



The University of Texas at Austin
Steve Hicks School of Social Work

BSW HANDBOOK
2020-2021

THE UNIVERSITY OF TEXAS AT AUSTIN

Steve Hicks School of Social Work

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STEVE HICKS SCHOOL OF SOCIAL WORK ADMINISTRATION

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The BSW Program Handbook is for informational purposes only and is not an official publication of The University of Texas at Austin. For official rules, regulations, and degree requirements, please refer to the Undergraduate Catalog and the General Information Bulletin of the University.

STEVE HICKS SCHOOL OF SOCIAL WORK MISSION STATEMENT

Through excellence in professional education, research, and service, the University of Texas at Austin Steve Hicks 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 to the Steve Hicks 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 of Social Work (BSW) and you will possess the knowledge, values, skills, and necessary credentials for beginning professional social work practice.

The Steve Hicks 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 four 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, Ph.D.
Dean & Centennial Professor for Leadership

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Helpful Contact Information

The area code for UT Austin is 512.

STEVE HICKS SCHOOL OF SOCIAL WORK

Academic Affairs	471-5457
Learning Resource Center	471-9223
DiNitto Center for Career Services	232-7362
Faculty Directory	http://socialwork.utexas.edu/academics/faculty/

University Operator	471-3434
General Information & Referral Service	475-7348
Admissions	475-7387
Behavioral Concerns Advice Line (BCAL)	232-5050
Vick Center for Strategic Advising and Career Counseling	232-8400
Center for Students in Recovery	475-8352
Counseling & Mental Health Center	471-3515
General Libraries Information	495-4348
International Office	471-1211
Legal Services for Students	471-7796
Office of Financial Aid	475-6282
Parking & Transportation	471-PARK
Police (UTPD)	471-4441
Recreational Sports Information	471-3116
Registrar	475-7575
Sanger Learning Center	232-8400

Services for Students with Disabilities	471-6259
Student Accounting and Special Billing (Tuition & Fee Billing)	475-7777
Student Activities	471-3065
Student Emergency Services	471-5017
Student Ombuds	471-3825
Student Testing Services	232-2662
Undergraduate Writing Center	471-6222
University Health Services	471-4955

Who's Who in the Steve Hicks School of Social Work

You Should See:	For Questions About:
<p>BSW Programs Team Staff 512-471-5457, BSWadvising@austin.utexas.edu</p> <p>Jinane Sounny-Slitine, LMSW Undergraduate Programs Coordinator</p> <p>Alexis Kyle Student Development Specialist</p>	<ul style="list-style-type: none"> • Academic advising for BSW students (including degree requirements; course sequencing; transferring of coursework to UT; application to the major) • Registration, adding and dropping courses • Orientation and BSW events (e.g., Honors Day, Family Weekend, etc.) • FIG Seminars • Graduation • Social Work Council • Social Work Education Enhancement Program • BSW listserv • Scholarships • Waivers/substitutions of degree requirements • Transfer credit approvals • Academic dismissal & scholastic probation
<p>Cosy Hough, LCSW Assistant Dean for Undergraduate Programs 512-471-8226, cosyhough@austin.utexas.edu</p>	<ul style="list-style-type: none"> • Development and oversight of BSW Program and Curriculum • Chair of BSW Program Committee • BSW Program concerns, suggestions, and grievances
<p>Sharon Brennan Executive Assistant to the Dean <i>Dean's Office, 512-471-0562;</i> jcunniff@mail.utexas.edu</p>	<ul style="list-style-type: none"> • Appointments with the Dean

<p>Tanya Voss, LCSW Assistant Dean for Field Education <i>Field Office, 512-471-0510;</i> tmvoss@mail.utexas.edu</p>	<ul style="list-style-type: none"> • Administration of UT SSW Field Program • General and specific field concerns or suggestions
<p>Eden Blesener Field Education Associate <i>Field Office, 512-471-6207; ssw-field@austin.utexas.edu</i></p>	<ul style="list-style-type: none"> • Field placement and agency database • Field mailings • Field workshops, fairs, field orientation, and placement process meetings
<p>Jennifer Luna Jackson, LMSW-AP Director, Career Services and Alumni Relations <i>512-475-8131; jlunajackson@austin.utexas.edu</i></p>	<ul style="list-style-type: none"> • Career counseling and resume review • Career development workshops • Employment and volunteer postings • Alumni network/relations
<p>Ramón Gómez, MSSW Director, Student and Community Affairs <i>512-471-9819; ramon-gomez@austin.utexas.edu</i></p>	<ul style="list-style-type: none"> • Information about UT SSW graduate program • MSSW admissions applications and procedures

For concerns relating to specific courses, first consult individually with your instructor.

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, skills, values and ethics. 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 Steve Hicks 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.
6. Engage in research-informed practice and practice-informed research.
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 including its fields of practice; values and ethics; its history and the social welfare policies that undergird it; its interactions with contexts which shape practice; and its promotion of social and economic justice to advance human rights, alleviate critical social problems, and promote wellbeing. Discuss engaging diversity and differences in social work practice. Contains an agency volunteer component of 30 clock hours.

SW 312. Generalist Social Work Practice: Knowledge, Values, and Skills. Introduction to generalist social work practice, with emphasis on the skills, knowledge, and values used in the profession. Contains an agency volunteer component of 30 clock hours.

SW 313. Social Work Research Methods.

Introduction to social work values, the research process, problem formulation and conceptualization, measurement, research design and inference, single-subject design and practice evaluation, sampling, alternative data gathering techniques and analyses, and uses of research in social work.

SW 318. Social Work Statistics.

Introduction to the conceptual and quantitative tools used to describe and interpret data in the conduct of social work practice and research. Select, calculate, and interpret appropriate statistics applicable to common data analysis situations related to direct practice, administration and planning, and policy. Explore R statistical software to calculate statistics and present results.

SW 323K. Social Welfare Programs, Policies, and Issues.

Analyze contemporary social welfare policy issues and programs and discuss the relationship between social policy and social work practice. Explore the historical, political, economic, and social conditions that influence policy development in the United States. Use policy analysis tools in order

to examine how policy influences practice and planning decisions and how social workers can influence social welfare policy.

SW 325. Foundations of Social Justice: Values, Diversity, Power and Oppression

Explore how membership in vulnerable population groups influences an individual's life experiences, world view, and increases risk factors for exposure to discrimination, economic deprivation, and oppression. Apply social justice approaches to influence assessment, planning, access to resources, intervention, and research. Critically analyze distributive justice, human and civil rights, and global interconnections of oppression. Examine the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations.

SW 327. Human Behavior and the Social Environment.

Explore the biopsychosocial and cultural functioning of human beings across the life span using an ecological-systems lens and major developmental theories as a framework to guide the processes of assessment, intervention, and evaluation. Discuss the impact of the family, social groups, organizations, communities, and society on individuals during these stages of the life span. Examine empirically-based research reflecting a risk and resilience perspective in making client assessments and recommending appropriate interventions.

SW 332. Social Work Practice with Individuals and Families.

Examine the helping process within the context of an ecosystems developmental framework. Explore engaging clients in an appropriate working relationship; communication skills; identifying issues, problems, needs, resources, and assets; and planning for service delivery. Pay special attention to understanding, affirming, and respecting people from diverse backgrounds, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

SW 333. Social Work Practice with Groups.

