The University of Texas at Austin
School of Social Work

BSW HANDBOOK
THE UNIVERSITY OF TEXAS AT AUSTIN

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Steven Leslie, Executive Vice President and Provost
Gregory Vincent, Vice President for Diversity and Community Engagement
Juan M. Sanchez, Vice President for Research
Gage Paine, Vice President for Student Affairs

SCHOOL OF SOCIAL WORK

Dean’s Office
Luis H. Zayas, Ph.D., Dean
A. James Schwab, Ph.D., Associate Dean for Academic Affairs and Graduate Advisor
Julie Cunniff, Assistant to the Dean
Egidio Leitao, Assistant Dean for Finance
Hollee Ganner, Administrative Associate to the Associate Dean
Jennifer Luna-Ldulidat, LMSW-AP, Director of Career Services and Alumni Relations
Liz Nowicki, LCSW, Director of Professional Development
Andrea Campetella, Ph.D., Special Assistant for Institutional Initiatives
Molly Marchione, Ph.D., Director of Communication
Laura Wells, Associate Director of Development

Center for Social Work Research
Mary Velasquez, Ph.D., Director, Center for Social Work Research
Carol Lewis, Ph.D., Associate Director, Center for Social Work Research

Academic Affairs BSW Program
Vicki Packheiser, LCSW, Assistant Dean for Undergraduate Programs
Tanya Voss, LCSW, Assistant Dean for Field Education
Kristen Kessel, BSW Academic Advisor
Monica Rosario, Field Education Associate
Ramon Gomez, MSSW, Director of Student and Community Affairs
Diana Villarreal, Senior Office Assistant

Learning Resource Center
Clay Shorkey, Ph.D., Director, Learning Resources Center
SCHOOL OF SOCIAL WORK
MISSION STATEMENT

Through excellence in professional education, research, and service, the University of Texas at Austin School of Social Work provides national leadership to promote social justice, alleviate critical social problems, and enhance human well-being.

CORE VALUES

We believe professional ethics and integrity are at the core of social work, and the values, principles, and standards that are set forth in the NASW Code of Ethics should guide, as applicable, the conduct of our faculty, staff and students;

We believe we should adhere to the highest standards of excellence in all our teaching, research, scholarship, and service activities;

We believe we should work to promote social justice and social change, and should strive to end discrimination, oppression, poverty, and other forms of social injustice;

We believe that the attainment of our mission requires a high regard for the worth of each person and our collective potential, and that the dissemination of knowledge is enhanced by the presence of cultural and ethnic diversity in our classrooms;

We believe that, in order to enhance the social work knowledge base, the attainment of our mission requires critical thinking, professional development, and meaningful scholarship. As we improve our ability to transmit this knowledge to students and others effectively, we are better able to alleviate suffering and to promote social justice in the communities we serve.
Dear Student:

Congratulations and welcome! We are pleased to have you join us at the School of Social Work at The University of Texas at Austin. You are entering an important phase of your life, for you have decided to pursue a degree in social work. Upon successful completion of the course of study, you will receive a Bachelor’s Degree in Social Work (BSW) and you will possess the knowledge, values, skills, and necessary credentials for beginning professional social work practice.

The School of Social Work admitted its first master's class in 1950. In 1974, we admitted our first doctoral students and in 1975 our first BSW students. During the next few years you will get to know most of the faculty and many of your student colleagues. Hopefully, all of your student colleagues, along with the faculty, will become valuable professional resources to you both now and in the future. Together we will create a learning environment that is intellectually stimulating, challenging, and exciting. The faculty will make every effort to structure classes, field placements, and study assignments in such a way as to exact a high standard of performance and achievement from each and every one of you. You will, upon graduation, be ready to assume important new career roles or pursue graduate education. We hope that you will become active in alumni activities and continue to be concerned with the educational development of the students who follow in your footsteps.

We wish you every success in the achievement of your educational and professional goals.

Luis H. Zayas, PhD
Dean & Centennial Professor for Leadership
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This Handbook is for informational purposes and it not an official publication of the University of Texas at Austin. For rules, regulations, and degree requirements, refer to the Undergraduate Catalog and the General Information Bulletin of The University.
## Helpful Phone Numbers

The area code for Austin is 512.

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<tr>
<th>Service</th>
<th>Phone Number</th>
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<tr>
<td><strong>SCHOOL OF SOCIAL WORK</strong></td>
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<tr>
<td>Academic Affairs</td>
<td>471-5457</td>
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<tr>
<td>Learning Resource Center</td>
<td>471-9223</td>
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<tr>
<td>DiNitto Center for Career Services</td>
<td>232-7362</td>
</tr>
<tr>
<td>University Operator</td>
<td>471-3434</td>
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<tr>
<td>General Information &amp; Referral Service</td>
<td>475-7348</td>
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<tr>
<td>Admissions</td>
<td>475-7387</td>
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<tr>
<td>Campus &amp; Community Involvement</td>
<td>471-3065</td>
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<tr>
<td>Center for Students in Recovery</td>
<td>475-8352</td>
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<tr>
<td>Counseling &amp; Mental Health Center</td>
<td>471-3515</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>475-6282</td>
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<tr>
<td>General Libraries Information</td>
<td>495-4348</td>
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<td>International Office</td>
<td>471-1211</td>
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<td>Measurement &amp; Evaluation</td>
<td>471-3032</td>
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<tr>
<td>Parking &amp; Traffic</td>
<td>471-PARK</td>
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<tr>
<td>Police (UTPD)</td>
<td>471-4441</td>
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<tr>
<td>Recreational Sports Information</td>
<td>471-3116</td>
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<tr>
<td>Registrar</td>
<td>475-7575</td>
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<td>Sanger Learning &amp; Career Center</td>
<td>471-1217</td>
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<td>Services for Students with Disabilities</td>
<td>471-6259</td>
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<td>Student Accounting and Special Billing</td>
<td>475-7777</td>
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<tr>
<td>(Tuition &amp; Fee Billing)</td>
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<tr>
<td>Student Attorney</td>
<td>471-7796</td>
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<tr>
<td>Student Health Center</td>
<td>475-4955</td>
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<td>Student Ombudsman</td>
<td>471-3825</td>
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<tr>
<td>Texas Union Information Desk</td>
<td>475-6636</td>
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<td>Undergraduate Writing Center</td>
<td>471-6222</td>
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## Who's Who in the School of Social Work

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<th>You Should See:</th>
<th>For Questions About:</th>
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<tr>
<td><strong>Kristen Kessel</strong></td>
<td>• Academic advising for BSW students (including degree requirements; course sequencing; transferring of coursework to UT; application to the major)</td>
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<tr>
<td>BSW Academic Advisor</td>
<td>• Registration, adding and dropping courses</td>
</tr>
<tr>
<td>232-6058, <a href="mailto:kristen.kessel@austin.utexas.edu">kristen.kessel@austin.utexas.edu</a></td>
<td>• Orientation and BSW events (e.g., Honors Day, Town Hall meetings, Advising Fair, Family Weekend, etc.)</td>
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<td></td>
<td>• FIG Seminar</td>
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<td>• Graduation</td>
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<td>• Social Work Council</td>
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<td>• BSW listserv</td>
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<td>• Scholarships</td>
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<td></td>
<td>• BSW Dean’s Ambassadors Program</td>
</tr>
<tr>
<td><strong>Vicki Packheiser, LCSW</strong></td>
<td>• Development and oversight of BSW Program</td>
</tr>
<tr>
<td>Assistant Dean for Undergraduate Programs</td>
<td>• Chair of BSW committee</td>
</tr>
<tr>
<td>471-2364, <a href="mailto:vpackheiser@mail.utexas.edu">vpackheiser@mail.utexas.edu</a></td>
<td>• Waivers/substitutions of degree requirements</td>
</tr>
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<td></td>
<td>• Academic dismissal &amp; scholastic probation</td>
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<td>• Curriculum issues</td>
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<td>• Transfer Credit approvals</td>
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<td>• Dean’s Ambassador for Social Work</td>
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<td>• BSW Program concerns/suggestions</td>
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<td>• Fields BSW related concerns and grievances</td>
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<td></td>
<td>• Supervision and consultation with BSW program instructors</td>
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<tr>
<td><strong>Julie Cunniff</strong></td>
<td>• Appointments with the Dean</td>
</tr>
<tr>
<td>Executive Assistant to the Dean</td>
<td>• Room reservations</td>
</tr>
<tr>
<td>Dean’s Office, 471-0562; <a href="mailto:jcunniff@mail.utexas.edu">jcunniff@mail.utexas.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Tanya Voss, LCSW</strong></td>
<td>• Out-of-town field placements</td>
</tr>
<tr>
<td>Assistant Dean for Field Education</td>
<td>• Field Advising</td>
</tr>
<tr>
<td>Field Office, 471-0510; <a href="mailto:tmvoss@mail.utexas.edu">tmvoss@mail.utexas.edu</a></td>
<td>• General and specific field concerns or suggestions</td>
</tr>
<tr>
<td><strong>Monica Rosario</strong></td>
<td>• Field placement and agency database</td>
</tr>
<tr>
<td>Field Education Associate</td>
<td>• Field mailings</td>
</tr>
<tr>
<td>Field Office, 471-6207; <a href="mailto:ssw-field@austin.utexas.edu">ssw-field@austin.utexas.edu</a></td>
<td>• Manages workshops, fairs, orientation and process meetings</td>
</tr>
<tr>
<td><strong>Jennifer Luna-Idunate, LMSW-AP</strong></td>
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</tr>
<tr>
<td>Director, Career Services and Alumni Relations</td>
<td>• Career counseling and resume review</td>
</tr>
<tr>
<td>475-8131; <a href="mailto:jluna-idunate@mail.utexas.edu">jluna-idunate@mail.utexas.edu</a></td>
<td>• Career development workshops</td>
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<td></td>
<td>• Employment and volunteer postings</td>
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<td></td>
<td>• Alumni network/relations</td>
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<tr>
<td><strong>Diana Villarreal</strong></td>
<td>• Address, phone &amp; email changes</td>
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<tr>
<td>Senior Office Assistant</td>
<td>• Advising appointment scheduling</td>
</tr>
<tr>
<td>471-5457; <a href="mailto:dianar@mail.utexas.edu">dianar@mail.utexas.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Ramon Gomez</strong></td>
<td>• MSSW admissions applications and procedures</td>
</tr>
<tr>
<td>Director, Student and Community Affairs</td>
<td></td>
</tr>
<tr>
<td>471-9819; <a href="mailto:ramon-gomez@austin.utexas.edu">ramon-gomez@austin.utexas.edu</a></td>
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For concerns relating to specific courses, first consult individually with your instructor.
The BSW Program Curriculum
General Statement

The mission of the Bachelor of Social Work (BSW) program is to prepare students as beginning level generalist professional social work practitioners who are committed to the provision of services that further the well-being of people and who promote social and economic justice. Building on a broad liberal arts framework, the BSW curriculum is designed to develop generalist practitioners who have an understanding of social work knowledge and values. In addition, the curriculum is intended to develop an ability to select different methods and resources to meet identified client needs, while recognizing and engaging the strengths of the client in the process. The curriculum offers students the opportunity to learn to promote, restore, maintain, and enhance the social functioning of multiple levels of systems in the environment, including individuals, families, small groups, organizations, and communities; to recognize worker and client limitations; and to know when to refer clients to other resources.

The Bachelor of Social Work (BSW) Degree Program of The University of Texas at Austin School of Social Work is fully accredited by the Council on Social Work Education (CSWE). The BSW program is integrated with and builds upon a liberal arts foundation that includes knowledge in language arts, the humanities, and the social, behavioral, and natural sciences. The curriculum includes content in social work values, diversity and at-risk populations, social and economic justice, human behavior and the social environment, research, social welfare policy and services, and social work intervention. The BSW student has the opportunity to work collaboratively in a variety of settings using an ecosystems/developmental perspective; to recognize the relationships between client needs and public issues; to work toward the development of social policies, resources, and programs that meet basic human needs and empower at-risk groups; and to be sensitive to the diversities among individuals, including ethnicity, gender, age, sexual orientation, religion, and ability. The program is intended to prepare reflective, self-evaluating practitioners who have a strong identification with the social work profession and work to alleviate poverty, oppression, and discrimination.

Graduates of the program are expected to be able to enhance the problem-solving, coping, and developmental capacities of individuals, especially those from at-risk populations. They also are expected to contribute to the effective and humane operation of the systems within the environment that provide individuals with resources, services, and opportunities; to link individuals in need with the appropriate systems; and to contribute to the development and improvement of social policies that have an impact on people and their social environments, especially by empowering at-risk groups and by promoting social and economic justice.

Throughout the program emphasis is placed on social work’s commitment to culturally- diverse populations and women, to the provision of leadership in social policy formulation and implementation, and to advancing the knowledge base of the profession. The integration of course content relevant to people of color, the elderly, persons with disabilities, women, lesbians, gays, bisexual, and transgender persons is a goal throughout the curriculum.
The BSW Program utilized the following 10 core competencies in the design of the curriculum:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**BSW Required Courses**

*SW 310. Introduction to Social Work and Social Welfare.* Introduction to the profession of social work and its roles in the social welfare system, with emphasis on social problems, society’s historical response, and contemporary proposed solutions. Three lecture hours a week for one semester, and Social Work Experience Component (45-hour volunteer requirement).

*SW 312. Generalist Social Work Practice: Knowledge, Values, and Skills.* Introduction to generalist social work practice, with emphasis on skills, values, and knowledge used in intervention. Three lecture hours a week for one semester, and Social Work Experience Component (45-hour volunteer requirement).

*SW 313. Social Work Research Methods.* Introduction to the logic, design, and use of research, with emphasis on research designs appropriate to social work. Three lecture hours a week for one semester. Prerequisite: Completion of Social Work 318 with a grade of C or higher.

*SW 318. Social Work Statistics.* Introduction to statistics commonly used in social work research, including the critical analysis of the findings and inferential processes of existing research studies. Three lecture hours a week for one semester. Prerequisite: University core curriculum Mathematics requirement.

*SW 323K. Social Welfare Programs, Policies, and Issues.* Study of social welfare policies and policy analysis, and the impact of policy on client systems and practice and planning decisions. Contains a substantial writing component. Three lecture hours a week for one semester. Prerequisites: Gov 310L and 312L, His 315K and 315L, micro economics, and admission to the major in social work.
SW 325. *Foundations of Social Justice*. History and demographics of culturally diverse groups in the United States, including family and community diversity. Emphasis on principles of knowledge acquisition about cultural diversity and ethnic-sensitive social work practice with African Americans, Mexican Americans, Native Americans, Asian Americans, gays and lesbians, women, and persons with developmental disabilities. Three lecture hours a week for one semester. Prerequisite: Admission to the major in social work.

SW 327. *Human Behavior and the Social Environment*. Survey of selected theories of human behavior, including systems/ecological, developmental, and cognitive/behavioral perspectives, with emphasis on the life cycle from adolescence through old age. Contains a substantial writing component. Three lecture hours a week for one semester. Prerequisite: Admission to the major in social work.

SW 332. *Social Work Practice with Individuals and Families*. Theory and knowledge of affecting change in individuals and families, with emphasis on analytical and interactional processes and skills. Three lecture hours a week for one semester. Prerequisites: Completion of SW 325 and SW 327 with a grade of C or higher.

SW 333. *Social Work Practice with Groups*. Theory and knowledge of group dynamics and the development of effective group work skills, with an emphasis on analytical interactional processes and skills. Three lecture hours a week for one semester. Prerequisites: Completion of SW 325 and SW 327 with a grade of C or higher.

SW 334. *Social Work Practice in Organizations and Communities*. Theory and knowledge of affecting change in organizations and communities, with emphasis on analytical and interactional processes and skills. Three lecture hours and one laboratory hour a week for one semester. Prerequisites: Admission to the major in social work.

SW 640/641. *Social Work Practicum I and II*. Field practicum providing supervised experience in which students apply knowledge and develop skills of social work practice. Educational supervision by faculty and by social workers in community agencies. Thirty-two laboratory hours a week for one semester. Offered on the pass/fail basis only. Prerequisite: Admission to the field sequence and concurrent enrollment in SW 444 (Integrative Field Seminar).

SW 444. *Integrative Field Seminar*. Integration of theory and practice on the basis of field practicum experiences. Prerequisite: Admission to the field sequence and concurrent enrollment in SW 640.

**BSW Requirements for Graduation**

All students must fulfill the general requirements for graduation delineated below. Students in the School of Social Work must also fulfill the following requirements:
All University students must have a grade point average of at least 2.00 to graduate. In the School of Social Work, students must also have a grade point average of at least 2.50 in required social work courses.

1. To receive an undergraduate degree from The University, every student must fulfill the requirements for coursework taken in residence delineated below:
   a. All University students must complete in residence at least sixty hours and at least thirty semester hours of coursework counted toward the degree. For the Bachelor of Social Work degree, these thirty hours must include at least twenty-four hours in the major and must include the required field practicum courses.
   b. The University requires that at least six semester hours of upper division coursework in the major be completed in residence. The School of Social Work further requires that twenty-four of the forty-six hours of upper-division coursework for the Bachelor of Social Work be completed in residence.

2. An Air Force, Army, or Naval Reserve Officer Training Corps student who elects the basic and/or advanced program in air force science, military science, or naval science will not be approved for graduation until the government contract is completed, unless the student is released from the ROTC.

The requirements for the Bachelor of Social Work degree are designed to give the student an opportunity for integrated, non-repetitive learning. A total of 125 semester hours is required to complete the Bachelor of Social Work degree. These may include credit by examination and a maximum of five one-semester elective courses taken on the pass/fail basis. All students must complete the requirements for the major and must complete at least thirty semester hours in residence at The University. These thirty hours must include at least twenty-four semester hours in the major subject. A completed degree program must include at least forty-six semester hours of upper-division coursework, of which twenty-four semester hours must have been taken in residence. No more than fifty-four semester hours in social work may be counted toward the degree.

Each student must complete a sequence of prescribed work; major requirements, which include the field practicum; and special requirements, which include electives.

