MSSW HANDBOOK

Degrees offered:
Master of Science in Social Work
MSSW dual degrees with
Master of Arts in Latin American Studies
Master of Business Administration
Doctor of Jurisprudence
Master of Public Affairs
Master of Divinity with the Austin Presbyterian Theological Seminary
Master of Public Health with University of Texas School of Public Health

THE UNIVERSITY OF TEXAS AT AUSTIN

Steve Hicks School of Social Work
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SELECTED UNIVERSITY ADMINISTRATION
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Sharon L. Wood, Executive Vice President and Provost
Mark J. T. Smith, Dean of the Graduate School and Sr. Vice Provost for Academic Affairs
LaToya C. Smith, Vice President for Diversity and Community Engagement
Daniel T. Jaffe, Vice President for Research
Soncia Reagins-Lilly, Vice President for Student Affairs

SCHOOL OF SOCIAL WORK

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Sandy Magaña, PhD, Interim Associate Dean
Sharon Brennan, Assistant to the Dean
Lizet Villagrana, Chief Business Officer
Mia Vinton, Administrative Associate to the Associate Dean
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Academic Affairs MSSW Program
Sarah Swords, LCSW-S, Assistant Dean for Master's Programs
Tanya Voss, MSSW, Assistant Dean for Field Education
Marian Mahaffey, LMSW-AP, Graduate Student Academic Advisor
Eden Blesener, Field Education Associate
Andrea Montgomery, LMSW-AP, Director of Graduate Admissions
Megan Randolph, Admissions Assistant

Learning Resource Center
Clay Shorkey, Ph.D., Director, Learning Resources Center

The MSSW 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 <u>Graduate Catalog</u> and the <u>General Information Bulletin</u> of The University, which can be purchased at any University-area bookstore, or from the Main Building Information Desk.

SCHOOL OF SOCIAL WORK
MISSION STATEMENT

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

CORE VALUES

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

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

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

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

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

Dear Student:

Welcome to the Steve Hicks School of Social Work at The University of Texas at Austin! Your admission into our graduate degree program in social work is an important accomplishment in your life, and also the beginning of a new and important phase of your development. Our faculty, staff, and administrators feel privileged that you have entrusted us with your career decision. We will do our best to ensure that you receive the best preparation in social work that we can provide you. You will learn how valuable a Master's of Science in Social Work degree, and how many career options it will offer you.

Since 1950, the school has been educating master's degree social workers to serve the people of Texas and the nation. In 1974, the first group of doctoral students was admitted and since then many of our graduates have gone on to hold academic leadership positions in many of the great universities in the United States. In 1975 we admitted our first group of BSW students, many of who have gone on to graduate studies in social work and related fields.

You are now part of an intellectually challenging community. We want you to thrive in our courses, field placements, and the varied assignments that your professors will require. And you can be sure that we will work closely with you every step of the way. Among the highlights of your time as a student will be the enduring relationships you'll build with faculty and fellow students. The hours spent together in the School community will foster lifelong relationships. We take pride in this learning and teaching environment, one that is built on compassion for one another.

On behalf of the faculty and staff of the Steve Hicks School, I wish you the very best wishes for a successful education and career. Use your time at the School wisely, take from the learning experience the most that you can. Our alumni association will be your link to the School and to the many fond memories of your educational experience.

Luis H. Zayas, PhD
Dean & Robert Lee Sutherland Chair in Mental Health and Social Policy
Professor of Psychiatry, Dell Medical School.

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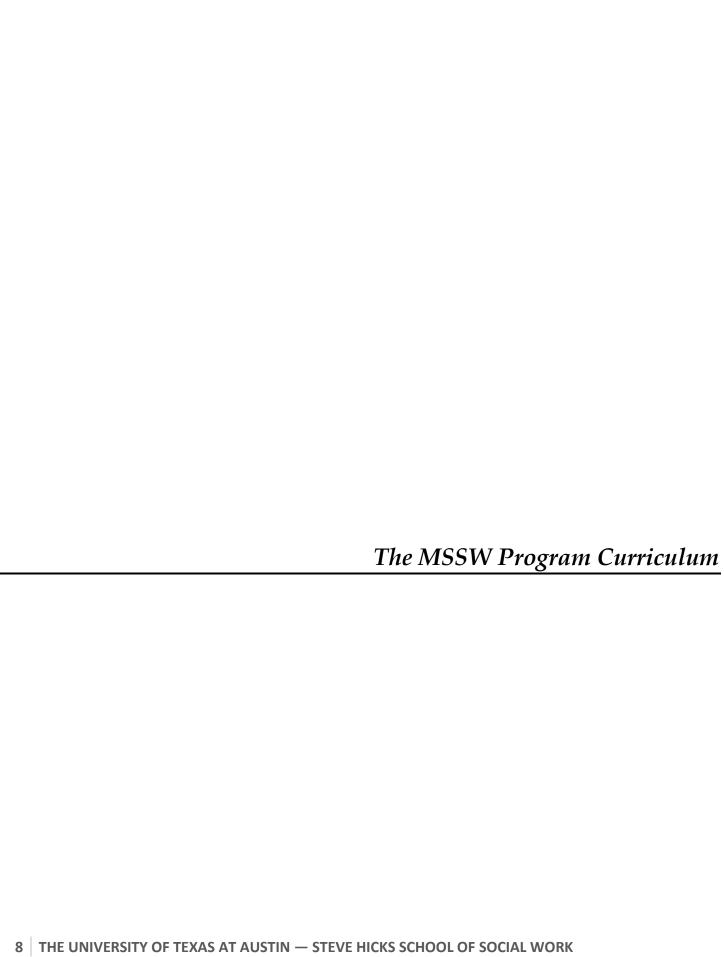
Helpful Phone Numbers