Explore group dynamics and effective leadership skills, through social work values and the ethical decision-making process. Discuss both task and treatment groups utilizing an ecosystems developmental framework. Pay special attention to understanding, affirming, and respecting groups with diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Explore social work group facilitation using empirically-based theories and interventions to achieve client goals.

SW 334. Social Work Practice in Organizations and Communities.

Examine the organizational context within which social services are delivered, including how funding, mandate, and organizational arrangements influence service delivery and factors to consider in efforts to modify existing organizational arrangements. Explore the interlocking and complex nature of culture and personal identity, discussing vulnerable populations and examining the factors that contribute to and constitute being at risk. Define, design, and implement strategies for effective practice with persons from diverse backgrounds.

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.

SW 444. Integrative Field Seminar.

Explore the integration of theory and practice to strengthen the relationship between the classroom content and field. Examine the processes common to all social work practice, gender and cultural issues, and their impact on service delivery. Explore issues related to social and economic justice, vulnerable populations, cultural diversity, alleviating social problems and the enhancement of human well-being.

BSW Degree Requirements

All students must fulfill the general requirements for graduation delineated below. Students in the Steve Hicks 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 Steve Hicks 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 Steve Hicks 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 122 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-three 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

University Core Requirements

All students pursuing an undergraduate degree at the university must complete the University Core Curriculum requirements. These requirements are consistent with statewide guidelines; the area of the statewide core that each requirement meets is given in parentheses. A single course may not be counted toward more than one core area. More information about University Core Curriculum can be found [here](#).

Flag Requirements

The Skills and Experience Flags are a unique and innovative feature of all undergraduate degrees at The University of Texas at Austin. The Flags are designed to provide the enriched education that all students will need to become effective future leaders in our society and a constantly evolving workplace. Throughout your UT coursework, you will earn Flags in the following six areas: writing, global cultures, cultural diversity in the united states, ethics, independent inquiry, and quantitative reasoning. To learn more visit the Center For the Skills and Experience Flags website [here](#).

Writing Component Flag Requirement

Nine hours required. Six hours are fulfilled by required social work courses (Social Work 323K and Social Work 327). Three additional hours to be completed using a course outside of the Social Work department.

Global Cultures Flag Requirement

One course required. Can be fulfilled by any UT course that carries this flag.

Cultural Diversity in the United States Flag Requirement

One course required. Fulfilled by Social Work 310 and 325.

Ethics Flag Requirement

One course required. Fulfilled by Social Work 332 and 333.

Quantitative Reasoning Flag Requirement

One course required. Fulfilled by Social Work 318.

General 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-hour introductory course in Psychology (Psychology 301); a three-hour introductory course in Sociology (Sociology 302); a three-hour course in either Child Psychology (Psychology 304), Child Development (Human Development and Family Sciences 313 and 113L), or Intro to Developmental Psychology (Psychology 333D); a three-hour course in Economics or approved alternative.

Upper Division Social and Behavioral Sciences

Students must complete at least nine semester hours of upper-division coursework in the Social and Behavioral Sciences (Anthropology, Applied Learning and Development, Economics, Education, 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 Steve Hicks 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 301E, 302D, 302E, 302F, 302G, 301L, 301M, 309D, or 311C or the equivalent. The biology course may be used to partially fulfill the Science and Technology, Part I requirement of the University Core Curriculum; please check with your advisor to verify.

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 must be repeated if they are more than 10 years old. The following courses are required:

1. Social Welfare Policy: Social Work 310, 323K.
2. Research: Social Work 313, 318.
3. Human Behavior: Social Work 325, 327.

4. Practice: Social Work 312, 332, 333, 334.
5. Field Practicum: Social Work 640, 641, 444.

Field Sequence Requirements

The social work program requires that students complete 30 clock hours of service learning/volunteer experience related to social work to be admitted to the practice sequence, to upper-division courses in social work, and to the field practicum. These service learning hours may be used to meet course requirements in Social Work 310 or Social Work 312.

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, flag, general education, and enough elective hours to meet the 122 semester hours graduation requirement when the field hours are included;
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 degree requirements must be taken and passed before entering field unless given prior approval.
6. Students must receive approval from the BSW Academic Advisors before they can enter field practicum.

Following the student's admission to the field practicum, their work is reviewed periodically by the student, their faculty liaison, and the agency field instructor. Students meet weekly with their agency-

based field instructor, a social work practitioner. Students meet with their field instructor 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.

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.

For further information consult the BSW Undergraduate Guide to Field <http://socialwork.utexas.edu/field/forms/>.

Minimum & Special Requirements

Minimum Scholastic Requirements

1. The student must fulfill the University-wide graduation requirements and the requirements of the Steve Hicks School of Social Work.
2. To apply for admission to the practice sequence, 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 325. 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 they have completed that are part of the social work major requirements. Additional requirements are given in the section "Admission to the Practice Sequence."
3. Following the student's admission to the practice sequence, the student's coursework is reviewed periodically by the student and the Undergraduate Program Coordinator. 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 Steve Hicks School of Social Work.
5. All students who seek to re-enter the Steve Hicks 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 their 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 122 hours required for the Bachelor of Social Work degree. No more than five one-semester courses taken on the pass/fail basis (16 hours total), thirty-six hours in any one subject other than social work, and sixty hours in social work may be counted toward the 122 hours requirement.

Applicability of Certain Courses

Physical Education Courses

Physical education and 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 Steve Hicks School of Social Work unless specifically approved in advance by the Undergraduate Program Coordinator. 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 Undergraduate Program Coordinator.

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 (16 hours total) 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 Steve Hicks 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 Director will review the request and determine whether or not the student should be permitted to take the examination.

Minor and Certificates

Although a minor/certificate is not required to receive a BSW degree, some students choose to minor in another field or pursue a certificate. Plans for a minor/certificate may be developed with advising assistance from the BSW Program Team Staff. A minor requires completion of the required courses specified by the department offering the minor. A list of transcript-recognized minors can be found in the Undergraduate Catalog: <http://catalog.utexas.edu/undergraduate/the-university/minor-and-certificate-programs/>

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 provided in [General Information](#).

Requirements for Admission to the Steve Hicks School of Social Work

The Steve Hicks School of Social Work maintains two classifications of undergraduate students: foundation sequence and practice sequence. Foundation sequence students are usually first- and second-year students. After completing the requirements below, a student may apply for admission to the professional curriculum in our practice sequence. Students who are admitted into the practice sequence will complete at least three additional 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, emotionally mature, and committed to the ethical standards and performance demands of social work practice. Students are encouraged to use advising services 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 their intentions with a social work advisor before applying for admission to the program.

Admission to the Steve Hicks School of Social Work into foundation sequence

The Steve Hicks School of Social Work maintains two classifications of coursework students enter: foundation sequence and practice sequence. Any student newly admitted to the University enters the foundation sequence. Student must then apply to enter the practice sequence.

A student may transfer from another division of the University to the Steve Hicks School of Social Work in accordance with the regulations given in [General Information](#).

A University student who wants to transfer as a social work major must meet the following requirements:

1. Completion of at least twenty-four 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. The internal transfer application can be found on the Steve Hicks School of Social Work website. Admission to the Steve Hicks 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 a MSW/MSSW degree at a later date.

Admission to the Practice Sequence in Social Work

No student may enter the practice sequence (the required upper-division social work courses) unless they have been admitted to the University as described in [General Information](#) and has been admitted to the practice sequence 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 Steve Hicks School of Social Work considers students for admission to the practice sequence 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 practice sequence 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 designated dates in October and March of each year. The application process allows the student to outline their background and motivation to enter the social work profession as well as any special experiences that enhance their application.