**Prescribed Coursework**

**2008-2010 Catalog**
(Students first enrolled at UT starting with the Fall 2008 semester through the Summer 2010 semester)

The prescribed work is divided into four areas that provide the liberal arts base for the social work curriculum. Interdepartmental courses and credit by examination may be used to meet these requirements. Unless otherwise indicated, a single course cannot be taken to meet to an Area (A, B, C, or D) requirement and double count with another Area or major requirement. No course used to fulfill Area or major requirements, other than the field practicum, may be taken on the pass/fail basis.
AREA A: Language Arts  

English and Writing  
Six semester hours of English, consisting of Rhetoric 306 and English 316K are required; an additional third non-social work course must also be taken and certified as having a substantial writing component. The student must also complete two additional Social Work courses certified as having a substantial writing component. Courses used to fulfill the writing requirement may be used to fulfill other area requirements or major requirements.

Foreign/Sign Language  
Students must have a two semester proficiency of college coursework in a single foreign language. Coursework in American Sign Language may be used to fulfill this requirement. Credit by examination may be used to fulfill all or part of this requirement. Coursework taken on the pass/fail basis may not be used to fulfill this requirement, but credit by examination earned on the pass/fail basis may be used. Courses used toward fulfillment of the foreign language requirement must be language courses; literature-in-translation courses, for example, may not be used.

AREA B: Social and Behavioral Sciences  
Twenty-four semester hours, distributed among at least five fields of study listed below: (Note: None of these courses may be taken on the pass/fail basis.)

1. Six hours of Government:
   a. Government 310L (American Government)
   b. Government 312L (Issues and Policies in American Government)
2. Six hours of History
   a. Any course in which the description states “partially fulfills legislative requirement for American History”
3. Three hours of Psychology
   a. Psychology 301 (Introduction to Psychology)
4. Three hours of Child Development
   a. Psychology 304 (Child Psychology) or HDF 313 (Child Development)
5. Three hours in Sociology
   a. Sociology 302 (Introduction to Sociology)
6. Three hours of Economics

AREA C - Mathematics and Natural Sciences  

Mathematics  
Three semester hours of mathematics other than Mathematics 301, 303F, 316K, and 316L. Algebra courses at the level of Mathematics 301 or the equivalent may not be counted toward the Area C requirement or toward the total number of hours required for the degree.

Natural Sciences  
Nine additional semester hours, chosen from the fields listed below, with at least six semester hours in one subject. These nine semester hours may include no more than six semester hours of mathematics and no more than three semester hours of computer sciences. In addition to courses in the following fields, Nutrition 306 may be counted toward the Area C requirement and counts as a biology course in conjunction with the Human Biology requirement, although Nutrition 306 does not
count as the Human Biology requirement. Students, counselors, and advisors are urged to make careful selection of Area C courses in order to develop a meaningful pattern and a coherent sequence.

The fields of choice are listed as follows:
Astronomy, Biological sciences (students must complete at least three semester hours in Human Biology - Biology 301M, 304, 309D, 309F or the equivalent to meet major requirements), Botany, Chemistry, Computer sciences, Geology, Marine science, Mathematics, Microbiology, Nutrition, Physical science, Physics

“Biological sciences” includes courses offered by the Division of Biological Sciences. (*Note: Human Biology is the required for the social work major).

AREA D - Humanities and Culture
Six semester hours from the fields of study listed below are required. Three of these six hours must include multicultural content. A student who uses Greek or Latin to meet the foreign language requirement may use additional coursework in the same language to meet the Area D requirement, but only upper-division courses may be used.
1. Architecture
2. Classics, including Classical Civilization, Greek, Latin
3. Fine Arts, including Art History, Design, Ensemble, Fine Arts, Instruments, Music, Studio Art, Theater and Dance, and Visual Art Studies
4. Philosophy
5. Approved interdisciplinary courses in such fields as African and African American Studies, American Studies, Asian Studies, Mexican American Studies, and Women’s Studies.

Major Requirements
The Bachelor of Social Work Program offers basic courses designed to provide students with concentrated and in-depth educational experience combining social work knowledge and practice skills. Electives may be taken on the pass/fail basis, but no required courses used to fulfill major requirements may be taken on the pass/fail basis (with the sole exception of Social Work 640 and 641). Students will be advised to take all lower-division courses in the University core curriculum and all lower-division major requirements before taking upper-division courses. In developing their degree plans, students must also pay careful attention to the sequencing of social work courses to ensure that prerequisite requirements are met. Required social work major courses (Social Work 323K, 325, 327, 332, 333, 334, 444, 640, & 641) must be repeated if they are more than 10 years old. All of the following courses are required:
2010-2012 Catalog
(Students first enrolled at UT starting with the Fall 2010 semester through the Summer 2012 semester)

The prescribed work provides the liberal arts base for the social work curriculum. Interdepartmental courses and credit by examination may be used to meet these requirements. Unless otherwise indicated, a single course cannot be taken to meet a core curriculum requirement and double count with another core curriculum requirement, though in some cases students may satisfy both a core requirement and a major requirement with a single course. No course used to fulfill core curriculum, flag, or major requirements, other than the field practicum, may be taken on the pass/fail basis.

University Core Curriculum
First-Year Signature Course (Texas core code 090)
One of the following courses, completed during the first year in residence: Undergraduate Studies 302, 303; Tutorial Course 302.

English Composition (Texas core code 010)
One of the following courses: Rhetoric and Writing 306 or 306Q; English 603A1 or Tutorial Course 603A1. Every UT student should complete RHE306 during his/her first-year. Students born in an even month may sign-up for the course for the fall semester. Students born in an odd month take the course in the spring.

Humanities (Texas core code 040)
One of the following courses: English 316K; English 603B1 or Tutorial Course 603B1. Students, as a result of the pre-requisites, do not commonly take E316K during their first year.

American and Texas Government (Texas core code 070)
Six hours required, and completed through one of the following options: (1) GOV310L (pre-requisite: 12 hours of college credits) AND GOV312L, GOV312P, or GOV312R (pre-requisite: GOV310L with a grade of C or better, and 24 hours of college credits), (2) GOV310L (pre-requisite: 12 hours of college credits) AND GOV3TX (in transfer), (3) GOV310L (pre-requisite: 12 hours of completed college credits) AND GOV3US (in transfer), or (4) GOV3US (in transfer) AND GOV3TX (in transfer). Students who passed the AP Government exam will still need to take the UT-Austin Texas Government test before earning credit for GOV310L.

American History (Texas core code 060)
Six hours are required, three hours of which can be in Texas History. The statement “Partially fulfills the legislative requirement in American History” must be included in the description of the course. Check with your advisor for a complete list of acceptable history courses. CAUTION: There are courses that state, “Some topics may partially fulfill the legislative requirement in American History.” Not all of these courses will count toward the American History requirement. Check with your advisor for more information.

Social & Behavioral Science (Texas core code 080)
One course chosen from approved list. Requirement is fulfilled by Additional Basic Education requirements for the Bachelor’s in Social Work degree (Sociology 302, Psychology 301, Economics).
Mathematics (Texas core code 020)
One course chosen from approved course list. Some courses require an appropriate score on the ALEKS math placement test in order to take the course, and will be specified in the Course Schedule.

Science and Technology, Part I (Texas core code 030)
Six hours in a single field of study. BIO 301M will fulfill the BSW requirement for one course in Human Biology, which can be completed as a part of the Science and Technology, Part I or Part II requirement. Check with your advisor for a list of approved courses.

Science and Technology, Part II (Texas core code 031)
Three hours in a field of study different from the field counted toward the preceding requirement. Courses listed under Science and Technology, Part I, may be counted toward this requirement. BIO 309D or 309F will fulfill the BSW requirement for one course in Human Biology, which can be completed as a part of the Science and Technology, Part I or Part II requirement. Check with your advisor for a list of approved courses.

Visual and Performing Arts (Texas core code 050)
Three hours required chosen from approved course list.

Flag Requirements
Writing Component Flag Requirement
Nine hours required. Six hours are fulfilled by required social work courses (Social Work 323K and 327). Three additional hours are required of any non-social work Writing component/flag.

Cultural Diversity in the United States Flag Requirement
One course required. Fulfilled by Social Work 310 and 325.

Ethics and Leadership Flag Requirement
One course required. Fulfilled by Social Work 332 and 333.

Quantitative Reasoning Flag Requirement
One course required. Fulfilled by Social Work 318.

Basic Education Requirements
Foreign/Sign Language
Students must have a second semester proficiency of college coursework in a single foreign language. Coursework in American Sign Language may be used to fulfill this requirement. Credit by examination may be used to fulfill all or part of this requirement. Coursework taken on the pass/fail basis may not be used to fulfill this requirement, but credit by examination earned on the pass/fail basis may be used. Courses used toward fulfillment of the foreign language requirement must be language courses; literature-in-translation courses, for example, may not be used.
Social and Behavioral Sciences
Students must complete a three-semester-hour introductory course in Psychology (Psychology 301), a three-semester-hour introductory course in Sociology (Sociology 302), a three-semester-hour course in either Child Psychology (Psychology 304) or Child Development (Human Development and Family Sciences 313 and 113L), and a three-semester-hour course in Micro Economics or approved alternative. Students must also complete at least nine-semester-hours of upper-division coursework in the Social and Behavioral Sciences (Anthropology, Applied Learning and Development, Economics, Educational Psychology, Government, History, Human Development and Family Sciences, Kinesiology, Psychology, Sociology, and Social Work 360K courses) in addition to other major requirements. Six of these nine hours may be SW 360K topics courses. Courses used to fulfill the Social and Behavioral Science requirement for the School of Social Work may also be used to fulfill the Social Science requirement for the University Core Curriculum.

Human Biology
Student must complete a three-semester-hour course in Human Biology: Biology 301C (Topic 1 ONLY), 301M, 309D, 309F, 311C, 416K or equivalent. Biology 301M, 311C, and 416K may be used to partially fulfill the Science and Technology, Part I requirement of the University Core Curriculum. Biology 309D, 309F, and 301C (Topic 1 ONLY) may be used to fulfill the Science and Technology, Part II requirement of the University Core Curriculum.

Major Requirements
The Bachelor of Social Work Program offers basic courses designed to provide students with concentrated and in-depth educational experience combining social work knowledge and practice skills. Electives may be taken on the pass/fail basis, but no required courses used to fulfill major requirements may be taken on the pass/fail basis (with the sole exception of Social Work 640 and 641). Students will be advised to take all lower-division courses in the University core curriculum and all lower-division major requirements before taking upper-division courses. In developing their degree plans, students must also pay careful attention to the sequencing of social work courses to ensure that prerequisite requirements are met. Required social work major courses (Social Work 323K, 325, 327, 332, 333, 334, 444, 640, & 641) must be repeated if they are more than 10 years old. All of the following courses are required:

2012-2014 Catalog
(Students first enrolled at UT starting with the Fall 2012 semester through the Summer 2014 semester)

The prescribed work provides the liberal arts base for the social work curriculum. Interdepartmental courses and credit by examination may be used to meet these requirements. Unless otherwise indicated, a single course cannot be taken to meet a core curriculum requirement and double count with another core curriculum requirement, though in some cases students may satisfy both a core requirement and a major requirement with a single course. No course used to fulfill core curriculum, flag, or major requirements, other than the field practicum, may be taken on the pass/fail basis.

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First-Year Signature Course (Texas core code 090)
One of the following courses, completed during the first year in residence: Undergraduate Studies 302, 303; Tutorial Course 302.

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Humanities (Texas core code 040)
One of the following courses: English 316K; English 603B1 or Tutorial Course 603B1. Students, as a result of the pre-requisites, do not commonly take E316K during their first year.

American and Texas Government (Texas core code 070)
Six hours required, and completed through one of the following options: (1) GOV310L (pre-requisite: 12 hours of college credits) AND GOV312L, GOV312P, or GOV312R (pre-requisite: GOV310L with a grade of C or better, and 24 hours of college credits), (2) GOV310L (pre-requisite: 12 hours of college credits) AND GOV3TX (in transfer), (3) GOV310L (pre-requisite: 12 hours of completed college credits) AND GOV3US (in transfer), or (4) GOV3US (in transfer) AND GOV3TX (in transfer). Students who passed the AP Government exam will still need to take the UT-Austin Texas Government test before earning credit for GOV310L.

American History (Texas core code 060)
Six hours are required, three hours of which can be in Texas History. The statement “Partially fulfills the legislative requirement in American History” must be included in the description of the course. Check with your advisor for a complete list of acceptable history courses. CAUTION: There are courses that state, “Some topics may partially fulfill the legislative requirement in American History.” Not all of these courses will count toward the American History requirement. Check with your advisor for more information.

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Science and Technology, Part II (Texas core code 031)
Three hours in a field of study different from the field counted toward the preceding requirement. Courses listed under Science and Technology, Part I, may be counted toward this requirement. BIO 309D or 309F will fulfill the BSW requirement for one course in Human Biology, which can be completed as a part of the Science and Technology, Part I or Part II requirement. Check with your advisor for a list of approved courses.

Visual and Performing Arts (Texas core code 050)
Three hours required chose from approved course list.

Flag Requirements
Writing Component Flag Requirement
Nine hours required. Six hours are fulfilled by required social work courses (Social Work 323K and 327). Three additional hours are required of any non-social work Writing component/flag.

Global Cultures Flag Requirement
One course required chosen from approved course list.

Cultural Diversity in the United States Flag Requirement
One course required. Fulfilled by Social Work 310 and 325.

Ethics and Leadership Flag Requirement
One course required. Fulfilled by Social Work 332 and 333.

Quantitative Reasoning Flag Requirement
One course required. Fulfilled by Social Work 318.

Basic Education Requirements
Foreign/Sign Language
Students must have a second semester proficiency of college coursework in a single foreign language. Coursework in American Sign Language may be used to fulfill this requirement. Credit by examination may be used to fulfill all or part of this requirement. Coursework taken on the pass/fail basis may not be used to fulfill this requirement, but credit by examination earned on the pass/fail basis may be used. Courses used toward fulfillment of the foreign language requirement must be language courses; literature-in-translation courses, for example, may not be used.
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Students must complete a three-semester-hour introductory course in Psychology (Psychology 301), a three-semester-hour introductory course in Sociology (Sociology 302), a three-semester-hour course in either Child Psychology (Psychology 304) or Child Development (Human Development and Family Sciences 313 and 113L), a three-semester-hour course in Micro Economics or approved alternative. Students must also complete at least nine-semester-hours of upper-division coursework in the Social and Behavioral Sciences (Anthropology, Applied Learning and Development, Economics, Educational Psychology, Government, History, Human Development and Family Sciences, Kinesiology, Psychology, Sociology, and Social Work 360K courses) in addition to other major requirements. Six of these nine hours may be SW 360K topics courses. Courses used to fulfill the Social and Behavioral Science requirement for the School of Social Work may also be used to fulfill the Social Science requirement for the University Core Curriculum.

Human Biology
Student must complete a three-semester-hour course in Human Biology: Biology 301C (Topic 1 ONLY), 301L, 301M, 309D, 309F, 311C, 416K or the equivalent. Biology 301L, 301M, 311C, and 416K may be used to partially fulfill the Science and Technology, Part I requirement of the University Core Curriculum. Biology 309D, 309F, and 301C (Topic 1 ONLY) may be used to fulfill the Science and Technology, Part II requirement of the University Core Curriculum.

Major Requirements
The Bachelor of Social Work Program offers basic courses designed to provide students with concentrated and in-depth educational experience combining social work knowledge and practice skills. Electives may be taken on the pass/fail basis, but no required courses used to fulfill major requirements may be taken on the pass/fail basis (with the sole exception of Social Work 640 and 641). Students will be advised to take all lower-division courses in the University core curriculum and all lower-division major requirements before taking upper-division courses. In developing their degree plans, students must also pay careful attention to the sequencing of social work courses to ensure that prerequisite requirements are met. Required social work major courses (Social Work 323K, 325, 327, 332, 333, 334, 444, 640, & 641) must be repeated if they are more than 10 years old. The following courses are required:

Field Sequence Requirements

The social work program requires that students complete 45 clock hours of supervised volunteer experience related to social work to be admitted to the major, to upper-division courses in social work, and to the field practicum. These volunteer hours may be used to meet course requirements in Social Work 310 or Social Work 312. If those courses are taken concurrently, the total volunteer hours will be 75.

Students must also complete 480 clock hours of fieldwork as part of the course requirements in Social Work 640 and 641. These hours are completed in either the Fall or Spring semester. Students are concurrently enrolled in SW 640 and 641 and the Integrative Seminar, SW 444. Each student participates in the field placement process the semester before entering field, and is assigned to an agency based on student interest and experience and agency availability. Students spend at least 32 hours each week in their field practicum and attend the 4 hour integrative seminar on campus once a week. While in the field setting, each student is assigned a caseload of clients, facilitates or co-facilitates a group, and completes a macro-level assignment related to research, planning, or policy. If a student has concerns about field, they should contact the Assistant Dean for Field Education.

Students have the opportunity in the field practicum to develop the professional skills needed for entry-level social work positions as generalist practitioners. Adequate laboratory time through the field practicum is built into this professional program to provide students with an opportunity to test their developing skills in a real-life environment. At the same time, clinical faculty members evaluate the student’s professional development within the context of the educational objectives established for the experience. The goals are for the student to learn real-life practice, to develop skills, to relate concepts to skill development, to remain motivated to continue to learn, and to evaluate personal performance.

To enroll in the field practicum, students must meet the following requirements:

1. Admission to the major in social work;
2. University grade point average of at least 2.00;
3. Completion of all other degree requirements, including University core curriculum requirements; nine hours of upper division social and behavioral science courses, and enough elective hours to meet the 125 semester hour graduation requirement when the field hours are included; and be on track for four year graduation as per plans made with Academic Advisors.
4. Both a grade point average of at least 2.50 for the following group of courses and a grade of at least C in each course in the group: Social Work 310, 312, 313, 318, 323K, 325, 327, 332, 333, and 334.
5. All social work foundation and core coursework must be taken and passed before entering field.
6. All transfer credits must be received and processed at UT a semester prior to entering field.

