anything career-related including but not limited to: resume and CV

reviews, cover letter assistance, mock interviews, grad school preparation, internship preparation, informational workshops, fall and spring Job Fairs, and much more! A career advisor is an individual who assists students with career-related documents and mock-interviews, as well as coordinates events and workshops. Career advisors are available to help you reach your professional goals.

#### **Financial Aid Office:**

<https://www.coloradomesa.edu/financial-aid/index.html>

The Financial Aid Office works with students to meet educational expenses through various monetary resources. Depending on a student's qualifications, aid is available in the form of scholarships and grants that do not need to be repaid. Additionally, students can apply for loans that are need- or non-need-based as well as work-study employment.

#### **Tomlinson Library**

<https://www.coloradomesa.edu/library/about/mission-and-values.html>

Social Work Support Librarian: Richard Scott at [rscott3@coloradomesa.edu](mailto:rscott3@coloradomesa.edu)

Tomlinson Library supports the educational mission of the University by teaching information literacy skills, providing assistance in identifying, locating and evaluating its information sources, and providing a large and diverse collection of materials for use by students and faculty. Library materials are available in a variety of formats including print, e-books, audio and video; the majority of which can be checked out. Articles from journal titles are available through the library website.

Materials from other libraries throughout Colorado and the U.S. can be requested for delivery and pick-up at the Main campus, WCCC or the Montrose Center. Through its interlibrary loan service, items not owned by Tomlinson Library can be borrowed from other libraries. Help using the library is available in person, at the reference desk, chat or through:

Email: [library@coloradomesa.edu](mailto:library@coloradomesa.edu)

Text: 970-644-6542

telephoning 970.248.1244

The library is home to group study rooms, a silent study area, wireless network, computer labs, printing, scanning and photocopy capabilities. Tomlinson Library is accessible 24/7 via the web. area, wireless network, computer labs, printing, scanning and photocopy capabilities. Tomlinson Library is accessible 24/7 via the web.

#### **Study Abroad**

<https://www.coloradomesa.edu/study-abroad/>

Colorado Mesa University was proud to join the International Student Exchange Program (ISEP) in 2010. ISEP is a membership-based study abroad organization. CMU students have the opportunity to study abroad at 150 universities in 52 countries. ISEP offers multiple study abroad options including Direct, Exchange, Summer, and Internships. Learn more about each program and their deadlines in the drop-down boxes below.

## **Hamilton Recreation Center**

<https://www.coloradomesa.edu/rec-center/index.html>

Campus Recreation Services is established to provide varied programs and services that will contribute to the health and well-being of the students of Colorado Mesa University. The program educates participants in the responsible use of leisure time by providing an atmosphere that fosters the development of lifelong patterns of recreational activities and opportunities for participation in such activities regardless of age, sex, race, or motor ability. To do so, facilities and resources are designed to provide appropriate environments for participants through the following:

- Offering structured competitive and social opportunities in a variety of individual and team sports (Intramural Sports Program and Club Sports). Intramural sports include basketball, volleyball, outdoor soccer, indoor soccer, flag football, arena flag football, ultimate frisbee, softball, sand volleyball, and dodgeball. Club Sports include cycling, men/women's rugby, and skiing.
- Providing access to recreation facilities, equipment, and activities for convenient, informal participation (Open Recreation Program). These facilities include a multi-sport gymnasium, cardio machines, weight training circuit machines, free weights, indoor track, racquetball courts, climbing wall, and swimming pool.
- Offering structured and non-structured opportunities for improving and maintaining physical fitness (Fitness/Wellness Program). These opportunities include aerobics classes, yoga, fitness assessments, exercise program prescription, massage therapy, and personal training.

## **Health Services - Student Wellness Center - 1060 Orchard Avenue, Suite N(970-644-3740)**

<https://www.coloradomesa.edu/student-services/wellness/index.html>

The Student Wellness Center, located at 1060 Orchard Avenue, Suite N, is open during the fall and spring semesters when school is in session. The physician, health care practitioners and counselors have varied hours, but services are available Monday – Saturday, 8am-8pm and Sundays, 12pm-4pm. Appointments are recommended; call 970- 644-3740. This number can also be called after hours for 24/7 emergency coverage.

## **Medical Services**

<https://www.coloradomesa.edu/wellness/medical-services.html>

All registered Colorado Mesa University students who have paid their student fees may access health services at the Student Wellness Center. All students accessing health services will be required to pay a \$15.00 co-pay at time of service. Additional fees may be charged for special services, e.g., simple medical procedures, blood work, laboratory tests, etc. It is not required that students have health insurance to be seen at the Colorado Mesa University Student Wellness Center; however, students are strongly encouraged to acquire health care coverage.

**Behavioral Health Services**

<https://www.coloradomesa.edu/wellness/behavioral-health-services.html>

Counseling services are available to all students paying student fees. A \$10.00 co-pay is required with the remainder of the session billed to insurance. All sessions are confidential and students dealing with personal problems affecting their academic life are encouraged to speak with a professional counselor. Referrals can be made through the Office of the Vice President for Student Services (Lowell Heiny Hall 4th Floor; phone (970-248-1366) or students may contact the Student Wellness Center directly to set up an appointment at 970-644-3740 ext. #4. If there are special circumstances, waivers for the co-pay may be available through Student Services. Call 970-248-1366 to see if you qualify. Appointments are highly recommended as crisis walk-in sessions are not available

**VII. Social Work Faculty and Department Head Contact Information**

Jerred Endsley, Program Director	jendsley@coloradomesa.edu	970-248-2254
Sarah Johnson, Practice Education Director	sjohnson2@coloradomesa.edu	970-248-1723
Dr. Erika Jackson, Academic Department Head	ejackson@coloradomesa.edu	970-248-1621
Cathy Rickley, SBS Administrative Assistant	crickley@coloradomesa.edu	970-248-1696



### VIII. BSW Student Handbook Agreement Form

Please read the following agreement form as an understanding of social work expectations. This form indicates you are willing and able to follow all of the NASW code of ethics, policies, and obligations of all governing bodies associated with social work.