The Steve Hicks School of Social Work limits admission to the practice sequence 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 foundational 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, 318, and 325 but must maintain a SW GPA of 2.50 or better.
3. The applicant must have a University grade point average of at least 2.00.
4. Application for admission to the practice sequence must be made on forms available from the Office of Academic Affairs.
5. The following must be submitted to the Undergraduate Program Coordinator by the application deadline given above:
 - a. The completed application for admission to the practice sequence.
 - b. Narrative responses to the application questions.
 - c. A student evaluation completed by the student's instructor for SW312 .
 - d. Documented evidence of the student's completion of a resumé workshop with The DiNitto Center for Career Services.
 - e. A resumé that includes at least 30 hours of documented service learning/volunteer work.
 - f. 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.
 - g. Score reports for any credit earned by examination, if the scores are not on the student's University record.

Each applicant is considered on the basis of academic performance and their commitment to and suitability for generalist social work practice. The BSW Program Committee also assesses the applicant's emotional and practice readiness to work with clients and client systems on the basis of such factors as their completed coursework, previous meetings with the Undergraduate Program Coordinator, faculty and staff, the narrative question responses, 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, 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 they are admitted must reapply for admission in order to enroll at a later time. A student who has been admitted to and enrolls in the practice sequence, 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 practice sequence twice. Students are notified of their admissions decision via email from the Undergraduate Program Coordinator or the Assistant Dean for Undergraduate Programs.

2020-2022 BSW Degree Plan

BACHELOR OF SOCIAL WORK	
2020-2022 Degree Plan (expires August 2028) SSW 2.204 512-471-5457	
CORE CURRICULUM REQUIREMENTS	
Core First-Year Signature Course (UGS 302 or 303)	_____
Core Composition (RHE 306)	_____
Core Humanities (E 316L, M, N, or P)	_____
Core American & Texas Government (GOV 310L)	_____
Core American & Texas Government (GOV 312L, P, or R)	_____
Core American History	_____
Core American or Texas History	_____
Core Social and Behavioral Science	<u>in major</u>
Core Mathematics	_____
Core Science & Technology, Part I	_____
Core Science & Technology, Part I	_____
Core Science & Technology, Part II (choose from Part I or Part II)	_____
Core Visual & Performing Arts	_____

CURRICULUM FLAG REQUIREMENTS	
Writing (must be taken outside of Social Work)	_____
Writing	<u>in major</u>
Upper-Division Writing	<u>in major</u>
Quantitative Reasoning	<u>in major</u>
Cultural Diversity in the United States	<u>in major</u>
Global Cultures	_____
Ethics	<u>in major</u>
Independent Inquiry	<u>in major</u>
<ul style="list-style-type: none"> • Flag courses may satisfy other degree requirements. • One writing flag must be completed outside of Core requirements. • Global Cultures and Cultural Diversity flags may not be satisfied with the same course. 	

GENERAL EDUCATION REQUIREMENTS	
Foreign Language (second semester proficiency level)	_____
PSY 301 Intro to Psychology	_____
PSY 304 Intro to Child Psy or HDF 313 Child Development	_____
SOC 302 Intro to Sociology	_____
Economics (ECO 301, 304K, or 304L)	_____
Human Biology (BIO 301E, 302D, 302E, 302F, 302G, 301L, 301M, 309D, or 311C)	_____
Upper-Division Social and Behavioral Science	_____
Upper-Division Social and Behavioral Science	_____
Upper-Division Social and Behavioral Science	_____

MAJOR REQUIREMENTS	
S W 310 Intro to Social Work and Social Welfare ^{CD}	_____
S W 318 Social Work Statistics ^{SR}	_____
S W 313 Social Work Research Methods	_____
S W 325 Foundations of Social Justice ^{CD}	_____
S W 312 Generalist Social Work Practice: Knowledge, Values, & Skills	_____
S W 327 Human Behavior and the Social Environment ^{WV}	_____
S W 334 Social Work Practice in Organizations and Communities	_____
S W 323K Social Welfare Programs, Policies, and Issues ^{WV}	_____
S W 332 Social Work Practice with Individual and Families ¹	_____
S W 333 Social Work Practice with Groups ²	_____
S W 444 Advance Field Seminar	_____
S W 640 Social Work Practicum I	_____
S W 641 Social Work Practicum II	_____
<ul style="list-style-type: none"> • A minimum grade of C is required for each Social Work course. • A minimum 2.50 Grade Point Average is required for the courses (or their equivalents) in the Social Work major (excluding S W 640 and S W 641). 	

OTHER REQUIREMENTS	
University Grade Point Average of 2.00	_____
Major Grade Point Average of 2.50	_____
24 Hours in Social Work in Residence	_____
60 Hours in Residence	_____
43 Hours Upper-Division	_____
24 Hours Upper-Division in Residence	_____
Minimum of 122 Hours (Excludes MUS 101Q and MUS 101V)	_____
Maximum of 36 Hours in One Subject	_____
Maximum of 60 Hours in Social Work	_____
Maximum 16 Hours Pass/Fail (electives only)	_____

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 the 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 a BSW 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 and meet with their 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.

In addition to registration advising, students can schedule long-term planning appointments with their academic advisor. During long-term planning appointments, students will work with their academic advisor on creating a long-term plan through graduation. They will develop a tentative degree plan showing courses that they will take each semester from the time they begin the BSW Program until graduation, explore educational opportunities available to them, and gain information about how to access the DiNitto Center for Career Services.

Students have access to an interactive degree audit (IDA), 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 are strongly encouraged to monitor their academic progress using IDA. Students interested in other majors can also use IDA to see how their coursework would apply to other degrees and what additional coursework would be required.

BSW academic advisors take a developmental approach to advising. The student and the advisor will regularly discuss the student's career choice, the selection of a major, degree requirements, and requirements and process for admission to the practice sequence coursework. Closer towards graduation, academic advisors and students will also focus the student's preparation for entry into the field practicum and future career plans. During their last year, the field practicum and the student's post-graduation plans are the primary foci of academic advising sessions. Students are encouraged to see their advisor as soon as they begin experiencing any academic or personal

difficulties. Their advisor can assist in developing options and link the student with appropriate campus and community resources.

Advising and assistance are provided to students in the Steve Hicks School of Social Work through a combination of resources including:

Office of Academic Affairs

The academic advisors provide academic advising to all BSW students. They handle registration procedures; process add and drop forms, withdrawal, grade change, graduation, and other student-related forms; update student records; and coordinate the admission to the practice sequence 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, programs of work, curriculum modifications, and graduation. The Assistant Dean for Undergraduate Programs chairs the BSW Program Committee and also responds to requests, petitions and grievances related to BSW program policies, procedures, faculty, 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

A student's scholastic standing at UT is determined by the grades they make at UT and the total number of college hours they have attempted. This means that as far as the possibility of scholastic dismissal is concerned, the more UT hours a student has completed, the higher their grades must be to stay in school. To be in good standing, students must have a cumulative UT GPA of 2.0 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 their grades in MyUT, 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 they have 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.

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 their performance at UT, the student should contact their academic advisor immediately. Their advisor can discuss possible options and provide positive suggestions that may improve the academic situation. The advisor can help the student develop a contract or plan to improve their academic status and provide support and monitoring of that plan.