STEVE HICKS SCHOOL OF SOCIAL WORK	
Academic Affairs	**471-5457**
Learning Resource Center	**471-9223**
DiNitto Center for Career Services	**232-7362**
Social Work Council	**471-9839**

University Operator	471-3434
General Information & Referral Service	475-7348
Counseling & Mental Health Center	471-3515
Services for Students with Disabilities	471-6259
Financial Aid	471-6282
Graduate and International Admissions Center	475-7398
International Office	471-1211
Parking & Traffic	471-PARK
Police (UTPD)	471-4441
Recreational Sports Information	471-1155
Registrar	475-7575
Special Tuition Billing	471-4473
Student Accounting and Special Billing (Tuition & Fee Billing)	475-7777
Student Health Center	475-4955
Texas Union Information Desk	475-6636
TEX (Registration)	475-7656
TEX (Other Services)	475-7575

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

You Should See:	For Questions About:
Marian Mahaffey, LMSW-AP **Graduate Student Academic Advisor** 471-2935, **marianmahaffey@mail.utexas.edu**	• Academic advising each semester • Approval to take electives or other course work outside the School of Social Work • Registration & add/drop procedures • Graduation application • Verification of degree • Phi Alpha
Sarah Swords, LCSW-S **Assistant Dean for Master's Programs** 471-7231, saswords@mail.utexas.edu	• Development and oversight of the MSSW program, including admissions, programs of work, and degree program modifications • Chairs the MSSW Committee • Accepts and responds to requests, petitions and grievances related to MSSW program policies, procedures, and curriculum issues •Evaluates all requests for transferring course credit from other programs
Concentration Chairs: Sarah Sloan, *LCSW, Clinical Social Work,* 471-9107, ssloan@austin.utexas.edu Shetal Vohra-Gupta, PhD, 232-2701, sgupta@austin.utexas.edu and Stacey Jordan, MSSW, stacey.jordan@austin.utexas.edu, *Administration and Policy Practice*	• Information regarding the Clinical Social Work and Administration and Policy Practice
Sharon Brennan **Executive Assistant** *Dean's Office,* 471-0562; sharon.brennan@austin.utexas.edu	• Appointments with the Dean
Tanya Voss, MSSW **Assistant Dean for Field Education** *Field Office,* 471-0510; tmvoss@mail.utexas.edu	• Out-of-town field placements • Field Advising • General and specific field concerns or suggestions
Eden Blesener **Field Education Associate** *Field Office, 471-6207; **ssw-field@austin.utexas.edu***	• Field placement and agency database • Field mailings • Manages workshops, fairs, orientation and process meetings
Lizet Villagrana **Chief Business Officer** *Dean's Office, 471-7258, lizetv@austin.utexas.edu*	• Scholarship/Fellowship Awards • Teaching/Research Assistant appointments • Accounting and budget matters
Jennifer Luna, MSSW **Director, Career Services and Alumni Relations** *475-8131; jennifer.luna@austin.utexas.edu*	• Career counseling and resume review • Career development workshops • Employment and volunteer postings • Alumni network/relations

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

The MSSW Program Curriculum

General Statement

The MSSW Program embodies the purposes of social work education for professional practice and the intent stated in The University's mission by developing human resources to their highest potential, conducting research and extending knowledge to render public service, and providing continued and advanced education for professional development and intellectual enrichment.

The Steve Hicks School of Social Work and its faculty contribute as a valuable component of The University by preparing able and diverse students for professional, scholarly, intellectual, and public policy leadership for the state and nation. This is achieved by utilizing teaching, research, the libraries, and other resources of The University and its constituent communities, as well as the climate of intellectual freedom and inquiry, and finally, the administrative and financial support provided to it.

The MSSW Program prepares social work students for advanced professional practice in clinical and administrative social work; develops in students a commitment to critical inquiry and knowledge development; and educates and graduate social work students who have a commitment to leadership in advanced professional practice, promotion of social and economic justice, alleviation of critical social problems, and the enhancement of human well-being.

The goals of the MSSW program are:

1. Graduates will practice professional social work utilizing advanced knowledge and skills in clinical social work or Administration and Policy Practice.