Following the student’s admission to the field practicum, his or her work is reviewed periodically by the student, the field faculty, and the agency supervisor. Students meet weekly with their agency-based supervisor, a social work practitioner. Students meet with their agency-based supervisor and their integrative seminar instructor at least twice during the semester for evaluation and feedback.
Should the student have trouble meeting the professional or academic requirements of the program, the UT SSW Level Review Process (as outlined in the Standards for Social Work Education) will bring the difficulty to the student’s attention and assist the student in seeking appropriate resolution. The student may make use of counseling and advising services at any time. If difficulties cannot be resolved, the field coordinator may use the Level Review Process again, which may result in a decision to terminate the student’s field placement. The student is notified of this decision in writing.

All social work students enrolling in the field practicum are required to show evidence of professional liability insurance coverage paid for the duration of the course. The effective date of the policy must be on or before the first regular class period of the field practicum course for which the student is enrolling. Failure to provide evidence of insurance may result in the student being dropped from the field practicum.

**Minimum & Special Requirements**

**Minimum Scholastic Requirements**

1. The student must fulfill The University-wide graduation requirements and the requirements of the School of Social Work.
2. To apply for admission to the social work major, a student must have earned a grade of at least C in each of the following courses or their approved equivalent: Social Work 310, 312, 313, 318, and either Psychology 304 or Human Development and Family Sciences 313. The student must also have a University grade point average of at least 2.00 and a grade point average of at least 2.50 in all the courses he or she has completed that are part of the social work major requirements. Additional requirements are given in the section “Admission to the Major in Social Work.”
3. Following the student’s admission to the major, the student’s coursework is reviewed periodically by the student and the academic advisor. Students must maintain a University grade point average of at least 2.00; they must also earn a grade of at least C in each course listed as a social work major requirement and must maintain a grade point average of at least 2.50 in these courses.

If the student has trouble meeting the professional or academic requirements of the major, the level review process (as outlined in the Standards for Social Work Education) will bring the difficulty to the student’s attention and assist the student in making appropriate resolution. The student may make use of counseling and advising services at any time.

4. If the student’s grade point average in social work courses falls below 2.50, the student is placed on academic probation in social work. If the grade point average remains below 2.50 for two consecutive semesters, including the summer session, the student is subject to academic dismissal from the School of Social Work.
5. All students who seek to re-enter the School of Social Work after having been placed on enforced withdrawal or academic dismissal must have the approval of the Assistant Dean for Undergraduate Programs.
6. Any student who has a grade of C or higher in a course may not repeat the course and use the second grade to improve his or her grade point average without special permission of the
Assistant Dean for Undergraduate Programs. If a student repeats a course, all grades received for the course are included in the grade point average.

**Special Requirements**
In addition to the University core curriculum and major requirements given above, the student must take elective coursework to complete the 125 semester hours required for the Bachelor of Social Work degree. No more than five one-semester courses taken on the pass/fail basis, thirty-six hours in any one subject other than social work, and sixty hours in social work may be counted toward the 125-hour requirement.

**Applicability of Certain Courses**

*Physical Activity Courses*
Physical activity courses (PED) are offered by the Department of Kinesiology and Health Education. Six semester hours of this coursework may be counted toward the Bachelor of Social Work degree. All physical activity courses are counted among courses for which the student is enrolled, and the grades are included in the grade point average.

*ROTC Courses*
No more than six semester hours of credit for air force science, military science, or naval science courses may be counted toward the Bachelor of Social Work degree. Such credit may be used only as lower-division electives in degree programs that have room for such electives and only by students who have completed the third and fourth years of the ROTC program.

*Correspondence and Extension Courses*
Credit that a University student in residence earns simultaneously by correspondence or extension from The University or elsewhere or in residence at another school will not be counted toward a degree in the School of Social Work unless specifically approved in advance by the BSW Program Advisor. No more than 30 percent of the semester hours required for the Bachelor of Social Work may be taken by correspondence. For more information, consult the BSW Academic Advisor.

*Courses Taken on the Pass/Fail Basis*
Undergraduate students who have received at least thirty semester hours of college credit may take no more than five one-semester courses in elective subjects outside their major area on the pass/fail basis, excluding the field practicum (SW 640 and SW 641). Students must state their intention to register on this basis by the deadline given in the official academic calendar; they may not change the basis of registration in a course more than once; and they may not take more than two courses a semester on this basis.

*Other Courses*
Music 101G may not be counted toward any degree in the School of Social Work. Other introductory courses, such as Music 201J, 201M, and 201N, may be counted toward degrees in the school. No more than six semester hours of Religious Studies courses may be counted toward the Bachelor of Social Work degree.
Credit by Examination Procedures
Academic credit cannot be granted for life experience or previous work experience, and such experience cannot be substituted for any of the courses in the professional foundation areas or the field practicum. Students who believe they have the qualifications to receive credit by examination for a social work course other than the practice sequence coursework (Social Work 312, 332, 333, and 334) and the field practicum may submit a written request to the Assistant Dean for Undergraduate Programs. The Assistant Dean will review the request and determine whether or not the student should be permitted to take the examination.

The Minor
Although a minor is not required to receive a BSW degree, some students choose to minor in another field. Plans for a minor in Psychology, Sociology, or another approved area may be developed with advising assistance from the BSW Academic Advisor. A minor requires completion of at least twelve semester hours, six of which must be upper-division.

BSW Admissions Requirements

Requirements for Admission to The University
Admission and readmission of all students to The University is the responsibility of the UT Director of Admissions. Information about admission to The University is given in General Information.

Requirements for Admission to the School of Social Work
The School of Social Work maintains two classifications of undergraduate students: pre–social work majors and social work majors. Pre–social work majors are usually freshmen and sophomores. After completing the requirements below, a student may apply for admission to the professional curriculum as a social work major. Students who are admitted into the major will complete at least three semesters of social work coursework and any other remaining degree requirements. Students who fulfill all degree requirements receive a Bachelor of Social Work (BSW) degree.

The professional practice of social work requires people who are above average in academic ability and performance, sufficiently emotionally mature to assume a helping role with people under stress, and committed to the ethical standards and performance demands of social work practice. Students are encouraged to use the advising services in the School of Social Work early in their college careers in anticipation of meeting requirements for admission to the major. A student who is interested in seeking a social work degree must discuss his or her intentions with a social work advisor before applying for admission to the program.

Admission to the School of Social Work as a Pre-Social Work Major
The School of Social Work maintains two classifications of undergraduate students enrolled in its program: pre-social work majors and social work majors. Any student newly admitted to the University enters as a pre-social work major.

A student may transfer from another division of the University to the School of Social Work in accordance with the regulations given in General Information.
A University student who wants to transfer as a pre-social work major must meet the following requirements:

1. Completion of at least twelve semester hours of coursework in residence at the University. Credit earned by exam, correspondence, and extension may not be counted toward this requirement.
2. A cumulative in-residence grade point average of at least 2.00.
3. If social work coursework has been completed prior to the application, a grade point average of at least 2.50 in those courses is required, and all social work courses must have been completed with a grade of at least C.

Only currently enrolled students may apply. Forms to apply for internal transfer are available through the School of Social Work Office of Academic Affairs. Admission to the School of Social Work is offered on a space-available basis to the students who are best qualified. Students with over 90 semester hours of coursework or a completed degree are encouraged to consider other options, such as completing a degree in their current college/school or alternate institution with the option of pursuing an MSSW degree at a later date.

Admission to the Major in Social Work

No student may enter the professional curriculum (the required upper-division social work courses) unless he or she has been admitted to The University as described in General Information and has been admitted to the major in social work by the Assistant Dean for Undergraduate Programs, following recommendation by the BSW Program Committee, according to the procedures below. All students are considered according to the policies given in the editions of General Information and The Undergraduate Catalog that are in effect at the time of the application.

The School of Social Work considers students for admission to the major twice a year, during the fall and spring semesters. A student who enters The University as a freshman in a fall semester will usually apply for admission to the professional curriculum in the spring semester of the sophomore year or the fall semester of the junior year. Admission applications are available from the Office of Academic Affairs. Applications are due on October 1st and March 1st (or the following business day) of each year. The application process allows the student to outline his or her background and motivation to enter the social work profession as well as any special experiences that enhance his or her application.

The School of Social Work limits admission to the major to the number of students to whom a professional education of high quality can be provided. Because of enrollment restrictions dictated by the availability of faculty members and facilities, some applicants may be denied admission even though they meet the following minimum requirements:

1. Completion of at least 45 hours of coursework, chosen from the applicable University core curriculum, flag requirements, basic education requirements, and pre-social work major requirements.
2. The applicant must have completed the following courses with a grade of at least C in each course: Social Work 310, 312, 313, and 318 but must maintain a SW GPA of 2.50 or better.
applicant must also have passed Human Development and Family Sciences 313 or Psychology 304 with a C or better.
3. The applicant must have a University grade point average of at least 2.00.
4. Application for admission must be made on forms available during mandatory information sessions each semester.
5. The following must be submitted to the Assistant Dean for Undergraduate Programs by the application deadline given above:
   a. The completed application for admission to the professional curriculum.
   b. A personal statement as explained on the application.
   c. At least two recommendation forms completed by appropriate individuals who can attest to the applicant’s academic and professional readiness to enter the program.
   d. If SW 310 or 312 has not been completed at UT, then documentation of successful completion of at least forty-five hours of supervised volunteer experience involving direct contact with clients in a human services organization is required.
   e. If coursework has not been transferred to the student’s University record, official transcripts from all colleges attended must be turned in to the University Office of Admissions to be recorded on the student’s official UT academic record. Transcripts received by the School of Social Work are not forwarded to the University Office of Admissions.
   f. Score reports for any credit earned by examination, if the scores are not on the student’s University record.
6. The applicant may be asked to appear for a personal interview.

Each applicant is considered on the basis of academic performance and his or her commitment to and suitability for generalist social work practice. The BSW Program Committee also assesses the applicant’s emotional and professional readiness to work with clients on the basis of such factors as his or her work in courses already taken, previous meetings with social work advisors, personal statement, and the interview, if any, that is part of the application process. As a general guide, the BSW Program Committee also uses the Student Standards for Social Work Education (outlined later in the handbook), which delineates expectations for social work students in four areas: basic abilities to acquire professional skills, mental and emotional abilities, professional performance skills, and scholastic performance.

A student who is unable to attend in the semester for which he or she is admitted must reapply for admission in order to enroll at a later time. A student who has been admitted to and enrolls in the professional curriculum, withdraws, and then wishes to return must apply for readmission on the basis of the curriculum in effect at the time of the return. A student who has been out of The University for a semester or more must contact the UT Office of Admissions for readmission to The University.

A student may only apply to the major twice. Exceptions to this are only considered for rare and extenuating circumstances, and are determined by the Assistant Dean for Undergraduate Programs, in conjunction with the BSW Program Committee.
Suggested Course Sequence

2008-2010 Catalog

The University of Texas at Austin
School of Social Work
Bachelor of Social Work Program

Suggested Sequence of Courses for Full-Time BSW Students

125 hours (46 hours Upper Division)

[Note: Students may reduce their course load during long semesters by taking classes in summer school. The minimum course load required to be considered a full-time student is 12 hours during long semesters.]

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>RHE 306: Rhetoric and Composition</td>
<td>Mathematics</td>
</tr>
<tr>
<td>SW 310: Introduction to Social Work</td>
<td>SOC 302: Introduction to Sociology</td>
</tr>
<tr>
<td>PSY 301: Introduction to Psychology</td>
<td>HIS 315K: US History I</td>
</tr>
<tr>
<td>BIO 301M: Human Biology, Ecology</td>
<td>Humanities-related course</td>
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<tr>
<td>Elective</td>
<td>GOV 310L: American Government</td>
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**Sophomore Year**

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<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>E 315k: Masterworks of Literature</td>
<td>SW 312: Generalist Social Work Practice</td>
</tr>
<tr>
<td>GOV 312L: Texas Government</td>
<td>SW 313: Research Methods</td>
</tr>
<tr>
<td>SW 318: Social Work Statistics</td>
<td>PSY 304: Child Psychology</td>
</tr>
<tr>
<td>Foreign Language I</td>
<td>Foreign Language II</td>
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<tr>
<td></td>
<td>HIS 315L: US History II</td>
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**Junior Year**

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<tbody>
<tr>
<td>Science/Math</td>
<td>SW 325: Foundations of Social Justice</td>
</tr>
<tr>
<td>Writing Component (Non-SW)</td>
<td>SW 327: Human Behavior in the Soc Enviro</td>
</tr>
<tr>
<td>Economics</td>
<td>SW 334: Communities &amp; Organizations</td>
</tr>
<tr>
<td>Upper Div Soc &amp; Beh Science</td>
<td>Science/Math</td>
</tr>
<tr>
<td>Multicultural Component</td>
<td>Upper Div. Soc. &amp; Beh. Science</td>
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<tr>
<td>Elective</td>
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<td>(Apply to the Major)</td>
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**Senior Year**

<table>
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<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>SW 329K: Social Work Policy</td>
<td>SW 640/641: Field Practicum</td>
</tr>
<tr>
<td>SW 332: Individuals &amp; Families</td>
<td>SW 444: Integrative Field Seminar</td>
</tr>
<tr>
<td>SW 333: SW Practice with Groups</td>
<td></td>
</tr>
<tr>
<td>Upper Div. Soc.&amp; Beh Science</td>
<td></td>
</tr>
<tr>
<td>(Upper Div.) Elective</td>
<td></td>
</tr>
</tbody>
</table>
## Suggested Sequence of Courses for Full-Time BSW Students

(2010-2012 Catalog)

125 hours (46 hours Upper Division)

**Note:** Students may reduce their course load during long semesters by taking classes in summer school. The minimum course load required to be considered a full-time student is 12 hours during long semesters.

### Freshman Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHE 306: Rhetoric and Composition</td>
<td>Mathematics</td>
</tr>
<tr>
<td>SW 310: Introduction to Social Work</td>
<td>SOC 302: Introduction to Sociology</td>
</tr>
<tr>
<td>(Cultural Diversity in the United States Flag)</td>
<td>US History</td>
</tr>
<tr>
<td>PSY 301: Introduction to Psychology</td>
<td>Visual and Performing Arts</td>
</tr>
<tr>
<td>Human Biology, Ecology</td>
<td>GOV 310L: American Government</td>
</tr>
<tr>
<td>(Science &amp; Technology, Part I or II)</td>
<td></td>
</tr>
<tr>
<td>First-Year Signature Course</td>
<td></td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 316k: Masterworks of Literature (Humanities)</td>
<td>SW 312: Generalist Social Work Practice</td>
</tr>
<tr>
<td>GOV 312L: Issues and Policies in American Government</td>
<td>SW 313: Research Methods</td>
</tr>
<tr>
<td>SW 318: Social Work Statistics (Quantitative Reasoning Flag)</td>
<td>PSY 304: Child Psychology</td>
</tr>
<tr>
<td>Foreign Language I</td>
<td>Foreign Language II</td>
</tr>
<tr>
<td></td>
<td>US History</td>
</tr>
<tr>
<td></td>
<td>(Apply to the Major)</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Flag (Non-SW)</td>
<td>SW 327: Human Behavior in the Soc Enviro (Writing Flag)</td>
</tr>
<tr>
<td>Economics</td>
<td>SW 334: Communities &amp; Organizations</td>
</tr>
<tr>
<td>Upper Div Soc &amp; Beh Science</td>
<td>Science &amp; Technology: Part II</td>
</tr>
<tr>
<td>Elective</td>
<td>Upper Div. Soc. &amp; Beh. Science</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 323K: Social Work Policy (Writing Flag)</td>
<td>SW 640/641: Field Practicum</td>
</tr>
<tr>
<td>SW 332: Individuals &amp; Families (Ethics and Leadership Flag)</td>
<td>SW 444: Integrative Field Seminar</td>
</tr>
<tr>
<td>SW 333: SW Practice with Groups (Ethics and Leadership Flag)</td>
<td></td>
</tr>
<tr>
<td>Upper Div. Soc. &amp; Beh Science (Upper Div.) Elective*</td>
<td></td>
</tr>
</tbody>
</table>
## 2012-2014 Catalog

The University of Texas at Austin  
School of Social Work  
Bachelor of Social Work Program  

### Suggested Sequence of Courses for Full-Time BSW Students  
(2012-2014 Catalog)  
125 hours (46 hours Upper Division)

#### Freshman Year (Pre-Major)

<table>
<thead>
<tr>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHE 306: Rhetoric and Composition</td>
</tr>
<tr>
<td>SW 310: Intro to Social Work</td>
</tr>
<tr>
<td>(Cultural Diversity in the United States Flag)</td>
</tr>
<tr>
<td>PSY 301: Intro to Psychology</td>
</tr>
<tr>
<td>UGS 302 or 303: First-Year Signature Course</td>
</tr>
<tr>
<td>(12 semester hours)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>SOC 302: Introduction to Sociology</td>
</tr>
<tr>
<td>US History</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
</tr>
<tr>
<td>(12 semester hours)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOV 310L: American Government</td>
</tr>
<tr>
<td>Human Biology, Ecology</td>
</tr>
<tr>
<td>(Science &amp; Technology, Part I or II)</td>
</tr>
<tr>
<td>(6 semester hours)</td>
</tr>
</tbody>
</table>

#### Sophomore Year (Pre-Major)

<table>
<thead>
<tr>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 316k: Masterworks of Literature</td>
</tr>
<tr>
<td>(Humanities)</td>
</tr>
<tr>
<td>SW 312: Generalist SW Practice</td>
</tr>
<tr>
<td>SW 318: Social Work Statistics</td>
</tr>
<tr>
<td>(Quantitative Reasoning Flag)</td>
</tr>
<tr>
<td>Foreign Language I</td>
</tr>
<tr>
<td>(15 semester hours)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 313: Research Methods</td>
</tr>
<tr>
<td>PSY 304: Child Psychology</td>
</tr>
<tr>
<td>Foreign Language II</td>
</tr>
<tr>
<td>(Apply to the Major)</td>
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<tr>
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<table>
<thead>
<tr>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOV 312L: Issues and Policies in American Government</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>(6 semester hours)</td>
</tr>
</tbody>
</table>

#### Junior Year (Major)

<table>
<thead>
<tr>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Flag (Non-SW)</td>
</tr>
<tr>
<td>Upper Div. Soc. &amp; Beh. Science</td>
</tr>
<tr>
<td>Upper Div Soc &amp; Beh Science</td>
</tr>
<tr>
<td>Global Cultures Flag</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>(15 semester hours)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 325: Foundations of Social Justice</td>
</tr>
<tr>
<td>SW 327: Human Behavior in the Soc Env</td>
</tr>
<tr>
<td>SW 334: Communities &amp; Organizations</td>
</tr>
<tr>
<td>(Upper Div.) Elective</td>
</tr>
<tr>
<td>(15 semester hours)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Technology: Part I</td>
</tr>
<tr>
<td>Science &amp; Technology: Part II</td>
</tr>
<tr>
<td>(6 semester hours)</td>
</tr>
</tbody>
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#### Senior Year (Major)

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<tr>
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</tr>
<tr>
<td>SW 353: SW Practice with Groups</td>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>(12 semester hours)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 640/641: Field Practicum</td>
</tr>
<tr>
<td>SW 444: Integrative Field Seminar</td>
</tr>
<tr>
<td>(18 semester hours)</td>
</tr>
</tbody>
</table>

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*Only required if additional hours are needed to fulfill the 46 Upper-Division hours required for completion of degree. Most students are required to complete this.*
Academic Advising

The University views sound academic advising as a significant responsibility in educating students. Academic advisors assist students in developing intellectual potential and exploring educational opportunities and life goals. Many people in The University community contribute to the advising process, including faculty, staff, and professional advisors. Through the relationship established between advisor and student within a friendly, helpful, and professional atmosphere, a student has the opportunity to learn about educational options, degree requirements, and academic policies and procedures; to clarify educational objectives; to plan and pursue programs consistent with abilities, interests, and life goals; and to use all resources of The University to best advantage (Undergraduate Catalog). The Assistant Dean for Undergraduate Programs is responsible for providing an effective system of information dissemination and advising that is appropriate for BSW students. The student is responsible for seeking adequate academic advice, for knowing and meeting degree requirements, and for enrolling in appropriate courses to ensure orderly and timely progress toward a degree. Frequent advisor contact provides students with current academic information and promotes progress toward educational goals.