If a student has been dismissed from the University and the dismissal period has been completed, they must contact the UT Office of Admissions to apply for readmission to the University.

Review and Grievance Procedures

The Student Standards for Social Work Education (SSSWE)

<http://socialwork.utexas.edu/current/forms/> delineates standards for professional education that apply to students enrolled in the Steve Hicks School of Social Work. Because of the nature of professional social work practice, the Steve Hicks 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, <http://socialwork.utexas.edu/current/forms/>. 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 corrective 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 Senior Associate Dean of the Steve Hicks 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 Steve Hicks

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 before releasing to the student. 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.

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)

Official withdrawal date	Percentage refund
Prior to the 1 st class day	100% less \$15 matriculation fee
During the 1 st five class days	80%
During the 2 nd five class days	70%
During the 3 rd five class days	50%
During the 4 th five class days	25%
20 th class day and thereafter	none

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

Official withdrawal date	Percentage refund
Prior to the 1 st class day	100% less \$15 matriculation fee
During the 1 st three class days	80%
During the 2 nd three class days	50%
7 th class day and thereafter	none

Withdrawal refunds are based upon the effective date on the withdrawal form. 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.

A student who elects to pay their tuition on the installment plan and then withdraws from the University may still owe a portion of the tuition and fees; the installment service charge is not refundable. Likewise, a student who defers their tuition to financial aid and withdraws before the aid disburses may be responsible for a portion of the tuition. A bar will be placed on the student's record until all financial obligations are met.

Students withdrawn by the University because of a returned check are assessed a \$25 service charge, a \$15 [matriculation fee](#), and a \$50 reinstatement fee. 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 section [Withdrawal](#).

A student who withdraws after receiving any cash payment from the Office of Financial Aid 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 Financial Aid 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](#). 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. Revised tuition bills are not sent to the student when they change their schedule. It is the student's responsibility to check "My Tuition Bill" or "What I Owe" to see what payments are still outstanding. Failure to pay for added classes may result in the cancellation of the student's entire registration. Students can determine what they owe by viewing My Tuition Bill on the [Student Accounts Receivable website](#).

Overpayments of tuition resulting from classes that a student drops (1) during the first twelve class days in a fall or spring semester; (2) during the first four class days in any summer session will be refunded. No refunds are made for classes dropped after these dates. Tuition refunds begin processing 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 Texas One Stop at onestop@utexas.edu 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; (3) there must be space available in the class; and (4) the student must remain in conformity with the [Quantity of Work Rule](#).

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; for graduate students, the approval of the instructor, the graduate advisor, and the graduate dean is required. In some colleges and schools, the approval of the student's advisor and college dean is 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 a long-session 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 long-session semester or the second class day of the summer term. After the twelfth class day of a long-session semester or the fourth class day of a summer term, with the approval of the student's dean and the chair of the department offering the class, a student may add a current or past semester class (either with or without a grade) only¹:

1. If there was a rare or extenuating circumstance such that the student was unable to attempt to register for the class during the regular registration or add/drop access periods; or
2. When evidence exists that the student made an unsuccessful attempt to register for the class using normal registration procedures and that space was available in the class at that time.

The addition of a class for a semester prior to the previous long semester must be signed by the dean or the appropriate associate dean of the college/school. For graduate students, this is the graduate dean or the associate dean for student services.

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](#). The dates of the deadlines discussed below are given in the [Academic Calendar](#). Students considering dropping a course are encouraged to speak with the course's instructor to determine if options exist for completing the course. 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. Delete drops (which remove all indications of the course registration from a student's academic record) may be requested only in the cases of University error or in response to rare and extenuating circumstances. The form requesting the delete drop must be signed by the dean or the appropriate associate dean of the college or school in which the student is enrolled.

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 the deadline to drop a class for academic reasons 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.

Any such dropped class, for which the symbol Q is assigned, will not be considered final until any investigations of scholastic dishonesty for the class in question are resolved.

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.

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

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 advisor 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. In some colleges and schools, the approval of the student's advisor 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, there are only two possible ways for a student to drop a class. One way is in the case of urgent, substantiated, nonacademic reasons, which must be approved by his or her dean. Approved nonacademic drops that occur during this period are not counted toward the six-drop limit described above. The other way is for the student to seek approval to use the One-Time-Exception. Approved One-Time-Exception (OTE) drops that occur during this period are counted toward the six-drop limit described above. To seek either type of drop within this period a student must submit the completed OTE form to the student's dean's office by the last class day.

One-Time-Exception

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, or the School of Law.
2. A student must submit the completed OTE form to the student's dean's office by the last class day.
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. 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.
2. A student may not drop a class if there are any pending investigations of scholastic dishonesty for the class in question. Any drop assigned will not be considered final until any investigations of scholastic dishonesty for the class in question are resolved.
3. 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.

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 their advisor 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 their dean. In some colleges and schools, the approval of the student's advisor 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 their 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. A student may not drop a class in which a final grade has been assigned. This will be verified by the Dean's Office with the instructor of the course.

2. 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 Dean's Office with the instructor of the course.
3. A student may drop a course if there is a pending investigation of scholastic dishonesty. However, a drop is not considered final until all investigations are fully resolved and the course may be reinstated to face an academic penalty. A student may receive an academic penalty for a dropped class if found guilty of scholastic dishonesty.
4. 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. Students may withdraw if there are pending investigations of scholastic dishonesty. However, a withdrawal is not considered final until this investigation is fully resolved.
4. Students who have already used their OTE will not be allowed to withdraw. In this instance, students are encouraged to meet with a Dean's Office advisor as soon as possible to explore other options.

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, they may not drop a course without the approval of their academic advisor.

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 (S W 350)

Each student must secure the cooperation of a faculty member of the Steve Hicks 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 S W 350 - Conference Courses" from their advisor. Students may not register for a conference course without the completed conference outline, including the faculty member's signature. To register for

conference courses during registration, the completed outline should be turned in to your advisor prior to your assigned registration access period. A copy of the outline will be placed in the student's file. Please consult with the advisor if you have any questions.

Course Load Requirements

Maximum Load

An undergraduate student may not register for more than 17 semester hours in any long-session semester without the approval of his or her dean, unless the degree plan published in the undergraduate catalog for the student's major specifies otherwise. Students must speak with their advisor to initiate the process.

Except as permitted by his or her academic dean, no undergraduate student may register for more than 14 semester hours in a 12-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. Students must speak with their advisor to initiate the process.

Minimum Load

The University recognizes 12 semester hours as a minimum full-time course load. Full-time students in the Steve Hicks School of Social Work should enroll for the prescribed 12-15 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 40 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. More information is available at the student employment [website](#).

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's 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 Steve Hicks 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 academic advisors 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

Concurrent enrollment occurs when a student is enrolled at two separate institutions simultaneously. Prior written approval of a student's academic dean is required to assure that a course taken at another institution while the student is concurrently registered at the University will count toward the student's degree. Concurrent enrollment policies of the colleges and schools are given in the [Undergraduate Catalog](#). Information about fees for students enrolled concurrently at two institutions is given in [Additional Fees](#).

Students are advised to contact their academic advisor before they take coursework at a community college or through UT Extension while concurrently enrolled in the Steve Hicks School of Social Work. Students who do not receive advanced approval may possibly 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 (<https://admissions.utexas.edu/apply/transfer-resources/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. Students who receive a C- or below in a required major course must retake the course. 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

Incomplete grades may be issued for one of the following reasons only in the case of compelling, nonacademic circumstances beyond the student's control: 1) missing the final examination; 2) incomplete classroom assignments; or 3) reexamination petition.