2. Graduates will develop and apply a commitment to critical inquiry and knowledge acquisition and development.

3. Graduates will be able to discuss their understanding of the dynamics of populations at risk and implement social justice strategies to redress inequities and oppression within individual, family, group, community, and organizational contexts.

These goals are achieved through a course of study consisting of a foundation curriculum required of all students, followed by a group of courses in one of two areas of concentration selected by the student: Clinical Social Work or Administration and Policy Practice.

The Master of Science in Social Work (MSSW) 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). A copy of the CSWE *Educational Policy and Accreditation Standards for Master's Degree Programs in Social Work* is included in this *Handbook.*

Foundation Curriculum

The foundation curriculum provides students with the basic knowledge, skills and values necessary for generalist social work practice and for progression into one of two specialized advanced practice concentrations. In order to achieve its objective, the foundation curriculum provides instruction in

values and ethics; diversity; populations-at-risk and social and economic justice; human behavior and the social environment; social work practice; research; and field education.

In their field placement, students are placed in social service agencies under the supervision of Masters-level social workers, where they learn generalist practice methods used with a variety of client systems. Each student carries a caseload of clients, facilitates or co-facilitates groups, and completes administration and planning projects. Approximately two full days each week (16 hours) is spent in a field placement. Classes are attended the other weekdays.

Building on a liberal arts perspective, the Foundation curriculum will provide students with the knowledge and skills consistent with the values of a generalist social work perspective, and provide a foundation for advanced practice in the student's concentration area. In addition, the student's knowledge of and identification with the social work profession is developed--that is, knowing about and appreciating social work's historical development and evolution, the range of modes of professional intervention characteristic of contemporary practice, ethical issues and concerns now confronting practitioners, and the organizational contexts of practice. Throughout the program, regardless of the student's choice of concentration, emphasis is placed on social work's commitment to social and economic justice, respect for human diversity, and the special circumstances of at-risk populations.

Students who complete the professional foundation curriculum will:
1. Apply social work values and ethics consistent with the NASW Code of Ethics;
2. Obtain an understanding and respect for diversity including critically analyzing the interlocking and complex nature of culture and personal identity. Students will be able to utilize knowledge pertaining to diversity that may influence assessment, planning, intervention, and research for effective social work practice with diverse individuals and systems of all sizes;
3. Be knowledgeable in strategies to alleviate human oppression, economic deprivation, and discrimination. Students will demonstrate the skills needed to promote social change, and to be competent in implementing interventions that empower at risk populations to advance individual and collective social and economic justice;
4. Use theoretical frameworks including those supported by empirical evidence to understand individual development and behavior across the life span. Students will also demonstrate an understanding of the interactions among individuals and between individuals and families, groups, organizations, and communities;
5. Understand the relationship between the history of social welfare policy and services and current social work practice and systems; and demonstrate the skills to analyze, research and advocate in policy formulation, and implementation as well as work for necessary changes in social welfare systems;
6. Engage clients in appropriate working relationships that include: problem identification; multidimensional assessment of needs, assets and resources; and the selection,

implementation, and evaluation of empirically based interventions designed to achieve client system goals; Use supervision and consultation appropriate to social work practice.

7. Demonstrate generalist knowledge and skill in effective social work practice with individuals, families, groups, organizations and communities that builds on the strengths, capacities and resources of client systems in relation to their broader environment;

8. Be prepared to take a scientific, evidence-based approach to advance social work practice including critical utilization of qualitative and quantitative research studies to enhance their own professional practice; and the ethical use of single-system and other designs to evaluate practice and programs. They will also understand research issues connected with social justice, human diversity, discrimination, oppression, and at-risk populations;

9. Utilize the foundation field experience to identify with the purposes, values and ethics of the social work profession; to begin to integrate empirical and practice-based knowledge; and to develop beginning professional competence.

Foundation Curriculum Courses

For full-time students five of the nine foundation courses are taken in the first semester and four are taken in the second semester. Also in the second semester students begin study in their area of concentration by taking the first course in the selected concentration. Students continue in the same field placement during their first and second semesters.

SW381R   Theories and Critical Perspectives of Human Behavior and the Social Environment
Ecological, systems and developmental frameworks are used to examine the influence that context has in shaping individual and family dynamics across the life span. Prerequisite: Graduate standing and consent of instructor or graduate advisor.

SW381S   Foundations of Social Justice: Values, Diversity, Power, and Oppression
The history, demographics, and cultures of various disenfranchised groups served by social workers. Prerequisite: Graduate standing and consent of instructor or graduate advisor.

SW381T   Dynamics of Organizations and Communities
The organizational and community context within which social services are delivered and the influence of funding, mandates and organizational arrangements on service delivery. Prerequisite: Graduate standing and consent of instructor or graduate advisor.

SW383R   Social Work Practice I
Introduction to social work practice methodology and the professional use of self in a generalist practice with individuals and groups, within the context of organizations and communities. Prerequisite: Graduate standing in social work, and concurrent enrollment in Social Work 384R or consent of instructor or graduate advisor.