All BSW students are required to see their academic advisor at least once during each semester that they are enrolled at UT to review degree plans and develop a specific course plan for the next semester. Students have an advising bar that blocks them from registering for courses until they have been advised. To remove the advising bar, students must schedule an appointment with their assigned advisor prior to registration. Students are encouraged to come in for advising throughout the semester, although specific blocks of times for advising are available for students just prior to registration for the coming semester.

When a student first comes in for advising, students are encouraged to develop a tentative degree plan showing courses that the student will take each semester from the time he/she begins the BSW Program until graduation. Degree plans are updated each semester when the student comes in for advising, as well as when the student changes the degree plan (e.g., dropping a course or taking additional coursework in a summer session). Students also have access to an interactive degree audit (IDA) through the Web, which delineates all coursework taken and how specific courses taken apply to the social work degree, as well as remaining courses needed to graduate with a BSW. Students interested in other majors can also use IDA to see how their coursework would apply to other degrees and what additional coursework they would need to take.

The School’s BSW advisors take a developmental approach to advising. During the student’s first and second academic years, the student and the advisor discuss the student’s career choice, the selection of a major, degree requirements, and requirements and process for admission to the major and to upper-division courses in social work. During the third year, advising is focused on the work required for the major, the student’s preparation for entry into the field practicum, and future career plans. In the fourth year, the field practicum and the student’s post-graduation plans are the primary foci. Students are encouraged to see their advisors as soon as they begin experiencing any academic or personal difficulties. Advisors can assist in developing options and link the student with appropriate campus and community resources.
Advising and assistance are provided to students in the School of Social Work through a combination of resources including:

**The Office of Academic Affairs (OAA)**
Technical advising and assistance with adds and drops, registration procedures, and other academic matters are provided by professional staff in The Office of Academic Affairs (OAA), SSW 2.204. The receptionist in the OAA area is available to answer general questions, change your address in the UT information data base, and provide general forms, such as add/drop forms, graduation and scholarship applications, etc. The BSW program staff provides academic advising to pre-majors and majors. They handle registration procedures; process add and drop, withdrawal, grade change, graduation, and other student-related forms; update student records; and coordinate the admission-to-the-major process each semester. Field Office personnel are available for advising related to the field practicum. Staff from the DiNitto Center for Career Services provide a variety of services including career advising, resume writing and interview preparation, weekly employment bulletins, and information and resources on graduate programs nationwide.

**The Assistant Dean for Undergraduate Programs**
The Assistant Dean for Undergraduate Programs reviews and signs all BSW student forms on behalf of the Dean, is responsible for the development and oversight of the BSW program, including admissions, advising, programs of work, curricula modifications and graduation. The Assistant Dean for Undergraduate Programs chairs the BSW Program Committee and also accepts and responds to requests, petitions and grievances related to BSW program policies, procedures and curriculum issues. In addition, the Assistant Dean evaluates special requests for transferring social work course credit from other programs and handles appeal forms related to scholastic probation and dismissals.

**Academic Status and Dismissal**

**Scholastic Standing**
Your scholastic standing at UT is determined by the grades you make at UT and the total number of college hours you have attempted. This means that as far as the possibility of scholastic dismissal is concerned, the more UT hours you have completed, the higher your grades must be to stay in school. To be in good standing, you must have a cumulative GPA of 2.0 on UT work and 2.5 in social work major courses.

**Scholastic Probation and Dismissal**
At the end of each long semester and the full summer session, a student can review his/her grades in UT Direct, which will include grades for courses taken that semester, your semester GPA, and your overall UT GPA. All students with less than a 2.0 are on scholastic probation. Students have one long semester after being placed on scholastic probation to raise their overall GPA to the minimum GPA listed below in the “Table of Academic Standards,” which can be found in the UT General Information Bulletin. Students who do not meet the required GPA at the end of the semester are placed on probation or dismissed from UT unless they appeal the decision to the Assistant Dean for Undergraduate Programs and the appeal is granted. Students are dismissed from UT only during the long semesters; no one is dismissed at the end of a summer session unless he/she has been allowed
to continue during a summer under special conditions established by the Assistant Dean for Undergraduate Programs.

A first academic dismissal is for one long semester and any intervening summer session. Second and subsequent dismissals are for three calendar years, and readmission must be approved by the Assistant Dean for Undergraduate Programs. When you do return after being dismissed, you are placed on academic probation and subject to dismissal at the end of the first semester you return if you do not raise your GPA to the necessary standard.

<table>
<thead>
<tr>
<th>Total College Hours Undertaken (UT and Transfer)</th>
<th>*UT GPA for Scholastic Probation</th>
<th>UT GPA for Scholastic Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 0-15</td>
<td>2.0</td>
<td>1.50</td>
</tr>
<tr>
<td>15-44</td>
<td>2.0</td>
<td>1.70</td>
</tr>
<tr>
<td>45-59</td>
<td>2.0</td>
<td>1.85</td>
</tr>
<tr>
<td>60 or more</td>
<td>2.0</td>
<td>2.00</td>
</tr>
</tbody>
</table>

*Includes credit by examination, correspondence, and extension courses

Scholastic probation can be the result of many situations - academic, personal, or family related. If a student is experiencing academic difficulty or other difficulties that are affecting his or her performance at UT, the student should contact his or her academic advisor immediately. An advisor can discuss possible options and provide positive suggestions that may improve the academic situation. An advisor can help the student develop a contract or plan to improve their academic status and provide support and monitoring of that plan. Don’t wait until you receive your grades to ask for help!

If you have been dismissed from The University and your dismissal period has been completed, you must contact the UT Office of Admissions to apply for readmission to The University.

**Review and Grievance Procedures**

The School of Social Work document Student Standards for Social Work Education (SSSWE, found on page 51) delineates standards for professional education that apply to students enrolled in the School of Social Work. Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do nonprofessional programs. All social work students are expected to abide by the SSSWE and by the National Association of Social Workers (NASW) Code of Ethics. When a student’s performance does not meet expectations according to these established guidelines, a review may be called to bring the problem to the student’s attention and to develop a plan to address the problem. Usually, the issue is resolved and the student is continued in the program with additional support provided to the student and/or conditions established for the student’s continuance in the program. In some instances, depending on the nature of the problem, the student may be referred to The University’s Office of the Dean of Students or the student may be counseled to change majors/degree programs and/or discontinued from the program.
Students enrolled in the BSW Program have the right to appeal decisions made by the social work program, including scholastic dismissal. Students are assured freedom from reprisals for filing appeals. Students who wish to appeal a decision made during a school review process should consult the SSSWE for information on grievance procedures. Students who wish to appeal other decisions made by the social work program may do so, first to the Assistant Dean for Undergraduate Programs and then to an appeal panel convened by the Dean or Associate Dean of the School of Social Work. Students must appeal in writing to the appropriate person or committee within ten calendar days of receiving the letter of notification on the decision being appealed. Students should refer to The University’s Undergraduate Catalog, General Information, and School of Social Work Field Manual for more detailed discussion of specific appeal and grievance procedures.

**Adding and Dropping Courses**

Specific deadlines for adding and dropping courses during each semester are given in the academic calendar, which can be found in the Course Schedule each semester.

Procedures for adding and dropping classes are given in the Course Schedule. Each student is responsible for properly initiating and completing adds and drops. Information about tuition adjustments resulting from adds and drops is given in the General Information Catalog. All academic transactions are governed by policies set forth in the Undergraduate Catalog and Course Schedule.

**Tuition Adjustments**

Refunds are applied to any current and outstanding debts owed to the University. Section 54.006(d) of the Texas Education Code requires that the University refund tuition paid by a sponsor, donor, or scholarship to the source, rather than directly to the student, if the funds were made available through the University. All refund orders are cashed at the Office of Accounting Cashiers in Main Building 8.

Students who withdraw from the University receive a refund of a percentage of their tuition. The percentage varies as shown below according to the student’s effective withdrawal date:
### Long Session and Summer Session (Whole-Session Classes)

<table>
<thead>
<tr>
<th>Official withdrawal date</th>
<th>Percentage refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the 1&lt;sup&gt;st&lt;/sup&gt; class day</td>
<td>100% less $15 matriculation fee</td>
</tr>
<tr>
<td>During the 1&lt;sup&gt;st&lt;/sup&gt; five class days</td>
<td>80%</td>
</tr>
<tr>
<td>During the 2&lt;sup&gt;nd&lt;/sup&gt; five class days</td>
<td>70%</td>
</tr>
<tr>
<td>During the 3&lt;sup&gt;rd&lt;/sup&gt; five class days</td>
<td>50%</td>
</tr>
<tr>
<td>During the 4&lt;sup&gt;th&lt;/sup&gt; five class days</td>
<td>25%</td>
</tr>
<tr>
<td>20&lt;sup&gt;th&lt;/sup&gt; class day and thereafter</td>
<td>none</td>
</tr>
</tbody>
</table>

### Summer Session (First-Term, Second-Term, and Nine-Week Classes)

<table>
<thead>
<tr>
<th>Official withdrawal date</th>
<th>Percentage refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the 1&lt;sup&gt;st&lt;/sup&gt; class day</td>
<td>100% less $15 matriculation fee</td>
</tr>
<tr>
<td>During the 1&lt;sup&gt;st&lt;/sup&gt; three class days</td>
<td>80%</td>
</tr>
<tr>
<td>During the 2&lt;sup&gt;nd&lt;/sup&gt; three class days</td>
<td>50%</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt; class day and thereafter</td>
<td>none</td>
</tr>
</tbody>
</table>

Withdrawal refunds are based on the student’s schedule on the effective date of withdrawal; adds and drops are included in the calculation. In some cases, a student may receive two refund checks, one based on dropped courses and one based on withdrawal percentages for remaining courses. Students withdrawn by the University because of a returned check are charged the matriculation fee described in the *General Information Catalog*. A student withdrawn by the University for scholastic reasons, class cancellations, or other reasons receives a full refund; the matriculation fee is not charged.

A student who withdraws as a result of being called to active military service may choose to receive a tuition refund. More information about withdrawal for active service is given in the *General Information Catalog*.

A student who withdraws after receiving any cash payment from the Office of Student Financial Services may be required to make full or partial repayment. Funds received through the Federal College Work-Study Program are not subject to repayment. Students should contact the Office of Student Financial Services for information regarding repayment obligations.

Student Accounts Receivable initiates refunds for all eligible students who submit approved withdrawal petitions to the Office of the Registrar as described in the section Withdrawal, in the *General Information Catalog*. A refund is issued no earlier than thirty days after the date the student paid the initial tuition bill. The refund is sent to the address specified on the withdrawal petition.

Charges for added classes must be paid by the end of the twelfth class day in the fall and spring semesters and by the end of the fourth class day in the summer. Failure to pay for added classes may result in the cancellation of the student’s entire registration. Students can determine what they owe by visiting the Student Accounts Receivable Web site.
The University will refund tuition for classes that a student drops (1) during the first twelve class days in a fall or spring semester; (2) during the first twelve class days of a whole-session class in the summer session; or (3) during the first four class days of a first-term, second-term, or nine-week class in the summer session. No refunds are made for classes dropped after these dates. Refunds are issued the week after the twelfth (or fourth) class day. They are mailed to the student’s local address or deposited into the account the student has designated if an electronic funds transfer authorization is in effect. The student may contact Student Accounts Receivable at (512) 475-7777 to verify account information.

**Adding a Class**

The addition of a class is governed by the following requirements: (1) the student must obtain all required approvals; (2) the student must be eligible to take the class, and there must be space available in the class; and (3) the student must remain in conformity with the quantity of work rule given in the General Information Catalog.

Subject to these requirements, a registered student may add a class through the twelfth class day of a long-session semester or the fourth class day of a summer term. Through the fourth class day of the semester or the second class day of the summer term, the approval of the chair of the department offering the class may be required; after these dates, the approval of the chair is required for undergraduates. In some colleges and schools, the approval of the student’s adviser and college dean are also required. The student must consult the regulations of his or her college or school before adding a class.

Although a college or school may permit the addition of classes through the twelfth class day of the semester or the fourth class day of a summer term, the student is expected to be settled in his or her classes by the fourth class day of the semester or the second class day of the summer term. After the twelfth class day of a semester or the fourth class day of a summer term, the student may add a class only in rare and extenuating circumstances as approved by the student’s dean and the chair of the department offering the class.

Students are required to pay for any additional credit hours added after the registration period by the twelfth class day in a long semester (Fall or Spring) or the fourth class day of a Summer session.

**Dropping a Class**

In general, an undergraduate may drop a class through midsemester in a long-session semester and through the last class day in a summer term. However, the student must meet the conditions described below and must abide by the quantity of work rule given in the General Information Catalog. The dates of the deadlines discussed below are given in the academic calendar.

In addition to other required approvals, international students must have the written consent of the International Office to drop a class. On the recommendation of the instructor and with the approval of the student’s academic dean, a student may be required to drop a class at any time because of neglect or lack of preparation.

**Limitations.** In accordance with section 51.907 of the Texas Education Code, a student may drop no more than six classes for academic reasons during his or her undergraduate career. This rule applies
to all students who entered a public Texas institution of higher education as first-time undergraduates in the fall semester 2007 or later.

A dropped class is counted toward the six-drop limit if the student dropped it from the thirteenth class day through midsemester in a long session semester or from the fifth through the last class day in a summer term, and if the student did not drop the class for a substantiated, nonacademic reason as defined below.

Nonacademic Reasons for Dropping a Class
A dropped class will not be counted toward the six-drop limit if it occurs for a nonacademic reason such as those listed below. The student’s dean will decide, at the time the student drops a class, whether the reason for the drop is academic or nonacademic. Nonacademic reasons include: 1. A severe illness or other debilitating condition that affects the student’s ability to satisfactorily complete the course; 2. The student’s responsibility for the care of a sick, injured, or needy person if the provision of that care affects the student’s ability to satisfactorily complete the course; 3. The death of a person who is considered to be a member of the student’s family or who is otherwise considered to have a sufficiently close relationship to the student that the person’s death is considered to be a showing of good cause; 4. The active duty service as a member of the Texas National Guard or the armed forces of the United States of either the student or a person who is considered to be a member of the student’s family or who is otherwise considered to have a sufficiently close relationship to the student that the person’s active military service is considered to be a showing of good cause; 5. A change of the student’s work schedule that is beyond the control of the student and that affects the student’s ability to complete the course.

Procedures for Adding and Dropping Courses
Through the twelfth class day
From the first through the twelfth class day in a long-session semester, and from the first through the fourth class day in a summer term, a student may drop a class through the registration system. If the dropped class must be taken in conjunction with another class, the student must drop the second class as well. Each student should meet with his or her adviser before dropping a class. A class dropped during this period is deleted from the student’s academic record. It does not count toward the six-drop limit described above.

From the thirteenth class day through the deadline to drop a class for academic reasons
From the thirteenth class day through the deadline to drop a class for academic reasons in a long-session semester, and from the fifth through the last class day in a summer term, a student may drop a class only with the approval of his or her dean. The student first must obtain the instructor’s signature on the form Add-Drop for Undergraduate Students, which states the student’s current grade in the course and the basis for calculating the grade. In some colleges and schools, the approval of the student’s adviser is also required. If the student is allowed to drop, the class remains on the student’s academic record with the symbol Q, which identifies a drop without academic penalty. In addition, the student’s dean determines whether the student is dropping the class for an academic or a nonacademic reason. If the dean determines that the reason is academic, the drop is counted toward the six-drop limit described above.
After the deadline to drop a class for academic reasons

After the deadline to drop a class for academic reasons has passed, a student may drop a class only with the approval of his or her dean and only for urgent, substantiated, nonacademic reasons. Drops that occur during this period for urgent, substantiated, and nonacademic reasons are not counted toward the six-drop limit described above. In some cases, as outlined in the section below, students may drop a course for academic reasons through the utilization of the One-Time Exception.

One-Time Exception (OTE)

Undergraduate students who may not have urgent, substantiated, nonacademic reasons will be allowed to drop a single class or withdraw from the University after the deadline to drop or withdraw for academic reasons under the provisions of the One-Time-Exception (OTE). The OTE may be invoked only once during the student’s entire undergraduate college career regardless of the college the student was enrolled in at the time the exception was allowed. The provisions of the OTE are as follows.