If the final course grade is not reported before the end of the next long-session grade reporting period, a grade of F is recorded for the course. The X symbol remains on the student's record. For more, see [General Information](#).

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:

Grade received	Grade points earned for each semester hour
A	4
A -	3.67
B +	3.33
B	3
B -	2.67
C +	2.33
C	2
C -	1.67
D +	1.33
D	1
D -	.67
F	0

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 Steve Hicks School of Social Work. Each time a student is included on the list, his or her official record also shows the award of University Honors for that semester. The list is compiled at the end of each fall

and spring semester; it is based on the student's work in that semester only. To be included, a student must earn at least 45 grade points and a grade point average of at least 3.50 on courses completed in residence and must have no incomplete grades (symbol X). Students are notified on the semester grade report of their inclusion on the list.

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.

To be designated a College Scholar, a student must meet all of the following requirements:

1. The student must be registered as an undergraduate in the current semester. Students who hold a bachelors degree or are registered in-absentia are not eligible.
2. The student must have completed at least 30 semester hours of coursework in residence at the University, and at least 60 semester hours of college coursework, including transferred work and credit by examination.
3. The student must rank in the top 20 percent of their class in each college or school in which he or she is enrolled, based on in-residence cumulative grade point average.
4. The student must have an in-residence University grade point average of at least 3.50.

To be designated a Distinguished College Scholar, a student must meet one of the following requirements:

1. The student in each class of each college or school meeting the above requirements for College Scholars with the highest in-residence University grade point average will be designated a Distinguished College Scholar.
2. All other students in each college or school who meet the first, second, and fourth College Scholar requirements stated above and are also in the top 4 percent of their class in each college or school in which they are enrolled will be designated as Distinguished College Scholars.

A student is ineligible for honors recognition as a College Scholar or a Distinguished College Scholar if, in the last two years prior to the creation of the Honors Day report, the student received final sanctions under Subchapter 11-701 (a)(2)-(a)(14) of the Institutional Rules for:

- (1) academic misconduct and/or
- (2) non-academic misconduct involving probation or higher.

Designation as a College Scholar or a Distinguished College Scholar will be based on eligibility calculations by the Office of the Registrar as of 5 p.m. on the 20th class day of the semester in which the Honors Day Ceremony is held. Students who are eligible for recognition receive invitations to the Honors Day convocation.

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 University of Texas at Austin Steve Hicks 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 BSW Honors Program is available to BSW students who have interests in conducting their own research related to the social work field. BSW Honors Students have the opportunity to develop a research project and write a thesis under the direction of distinguished faculty. The BSW Honors Program challenges students to see the world as presenting research questions that can be answered through the application of social work theories and values. Intellectual curiosity and a desire to make personal discoveries are vital to students' success in the program. Participating in the BSW Honors Program may enhance students' opportunities for scholarships, internships, and graduate study.

Students who wish to pursue the BSW Honors Program should apply at least one full year before they expect to graduate. Upon graduation, those who fulfill all of the requirements will be awarded with the distinction of "Special Honors." BSW Honors Program Application Requirements include a university grade point average of at least 3.00 and a social work grade point average of at least 3.50. The student must also have two long-semesters left before graduation.

The requirements for graduation with Special Honors, which are in addition to the requirements for the major, are as follows:

- Honors tutorial courses (S W 679HA and S W 679HB) with a grade of at least B- in each semester

- Oral presentation of the honors thesis in a research colloquium open to the Steve Hicks School of Social Work community and public
- University Grade Point Average of at least 3.00
- Social Work Grade Point Average of at least 3.50

Students interested in the Honors Program should contact the BSW Program Team at BSWadvising@austin.utexas.edu.

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 with their academic advisor by the deadline listed in the Course Schedule. All coursework taken elsewhere must be transferred to UT before the end of the student's graduating semester. It is important to transfer coursework and file for graduation in a timely manner so that candidates can be certified 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 the academic advisors.

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 Steve Hicks School of Social Work holds a graduation ceremony in the spring 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 - 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 - 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 at Austin. 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 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 may need the approval of the Assistant Dean for Undergraduate Programs. 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 Undergraduate Program Coordinator.

Readmission to the Steve Hicks 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 \$75.00 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 their academic advisor when initiating the readmission process.

General Information

Building

The Steve Hicks 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 Darrell K. 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 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 Development Office 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 Office of Academic Affairs and is available to assist students and alumni in pursuit of their professional career goals. The focus of Career Services is on information exchange, through workshops, career development resources and our on-line portal, Steer Your Career, to assist students, alumni and employers in achieving their mutual goals and expanding options to all social workers.

Steer Your Career!

Students receive access to Steer Your Career following admission to the social work practice sequence. Steer Your Career allows students to:

- Maintain an online Personal Calendar.
- Manage multiple resumes, cover letters, and other employment related documents.
- Search for and apply for job opportunities that are posted daily
- View and RSVP for career events
- Reserve a spot to take the licensure practice exam
- Make career advising appointments

This site is exclusively for UT Austin Steve Hicks School of Social Work students and alumni.

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 career exploration. Many of these events are facilitated by professional social workers from the local community. Watch for dates and times in emails, employment bulletin and on the DCCS web site. The DCCS also coordinates an annual Non-profit Career Fair devoted to exposing students to agency employment and non-academic internship 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) “A Student Place”

The Learning Resources Center, located on the first floor in SSW 1.218, supports educational programs of the Steve Hicks School of Social Work by providing:

- *Reserve reading materials for students in social work classes
- *Three video laboratories with equipment for recording on DVD or VHS
- *A computer room and laptops available for check out for in-LRC use when available
- *A printer and copier for student use
- *Quiet study areas
- *Student assistants available to help with resources.

LRC hours are posted on the front door of the LRC. In general, the LRC is open Monday through Friday from 9:00 a.m. to 9:00 p.m. The LRC is designed to accommodate persons with mobility impairments.

Reserved Reading

Journal articles, documents, DVDs, 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 study room or students are allowed 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 is available. In addition, the LRC has a collection of reference materials and a special collection of assessment tools/tests and other program evaluation resources. These materials may be used by students in the reading rooms or for photocopying purposes. This resource collection is a non-circulating collection.

Audio-Visual Collection

The Steve Hicks School of Social Work owns hundreds of DVD's for individual or classroom use by faculty or students. Materials may be checked out through the LRC staff for use in the video labs, study carrels, classrooms, or for continuing education. 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.

Video Laboratories

Faculty and students may reserve the video labs for use in class-related activities. All labs are equipped with a color camera, video recorder, and monitor. Students must provide their own blank VHS tapes or DVD's for class projects.

LRC Computing and Printing Resources

The LRC has a computer room with 6 Windows 7 desktops for student use and a large study area enhanced for laptops available during regular LRC operating hours. There are an additional 24 Windows 7 laptops that are used for assigned computer classes. When they are not being used by classes, they can be checked out for In-LRC use only. Student printing and

copying is provided in the LRC computer room by ITS UTprint services <http://www.utexas.edu/its/utprint/>, require BevoBucks.

Student Organizations

As students in a professional school, you are eligible for membership in a number of organizations designed to foster your professional development.