SW384R   Field Instruction I

Practice course based on supervised assignments designed to develop a social work perspective and skill in working with individuals, families, groups, and human service organizations. Sixteen hours a week for one semester in a field placement, and a weekly integrative seminar. Social Work 384R and 384S must be taken in consecutive semesters. Prerequisite: Graduate standing in social work, and concurrent enrollment in Social Work 383R or consent of instructor or the graduate advisor.

SW382R   Social Policy Analysis and Social Problems

Historical perspective on the development of social problems and the social welfare institutions, programs, and policies that are created in response to those problems including policy analysis. Prerequisite: Graduate standing in social work, or graduate standing and consent of instructor or graduate advisor.

SW385R   Social Work Research Methods

Introductory course designed to develop the student's understanding of the process of research and of the use of scientific method in social work practice. Prerequisite: Graduate standing in social work, or graduate standing or consent of instructor or the graduate advisor.

SW383T   Social Work Practice II

Builds on Practice I by deepening students' knowledge of generalist practice and introduces other practice approaches used with individuals, families, and groups, within the context of organizations and communities. Prerequisite: Graduate standing in Social Work, Social Work 383R and 384R and concurrent enrollment in SW 384S or consent of the instructor or the Graduate Advisor.

SW384S   Field Instruction II

Continuation of Social Work 384R. Sixteen hours a week in a field placement and a weekly integrative seminar that emphasizes continued application of theory to practice and consideration of special issues. Social Work 384R and 384S must be taken in consecutive semesters. Prerequisite: Graduate standing in social work, Social Work 383R and 384R, and either concurrent enrollment in Social Work 383S or consent of instructor or the graduate advisor.

 Electives and some required courses may be taken in the Summer, enabling students to lighten their Fall and Spring course load.

Concentration Curriculum

Clinical Social Work Concentration

The Clinical Social Work Concentration offers courses in assessment and diagnosis, advanced social work methods, social policy analysis, and practice evaluation research.
Graduates of the concentration demonstrate the ability to:

1. Strategically apply empirically based theories and knowledge to effectively assess the developmental level of the client (based on biological, sociological, cultural, psychological, and spiritual development across the life span), the influence of the client's social systems (individual, family, group, organizational, and community), and the ways in which those systems promote or deter clients in maintaining or achieving health and well-being.

2. Deliberate about human complexity by using multiple perspectives to analyze client's strengths and problems within the larger community and policy contexts.

3. Prioritize selective target systems for intervention: (intrapersonal), family and community-based networks (interpersonal), and broader societal systems (individual-societal conflicts). Interventions will be based on the knowledge and skills that inform the dynamics of human change from different theoretical perspectives.

4. Use multiple theoretical perspectives that are informed by best practices and empirically-based studies to identify, critique, and apply strengths-based interventions to the problems and unique characteristics of diverse populations.

5. Develop and promote self-awareness including the professional use of self to engage and work with diverse client populations and community systems in addressing ethical dilemmas.

6. Identify and utilize culturally relevant perspectives to define, design, implement and evaluate interventions for effective practice with persons from diverse backgrounds and community contexts.

7. Advocate for practice delivery and policies that promote social and economic justice and equity at multiple levels.

8. Utilize quantitative and qualitative research findings to understand scientific, analytic, and ethical approaches to building practice knowledge; provide high quality services; initiate change; improve practice, policy, and service delivery, and evaluate the social worker's own practice.

9. Demonstrate leadership skills in public speaking, marketing, community networking, resource development, interprofessional and interagency collaboration, mediation, and conflict management to promote strengths based solutions to client system problems.

10. Seek and advance continuing education, the efficacy of innovations in practice delivery, and the effective use of clinical supervision to evaluate treatment integrity and adherence to best practices.

Administration and Policy Practice Concentration

The Administration and Policy Practice (APP) concentration fosters excellence, innovation, and change at the macro-systems level:

- in the communities we serve,

- in the management of organizations that deliver social services, and

- in the policies that affect social and economic wellbeing.

APP graduates may work in community planning, development, and organizing; social service management and program coordination; policy development, analysis, and research.

Six domains provide a basic framework to define the knowledge and skills in the Administration and Policy Practice (APP) concentration. Students may select courses that focus in a specific domain or create a program of work that builds knowledge and skills across multiple domains.

ADVOCACY: develop and defend well-reasoned positions on critical issues in the community; champion systematic interventions that prevent problems, expand opportunities, and enhance quality of life for individuals and communities; and organize and mobilize community resources to advance the cause of social and economic justice.

PROGRAM DEVELOPMENT: apply planning processes, change strategies, and models for community capacity building; critically assess the program's internal and external environment through effective assessment tools; and utilize common assessment methodologies to understand the demographics, resources, needs, and strengths of the community.

EVALUATION: design and conduct community and organizational assessments, program evaluations, and productivity analysis using appropriate scientific methods; and create strategies for community and organizational change based on empirical results.