General Provisions

1. The OTE does not apply to students in the Graduate School, the College of Pharmacy, the LBJ School of Public Affairs, the School of Law, or the School of Information.
2. A student must request the OTE from the student’s dean’s office by the last class day. Forms must be returned to the student’s dean’s office before the first day of final exams.
3. Any drop or withdrawal allowed under the OTE will be subject to the same academic and financial aid rules governing other drops or withdrawals taken during the semester.

Provisions for Drops

1. The student must obtain the signature of the instructor on the form.
2. A student may not drop a class in which a final grade has been assigned. This will be verified by the student’s dean’s office with the instructor of the course.
3. A student may not drop a class if there are any pending investigations of scholastic dishonesty for the class in question; this will be verified by the student’s dean’s office with the instructor of the course.
4. A student who has not completed two long semesters will be allowed to drop a course regardless of his or her current grade in the course.
5. A student who has completed at least two long semesters at the University of Texas at Austin may only drop a class if he or she has an average grade of D+, D, D-, or F in the course at the time of the request. This will be verified by the student’s dean’s office with the instructor of the course.
6. Drops allowed under the provisions of the OTE will be considered academic drops and will count toward the six-drop limit. Students who have reached the six-drop limit are not eligible to use the OTE to drop a course.

Provisions for Withdrawals

1. Students who are requesting to use the OTE for a withdrawal will be allowed to withdraw regardless of current grades in classes.
2. No instructors’ signatures will be required on the form.
3. Pending scholastic dishonesty will be verified by the student’s dean’s office with the Dean of Students Office. Withdrawal will not be approved if there is a pending scholastic dishonesty case.
Dropping a Course While on Scholastic Probation
If a student is on scholastic probation because of failure to maintain a grade point average of at least 2.00, he or she may not drop a course without the approval of the Assistant Dean for Undergraduate Programs.

Conference Courses (Independent Study)
Conference courses provide students with an opportunity to study special topics of interest to members of the social work profession. In all respects, conference courses should meet the standards of other courses offered in the program. Guidelines are provided by the Office of Academic Affairs to help students structure conference courses in a manner consistent with the educational standards of the School. Supervised volunteer experience as well as research experience may be used as a component of a conference course, but all conference courses must contain substantial reading and writing components as well as regularly scheduled meetings with the instructor to assist in the integration of course material. Regular social work courses cannot be provided on a conference course basis.

To Register for a Conference Course (SW 350)
Each student must secure the cooperation of a faculty member of the School of Social Work who is willing to be the instructor for the course. The student, in cooperation with the faculty member, must submit an outline for the conference course that contains specific information about course content and objectives. Students may obtain a copy of the "Guidelines for SW 350 - Conference Courses" from the Office of Academic Affairs. Students may not register for a conference course without the completed conference outline, including the faculty member's signature. To register for conference courses via WEB during registration, the completed outline should be turned in to the BSW Academic Advisor prior to your assigned WEB access period. A copy of the outline will be placed in the student’s file. Please consult with your BSW academic advisor if you have any questions.

Course Load Requirements

Maximum Load
The maximum course load for undergraduate students is 17 semester hours in a long-session (fall or spring) semester. Except as permitted by his or her academic dean, no undergraduate student may register for more than fourteen semester hours in a twelve-week summer session or for more than eight semester hours in either six-week term. A student whose maximum period of summer registration is nine weeks may not register for more than ten semester hours except as permitted by his or her academic dean. The Assistant Dean for Undergraduate Programs must approve all requests for heavier course loads. This is permitted only under special circumstances.

Minimum Load
The University recognizes 12 semester hours as a minimum full-time course load. Full-time students in the School of Social Work should enroll for the prescribed 12 semester hours during each long-session semester.
Course Load and University Employment
An undergraduate student’s combined University employment and semester-hour course load may not exceed forty hours a week in any semester or summer term. Any academic unit may require a lower work study load of students in the unit who are employed by the University. A student who wishes to exceed the maximum work-study load set by his or her college must have the approval of the dean of the college.

Transferring Courses in the BSW Program
As part of the application for admission to The University, students must submit transcripts from all other colleges and universities they have attended to The University Office of Admissions. Students seeking readmission must submit transcripts from all schools they have attended since leaving The University. The UT Office of Admissions evaluates all transcripts and grants the student transfer credit when possible for coursework completed at the other schools.

1. Although the UT Office of Admissions may grant the student a certain number of semester hours of University credit for work completed in another social work program, the Assistant Dean for Undergraduate Programs in the School of Social Work determines how this coursework will be counted toward fulfillment of the Bachelor of Social Work degree requirements. Students who wish to use transfer credit to meet major course requirements should submit a course syllabus and assignments to the Assistant Dean for Undergraduate Programs for evaluation. If students wish to take courses to fulfill degree requirements at other institutions, it is the student’s responsibility to check with the institution where the student is taking the course as well as the BSW Program Academic Advisor to ensure that the course taken will meet BSW degree requirements at UT. Once the course is completed, students are responsible for transferring the coursework and grade received to the UT Office of Admissions. Students who do not transfer coursework in a timely manner may find that their admission to the major, registration times, field placement and graduation is delayed, as all degree requirements must be delineated on the student’s UT transcript for the student to move forward in the program, be cleared for field and certified for graduation.

2. Students taking coursework at other institutions must receive a grade of at least C for the coursework to transfer to UT and count toward the BSW degree; courses taken elsewhere that are used to meet major requirements count toward the student’s major GPA, although they do not count toward the student’s UT GPA.

Concurrent Enrollment at UT and Other Academic Institutions
Students must contact the BSW Program Academic Advisor before they take coursework at a community college or through the UT Extension Division or Correspondence Office while concurrently enrolled in the School of Social Work. Students who do not receive advanced approval may not be allowed to count courses taken concurrently toward their BSW degree. It is the student’s responsibility to check UT’s Automated Transfer Equivalency guide (www.utexas.edu/student/admissions/ate/) before enrolling in any courses. Courses not found in this guide will not count towards UT degree requirements.
Grading Policy
Grades in courses, both classroom and field, are intended to indicate the level of overall performance of the student in the course, both in terms of performance and responsibility in performance. Quality of performance is evaluated with respect to course objectives. While these objectives are collectively determined, it is the singular responsibility of the instructor to evaluate student performance in respect to these standards and thus to determine the grade.

Determination of Letter Grades
Credit is given for the grades A, A -, B +, B, B -, C +, C, C -, D, and D - for non-major courses and A, A-, B +, B, B -, C +, and C for major courses. Student must maintain grade point averages of at least 2.00 in UT coursework and 2.5 in all major courses, regardless of where major courses are completed. If a course is retaken, the two grades are averaged together; a higher grade earned in a course does not replace the lower grade.

Grades from other institutions are not included in the UT grade point average.

Incomplete Grades
The symbol X may be reported in cases where the student has not completed all the assignments in a course before its conclusion. The symbol X may be converted to a grade by the instructor, with the approval of the Assistant Dean for Undergraduate Programs by the end of the following long session after the filing of the symbol X. Otherwise, the symbol X converts to an F and remains on the student’s record.

Incomplete grades may only be given with the permission of the course instructor. Students with compelling reasons for receiving grades of incomplete should consult with the faculty member overseeing the course. If both faculty member and student concur that an incomplete is a possibility, they are encouraged to specify clearly the expectations for resolving the X grade. Incomplete grades may not be given to allow students to complete “extra credit” work to raise their grade in a course or to allow students to retake a course in a later semester. Improper uses of the symbol X are listed in the General Information Bulletin. Students receiving incompletes in courses that are prerequisites for other courses must finish the incomplete and have a grade submitted by the course instructor prior to beginning the higher level course.

Computation of Grade Point Average
Your grade point average is computed by dividing the number of semester hours you have attempted at UT-Austin (excluding courses for which Credit/CR is earned) by the number of grade points you have earned. Extension and correspondence courses are also included in your UT GPA. Grade points are accumulated as follows:

<table>
<thead>
<tr>
<th>Grade received</th>
<th>Grade points earned for each semester hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>A -</td>
<td>3.67</td>
</tr>
</tbody>
</table>
Thus, if you take four 3-hour courses and receive an A, a B, and two C’s, your GPA is \((4 \times 3) + (3 \times 3) + (2 \times 3) + (2 \times 3))/12\), or \((12 + 9 + 6 + 6)/12\), or \(33/12\), or 2.75.

The total or cumulative GPA is computed by dividing all UT hours ever attempted by the number of total grade points earned, using the same process described above.

**Honors Designations and Organizations**

**University Honors**
Each semester, undergraduates who complete a full course load and earn outstanding grades are recognized by inclusion on The University Honors list and receive a certificate of merit from the School of Social Work. Each time a student is included on the list, his or her official transcript also shows the award of University Honors for that semester. To be included, a student must earn at least forty-five grade points and a grade point average of at least 3.50 and must have no incomplete grades.

**College Scholars**
On Honors Day each spring, The University designates outstanding students as College Scholars and Distinguished College Scholars, on the basis of registration and grade point average requirements for courses taken in residence at The University, as specified below. Students who are eligible for recognition receive invitations to the Honors Day convocation about three weeks before Honors Day.

To be designated a Distinguished College Scholar, a student must meet the following requirements:
1. The student must be registered as an undergraduate for at least fifteen semester hours of coursework in residence, unless he or she lacks fewer than fifteen hours to complete degree requirements. Students who hold an undergraduate degree are not eligible.
2. The student must have completed at least fifteen semester hours of coursework in residence in either the spring or the fall semester of the previous calendar year.
3. The student must have completed at least thirty semester hours of coursework at The University, excluding credit by examination, and at least sixty semester hours of college coursework, including transferred work and credit by examination.
4. The student must have an in-residence University grade point average of at least 3.80.
To be designated a College Scholar, a student must meet the following requirements:

1. The student must be registered as an undergraduate for at least twelve semester hours of coursework in residence, unless he or she lacks fewer than twelve hours to complete degree requirements. Students who hold an undergraduate degree are not eligible.

2. The student must have completed at least twelve semester hours of coursework in residence in either the spring or the fall semester of the previous calendar year.

3. The student must have completed at least thirty semester hours of coursework at The University, excluding credit by examination, and at least sixty semester hours of college coursework, including transferred work and credit by examination.

4. The student must have an in-residence University grade point average of at least 3.50.

Honor Societies and Organizations

The University has a number of honors programs, and BSW students are encouraged to participate in any for which they qualify. The Junior Fellows Program provides recognition for outstanding students who have completed four semesters (approximately 60 semester hours of coursework). Chosen annually from about the top 1 per cent of the UT student body, junior fellows are given the opportunity to conduct independent study and research with distinguished professors of their choice and to have that research supported by small grants, if necessary. Hosted by the College of Liberal Arts, the program provides unique opportunities for students across campus to meet regularly with an interdisciplinary group of students and faculty both on and off campus. Application forms are available in the office of Liberal Arts Interdisciplinary Programs and are due in February. The University also awards funding to undergraduate students interested in conducting their own research projects; the Dean of the School of Social Work has made additional funding available for BSW students.

The University of Texas at Austin School of Social Work Eta Tau Chapter of Phi Alpha National Social Work Honor Society was established in 1996. This Honor Society is designed to foster and recognize high standards of social work education. Students invited into membership are those who have attained excellence of scholarship, university and community service, and distinction of achievement as students, instructors, and practitioners of social work. As of Fall semester 2000, undergraduate social work students who have completed 2 semesters or 18-credit-hours after admission to the major, and who have a 3.5 GPA for the major and 3.3 overall UT GPA are eligible for membership.

Social work students with high GPAs and/or outstanding campus leadership may be invited to become members of other campus honorary organizations. Examples include Phi Kappa Phi (open to juniors and seniors who have completed at least one year of coursework at UT and have a UT GPA of 3.6 or higher); Orange Jackets (a women’s honorary organization); and/or Mortar Board (a national honor society made up of top ranking senior students).

Social Work Honors Program

The Social Work Honors Program is available to outstanding students who have distinguished themselves by superior performance during their time at the University. Majors who plan to seek special honors in social work should apply to the Honors Program Subcommittee of the BSW Program Committee for admission to the honors program at least one full year before they expect to
graduate. A University grade point average of at least 3.50 is required for admission, as is a grade point average of at least 3.50 in all of the coursework required for the major that the student has completed. The requirements for graduation with special honors, which are in addition to the requirements for the major, are (1) Part I and Part II (6 credit hours total, completed over 2 semesters) of the assigned Honors Tutorial course (you will be notified of the course number you are to register for at the time of your registration) with a grade of at least B in each half; (2) oral presentation of the honors thesis in a research colloquium open to the School of Social Work community and the public; (3) a University grade point average of at least 3.50 and a grade point average of at least 3.50 in the courses required for the major and for honors; and (4) completion in residence at the University of at least sixty hours of coursework counted toward the degree.

Graduation

Students must be registered at UT in the semester or summer session in which they plan to graduate or be registered in absentia. Candidates must file for graduation through the Office of Academic Affairs (OAA) by the deadline listed in the Course Schedule. All coursework taken elsewhere must be transferred to UT at least one semester before one graduates. It is important to transfer coursework and file for graduation in a timely manner so that the OAA can certify candidates before the required deadline. Failure to properly file or transfer work may cause a delay or postponement of a candidate's graduation date. Information and instructions for filing are provided to prospective graduates each semester by their Academic Advisor.

Commencement Exercises

The University holds commencement exercises at the end of the spring semester. Those who graduate in the preceding fall semester or the following summer session are eligible to attend, along with those who graduate in the spring semester. In addition, the School of Social Work holds a large graduation ceremony in the spring and a smaller ceremony in December for its graduates.

Graduation with University Honors

Students who have completed at least 60 hours of coursework at UT are eligible to graduate with honors. No more than 20% of a graduating class can be certified to graduate with honors. Students are eligible to graduate with honors according to the following system:

- Highest honors/summa cum laude In top 4% of class with UT GPA 3.85 or higher
- High honors/magna cum laude top 10% of class with UT GPA of 3.6 or higher
- Honors/cum laude In top 20% of class with UT GPA of 3.3 or higher

Time Limits for Completion of the BSW

Students have six years to graduate under the degree requirements that were in place at the time they began coursework at The University. Students who do not graduate within that time period must complete degree requirements from a later catalog, which may mean completion of additional degree requirements. Students may choose to graduate under the degree requirements from a more current catalog than the one that was in place when they entered UT. Undergraduate catalogs are published every two years, but degree requirements do not always change that often. Note that degree requirements only include those courses necessary to graduate with a BSW degree; policy changes
other than degree requirements, even if they are delineated in a given catalog, may affect all students in the BSW Program regardless of when they began the program.

**Withdrawal from The University**

Dropping an entire course load constitutes withdrawal from The University of Texas. This is true even if the student is taking only one class and wishes to "drop" it. In order to withdraw from The University, a student must obtain and fill out the appropriate form with their BSW Academic Advisor and obtain permission from the Assistant Dean for Undergraduate Programs. If students are living in UT student housing and/or receiving financial aid, additional approvals are necessary.

**Medical Withdrawal/Course Load Reduction/Retroactive Withdrawal**

Significant medical or mental health problems can affect a student’s ability to attend classes or perform academically. In these cases, a student may apply for a course load reduction, a current semester withdrawal, or a retroactive withdrawal for the previous long semester. Students must meet with their Academic Advisor to discuss this course of action. Decisions will be made based on University Policies. In addition, students who may wish to return to the BSW Program at a later time must have the approval of the Assistant Dean for Undergraduate Programs to return. If a student considering a medical withdrawal or course load reduction has concerns about field, they should contact the Assistant Dean for Field Education. More information on these processes will be provided to you by your BSW Academic Advisor.

**Readmission to the School of Social Work**

If a student has not taken courses for one long semester or more, the student must reapply to the UT Office of Admissions via the Application for Readmission. This form is available from the Office of Admissions and should be submitted to that office along with a $60.00 non-refundable processing fee. Deadlines are March 1st for the summer and fall semesters, and October 1st for the spring semester. Returning students should schedule an appointment with an advisor in the Office of Academic Affairs when initiating the readmission process. Students who have been admitted to the social work major will also need to reapply for admission to the major within the School of Social Work.
Building

The School of Social Work Building, designated "SSW" on campus maps and information directories, is located at the south end of the UT Austin campus at 1925 San Jacinto Blvd. The building is between the Jamail Texas Swimming Center and the Recreational Sports Center and just down San Jacinto Boulevard from Royal-Texas Memorial Stadium. The SSW building is wheelchair accessible from the south front entrance (closest to the Texas Swim Center).

The building is generally open during the week from about 7:30 a.m. until after the last evening class dismisses. Building hours and access are restricted on weekends, in between sessions and during home football games. The first floor of the building houses the Learning Resource Center (LRC), student lounge, and Social Work Council office. Classrooms, the Dean’s Office, and the Office of Academic Affairs are housed on the second floor. Faculty offices and the Hispanic Mother/Daughter Program (HMDP) are located on the third floor. The Center for Social Work Research is located on the third floor, accessible adjacent to the elevators near the Dean’s Office.

DiNitto Center for Career Services

The DiNitto Center for Career Services is located in the Academic Affairs Department and is available to assist students and alumni in pursuit of their professional career goals. The center’s emphasis is career development throughout a lifetime. The focus of Career Services is on information exchange, through workshops, career development information and electronic resources to assist students, alumni and employers in achieving their mutual goals and expanding options to all social workers.

Services from Career Services:
* Local and statewide employment and volunteer opportunity postings
* Weekly employment bulletin via electronic mail available to students and alumni
* Social work licensure information from Texas and other states
* Individual career advising; resume and interview critique
* Career workshops on licensure, job search skills and resume writing

Workshops and Special Events

Each semester Career Services offers workshops on a variety of career development topics such as resume writing, interviewing, professional organizations, social work licensure and applying for graduate school. Many of these events are facilitated by professional social workers from the local community. Watch for dates and times in the weekly email, employment bulletin and on the Career Services web site. Career Services also coordinates and annual Career Fair devoted to exposing students to agency employment and volunteer opportunities. Each year local and statewide agencies participate in this event. To register for the weekly employment bulletin go to the career services web site at http://www.utexas.edu/ssw/dccs/.