The Social Work Council

Comprised of both undergraduate and graduate social work students, the Social Work Council is the active student government of the Steve Hicks 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 scholarship fund in memory of Steve School of Social Work alumna Ami Lunsford
- Career fairs and professional development programs featuring social workers from various fields of practice
- Undergraduate Research Week
- Interest groups that facilitate networking on topics practice with marginalized groups, 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 are welcome to become members of the Council.

The Social Work Student Support Fund

Professional Development Fund

The Steve Hicks School of Social Work maintains the Professional Development Assistance fund as a resource for students who are presenting at professional conferences. BSW, MSSW, and Ph.D. students currently enrolled and in good standing at the Steve Hicks School of Social Work may apply. The amount given, up to a maximum of \$300, is at the discretion of the Dean's Office. Funds do not need to be repaid. To apply for professional development assistance, please contact your Academic Advisor. The Academic Advisor will submit the application to the Dean's office for review and approval. The applicant will be notified of a decision.

Student Emergency Fund

The Steve Hicks School of Social Work maintains the Student Emergency Assistance Fund as a resource for students in emergencies that result in a loss of income or in other situations that might hinder the ability to complete their academic program. The amount given in emergency cases, up to a maximum of \$300, is at the discretion of the Dean's Office. Funds do not need to be repaid. To apply for emergency assistance, please contact your Academic Advisor. The Academic Advisor will submit the application to the Dean's office for review and approval. The applicant will be notified of a decision. Students are strongly encouraged to apply for emergency funding through the Dean of Students office prior to applying for Steve Hicks School of Social Work emergency funds.

Scholarships

The Steve Hicks School of Social Work scholarship application is distributed during the spring semester and scholarships are awarded at the start of each fall semester. Students are notified by general announcement of the scholarship application, 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 practice sequence. Scholarship funds are distributed through the Development Office.

BSW Listserv

Important BSW information is posted on the SSW-BSW Listserv in the forms of the weekly Gazette and special announcements. Students are required to subscribe to the listserv in order to receive vital information and announcements. Students are initially added upon entry into the Steve Hicks School of Social Work. To be added to the BSW listserv, send an email to your academic advisor. It is important that students read their weekly Gazette and other announcements sent through the SSW-BSW Listserv because this is the official means of communication the academic advisors use to inform students of important events, academic deadlines, policies, and procedures.

Standards for Social Work Education

Standards for Social Work Education

Criteria for Evaluating Academic Performance, Policies & Procedures for Review of Academic Performance, and Academic Grievances. 1997, Revised 1998, 1999, 2005, 2011, 2012, 2014, 2015, 2016.

- 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
 - 2.3.3 Self awareness
 - 2.3.4 Ethical obligations
- 2.4 Scholastic Performance**
 - 2.4.1 Undergraduate students
 - 2.4.2 Graduate students
- 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**
- 3.2 Three Levels of Review**
- 4.0 Academic Grievances**
- 4.1 Procedures for Handling Grievances**
 - 4.1.1 Undergraduate students

4.1.2 Graduate students

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 Steve Hicks School of Social Work at the University of Texas at Austin, beginning Summer 1997.

Because of the nature of professional social work practice, the Steve Hicks 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 Steve Hicks 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/Associate 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 Steve Hicks 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 Steve Hicks 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 Conduct 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 Conduct for Social Work Licensure in Texas. Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Code of Conduct for Social Work Licensure in Texas.
- 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 may 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 may 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.

2.4.2 Graduate Students

MSSW students are considered to be in academic difficulty if their GPA drops below 3.0. Students may 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 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 their 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 Steve Hicks 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 Steve Hicks 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 Steve Hicks 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 Steve Hicks 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/Associate Deans, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or Assistant/Associate 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 Steve Hicks 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 Steve Hicks 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: Steve Hicks 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, and/or Field Assistant/Associate 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/Associate Dean(s) 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/ Associate Dean(s). Faculty and Assistant/ Associate Dean(s) 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/ Associate 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 their 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/ Associate Deans will assess the nature of these concerns with appropriate faculty, consult with the Graduate Adviser (if a graduate student) and with the Senior Associate Dean and/or 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 Senior Associate Dean for Academic Affairs (Graduate Adviser), faculty member, student, Assistant/ Associate Dean(s), 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 Steve Hicks School of Social Work.

When a Level 3 review is called, the Senior Associate Dean for Academic Affairs (Graduate Adviser) and the appropriate Assistant/ Associate Dean(s) 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 Senior Associate Dean for Academic Affairs (Graduate Adviser) will consult with the Dean of the Steve Hicks 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 Senior Associate Dean for Academic Affairs 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. Situations which may result in referral to the Office of the Dean of Students include scholastic dishonesty, hazing, racial or sexual harassment, unlawful possession or use of firearms or other weapons on University property, damage or destruction of University property, and/or 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 may be counseled to voluntarily change majors or degree programs and/or 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 Senior Associate Dean for Academic Affairs 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 Steve Hicks School of Social Work are as follows:

Undergraduate Student Grievances

General Information Catalog

<https://catalog.utexas.edu/general-information/student-services/student-grievance-procedures/>

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, another appropriate administrator, or dean of the resolution of the grievance.

Procedures for the resolution of grievances of graduate students are specified in the *Handbook of Operating Procedures 9-1240*.

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, Sec 11-402*.

Student Program and Student Activity Related Grievances

Grievances related to non-academic student programs and activities should be submitted in writing to the dean of students 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 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](#). The policy is in accord with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

Sex discrimination and sexual conduct. The following policies address sex discrimination and sexual conduct:

- Policy on Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Sexual Misconduct, Interpersonal Violence, and Stalking, [Appendix D](#)
- Policy on Consensual Relationships, [Appendix F](#)

Hate and bias incidents. The policy regarding acts of hate or bias and reporting such incidents is described in [HOP 9-1810](#).

4.1

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 their education and personal development. The student must know and abide by the academic and disciplinary policies given in [The Undergraduate 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 their 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 email address, local and permanent address and telephone numbers to both the Office of the Registrar and the Steve Hicks School of Social Work Academic Affairs Office. Both offices must be notified immediately of any changes in email address or telephone number. Official correspondence is sent to the email address and physical address last given to the registrar; if the student has moved and failed to correct this address, they will not be relieved of responsibility on the grounds that the correspondence was not delivered. Students may update their email address, physical address and telephone numbers online.

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

[The University of Texas at Austin Notice of Non-discrimination](#)

It is the policy of The University of Texas at Austin (“University”) to provide an educational and working environment that provides equal opportunity to all members of the University community. In accordance with federal and state law, the University prohibits unlawful discrimination, including harassment, on the basis of race, color, religion, national origin, sex, pregnancy^[1], age, disability, citizenship, veteran status, and genetic information. The University also prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression. Procedures for filing discrimination complaints on the basis of sex, including sexual harassment, are addressed by [HOP 3-3031](#). In this policy, the terms sex and gender are interchangeable.

Inquiries regarding this policy may be directed to the Office of Inclusion and Equity at 512-471-1849 or oi@austin.utexas.edu.

Social Work Code of Ethics

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017.

OVERVIEW

The *NASW Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the *NASW Code of Ethics*," provides an overview of the *Code's* main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

- *strengthen and unify the profession*
- *promote the development of social work practice*
- *advance sound social policies.*

Promoting high standards of practice and protecting the consumer of services are major association principles.