Please sign and return this form to the BSW Program Director by the end of the first week, of the fall semester, that you begin the BSW program.

In keeping with the academic, program and professional standards and requirements described in this handbook, carefully and honestly answer the following questions:

- 1) I have read and will adhere to the professional expectations set forth in the BSW Student Manual, NASW Code of Ethics, and across all social work syllabi. Yes\_\_\_ No\_\_\_
- 2) I have read and will adhere to the NASW Code of ethics in class and practice. Yes \_\_\_ No\_\_\_
- 3) I have read and understand the Policies and Procedures outlined in the BSW Student Manual and will adhere to these expectations. Yes\_\_\_ No\_\_\_
- 4) I have read and will adhere to all CMU policies and procedures. Yes \_\_\_ No\_\_\_
- 5) I understand I am expected to follow all state/federal laws as part of my professional development and expectations in social work. Yes\_\_\_ No\_\_\_
- 6) I understand I am expected to develop the CSWE Core Competencies and practice behaviors as part of my academic and professional development. These skills are required for graduation from the BSW program at Colorado Mesa University and for independent practice after graduation. Yes\_\_\_ No\_\_\_
- 7) I understand that social work concepts, populations, discussions, and practice may evoke strong emotional responses. I understand it is my responsibility to seek out professional help if/as needed throughout this program. Yes\_\_\_ No\_\_\_
- 8) I understand that if I fail to meet these expectations, I may be expected to engage in a corrective action plan and may be terminated from the BSW program. Yes\_\_\_ No\_\_\_

**Students Printed Name:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*Your signature testifies that the above answers are truthful and that you are ready to start the BSW program.

## REFERENCES

Council on Social Work Education, Commission on Accreditation. (2015). *Handbook of social work accreditation policies and procedures*. Washington, D.C.: Council on Social work Education. Retrieved from [https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\\_Web\\_FINAL.pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)

National Association of Social Workers (2017). *Code of ethics (guide to the everyday professional conduct of social workers)*. Washington, D.C.: NASW. Retrieved from <http://www.socialworkers.org>

## APPENDIX A

Code of Ethics of the National Association of Social Workers  
Approved by the 1996 NASW Delegate Assembly and  
Revised by the 2017 NASW Delegate Assembly  
Revised by the 2021 NASW Delegate Assembly

### Preamble

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

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

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

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

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

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

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

#### ***The NASW Code of Ethics serves six purposes:***

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

\*In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers’ self-care.

### **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 should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

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

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

### **Ethical Standards**

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

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

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

### **1.01 Commitment to Clients**

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

### **1.02 Self-Determination**

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

### **1.03 Informed Consent**

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

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

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

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

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



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

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

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

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

#### **1.04 Competence**

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

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

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

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

### **1.05 Cultural Competence**

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

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction); recognizing clients as experts of their own culture; committing to life-long learning; and holding institutions accountable for advancing cultural humility.

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

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

### **1.06 Conflicts of Interest**

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

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

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

when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

### **1.07 Privacy and Confidentiality**

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should

disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

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

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

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

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

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

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

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

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

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

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

### **1.08 Access to Records**

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

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

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

### **1.09 Sexual Relationships**

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

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

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

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

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

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

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

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

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

### **1.15 Interruption of Services**

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

### **1.16 Referral for Services**

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

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

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

### **1.17 Termination of Services**

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

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

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

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

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

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

## **2. Social Workers' Ethical Responsibilities to Colleagues**

### **2.01 Respect**



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

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic 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 ability.

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

### **2.02 Confidentiality**

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

### **2.03 Interdisciplinary Collaboration**

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

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

### **2.04 Disputes Involving Colleagues**

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

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

### **2.05 Consultation**

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

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

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

### **2.06 Sexual Relationships**

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

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

### **2.07 Sexual Harassment**

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

### **2.08 Impairment of Colleagues**

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

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

### **2.09 Incompetence of Colleagues**

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

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

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

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state,

and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

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

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

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

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

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

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

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

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other

electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### **3.03 Performance Evaluation**

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

### **3.04 Client Records**

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

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

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

### **3.05 Billing**

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

### **3.06 Client Transfer**

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

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

### **3.07 Administration**

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

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

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

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

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

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

### **3.09 Commitments to Employers**

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

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

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

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

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

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

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

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

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

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

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

### **4.01 Competence**

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

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

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

### **4.02 Discrimination**

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

### **4.03 Private Conduct**

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

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

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

### **4.05 Impairment**

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and

performance or to jeopardize the best interests of people for whom they have a professional responsibility.

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

#### **4.06 Misrepresentation**

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

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

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

#### **4.07 Solicitations**

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

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

#### **4.08 Acknowledging Credit**

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

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

### **5. Social Workers' Ethical Responsibilities to the Social Work Profession**

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

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

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

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

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

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

### **5.02 Evaluation and Research**

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

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

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

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

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

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



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