INFORMATION MANAGEMENT: understand the application of information technology in management and the delivery of human service to improve overall quality of services provided by agency staff and foster ongoing innovations in service provision.

LEADERSHIP AND COMMUNICATION: critically examine effective models of leadership and communication and decision making to (a) inspire, influence, and create change; (b) align individuals, groups, and communities to action; and (c) bridge differences and foster inclusivity.

GOVERNANCE: work with agency staff, board of directors, other governing bodies, and key stakeholders to design, implement and monitor effective policies, procedures, and practices that enhance the effectiveness of the operations, management, and service delivery of organizations and programs.

Sequence of Program

The sequence of MSSW courses and prerequisites represent standard programs of study for full-time and part-time students. The curriculum is structured with the expectation that all students will follow the prescribed sequence of course work. In order to avoid deviations, which may jeopardize a

student's progress towards the degree, students are required to adhere to the ordering of courses as shown on the appropriate curriculum template. Students experiencing difficulties with following the prescribed sequence of course work should see the Academic Advisor as soon as the problem becomes apparent.

Students must complete all coursework with the possible exception of electives only, before starting their final field placement. Students must receive the appropriate approvals to take electives or other courses offered by a department other than the Steve Hicks School of Social Work, and to transfer work from another program. A Program of Work Modification petition must be submitted to the Assistant Dean for Master's Programs for consideration of changes or exceptions in course sequencing.

Requirements for Two-and-a-Half, Three-, and Three-and-a-Half-Year Programs

All students on the two-and-a-half, three-, or three-and-a-half-year programs of study must be enrolled continuously for a minimum of six hours during long semesters. These students must also follow the prescribed course sequence outlined in the curriculum plan, and should not assume that courses will be offered in any other sequence.

Some required courses are offered only during the day. The School will offer required courses during evening hours, but cannot guarantee that the program can be completed only at night or only during the day. Because the program is highly structured and must be completed in sequence, students considering enrollment in the two and a half, three, or three and a half year programs should plan carefully to ensure successful completion.

By following the prescribed sequence of courses, it is possible to complete the program on a part-time or extended basis within three and one half calendar years. The program must be completed in no more than four calendar years to meet the Council on Social Work Education's standards. The final clinical field practicum may be completed on an extended-block basis, with students completing 18 hours of fieldwork each week for two semesters (Spring and Summer) rather than 36 hours weekly in one semester.

All students in the two-and-a-half, three-, or three-and-a-half-year programs who are on financial aid should carefully monitor their course load requirements and consult their Academic Advisor when considering changes in course load.

DISCLAIMER: Curriculum at The University of Texas at Austin is subject to change due to modification in programs of study.

The following programs of work are completed by the majority of MSSW students. Specific dual degree program entry points may require a program of work that will be provided as needed to these students.

Post-BSW Track 42-Hour Program

The **One-Year Program** for those with a Bachelor in Social Work (Summer Admission)

Students enroll for 6 credit hours in the summer semester, 15 credit hours in the fall and spring semesters, and 6 credit hours in the final summer semester. The 42 credit hour Post BSW Track is completed in 4 semesters. Students must choose their area of concentration right away and any changes in the program of work will be determined through the admission process and individual advising.

	Clinical Social Work (CSW) Concentration	**Administration and Policy Practice (APP) Concentration**
Summer 6 Hours Semester 1	▪ Social Work Practice II – 383T ▪ Clinical Assessment & Differential Diagnosis – 393R1	▪ Social Work Practice II – 383T ▪ Program Evaluation
Fall 15 Hours Semester 2	▪ Theories and Methods of Group Intervention – 393R26 ▪ Advanced CSW Selective ▪ Advanced CSW Selective ▪ Advanced CSW Selective ▪ Elective	▪ Social Work Leadership in Human Service Systems – 393T16 ▪ Advanced Policy Practice OR Financial Management ▪ Advanced APP Selective ▪ Advanced APP Selective ▪ Elective
Spring 15 Hours Semester 3	▪ Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T ▪ Advanced Field Instruction: CSW (6 credit hours)- 694R ▪ Advanced Field Instruction: CSW (3 credit hours)- 394S ▪ Elective	▪ Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T ▪ Advanced Field Instruction: APP (6 credit hours)- 694R ▪ Advanced Field Instruction: APP (3 credit hours)- 394S ▪ Elective
Summer 6 Hours Semester 4	▪ Elective ▪ Advanced CSW Selective	▪ Elective ▪ Advanced APP Selective

Final Field may be extended into the summer semester if switched with the summer elective.

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

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MSSW Program

Post-BSW Track 48-Hour Program

The **Two-Year** Program (Fall Admission)

Students typically enroll for 12 credit hours each fall and spring semester and complete the 48 credit hour Post BSW Track MSSW degree in two years. [Note: Students with a BSW admitted to the 48-hour Post BSW Track will take all Field Instruction courses.] Summers are optional but many students use them to take elective courses.