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Preamble

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

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

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

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

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

Purpose of the *NASW Code of Ethics*

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel. Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping,

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

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

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

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

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

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

1.04 Competence

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

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

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

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This

includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

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

1.05 Cultural Awareness 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 ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

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

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

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

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the

various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances,

giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

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

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

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

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

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

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

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

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

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict

of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

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 their 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 their 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 in Texas contact: <https://www.bhec.texas.gov/texas-state-board-of-social-worker-examiners/index.html>

http://www.naswdc.org/practice/standards/Standards_and_Indicators_for_Cultural_Competence.asp?print=1&print=1&

NASW Standards 2015

The Standards and Indicators for Cultural Competence in Social Work Practice (2015) is the updated revision of the NASW Standards for Cultural Competence in Social Work Practice (2001) and the Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice (2007). The latest standards and indicators developed by the 2015 NASW National Committee on Racial and Ethnic Diversity, builds on the previous work to introduce new concepts and expand on others. These standards reinforce the concept of "culture" as being inclusive beyond race and ethnicity; inclusive of, but not limited to, sexual orientation, gender identity and expression, and religious identity or spirituality. Similarly, they reinforce the intended audience for these standards to be the broad spectrum of social work practice at the micro, mezzo and macro levels. The revised standards retain the concept of "competence" as an indicator of attitudes, knowledge, and skills that enable effective cross-cultural practice. As with any competency, there is the expectation of continual growth and learning. The revised standards introduce concepts of "cultural humility", as a guiding stance vis-à-vis cultural differences, and "intersectionality," as a way of understanding the complexity of the experiences of those at the margins of our society. In addition, the revision introduces "language and communication" to address a range of communication issues including limited English proficiency, literacy and disabilities. Finally, the revisions revisit the way the social work profession engages in "leadership to advance cultural competence" within the profession, human services, and society at large and challenge structural and institutional oppression.

Standard 1. Ethics and Values

Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) *Code of Ethics*. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Standard 2. Self-Awareness

Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Standard 3. Cross-Cultural Knowledge

Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Standard 4. Cross-Cultural Skills

Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Standard 5. Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address, service gaps affecting specific cultural groups.

Standard 6. Empowerment and Advocacy Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Standard 7. Diverse Workforce

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

Standard 8. Professional Education

Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

Standard 9. Language and Communication Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Standard 10. Leadership to Advance Cultural Competence

Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

The complete Standards and Indicators can be found at

<https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0>

Steve Hicks School of Social Work Faculty List 2020-2021

ARMOUR, Marilyn	BA, Bard College MSW, University of Minnesota PhD, University of Minnesota	Family members of homicide victims; restorative justice implementation and evaluation; school-to-prison pipeline; restorative dialogue; qualitative research methods; violent death
ASSEFF, Joan	BA and BS, Louisiana State University MSSW, The University of Texas at Austin	Social policy and implementation for older adults; evidence-based interventions for the treatment of depression and psychosocial problems in older adults; grief and loss, resiliency and coping skills in older adults
BEER, Mary	BS, North Dakota State University MSSW, The University of Texas at Austin	School social work; medical social work; residential treatment settings
BUSCH-ARMENDARIZ, Noel	BA, High Point University MSW, University of South Carolina MPA, University of South Carolina PhD, University of South Carolina	Violence against women and children; social and public policy; social justice; international social work education, training and practice; and adoption and child welfare issues
BORAH, Elisa	BA, Washington University in St. Louis MSW, Washington University in St. Louis PhD, The University of Texas at Austin	Military social work; behavioral health; evidence-based interventions for PTSD
CALBOW, Eboni	Ph.D., The University of Texas at Austin MSSW, The University of Texas at Austin M.A., The University of Texas at Austin	School social work, trauma informed care and intervention, educational equity and social justice, multidisciplinary and collaborative practice, and evidence-based interventions for children with disabilities.

CALZADA, Esther	BA, Duke University PhD, University of Florida	Parenting; early childhood development; academic achievement; Latino families; racial/ethnic disparities
CASTRO, Yessenia	BA, University of Southern California MS, Florida State University PhD, Florida State University	Development, evaluation, and dissemination of interventions for health risk behaviors; effects of cultural factors, gender, and race/ethnicity on health behavior; Latino health; psychometrics
CHOI, Namkee	BA, Ewha Women's University MA, Ewha Women's University MSW, University of Minnesota PhD, University of California at Berkeley	Geriatric Mental Health; Depression Treatment in Aging Services; Social Policy for older persons (Social Security and Supplemental Security Income); Program evaluation
COHEN, Deborah	BA, Bowling Green State University MSW, University of Michigan PhD, University of Kentucky	Behavioral health services research; transition-aged youth; health information technology; integrated healthcare; care coordination; behavioral health policy; disability policy; implementation science
COLE, Allan	AB, Davidson College MS-Social Work, Columbia University MDiv, Princeton Theological Seminary PhD, Princeton Theological Seminary	Pedagogy and curricula in higher education; brief counseling interventions; mentoring; social work and religion/spirituality
CONWAY, Fiona	Ph.D., Rutgers, The State University of New Jersey M.S.W., Rutgers, The State University of New Jersey B.A., New York University	Biobehavioral interventions for health risk behaviors; treatments for trauma and stress-related disorders; athlete health; sports social work; violence prevention.

CUBBIN, Catherine	Honors Program, Temple University BA, University of Pennsylvania PhD, Johns Hopkins University	Social epidemiology; social inequalities in health; neighborhood environments and health; conceptualization and measurement of socioeconomic status/position
DE LUCA, Susan	BA, Kent State University MSW, University of Michigan PhD, Ohio State University	Suicide prevention with a focus on early adolescence to emerging adulthood; culturally appropriate interventions; help-seeking attitudes and behaviors; mental health disparities
DINITTO, Diana	BA, Barry College, Florida MSW, Florida State University PhD, Florida State University	Social welfare policy; alcohol and drug problems; and women's issues
FAULKNER, Monica	BA, The University of Texas at Austin MSW, University of Houston PhD, The University of Texas at Austin	Child welfare; teen pregnancy/parenthood; women's health; child care; Latino families; immigration; child and family policy; advanced statistics; hierarchical linear modeling
FRANKLIN, Cynthia	BSW, Texas Woman's University MSSW, University of Texas at Arlington MA, Spalding University PhD, University of Texas at Arlington	School mental health; solution-focused brief therapy; dropout prevention; at-risk youths
GAITAIN, René	BA, California State University, MSSW, The University of Texas at Austin.	Non-profit management, critical incident debrief, suicide postvention, safety and child abuse prevention, positive parenting, substance and process addiction work
GULBAS, Lauren	BA, University of Pennsylvania MA, University of Texas at San Antonio PhD, Southern Methodist University	Culture and Mental Health; Suicidal Behavior; Immigration; Family Systems; Race and Gender Studies; Latin America

HERNANDEZ, Mercedes	BA, Loyola Marymount University MSW, California State University Long Beach PhD, University of Southern California	Serious mental illness; mental health disparities; first-episode psychosis; culturally competent evidenced-based treatment for racial and ethnic minorities with serious mental illness and their families
HOLLERAN STEIKER, Lori	BA, Duke University MSW, University of Pennsylvania PhD, Arizona State University	Substance abuse prevention and recovery; culturally grounded social work practice; social work with groups
HOUGH, Cossy	BSW, The University of Texas at Austin MSSW, The University of Texas at Austin	Antiracism, program administration, health policy, field education; case management; social administration; social welfare; public health; medical social work
JONES, Barbara	BA, University of Albany MSW, University of Albany Ph.D., University of Albany	Pediatric palliative and end-of-life care; grief and loss; childhood cancer survivors; adolescent and young adult oncology; children with medical complexity; parenting interventions in pediatrics; resilience; meaning-making and post traumatic growth; interprofessional education; integrated behavioral health; medical ethics; and international social work
JORDAN, Stacey	MSSW, The University of Texas at Austin BA, Wheaton College	Public education policy leadership