The Learning Resources Center (LRC)

The Learning Resources Center, located on the first floor in SSW 1.218, supports educational programs of the School of Social Work by providing:
* Reserve reading materials for students in social work classes
*Portable audio-visual equipment for social work classes and continuing education
*Audio-visual laboratories for viewing videotapes or films, filmstrips, and slide-tape units and for use in skill training exercises, using video feedback
*A microcomputer lab for research and report writing for social work classes.

The LRC is open Monday through Friday from 8:00 a.m. to 9:00 p.m. and Saturday and Sunday from 10:00 a.m. to 8:00 p.m. during the long semesters. A limited schedule may be in effect between sessions. The LRC facilities, including the Computer Lab, are located on the ground floor of the School of Social Work, and are designed to accommodate persons with mobility impairments.

The LRC currently includes a main office area, a storage area for journals, audio-visual material, and books, a study room, video laboratories, and a microcomputer lab. A copier is also available for student use.

**Reserved Reading**
Journal articles, documents and books provided by faculty for use by their students are maintained in the entry area of the LRC. These materials may be used by students in the reading room at the LRC or checked out for 45 minutes to allow students to make photocopies for their personal use. A current student ID must be left at the front desk when using the materials. A photocopy machine is located in the LRC for student use.

**Resource Collection**
An in-house collection of social work journals and classic social work texts is available in loving memory of Josleen Lockhart, who was a faculty member at the school from 1956-1978. Books and journals in the collection have been donated by faculty and alumni or purchased with funds generated by the Josleen Lockhart Memorial Fund. These materials may be used by students in the reading rooms or checked out for photocopying purposes. This resource collection is a non-circulating collection.

**Audio-Visual Collection**
The School of Social Work owns many 16-millimeter films and videotapes for classroom use by faculty or students during the regular hours of operation of the LRC. All requests for school-owned films or videos should be submitted one week in advance of the scheduled viewing date to ensure film or video availability on the desired date. Materials may be checked out through the LRC staff for use in the audio-visual labs, the study carrel, classrooms, or for continuing education programs on a reserve or as-is-available basis. Audio-visual materials may not be checked out for home use and are available only to social work students and faculty with a valid UT ID. Anyone may use the materials while in the LRC.

**Audio-Visual Laboratories**
Faculty and students may reserve Audio-Visual Laboratories for use in class-related activities. Reservations must be made 3 days in advance. Individuals scheduling the facilities for use with clients from field agencies should have special written approval from their field instructor. All
labs are equipped with a color camera, video recorder, and monitor. Students must provide their own blank tapes for special class projects.

**The Microcomputer Classroom**
The Microcomputer Classroom, SSW 1.214, houses both Macintosh and PC hardware, as well as laser printers for use by students, faculty and staff. The Microcomputer room is available for general student use during the regular operating hours of the LRC, with the exception of times scheduled for class use. Faculty are encouraged to schedule the Microcomputer Classroom for class use 3 days in advance with LRC staff, as other students, faculty, and staff are not allowed to work in the lab during class times. Workstations are available for printing when the room is in use by an organized class.

**Student Organizations**
As students in a professional school, you are eligible for membership in a number of organizations designed to aid in your professional development. The following organizations are readily available to UT School of Social Work students:

The Social Work Council
The National Association of Social Workers at The University of Texas at Austin
The Social Justice Action Coalition
The Social Welfare Action Alliance - Austin Chapter
The National Association of Black Social Workers
Reach OUT! Shout OUT!
The Alliance for Social Work Students of Color
Phi-Alpha Honor Society
Alliance for Christian Social Workers
Dean’s Advisory Committee on Social Justice
Social Workers Enriching Latino leadership (SWELL)

**The Social Work Council**
Comprised of both undergraduate and graduate social work students, the Social Work Council is the active student government of the School of Social Work. The Council is a member of the UT Senate of College Councils and receives some financial support from The University. Through involvement in the Council, students can plan and participate in social, educational and community service activities; as well as sit on the many faculty committees that help shape academic policies.

The Council’s effectiveness and nature of organization are entirely dependent on its current membership. Elections are held each spring, and the term of office is one year. The purposes of the SWC are to:

- provide a forum for discussion among students, faculty, and staff;
- act upon the needs and concerns of any student interested in social work;
- increase the understanding of and promote general interest in the profession; and
- organize and support projects that benefit the students, The University, and the community.
Some of the activities sponsored or co-sponsored by the SWC in the past include:

- “Back-to-School” social activities for students and faculty in the Fall and Spring
- Frequent volunteer opportunities based on the current council’s interests
- “Clash of the Councils” - a social field day in which Social Work Council engages other Councils from Senate
- A Thanksgiving food and clothing drive benefiting a local outreach agency
- A scholarship fund in memory of School of Social Work alumna Ami Lunsford
- Career fairs and professional development programs featuring social workers from various fields of practice
- “Empowerment Week” with a variety of activities designed to raise awareness and enhance safety and wellness
- Interest groups that facilitate networking on topics such as African Americans, Asian Americans, Mexican Americans, Native Americans, gays and lesbians, services to children, welfare reform, health care, homelessness and gerontology
- Teaching and other educational programs on topics such as welfare reform, cultural diversity, and violence

The Social Work Council office is located in room 1.204A in the student lounge. Announcements about Council activities are posted on school bulletin boards and made in social work classes. All social work undergraduate and graduate students, as well as those interested in social work, are welcome to become members of the Council. Contact a Council officer if you are interested in participating through e-mail at: katywaters@utexas.edu.

**The Social Work Student Support Fund**

**What Is It?**
The Dean’s Office maintains the Student Support Fund primarily as a resource for students in emergencies. Depending on the fund balance, a portion of the fund can be used to assist students who are presenting at professional conferences.

**Eligible Applicants**
BSW, MSSW, and PhD students currently enrolled in good standing in the School of Social Work may apply for emergency funds or a professional development grant from the fund.

**Emergency Fund**
Funds may be offered for emergencies that result in a loss of income or stability, that require travel, or in other situations that might hinder a student’s ability to complete the academic program. The amount given in emergency cases, up to a maximum of $300, is at the discretion of the Associate Dean.

To apply for emergency funds, the student should complete the application (available at the School’s Student Services desk) and submit it to the Dean’s Office. The applicant’s academic program director will be consulted, after which the applicant will be contacted with a decision.
Student Professional Development Grants

*Funds for professional development grants are not always available. Priority is given to emergency requests.* The fund may provide a grant to defray expenses when a student has been accepted to make a significant presentation at a professional conference or is volunteering with the Dean’s Office to staff the School’s information booth at a conference. The grant does not need to be repaid or worked off. The grant amount can help with registration, travel, and/or lodging expenses up to a maximum of $300 per student. A student can receive a professional development grant from the fund only once during a degree program. Ph.D. students cannot receive professional development grants from both this fund and the Ph.D. professional development fund.

To apply, students obtain the application from the Student Services desk, complete the form, have it signed by a SSW faculty sponsor, and submit it to the Dean’s Office. (The faculty sponsor attests to knowledge of the conference presentation and its value as a professional development experience for the student.) Applications will be considered by the academic program directors at their regular meetings.

Maintenance of the Fund

In addition to repayments of loans when possible, the fund is maintained by proceeds from the School’s annual talent show and silent auction and by contributions from friends of the School. Anyone may contribute to the fund at any time. The Associate Dean may consider special circumstances or limit the number of loans or grants per semester at his discretion.

Scholarships

School of Social Work scholarships are awarded at the start of each fall semester. A School committee reviews student applications for scholarship awards available for the current academic year. Students are notified by general announcement of scholarship competition, and applications for scholarships are available to all students during the spring semester (for scholarship decisions for the next academic year). School scholarships are limited in number and are awarded only to students who have gained admission to the social work major. In order to receive the award, students are required to write a thank you letter to the appropriate donor and must turn in that letter to the Director of Development. Scholarship funds will not be released until this procedure is completed.

BSW Listserv

Important BSW information is posted on the SSW-BSW Listserv. Students are required to subscribe to the listserv in order to receive vital information and announcements. To be added to the BSW listserv, send an email to Kristen Kessel, BSW Academic Advisor. In the subject line you will need to write “ADD TO BSW LISTSERVE,” and in the body of the letter identify your name, your UTEID, and the year you are in the program (Freshmen, Sophomore, etc.)
Standards for Social Work Education
Standards for Social Work Education


1.0 Introduction to Standards

2.0 Criteria for Evaluating Academic Performance

2.1 Basic Abilities
   2.1.1 Communication skills
   2.1.2 Interpersonal skills
   2.1.3 Cognitive skills
   2.1.4 Physical skills

2.2 Emotional and Mental Abilities
   2.2.1 Stress management
   2.2.2 Emotional and mental capacities

2.3 Professional Performance Skills
   2.3.1 Professional commitment
   2.3.2 Professional behavior
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2.4 Scholastic Performance
   2.4.1 Undergraduate students
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2.5 Sources of Information

2.6 Accommodations for Disabilities

3.0 Policies & Procedures for Review of Academic Performance

3.1 Performance That May Result In Review And/Or Dismissal

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4.0 Academic Grievances

4.1 Procedures for Handling Grievances
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4.2 Non-Academic Grievances
Standards for Social Work Education

1.0 Introduction

This document sets out Standards for Social Work Education that apply to students enrolled at the School of Social Work at the University of Texas at Austin, beginning Summer 1997.

Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students’ abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience at the School of Social Work.

Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program Assistant Deans, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student’s educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional’s own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students will be provided with and expected to read the Standards for Social Work Education and the National Association of Social Workers (NASW) Code of Ethics. Students will then be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by the documents. The form will be kept in students’ files.

2.0 Criteria for Evaluating Academic Performance in BSW, MSSW & PhD Programs at The School Of Social Work

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the academic performance of its students in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills, and Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.
2.1 Basic Abilities Necessary to Acquire Professional Skills

2.1.1 Communication Skills
Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

a) Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

b) Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

2.1.2 Interpersonal Skills
Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

2.1.3 Cognitive Skills
Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.1.4 Physical Skills
Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification.)
2.2
Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management
Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities
Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:
• compromise scholastic and other performance,
• interfere with professional judgment and behavior, or
• jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers and the Texas State Board of Social Worker Examiners for Social Work Licensure).

2.3
Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment
Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in Texas. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice).

2.3.2 Professional Behavior
Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.
Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

2.3.3 Self Awareness
Exhibits knowledge of how one’s values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one’s own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one’s own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations
Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in Texas. Ethical behaviors include:


- No history of charges and/or convictions of an offense that is contrary to professional practice.

- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.

- Comprehension of another individual’s way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.

- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person’s age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.

- Demonstration of respect for the rights of others. Commitment to clients’ rights to freedom of choice and self-determination.

- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
• Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one’s own work; giving credit for the ideas of others; and providing proper citation of source materials.

• Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

2.4 Scholastic Performance

2.4.1 Undergraduate Students

Students are considered to be in academic difficulty if their GPA drops below 2.25. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.5 in major. Failure to maintain a passing grade in field placement will result in dismissal. A review will be called if a student earns a D or F in any required social work courses. An overall GPA of 2.0 is required for graduation.

Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog. Students may not have grades of incomplete (X) in any prerequisites if they are to continue course work.

2.4.2 Graduate Students

MSSW students are considered to be in academic difficulty if their GPA drops below 3.0. Students will be advised to withdraw from the program if their grade point average falls below 2.5. Failure to maintain a passing grade in field placement will result in dismissal. A review will be called if a student earns a grade of C or X (incomplete) in any semester of field. A review may be called if a student earns a grade of C or below or X in any required social work course. An overall GPA of 3.0 is required for graduation.

PhD students must maintain a GPA of 3.0 or better and successfully complete a comprehensive examination that demonstrates mastery of the theory and research for the broad subject area in which the student proposes to conduct his or her dissertation research. The comprehensive exam has both a written and an oral component. If performance on either the written or oral exam is judged to be deficient, the student has one additional opportunity to redo the paper and repeat the oral defense. If they fail either the written or oral exam twice, they lose their eligibility to remain in the program.

2.5 Sources of Information for Academic Performance Criteria
Information about students’ meeting academic performance criteria in the School of Social Work may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university (UT or other colleges and universities), helping professionals, or community
- Feedback from faculty in other social work programs that student may have attended
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to NASW Code of Ethics or the Standards, other contracts between the School and the student

2.6 Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Office of Students with Disabilities and provide documentation as needed. The Office of Students with Disabilities makes recommendations for accommodations. The School of Social Work will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the Office of Students with Disabilities), and periodic checks between the School of Social Work and the student are appropriate courses of action in making accommodations.

3.0 Policies and Procedures for Review of Academic Performance

Three levels of review can occur at the School of Social Work in reviewing student’s academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, Assistant Deans, or school administrators will not be kept confidential if the information raises concerns
about professional performance. Faculty and/or Assistant Deans will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

3.1 Performance that May Result in a Review and/or Possible Dismissal from the School of Social Work

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under Scholastic Performance
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student (Faculty must adhere to university guidelines. For complete University policy and procedures, see General Information Bulletin, Appendix C, Section 11-802.)
- Behavior judged to be in violation of the current NASW Code of Ethics
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the School of Social Work and becoming known after admission
- Consistent pattern of unprofessional behavior
- Failure to meet any of the Standards for Social Work Education: School of Social Work Criteria for Evaluation of Academic Performance

3.2 The Three Levels of Review

Level 1
A Level 1 review involves a faculty member and a student. When a faculty member has concerns about a student enrolled in the social work program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, that faculty member will:

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
- Apprise the appropriate BSW, MSSW, PhD, or Field Assistant Dean of the concerns in order to identify potential patterns and issues related to the student
- Document dates and content of meetings with students.

If a problem arises in field, the agency-based field instructor will discuss concerns directly with the student and with the faculty liaison. It is the responsibility of the faculty liaison to apprise the appropriate Assistant Dean of the concerns.

In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section.
**Level 2**

A Level 2 review involves the faculty member, student, and Assistant Dean. Faculty and Assistant Dean will meet with the student when the student is not meeting or following program or university standards, policies, and procedures or when concerns have not been resolved at Level 1. If a problem arises in field, the agency-based field instructor, faculty liaison, and Assistant Dean for Field Education will conduct the review with the student.

In this information gathering process, the Assistant Dean will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

The BSW, MSSW, PhD, or Field Assistant Deans will assess the nature of these concerns with appropriate faculty, consult with the Graduate Adviser (if a graduate student) and with the Dean, maintain documentation, and decide if it is necessary to conduct a more comprehensive review, pursuant to Level 3.

**Level 3**

A Level 3 review involves the Associate Dean for Academic Affairs (Graduate Adviser), faculty member, student, Assistant Dean, and faculty who have had direct experience with the student in classroom or field. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the student. A Level 3 review more often is conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the student is being considered for withdrawal or discontinuance in the program.

In most instances, a Level 3 review is sufficient to deal with student performance and is the last decision making step in the review process at the School of Social Work.

When a Level 3 review is called, the Associate Dean for Academic Affairs (Graduate Adviser) and the appropriate Assistant Dean will convene a meeting with the appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student.

The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting.
After the review meeting has occurred, the Associate Dean for Academic Affairs (Graduate Adviser) will consult with the Dean of the School of Social Work to discuss the problem situation and make recommendations regarding the student. Based on the review, conference with the Dean, and an objective assessment of the information provided, the Associate Dean for Academic Affairs (Graduate Adviser) will inform the student of the decisions, which can include one or more of the following actions:

- **Continue the student in the program with no conditions.**
  In these situations, the concern has been addressed and no further action by the student or program is required.

- **Establish formal conditions for the student's continuance in the program.**
  In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.

- **Consult with and/or refer to the Dean of Students.**
  In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in referral to the Office of the Dean of Students include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

- **Counsel the student to change majors/degree programs and/or discontinue the student in the program.**
  In some situations, it will be recommended that the student no longer continue in the social work program. The student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

In any Level 3 review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, where appropriate. Students must be notified of the decision in writing within ten business days of the review. It is
the responsibility of the Assistant Dean or Associate Dean for Academic Affairs (Graduate Adviser) to communicate the decision to the student.

4.0 Academic Grievances

Pursuant to the student grievance procedures for undergraduate students provided in the General Information Catalog and for graduate students in the Handbook of Operating Procedures, students enrolled in the Social Work Program have the right to redress grievances related to academic matters, including decisions that are the result of reviews outlined in Section 3.0 of these Standards for Social Work Education. Students are assured freedom from reprisals for bringing a grievance.

4.1 Procedures for Handling Grievances

Procedures for handling grievances at the School of Social Work are as follows:

4.1.1 Undergraduate Student Grievances

General Information Catalog


Academic Related Grievances. Academic grievances involving grade disputes should be discussed with the course instructor. Grade disputes that are not resolved and all other academic grievances of undergraduate students should be submitted in writing to the department chair or other designated administrator of the academic program to which the grievance relates.

Appeals may be directed to the appropriate academic dean, who will render the final decision. A grade will not be changed by the department chair (or other designated administrator) and/or the dean without first consulting with and considering fully the position of the course instructor. The course instructor will be advised by the department chair, other appropriate administrator, or dean of the resolution of the grievance.

Procedures for the resolution of grievances of graduate students are specified in the revised Handbook of Operating Procedures, Policy 1.C.2. The dean of the college or school in which a student is enrolled has jurisdiction over the student’s program of study, degree requirements, and all other academic matters, including grievances, except as described below. A student pursuing simultaneous majors in two colleges is considered to be enrolled in both colleges and is under the jurisdiction of both deans. Students taking a course in a college or school other than the one(s) in which they are enrolled are subject, so far as the course and academic grievances regarding the course are concerned, to the dean of the college or school in which the course is offered.
Procedures for cases of alleged academic dishonesty are given in Appendix C, chapter 11, Student Discipline and Conduct, page 203.

**Student Program and Student Activity Related Grievances.** Grievances related to nonacademic student programs and activities should be submitted in writing to the dean or director of the specific student affairs area. Appeals may be directed to the vice president for student affairs, and then to the president for final disposition.

Appendix C of this catalog (pages 161–241) describes the institutional rules on student services and activities and includes provisions for formal hearings. Additional information on these provisions is available from the Office of the Dean of Students.