	Clinical Social Work (CSW) Concentration	**Administration and Policy Practice (APP) Concentration**
Fall 12 Hours Semester 1	▪ Theories and Methods of Group Intervention – 393R26 ▪ Field Instruction I – 384R ▪ Elective ▪ Elective	▪ Program Evaluation ▪ Advanced APP Selective ▪ Field Instruction I – 384R ▪ Elective
Spring 12 Hours Semester 2	▪ Clinical Assessment & Differential Diagnosis – 393R1 ▪ Social Work Practice II – 383T ▪ Field Instruction II – 384S ▪ Elective	▪ Social Work Leadership in Human Service Systems – 393T16 ▪ Social Work Practice II – 383T ▪ Field Instruction II – 384S ▪ Elective
Fall 12 Hours Semester 3	▪ Advanced CSW Selective ▪ Advanced CSW Selective ▪ Advanced CSW Selective ▪ Advanced CSW Selective	▪ Advanced Policy Practice OR Financial Management ▪ Advanced APP Selective ▪ Advanced APP Selective ▪ Elective
Spring 12 Hours Semester 4	▪ Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T ▪ Advanced Field Instruction: CSW (6 credit hours)- 694R ▪ Advanced Field Instruction: CSW (3 credit hours)- 394S	▪ Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T ▪ Advanced Field Instruction: APP (6 credit hours)-694R ▪ Advanced Field Instruction: APP (3 credit hours)- 394S

Final Field may be extended into the summer semester.

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

The **Two-Year** Program (Fall Admission)

Students typically enroll for 15 credit hours each fall and spring semester and complete the 60 credit hour MSSW degree in two years. [Note: Students with a BSW admitted to the 48-hour Post BSW Track will take all Field Instruction courses. An individual program of work that waives select courses will be developed.] Summers are optional but many students use them to take elective courses.

	Clinical Social Work (CSW) Concentration	Administration and Policy Practice (APP) Concentration
Fall 15 Hours Semester 1	- Theories and Critical Perspectives of Human Behavior and the Social Environment– 381R - Foundations of Social Justice: Values, Diversity, Power and Oppression – 381S - Dynamics of Organizations & Communities – 381T - Social Work Practice I – 383R - Field Instruction I – 384R	- Theories and Critical Perspectives of Human Behavior and the Social Environment– 381R - Foundations of Social Justice: Values, Diversity, Power and Oppression – 381S - Dynamics of Organizations & Communities – 381T - Social Work Practice I – 383R - Field Instruction I – 384R
Spring 15 Hours Semester 2	- Clinical Assessment & Differential Diagnosis – 393R1 - Social Work Research Methods – 385R - Social Policy Analysis & Social Problems – 382R - Social Work Practice II – 383T - Field Instruction II – 384S	- Social Work Leadership in Human Service Systems – 393T16 - Social Work Research Methods – 385R - Social Policy Analysis & Social Problems – 382R - Social Work Practice II – 383T - Field Instruction II – 384S
Fall 15 Hours Semester 3	- Theories and Methods of Group Intervention – 393R26 - Advanced CSW Selective - Advanced CSW Selective - Advanced CSW Selective - Elective	- Program Evaluation - Advanced Policy Practice OR Financial Management - Advanced APP Selective - Advanced APP Selective - Elective
Spring 15 Hours Semester 4	- Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T - Advanced Field Instruction: CSW (6 credit hours)- 694R - Advanced Field Instruction: CSW (3 credit hours)- 394S - Elective	- Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T - Advanced Field Instruction: APP (6 credit hours)-694R - Advanced Field Instruction: APP (3 credit hours)- 394S - Elective

Final Field may be extended into the summer semester.

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

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

The **Three-Year** Program (Fall Admission)

Students typically enroll for 9 credit hours each fall and spring semester, except the final two semesters, and complete the 60 credit hour MSSW degree in three years. Summers are optional but many students use them to take elective courses.

	Clinical Social Work (CSW) Concentration	**Administration and Policy Practice (APP) Concentration**
Fall 9 Hours Semester 1	▪ Theories and Critical Perspectives of Human Behavior and the Social Environment– 381R ▪ Foundations of Social Justice: Values, Diversity, Power and Oppression – 381S ▪ Dynamics of Organizations & Communities – 381T	▪ Theories and Critical Perspectives of Human Behavior and the Social Environment– 381R ▪ Foundations of Social Justice: Values, Diversity, Power and Oppression – 381S ▪ Dynamics of Organizations & Communities – 381T
Spring 9 Hours Semester 2	▪ Social Policy Analysis & Social Problems – 382R ▪ Social Work Research Methods – 385R ▪ Elective	▪ Social Policy Analysis & Social Problems – 382R ▪ Social Work Research Methods – 385R ▪ Elective
Fall 9 Hours Semester 3	▪ Social Work Practice I – 383R ▪ Field Instruction I – 384R ▪ Elective	▪ Social Work Practice I – 383R ▪ Field Instruction I – 384R ▪ Elective
Spring 9 Hours Semester 4	▪ Clinical Assessment & Differential Diagnosis – 393R1 ▪ Social Work Practice II – 383T ▪ Field Instruction II – 384R	▪ Social Work Leadership in Human Service Systems – 393T16 ▪ Social Work Practice II – 383T ▪ Field Instruction II – 384S
Fall 12 Hours Semester 5	▪ Theories and Methods of Group Intervention – 393R26 ▪ Advanced CSW Selective ▪ Advanced CSW Selective ▪ Advanced CSW Selective	▪ Program Evaluation ▪ Advanced Policy Practice OR Financial Management ▪ Advanced APP Selective ▪ Advanced APP Selective
Spring 12 Hours Semester 6	▪ Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T ▪ Advanced Field Instruction: CSW (6 credit hours)-694R ▪ Advanced Field Instruction: CSW (3 credit hours)-394S	▪ Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T ▪ Advanced Field Instruction: APP (6 credit hours)-694R ▪ Advanced Field Instruction: APP (3 credit hours)-394S