LAUDERDALE, Michael	BA, University of Oklahoma MS, University of Oklahoma PhD, University of Oklahoma	Criminal justice; organizational development; computer applications to organizational and community development; criminal justice; child welfare; US/Mexico relations
LINSEISEN, Tammy	BA, The University of Texas at Austin MSSW, The University of Texas at Austin	Child abuse/neglect; children's mental health issues; family treatment; field instruction; social work methods; foster care and adoption issues; young adult issues; and clinical supervision
LOPEZ, Molly	BA, Southwestern University MS, Texas A&M University PhD, Texas A&M University	Mental health services research; evidence-based practice; trauma informed care; cognitive behavioral therapies; implementation science; fidelity assessment; workforce competency; systems of care
MACKALL, Abena	AB, Princeton University MSEd, Hunter College MSc, London School of Economics EdD, Harvard University	Social contexts of education and human development; juvenile/criminal justice; child welfare; poverty; qualitative methodologies; applied statistical methods
MAGAÑA, Sandy	BA, California State University, Sacramento MSW, California State University PhD, Brandeis University	Disability in Latino communities; race, culture and health disparities; Latino families/border issues; autism

MAXWELL, Jane	AB, University of South Carolina MA, University of South Carolina PhD, The University of Texas at Austin	Trends and patterns of substance abuse in Texas, nationally, and internationally, with special interest on the US-Mexico border; patterns of use and abuse of methamphetamine, party drugs, methadone, and other opiate drugs; impaired driving programs; synthetic estimation techniques
McROY, Ruth	BA, University of Kansas MSW, University of Kansas PhD, The University of Texas at Austin	Open adoptions; outcomes for birth mothers; adoptive parents and adopted children; trans-racial adoptions; family preservation; special needs adoptions; post-adoption services; female sexual abuse perpetrators; racial identity; adolescent pregnancy; effectiveness of residential treatment services
MUELLER, Elizabeth	BSFS, Georgetown University MCP, University of California, Berkeley, PhD, University of California, Berkeley,	Social equity in cities; affordable housing; community development
PADILLA, Yolanda	BA/BSW, The University of Texas at Austin MSSW, The University of Texas at Austin MA, University of Michigan PhD, University of Michigan	Population studies focusing on racial and ethnic disparities in health and well-being with an emphasis on Mexican American children and families; poverty; immigration; and applications to social welfare policy development. Areas of practice specialization: policy analysis and community practice

PARRA-CARDONA, Ruben	BS, ITESO University, Guadalajara, Mexico MA, Syracuse University PhD, Texas Tech University	Parenting interventions for Latino/a populations; substance abuse prevention in Latino/a populations; Latino fatherhood; intimate partner violence in Latino/a populations
POMEROY, Elizabeth	BA, University of North Carolina-Asheville MSW, UNC-Chapel Hill PhD, The University of Texas at Austin	Clinical social work courses with a focus on mental health, health and children and families; HIV/AIDS interventions; crime victims; interventions for offenders in the criminal justice system; and clinical social work group interventions for children, adults and families
ROUNTREE, Michele	BA, University of Arizona MSW, Boston University PhD, Arizona State University	Health disparities; intimate partner violence and heightened risk for HIV/AIDS; evidence-based HIV/AIDS interventions; prevention strategies tailored to women and communities of color
SHORKEY, Clayton	BA, University of Michigan MSW, University of Michigan PhD, University of Michigan	Generalist practice in social work; mental health and substance use disorders treatment; spirituality and faith-based alcohol/drug abuse treatment; and culturally competent/relevant services for underserved populations in chemical dependence programs
SLOAN, Sarah	BA, Texas A&M University MSSW, The University of Texas at Austin	Field education; clinical practice; group therapy; supervision; mindfulness; LGBTQ issues; grief and loss; and generalist practice

SMITH, Robin	BFA, The University of Texas at Austin MSSW, The University of Texas at Austin	Field education; mental health and chemical dependency assessment and recovery; medical social work and behavioral health interventions; suicide assessment and prevention; crisis intervention; 12-step recovery; family intervention
SPARKS, Dede	BA, Southwest Texas State University MSW, Southwest Texas State University	Medical social work; palliative care; hospice work; cultural competence
SPENCE, Richard	BA, Oklahoma Baptist University MSSW, University of Texas at Austin PhD, University of Texas at Austin	Research in the epidemiology of alcohol and other drug (AOD) problems; Needs assessment for AOD services; Outcomes assessment and performance management for AOD treatment; Planning and statewide resource allocation for AOD services
SPRINGER, David	BA, Florida State University MSW, Florida State University PhD, Florida State University	Juvenile Delinquency and Juvenile Justice Reform; Leadership in Human Service Systems; Community-Based Interventions with At-Risk Youth; Community-Based Research and Intervention Research; Applied Psychometric Theory and Scale Development

STREETER, Calvin	BS, Kearney State College MSW, Washington University in St. Louis PhD, Washington University in St. Louis	Organizational behavior and social administration; disaster preparedness and community response to crisis; school social work and dropout prevention; quality management in human services; rural human services; social research and measurement
SWORDS, Sarah	BA, University of Rochester MSW, Simmons College	Field education; gerontology; domestic violence; eating disorders; women's mental health; and philanthropy
TIERNEY, William	BA, Indiana University MD, Indiana University	Community engagement; health equity; primary care; occupational health; family medicine; health information and data analytic sciences; global health
VELASQUEZ, Mary	BS, University of Houston, Clear Lake MA, University of Houston, Clear Lake PhD, University of Texas Health Science Center	Behavioral Health; Integrated Primary Care; Evidence-based interventions; Transtheoretical Model (stages of change); Motivational Interviewing
VOHRA-GUPTA, Shetal	BA, The University of Texas at Austin MSW, University of Michigan PhD, University of Houston	Health disparities; social determinants of health; interpersonal violence; health policy
VON STERNBERG, Kirk	BA, University of Houston MSW, University of Houston PhD, University of Texas Health Science Center	Health behavior interventions based on the Transtheoretical Model of Change and Motivational Interviewing, including alcohol- and tobacco-exposed pregnancy; HIV prevention; alcohol and other substance abuse in medical settings

VOSS, Tanya	BA, University of Texas at Austin MSSW, The University of Texas at Austin	Field education; clinical supervision; policy and practice; community-based services for juvenile and criminal justice client-family systems; children of incarcerated parents
WHITT, Ahmed	BA, University of Pennsylvania MSW, University of Pennsylvania PhD, University of North Carolina, Chapel Hill	Mental health; urban environments; minority adolescents and juvenile justice; geographic information systems
ZAYAS, Luis	BA, Manhattan College Liberal Arts MS, Columbia University Social Work MA, Columbia University M.Phil., Columbia University PhD, Columbia University	Adapting interventions for diverse ethnocultural families; suicide attempts among young Latinos; child and adolescent mental health; family functioning; advocacy for U.S. citizen-children