**Disability related grievances.** No qualified disabled student shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic program or activity at the University of Texas at Austin. Complaints alleging discrimination on the basis of disability should be submitted according to the procedures outlined in the Nondiscrimination Policy, Appendix I, pages 260–265. The policy is in accord with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

### 4.1.2 Graduate Student Grievances

**Handbook of Operating Procedures**

http://www.utexas.edu/policies/hoppm/01.C.02.html

1. Adjudicating Grievances of Graduate Students
   a. A graduate student has the right to seek redress of any grievance related to his or her academic affairs.

   b. Every effort should be made to resolve grievances informally between the student and the faculty member most directly involved or, such efforts failing, by the graduate adviser, the chair of the graduate studies committee of the student's degree program, and/or the chair of the department (or the director of the academic program if there is no department). When serious issues cannot be resolved informally, the graduate student will have recourse to the formal grievance procedure as outlined below in Subsections 2-4. It should be noted that the precise procedure to be followed in adjudicating a given grievance will depend on the particular circumstances surrounding the case.

   Grade disputes are handled according to departmental review policies by the department offering the course in question. The order of review for grade disputes is the course instructor, graduate adviser, department chair (or the director of the academic program if there is no department), and dean of the college or school offering the course. The decision of the college or school dean is final.
Non-academic grievances submitted to the Graduate School will be referred by the Vice Provost and Dean of Graduate Studies to the appropriate University administrative office, normally the Office of the Dean of Students, the Office of Human Resources, or the college/school dean in which the incident of grievance occurred. Only in cases of multiple points of grievance will the complaint be reviewed by more than one administrative unit of the University.

Grievances related to nonacademic issues and scholastic dishonesty are handled according to the procedures outlined in the General Information Catalog.

c. A graduate student may express a formal grievance through the following procedures with the assurance of timely and thorough consideration. Grievants are assured freedom from reprisals for the filing of their grievances.

d. All complaints must be submitted in writing to the Office of Graduate Studies, which will notify the chair of the graduate studies committee, the department chair (or the director of the academic program if there is no department), and the dean of the college or school that a grievance has been filed and of the procedures for handling the grievance.

e. A student must initiate his or her complaint within six months of the incident that is the subject of the grievance.

2. First Level of Adjudication: Graduate Studies Committee

a. The first level of consideration is the appropriate graduate studies committee. If the chair of the graduate studies committee, having received formal notification of the grievance from the Office of Graduate Studies, cannot resolve the matter himself or herself, he or she will convene an ad hoc panel normally consisting of three to five members of the graduate studies committee to review the complaint and render a decision to the graduate studies committee. The student will be granted the right to exclude one person from the panel.

b. After consideration of the student's grievance, including a meeting with the student if requested, the ad hoc panel will report its findings to the graduate studies committee, the student, and the faculty member in writing. A copy of the findings will be retained in the files of the chair of the graduate studies committee. The graduate studies committee will ratify, reverse, or change the decision of the ad hoc panel.

3. Second Level of Adjudication: Office of the Vice Provost and Dean of Graduate Studies

a. If the issues cannot be resolved to the satisfaction of both parties concerned at the
level of the graduate studies committee, the grievance and the decisions of the previous review panel and the graduate studies committee will be forwarded to the Vice Provost and Dean of Graduate Studies. The Vice Provost and Dean of Graduate Studies in consultation with the college or school dean(s) may decide the case on his or her own review and authority, or if he or she deems it appropriate, convene an ad hoc committee to review the case and provide advice.

b. The Vice Provost and Dean of Graduate Studies will review the facts of the case, including any recommendations received from an ad hoc committee, and render a ruling. This ruling will be sent to the student, the ad hoc panel, the chair of the graduate studies committee, the graduate adviser, the department chair, and the college or school dean(s).

4. Third Level of Adjudication: Office of the Executive Vice President and Provost: The decision of the Vice Provost and Dean of Graduate Studies may be appealed in writing to the Executive Vice President and Provost for a final decision.

4.2 Non-Academic Grievances

Student-initiated grievances that are not academic in nature are addressed further in other documents. Students should refer to the University Undergraduate Catalog, University Graduate School Catalog, and University General Information Bulletin for more detailed discussion of specific grievance procedures.
Student Rights and Responsibilities
Student Responsibility

While University faculty and staff members give students academic advice and assistance, each student is expected to take responsibility for his or her education and personal development. The student must know and abide by the academic and disciplinary policies given in The Graduate Catalog and in the General Information Bulletin, including rules governing quantity of work, the standard of work required to continue in The University, warning status and scholastic dismissal, and enforced withdrawal. The student must also know and meet the requirements of his or her degree program; must enroll in courses appropriate to the program; must meet prerequisites and take courses in the proper sequence to ensure orderly and timely progress; and must seek advice about degree requirements and other University policies when necessary.

The student must give correct local and permanent address and telephone numbers to both the Office of the Registrar and the School of Social Work Academic Affairs Office. Both offices must be notified immediately of any changes in address or telephone number. Official correspondence is sent to the address last given to the registrar; if the student has moved and failed to correct this address, he or she will not be relieved of responsibility on the grounds that the correspondence was not delivered. Students may update their address and telephone numbers online.

The student must register by the deadline given in the course schedule, must verify his or her schedule of classes each semester, must see that necessary corrections are made, and must keep documentation of all schedule changes and other transactions.

The Grievance Process

Undergraduate Student Grievances

General Information Catalog

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Procedures for the resolution of grievances of graduate students are specified in the revised *Handbook of Operating Procedures*, Policy 1.C.2. The dean of the college or school in which a student is enrolled has jurisdiction over the student’s program of study, degree requirements, and all other academic matters, including grievances, except as described below. A student pursuing simultaneous majors in two colleges is considered to be enrolled in both colleges and is under the jurisdiction of both deans. Students taking a course in a college or school other than the one(s) in which they are enrolled are subject, so far as the course and academic grievances regarding the course are concerned, to the dean of the college or school in which the course is offered. Procedures for cases of alleged academic dishonesty are given in Appendix C, chapter 11, Student Discipline and Conduct, page 203.

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**Sexual Harassment Policy**

It is the policy of The University of Texas at Austin to provide an educational and working environment for its students that is free from sex discrimination, sexual harassment, and sexual misconduct by members of the University community, visitors to campus, and by those who have business or educational relationships with the University. Sex discrimination, sexual harassment, and sexual misconduct in any form will not be tolerated and individuals who engage in such conduct will be subject to disciplinary action. The University encourages students, faculty, staff, and visitors to promptly report sex discrimination, sexual harassment, or sexual misconduct.

**Sexual Harassment of Students**

It is the policy of The University of Texas at Austin to maintain an educational environment free from sexual harassment and intimidation. Sexual harassment is expressly prohibited and offenders are subject to disciplinary action.
"Sexual Harassment" is defined as either unwelcome sexual advances or requests for sexual favors, or other verbal or physical conduct of a sexual nature, by a faculty member or other employee of The University, when:

(1) submission by a student to such conduct made explicitly or implicitly a condition for academic opportunity or advancement;

(2) submission to or rejection of such conduct by a student is used as the basis for academic decisions affecting that student; or

(3) the intended effect or reasonably foreseeable effect of such conduct is to create an intimidating, hostile, or offensive environment for the student.

The Office of the Dean of Students has been given the primary responsibility for responding to questions about and receiving complaints of sexual harassment of students. Students who believe they have been subjected to sexual harassment may contact Legal Services for Students in SSB 3.410H. However, they also may address their questions or complaints to the department chairperson or other University administrative personnel. In such cases, the chairperson or other administrator should immediately contact the Assistant Dean of Students for consultation.

Investigation of a specific complaint of sexual harassment will be initiated upon submission of a written and signed statement by the student to the Assistant Dean of Students, department chairperson, or dean. Investigation and resolution of such complaints will be through the Office of the Executive Vice President and Provost. Confidentiality will be maintained to the extent permitted under the law, and the rights of the individuals involved will be protected. Disagreement with the resolution of the complaint will be handled according to the usual procedures for grievances.

In addition to complying with the above policy dealing with sexual harassment, students and faculty members should conduct themselves in an appropriate manner and should avoid compromising situations involving any romantic or sexual relationship between a faculty member and a student who is enrolled in a course taught by the faculty member or who is otherwise under the supervision of the faculty member.

This policy is not intended, in any way, to discourage the interaction of faculty and students where harassment or a conflict of interest is not a factor; however, the policy is intended to clarify that it is inappropriate for a faculty member to form romantic or sexual relationships with students working under the faculty member's direct supervision.

For more information about sexual harassment, sex discrimination, and sexual misconduct, please contact the Equal Opportunity Services office at 512-471-1849, or visit the EOS Web site at [www.utexas.edu/eso](http://www.utexas.edu/eso). Students with questions should call the
Office of the Dean of Students at 512-471-5017, or visit the Student’s Guide to Sexual Discrimination, Sexual Harassment, or Sexual Misconduct on the DOS Web site http://deanofstudents.utexas.edu/sh/.
Social Work Code of Ethics
Code of Ethics

National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Preamble

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

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

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

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

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

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this *Code*.
In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

**Ethical Principles**

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

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

Value: Social Justice

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

Value: Dignity and Worth of the Person

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

Value: Importance of Human Relationships

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

Value: Integrity

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

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their
professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

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

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

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.

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

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.
(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

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

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

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.
4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

(a) A social worker must observe and comply with the code of conduct and standards of practice set forth in this subchapter. Any violation of the code of conduct or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.

(1) A social worker shall not refuse to perform any act or service for which the person is licensed solely on the basis of a client's age, gender, race, color, religion, national origin, disability, sexual orientation, or political affiliation.

(2) A social worker shall truthfully report her or his services, professional credentials and qualifications to clients or potential clients. A social worker shall not advertise or claim a degree from a college or university which is not accredited by the Council on Higher Education Accreditation.

(3) A social worker shall only offer those services that are within his or her professional competency, and shall provide services within accepted professional standards of practice, appropriate to the client's needs.

(4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.

(5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.

(6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.

(7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.

(8) A social worker shall be responsible for setting and maintaining professional boundaries.

(9) A social worker shall not have sexual contact with a client or a person who has been a client.

(10) A social worker shall refrain from providing services while impaired by physical health, mental health, medical condition, or by medication, drugs or alcohol.

(11) A social worker shall not exploit his or her position of trust with a client or former client.

(12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.
(13) A social worker shall refer a client for those services that the social worker is unable to meet, and shall terminate services to a client when continuing to provide services is no longer in the client's best interest.

If you have a question about the professional performance of a social worker licensed by the Texas State Board of Social Worker Examiners call toll-free at 1-800-232-3162. In Austin, call (512) 719-3521 or write to:

Texas State Board of Social Worker Examiners
P.O. Box 149347, Mail Code 1982
Austin, Texas 78714-9347
http://www.dshs.state.tx.us/socialwork
1-800-942-5540 (Complaint Hotline)
Last updated August 24, 2011
NASW Standards for Cultural Competence in Social Work Practice

Introduction

The Standards for Cultural Competence in Social Work Practice are based on the policy statement “Cultural Competence in the Social Work Profession” published in Social Work Speaks: NASW Policy Statements (2000b) and the NASW Code of Ethics (2000a), which charges social workers with the ethical responsibility to be culturally competent. Both were originally adopted by the 1996 NASW Delegate Assembly. NASW “supports and encourages the development of standards for culturally competent social work practice, a definition of expertise, and the advancement of practice models that have relevance for the range of needs and services represented by diverse client populations” (NASW, 2000b, p. 61). The material that follows is the first attempt by the profession to delineate standards for culturally competent social work practice. The United States is constantly undergoing major demographic changes. The 1990 to 2000 population growth was the largest in American history with a dramatic increase in people of color from 20 percent to 25 percent (Perry & Mackum, 2001). Those changes alter and increase the diversity confronting social workers daily in their agencies. The complexities associated with cultural diversity in the United States affect all aspects of professional social work practice, requiring social workers to strive to deliver culturally competent services to an ever-increasing broad range of clients. The social work profession traditionally has emphasized the importance of the person-in-environment and the dual perspective, the concept that all people are part of two systems: the larger societal system and their immediate environments (Norton, 1978). Social workers using a person-in-environment framework for assessment need to include to varying degrees important cultural factors that have meaning for clients and reflect the culture of the world around them. In the United States, cultural diversity in social work has primarily been associated with race and ethnicity, but diversity is taking on a broader meaning to include the sociocultural experiences of people of different genders, social classes, religious and spiritual beliefs, sexual orientations, ages, and physical and mental abilities. A brief review of the social work literature in the past few years points to the range of potential content areas that require culturally sensitive and culturally competent interventions. These include addressing racial identity formation for people of color as well as for white people; the interrelationship among class, race, ethnicity, and gender; working with low-income families; working with older adults; the importance of religion and spirituality in the lives of clients; the development of gender identity and sexual orientation; immigration, acculturation, and assimilation stresses; biculturalism; working with people with disabilities; empowerment skills; community building; reaching out to new populations of color; and how to train for culturally competent models of practice. Therefore, cultural competence in social work practice implies a heightened consciousness of how clients experience their uniqueness and deal with their differences and similarities within a larger social context.

Standard 1. Ethics and Values

Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.
Standard 2. Self-Awareness

Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge

Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills

Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers’ understanding of the role of culture in the helping process.

Standard 5. Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy

Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7. Diverse Workforce

Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8. Professional Education

Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity

Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.
Standard 10. Cross-Cultural Leadership

Social workers shall be able to communicate information about diverse client groups to other professionals.

Definitions

The NASW Board of Directors, at its June 2001 meeting, accepted the following definitions of culture, competence, and cultural competence in the practice of social work. These definitions are drawn from the NASW Code of Ethics and Social Work Speaks.

Culture - “The word ‘culture’ is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group” (NASW, 2000b, p. 61). Culture often is referred to as the totality of ways being passed on from generation to generation. The term culture includes ways in which people with disabilities or people from various religious backgrounds or people who are gay, lesbian, or transgender experience the world around them.

The Preamble to the NASW Code of Ethics begins by stating:

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. And goes on to say, “Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice” (NASW, 2000a, p. 1).

Second, culture is mentioned in two ethical standards

Value: Social Justice and the Ethical Principle:

Social workers challenge social injustice.
This means that social workers’ social change efforts seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity.

Value: Dignity and Worth of the Person and the Ethical Principle: Social workers respect the inherent dignity and worth of the person.

This value states that social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.

Competence

The word competence is used because it implies having the capacity to function effectively within the context of culturally integrated patterns of human behavior defined by the group.
In the *Code of Ethics* competence is discussed in several ways. First as a value of the profession:

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

This value encourages social workers to 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.

Second, competence is discussed as an ethical standard:

### 1.04 Competence

- 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.

- 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.

- 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. Cultural competence is never fully realized, achieved, or completed, but rather cultural competence is a lifelong process for social workers who will always encounter diverse clients and new situations in their practice. Supervisors and workers should have the expectation that cultural competence is an ongoing learning process integral and central to daily supervision.

**Cultural Competence**

*Cultural competence* refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each. “Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or among professionals and enable the system, agency, or professionals to work effectively in cross-cultural situations” (NASW, 2000b, p. 61). Operationally defined, *cultural competence* is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (Davis & Donald, 1997). Competence in cross-cultural functioning means learning new patterns of behavior and effectively applying them in appropriate settings. Gallegos (1982) provided one of the first conceptualizations of ethnic competence as “a set of procedures and activities to be used in acquiring culturally relevant insights into the problems of...
minority clients and the means of applying such insights to the development of intervention strategies that are culturally appropriate for these clients.” (p. 4). This kind of sophisticated cultural competence does not come naturally to any social worker and requires a high level of professionalism and knowledge. There are five essential elements that contribute to a system’s ability to become more culturally competent. The system should (1) value diversity, (2) have the capacity for cultural self-assessment, (3) be conscious of the dynamics inherent when cultures interact, (4) institutionalize cultural knowledge, and (5) develop programs and services that reflect an understanding of diversity between and within cultures. These five elements must be manifested in every level of the service delivery system. They should be reflected in attitudes, structures, policies, and services. The specific Ethical Standard for culturally competent social work practice is contained under Section 1. Social workers’ ethical responsibilities to clients.

1.05 Cultural Competence and Social Diversity

- Social workers should understand culture and its functions in human behavior and society, recognizing the strengths that exist in all cultures of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

- Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability. Finally, the Code reemphasizes the importance of cultural competence in the last section of the Code, Section 6. Social Workers Ethical Responsibilities to the Broader Society.

6.04 Social and Political Action

Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups. 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. Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

Goals and Objectives of the Standards

These standards address the need for definition, support, and encouragement for the development of a high level of social work practice that encourages cultural competence among all social workers so that they can respond effectively, knowledgeably, sensitively, and skillfully to the diversity inherent in the agencies in which they work and with the clients and communities they serve. These
standards intend to move the discussion of cultural competence within social work practice toward the development of clearer guidelines, goals, and objectives for the future of social work practice. The specific goals of the standards are

- To maintain and improve the quality of culturally competent services provided by social workers and programs delivered by social service agencies
- To establish professional expectations so that social workers can monitor and evaluate their culturally competent practice
- To provide a framework for social workers to assess culturally competent practice
- To inform consumers, governmental regulatory bodies, and others, such as insurance carriers, about the profession’s standards for culturally competent practice
- To establish specific ethical guidelines for culturally competent social work practice in agency or private practice settings
- To provide documentation of professional expectations for agencies, peer review committees, state regulatory bodies, insurance carriers, and others.