Final Field may be extended into the summer semester.

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

The University of Texas at Austin
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The **Three-and-One-Half-Year** Program (Fall Admission)

Students typically enroll for 6 credit hours each fall, spring and summer semester (except semesters 8 and 9) and complete the 60 credit hour MSSW degree in three and one-half years.

	Clinical Social Work (CSW) Concentration	Administration and Policy Practice (APP) Concentration
Fall 6 Hours Semester 1	• Theories and Critical Perspectives of Human Behavior and the Social Environment– 381R • Foundations of Social Justice: Values, Diversity, Power and Oppression – 381S	• Theories and Critical Perspectives of Human Behavior and the Social Environment– 381R • Foundations of Social Justice: Values, Diversity, Power and Oppression – 381S
Spring 6 Hours Semester 2	• Social Policy Analysis & Social Problems – 382R • Elective	• Social Policy Analysis & Social Problems – 382R • Social Work Leadership in Human Service Systems – 393T16
Summer 6 Hours Semester 3	• Dynamics of Organizations & Communities – 381T • Social Work Research Methods – 385R	• Dynamics of Organizations & Communities – 381T • Social Work Research Methods – 385R •
Fall 6 Hours Semester 4	• Social Work Practice I – 383R • Field Instruction I – 384R	• Social Work Practice I – 383R • Field Instruction I – 384R
Spring 6 Hours Semester 5	• Social Work Practice II – 383T • Field Instruction II – 384S	• Social Work Practice II – 383T • Field Instruction II – 384S
Summer 6 Hours Semester 6	• Clinical Assessment & Differential Diagnosis – 393R1 • Advanced CSW Selective	• Program Evaluation • Advanced APP Selective
Fall 6 Hours Semester 7	• Theories and Methods of Group Intervention – 393R26 • Advanced CSW Selective	• Advanced Policy Practice OR Financial Management • Advanced APP Selective
Spring 9 Hours Semester 8	• Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T • Advanced Field Instruction: CSW (6 credit hours)- 694R	• Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T • Advanced Field Instruction: APP (6 credit hours)- 694R
Summer 3 Hours Semester 9	• Advanced Field Instruction: CSW (3 credit hours)- 394S	• Advanced Field Instruction: APP (3 credit hours)- 394S
Fall 6 Hours Semester 10	• Advanced CSW Selective • Elective	• Elective • Elective

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

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The University of Texas at Austin
Steve Hicks School of Social Work
MSSW/M.Div. Dual Degree Program

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Post-BSW Track 42-Hour Program (Summer Admission)

	Social Work & M.Div. graduate courses
Fall 12 Hours Semester 3	▪ Introduction to the Hebrew Scriptures – Bi.102 ▪ Colloquy on Vocation and Ministry – I.100 ▪ Introduction to History of Christianity: Apostolic Era-1650 – TH.100 ▪ Theology: Doctrines and Themes – TH.104
January Term 3 Hours	▪ Various elective options
Spring 12 Hours Semester 4	▪ Introduction to the New Testament – Bi.116 ▪ Elementary Bibilcal Hebrew – Bi.108 (or other biblical studies requirement) ▪ The Church as a Worshiping Community – CM.122 ▪ Theology: Figures and Movements – TH.106
Summer 3 Hours Semester 5	▪ Elementary New Testament Greek – Bi.120
Fall 15 Hours Semester 6	▪ Introduction to Homiletics – CM.236 ▪ Pastoral Counseling – CM.226 ▪ Introduction to World Religions – TH.204 ▪ Basic course in biblical exegesis ▪ Basic religious education course – CM.220 or CM.222
Spring 15 Hours Semester 7	▪ Ethics – TH.200 or TH.206 or TH.296 ▪ Historical and Contemporary Issues in Mission and Evangelism – CM.230 ▪ Senior MDiv Capstone Seminar ▪ Advanced courses in biblical exegesis and/or studies
Summer 6 Hours Semester 6	▪ Social Work Practice II – 383T ▪ Clinical Assessment & Differential Diagnosis – 393R1 **OR** Advanced APP Selective (Courses taken depend on student's concentration – Clinical or APP)
Fall 15 Hours Semester 7	▪ Advanced Clinical Selective **OR** SW Leadership in Human Service Systems – *either may be waived if fulfilled at Austin Seminary and approved by the Assistant Dean for Master's Programs* ▪ Theories and Methods of Group Intervention – 393R26 **OR** Program Evaluation ▪ 3 Advanced CSW Selectives – *2 may be waived if fulfilled at Austin Seminary and approved by the Assistant Dean for Master's Programs* **OR** 3 Advanced APP Selectives (one of which is either Advanced Policy Practice or Financial Management) *2 may be waived if fulfilled at Austin Seminary and approved by the Assistant Dean for Master's Programs* (Courses taken depend on student's concentration – Clinical or APP)
Spring 15 Hours Semester 8	▪ Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T ▪ Advanced Field Instruction (6 credit hours)- 694R ▪ Advanced Field Instruction (3 credit hours)- 394S ▪ Elective
Summer 6 Hours Semester 9	▪ 2 Electives– *may be waived if fulfilled at Austin Seminary and approved by the Assistant Dean for Master's Programs*