**Standard 1. Ethics and Values**

Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

**Interpretation**

A major characteristic of a profession is its ability to establish ethical standards to help professionals identify ethical issues in practice and to guide them in determining what is ethically acceptable and unacceptable behavior (Reamer, 1998). Social work has developed a comprehensive set of ethical standards embodied in the NASW *Code of Ethics* that “address a wide range of issues, including, for example, social workers’ handling of confidential information, sexual contact between social workers and their clients, conflicts of interest, supervision, education and training, and social and political action” (Reamer, 1998, p. 2). The Code includes a mission statement, which sets forth several key elements in social work practice, mainly the social workers’ commitment to enhancing human well-being and helping meet basic human needs of all people; client empowerment; service to people who are vulnerable and oppressed; focus on individual well-being in a social context; promotion of social justice and social change; and sensitivity to cultural and ethnic diversity. Social workers clearly have an ethical responsibility to be culturally competent practitioners. The Code recognizes that culture and ethnicity may influence how individuals cope with problems and interact with each other. What is behaviorally appropriate in one culture may seem abnormal in another. Accepted practice in one culture may be prohibited in another. To fully understand and appreciate these differences, social workers must be familiar with
varying cultural traditions and norms. Clients’ cultural backgrounds may affect their help-seeking behaviors as well. The ways in which social services are planned and implemented need to be culturally sensitive to be culturally effective. Cultural competence builds on the profession’s valued stance on self-determination and individual dignity and worth, adding inclusion, tolerance, and respect for diversity in all its forms. It requires social workers to struggle with ethical dilemmas arising from value conflicts or special needs of diverse clients such as helping clients enroll in mandated training or mental health services that are culturally insensitive. Cultural competence requires social workers to recognize the strengths that exist in all cultures. This does not imply a universal nor automatic acceptance of all practices of all cultures. For example, some cultures subjugate women, oppress persons based on sexual orientation, and value the use of corporal punishment and the death penalty. Cultural competence in social work practice must be informed by and applied within the context of NASW’s *Code of Ethics* and the United Nations Declaration of Human Rights.

**Standard 2. Self-Awareness**

Social workers shall develop an understanding of their own personal and cultural values and beliefs as a first step in appreciating the importance of multicultural identities in the lives of people.

**Interpretation**

Cultural competence requires social workers to examine their own cultural backgrounds and identities to increase awareness of personal assumptions, values, and biases. The workers’ self-awareness of their own cultural identities is as fundamental to practice as the informed assumptions about clients’ cultural backgrounds and experiences in the United States. This awareness of personal values, beliefs, and biases inform their practice and influence relationships with clients. Cultural competence includes knowing and acknowledging how fears, ignorance, and the “isms” (racism, sexism, ethnocentrism, heterosexism, ageism, classism) have influenced their attitudes, beliefs, and feelings. Social workers need to be able to move from being culturally aware of their own heritage to becoming culturally aware of the heritage of others. They can value and celebrate differences in others rather than maintain an ethnocentric stance and can demonstrate comfort with differences between themselves and others. They have an awareness of personal and professional limitations that may warrant the referral of a client to another social worker or agency that can best meet the clients’ needs. Self-awareness also helps in understanding the process of cultural identity formation and helps guard against stereotyping. As one develops the diversity within one’s own group, one can be more open to the diversity within other groups. Cultural competence also requires social workers to appreciate how workers need to move from cultural awareness to cultural sensitivity before achieving cultural competence and to evaluate growth and development throughout these different levels of cultural competence in practice. Self-awareness becomes the basis for professional development and should be supported by supervision and agency administration. Agency administrators and public policy advocates also need to develop strategies to reduce their own biases and expand their self-awareness.
Standard 3. Cross-Cultural Knowledge

Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups served.

Interpretation

Cultural competence is not static and requires frequent relearning and unlearning about diversity. Social workers need to take every opportunity to expand their cultural knowledge and expertise by expanding their understanding of the following areas: “the impact of culture on behavior, attitudes, and values; the help-seeking behaviors of diverse client groups; the role of language, speech patterns, and communication styles of various client groups in the communities served; the impact of social service policies on various client groups; the resources (agencies, people, informal helping networks, and research) that can be used on behalf of diverse client groups; the ways that professional values may conflict with or accommodate the needs of diverse client groups; and the power relationships in the community, agencies, or institutions and their impact on diverse client groups” (Gallegos, pp. 7–8). Social workers need to possess specific knowledge about the particular providers and client groups they work with, including the range of historical experiences, resettlement patterns, individual and group oppression, adjustment styles, socioeconomic backgrounds, life processes, learning styles, cognitive skills, worldviews and specific cultural customs and practices, their definition of and beliefs about the causation of wellness and illness or normality and abnormality, and how care and services should be delivered. They also must seek specialized knowledge about U.S. social, cultural, and political systems, how they operate, and how they serve or fail to serve specific client groups. This includes knowledge of institutional, class, culture, and language barriers that prevent diverse client group members from using services. Cultural competence requires explicit knowledge of traditional theories and principles concerning such areas as human behavior, life cycle development, problem-solving skills, prevention, and rehabilitation. Social workers need the critical skill of asking the right questions, being comfortable with discussing cultural differences, and asking clients about what works for them and what is comfortable for them in these discussions. Furthermore, culturally competent social workers need to know the limitations and strengths of current theories, processes and practice models, and which have specific applicability and relevance to the service needs of culturally diverse client groups.

Standard 4. Cross-Cultural Skills

Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers’ understanding of the role of culture in the helping process.

Interpretation

The personal attributes of a culturally competent social worker include qualities that reflect genuineness, empathy, and warmth; the capacity to respond flexibly to a range of possible solutions; an acceptance of and openness to differences among people; a willingness to learn to work with
clients of different backgrounds; an articulation and clarification of stereotypes and biases and how these may accommodate or conflict with the needs of diverse client groups; and personal commitment to alleviate racism, sexism, homophobia, ageism, and poverty. These attributes are important to the direct practitioner and to the agency administrator. More specifically, social workers should have the skills to

- Work with a wide range of people who are culturally different or similar to themselves and establish avenues for learning about the cultures of these clients
- Assess the meaning of culture for individual clients and client groups, encourage open discussion of differences, and respond to culturally biased cues
- Master interviewing techniques that reflect an understanding of the role of language in the client’s culture
- Conduct a comprehensive assessment of client systems in which cultural norms and behaviors are evaluated as strengths and differentiated from problematic or symptomatic behaviors
- Integrate the information gained from a culturally competent assessment into culturally appropriate intervention plans and involve clients and respect their choices in developing goals for service
- Select and develop appropriate methods, skills, and techniques that are attuned to their clients’ cultural, bicultural, or marginal experiences in their environments
- Generate a wide variety of verbal and nonverbal communication skills in response to direct and indirect communication styles of diverse clients
- Understand the interaction of the cultural systems of the social worker, the client, the particular agency setting, and the broader immediate community
- Effectively use the clients’ natural support system in resolving problems—for example, folk healers, storefronts, religious and spiritual leaders, families of creation, and other community resources
- Demonstrate advocacy and empowerment skills in work with clients, recognizing and combating the “isms”, stereotypes, and myths held by individuals and institutions
- Identify service delivery systems or models that are appropriate to the targeted client population and make appropriate referrals when indicated
- Consult with supervisors and colleagues for feedback and monitoring of performance and identify features of their own professional style that impede or enhance their culturally competent practice
• Evaluate the validity and applicability of new techniques, research, and knowledge for work with diverse client groups.

**Standard 5. Service Delivery**

Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

**Interpretation**

Agencies and professional social work organizations need to promote cultural competence by supporting the evaluation of culturally competent service delivery models and setting standards for cultural competence within these settings. Culturally competent social workers need to be aware of and vigilant about the dynamics that result from cultural differences and similarities between workers and clients. This includes monitoring cultural competence among social workers (agency evaluations, supervision, in-service training, and feedback from clients). Social workers need to detect and prevent exclusion of diverse clients from service opportunities and seek to create opportunities for clients, matching their needs with culturally competent service delivery systems or adapting services to better meet the culturally unique needs of clients. Furthermore, they need to foster policies and procedures that help ensure access to care that accommodates varying cultural beliefs. For direct practitioners, policymakers, or administrators, this specifically involves

• Actively recruiting multiethnic staff and including cultural competence requirements in job descriptions and performance and promotion measures

• Reviewing the current and emergent demographic trends for the geographic area served by the agency to determine service needs for the provision of interpretation and translation services

• Creating service delivery systems or models that are more appropriate to the targeted client populations or advocating for the creation of such services

• Including participation by clients as major stakeholders in the development of service delivery systems

• Ensuring that program decor and design is reflective of the cultural heritage of clients and families using the service

• Attending to social issues (for example, housing, education, police, and social justice) that concern clients of diverse backgrounds
• Not accepting staff remarks that insult or demean clients and their culture

• Supporting the inclusion of cultural competence standards in accreditation bodies and organizational policies as well as in licensing and certification examinations

• Developing staffing plans that reflect the organization and the targeted client population (for example, hiring, position descriptions, performance evaluations, training)

• Developing performance measures to assess culturally competent practice

• Including participation of client groups in the development of research and treatment protocols

**Standard 6. Empowerment and Advocacy**

Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

**Interpretation**

Culturally competent social workers are keenly aware of the deleterious effects of racism, sexism, ageism, heterosexism or homophobia, anti-Semitism, ethnocentrism, classism, and xenophobia on clients’ lives and the need for social advocacy and social action to better empower diverse clients and communities. As first defined by Solomon (1976), *empowerment* involves facilitating the clients’ connection with their own power and, in turn, being empowered by the very act of reaching across cultural barriers.

Empowerment refers to the person’s ability to do for themselves while advocacy implies doing for the client. Even in the act of advocacy, social workers must be careful not to impose their values on clients and must seek to understand what clients mean by advocacy. Respectful collaboration needs to take place to promote mutually agreed-on goals for change. Social workers need a range of skills and abilities to advocate for and with clients against the underlying devaluation of cultural experiences related to difference and oppression and power and privilege in the United States. The empowerment tradition in social work practice suggests a promotion of the combined goals of consciousness raising and developing a sense of personal power and skills while working toward social change. Best practice views this as a process and outcome of the empowerment perspective (Gutiérrez, 1990; Simon, 1994). Social workers using this standard will apply an ecosystems perspective and a strengths orientation in practice. This means that workers consider client situations as they describe needs in terms of transitory challenges rather than fixed problems. According to Gutiérrez and Lewis (1999), empowerment is a model for practice, a perspective and a set of skills and techniques. The expectation is that culturally competent social workers reflect these values in their practice.
Standard 7. Diverse Workforce

Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Interpretation

Increasing cultural competence within the profession requires demonstrated efforts to recruit and retain a diverse cadre of social workers, many of whom would bring some “indigenous” cultural competence to the profession as well as demonstrated efforts to increase avenues for the acquisition of culturally competent skills by all social workers. Diversity should be represented at all levels of the organization, and not just among direct practitioners. The social work profession has espoused a commitment to diversity, inclusion, and affirmative action. However, available statistics indicate that in the United States social workers are predominantly white (88.5 percent) and female (78.0 percent). The proportion of people of color has remained relatively stable in the social work membership of the National Association of Social Workers over a period of several years: 5.3 percent identify themselves as African American; Hispanics, including Mexican Americans, Puerto Ricans, and other Hispanic groups constitute about 2.8 percent of the membership; Asians and Pacific Islanders 1.7 percent; and American Indians/First Nations People 0.5 percent (Gibelman & Schervish, 1997). Social work client populations are more diverse than the social work profession itself. In many instances, service to clients is targeted to marginalized communities and special populations, groups that typically include disproportionately high numbers of people of color, elderly people, people with disabilities, and clients of lower socioeconomic status. Matching workforce to client populations can be an effective strategy for bridging cultural differences between social worker and client, although it cannot be the only strategy. The assumption is that individuals of similar backgrounds can understand each other better and communicate more effectively (Jackson & López, 1999). Yet an equally compelling fact is that “the majority of clinicians from the mainstream dominant culture will routinely provide care for large numbers of patients of diverse ethnic and/or cultural backgrounds. Clearly increasing the numbers of culturally diverse social workers is not sufficient. Even these professionals will need to be able to provide care for patients who are not like themselves” (Jackson & López, 1999, p. 4). In addition, culturally competent social workers who bring a special skill or knowledge to the profession, like bicultural and bilingual skills, or American Sign Language (ASL) skills, are entitled to professional equity and should not be exploited for their expertise but should be appropriately compensated for skills that enhance the delivery of services to clients.

Standard 8. Professional Education

Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Interpretation

Cultural competence is a vital link between the theoretical and practice knowledge base that defines social work expertise. Social work is a practice-oriented profession, and social work education and
training need to keep up with and stay ahead of changes in professional practice, which includes the changing needs of diverse client populations. Diversity needs to be addressed in social work curricula and needs to be viewed as central to faculty and staff appointments and research agendas. The social work profession should be encouraged to take steps to ensure cultural competence as an integral part of social work education, training and practice, and to increase research and scholarship on culturally competent practice among social work professionals. This includes undergraduate, master’s and doctoral programs in social work as well as post-master’s training, continuing education, and meetings of the profession. Social agencies should be encouraged to provide culturally competent in-service training and opportunities for continuing education for agency-based workers. NASW should contribute to the ongoing education and training needs for all social workers, with particular emphasis on promoting culturally competent practice in continuing education offerings in terms of content, faculty, and auspice. In addition, the NASW Code of Ethics clearly states, “Social workers who provide supervision and consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries” (p. 14). This highlights the importance of providing culturally sensitive supervision and field instruction, as well as the pivotal role of supervisors and field instructors in promoting culturally competent practice among workers and students.

**Standard 9. Language Diversity**

Social workers shall seek to provide and advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include the use of interpreters.

**Interpretation**

Social workers should accept the individual person in his or her totality and ensure access to needed services. Language is a source and an extension of personal identity and culture and therefore, is one way individuals interact with others in their families and communities and across different cultural groups. Individuals and groups have a right to use their language in their individual and communal life. Language diversity is a resource for society, and linguistic diversity should be preserved and promoted. The essence of the social work profession is to promote social justice and eliminate discrimination and oppression based on linguistic or other diversities. Title VI of the Civil Rights Act clarifies the obligation of agencies and service providers to not discriminate or have methods of administering services that may subject individuals to discrimination. Agencies and providers of services are expected to take reasonable steps to provide services and information in appropriate language other than English to ensure that people with limited English proficiency are effectively informed and can effectively participate in and benefit from its programs. It is the responsibility of social services agencies and social workers to provide clients services in the language of their choice or to seek the assistance of qualified language interpreters. Social workers need to communicate respectfully and effectively with clients from different ethnic, cultural, and linguistic backgrounds; this might include knowing the client’s language. The use of language translation should be done by trained professional interpreters (for example, certified or registered sign language interpreters). Interpreters generally need proficiency in both English and the other language, as well as orientation and training. Social agencies and social workers have a responsibility to use language interpreters when necessary, and to make certain that
Interpreters do not breach confidentiality, create barriers to clients when revealing personal information that is critical to their situation, are properly trained and oriented to the ethics of interpreting in a helping situation, and have fundamental knowledge of specialized terms and concepts specific to the agency’s programs or activities.

**Standard 10. Cross-Cultural Leadership**

Social workers shall be able to communicate information about diverse client groups to other professionals.

**Interpretation**

Social work is the appropriate profession to take a leadership role not only in disseminating knowledge about diverse client groups, but also in actively advocating for fair and equitable treatment of all clients served. This role should extend within and outside the profession. Guided by the NASW *Code of Ethics*, social work leadership is the communication of vision to create proactive processes that empower individuals, families, groups, organizations, and communities. Diversity skills, defined as sensitivity to diversity, multicultural leadership, acceptance and tolerance, cultural competence, and tolerance of ambiguity, constitute one of the core leadership skills for successful leadership (Rank & Hutchison, 2000). Social workers should come forth to assume leadership in empowering diverse client populations, to share information about diverse populations to the general public, and to advocate for their clients’ concerns at interpersonal and institutional levels, locally, nationally, and internationally. With the establishment of standards for cultural competence in social work practice, there is an equally important need for the profession to provide ongoing training in cultural competence and to establish mechanisms for the evaluation of competence-based practice. As the social work profession develops cultural competencies, then the profession must have the ability to measure those competencies. The development of outcome measures needs to go hand in hand with the development of these standards.
References


School of Social Work Faculty List 2012-2013
<table>
<thead>
<tr>
<th>Name</th>
<th>Education</th>
<th>Specializations</th>
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<tbody>
<tr>
<td>ANDERSON, Barbara</td>
<td>BA, Texas Tech University&lt;br&gt;MSSW, University of Texas at Austin</td>
<td>Generalist practice, child welfare, medical social work and field education</td>
</tr>
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<tr>
<td>ARMOUR, Marilyn</td>
<td>BA, Bard College&lt;br&gt;MSW, University of Minnesota&lt;br&gt;PhD, University of Minnesota</td>
<td>Clinical interventions with individuals, couples, and families; Clinical supervision; Cross Cultural supervision; Professional ethics and boundaries; Restorative justice; Research on families of homicide victims; Qualitative research methods</td>
</tr>
<tr>
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<td>BA, High Point University&lt;br&gt;MSW, University of South Carolina&lt;br&gt;MPA, University of South Carolina&lt;br&gt;PhD, University of South Carolina</td>
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</tr>
<tr>
<td>CASTRO, Yessenia</td>
<td>BA, University of Southern California&lt;br&gt;MS, Florida State University&lt;br&gt;PhD, Florida State University</td>
<td>Interventions for health risk behaviors; effects of cultural factors, gender, and race/ethnicity on health behavior; Latino health; psychometrics</td>
</tr>
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<td>Gerontology, Social Security and income maintenance, mental health of older persons, evaluation of human service programs</td>
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<tr>
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<tr>
<td>CUBBIN, Catherine</td>
<td>Honors Program, Temple University BA, University of Pennsylvania PhD, Johns Hopkins University</td>
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<tr>
<td>DE LUCA, Susan</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<td>Name</td>
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<td>GRANT, Darlene</td>
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<td>MC KEE LOPEZ, Molly</td>
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<td>AIDS; grief; gerontology, group work; women's issues</td>
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<td>ROUNTREE, Michele</td>
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<td>STREETER, Calvin</td>
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| ZAYAS, Luis                                      | BA, Manhattan College Liberal Arts  
|                                                | MS, Columbia University Social Work  
|                                                | MA, Columbia University  
|                                                | M.Phil., Columbia University  
|                                                | PhD, Columbia University  
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| Psychosocial intervention                      | research; childrearing, child  
| research; childrearing, child                   | socialization, and parent-child  
| socialization, and parent-child                 | interaction in Hispanic families;  
| interaction in Hispanic families;              | integrating ethnicity, race, and  
| integrating ethnicity, race, and               | culture in mental health  
| culture in mental health                        | assessment and treatment |