Total hours completed at UT-SSW after waivers: 36 semester hours
<u>Total hours completed at Austin Seminary after waivers: 56 hours</u>
Total number of required hours: 92 semester hours

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more

The University of Texas at Austin
Steve Hicks School of Social Work
MSSW/M.Div. Dual Degree Program

Four-Year Full-time Program

	Social Work & M.Div. graduate courses
Fall 15 Hours Semester 1	- Theories and Critical Perspectives of Human Behavior and the Social Environment – 381R - Foundations of Social Justice: Values, Diversity, Power and Oppression – 381S - Dynamics of Organizations & Communities – 381T - Social Work Practice I – 383R - Field Instruction I – 384R
Spring 15 Hours Semester 2	- Clinical Assessment & Differential Diagnosis – 393R1 **OR** 384S Social Work Leadership in Human Service Systems – 393T16 - *may be waived if fulfilled at Austin Seminary and approved by the Assistant Dean for Master's Programs* (Courses taken depend on student's concentration – Clinical or APP) - Social Work Research Methods – 385R - Social Policy Analysis & Social Problems – 382R - Social Work Practice II – 383T - Field Instruction II – 384S
Fall 12 Hours Semester 3	- Introduction to the Hebrew Scriptures – Bi.102 - Colloquy on Vocation and Ministry – I.100 - Introduction to History of Christianity: Apostolic Era-1650 – TH.100 - Theology: Doctrines and Themes – TH.104
January Term 3 Hours	Various elective options
Spring 12 Hours Semester 4	- Introduction to the New Testament – Bi.116 - Elementary Bibilcal Hebrew – Bi.108 (or other biblical studies requirement) - The Church as a Worshiping Community – CM.122 - Theology: Figures and Movements – TH.106
Summer 3 Hours Semester 5	Elementary New Testament Greek – Bi.120
Fall 15 Hours Semester 6	- Introduction to Homiletics – CM.236 - Pastoral Counseling – CM.226 - Introduction to World Religions – TH.204 - Basic course in biblical exegesis - Basic religious education course – CM.220 or CM.222
Spring 15 Hours Semester 7	- Ethics – TH.200 or TH.206 or TH.296 - Historical and Contemporary Issues in Mission and Evangelism – CM.230 - Senior MDiv Capstone Seminar - Advanced courses in biblical exegesis and/or studies
Fall 15 Hours Semester 8	- Advanced Clinical Selective – *may be waived if fulfilled at Austin Seminary and approved by the Assistant Dean for Master's Programs* **OR** Program Evaluation - Theories and Methods of Group Intervention – 393R26 **OR** Advanced Policy Practice or Financial Management 2 Advanced CSW Selectives – *may be waived if fulfilled at Austin Seminary and approved by the Assistant Dean for Master's Programs* **OR** 2 Advanced APP Selectives - *May be waived if fulfilled at Austin Seminary and approved by the MSSW Asst. Dean* (Courses taken depend on student's concentration – Clinical or APP) - Elective – *may be waived if fulfilled at Austin Seminary and approved by the Assistant Dean for Master's Programs*
Spring 15 Hours Semester 9	- Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T - Advanced Field Instruction (6 credit hours)- 694R - Advanced Field Instruction (3 credit hours)- 394S - Elective – *may be waived if fulfilled at Austin Seminary and approved by the Assistant Dean for Master's Programs*

Total hours completed at UT-SSW after waivers: 45 semester hours
Total hours completed at Austin Seminary after waivers: 56 hours
Total number of required hours: 101 semester hours

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

The University of Texas at Austin
Steve Hicks School of Social Work and LBJ School of Public Affairs
MSSW/MPAff Dual Degree Program

3 Year Full-time Program

	Social Work & Public Affairs graduate courses
Year 1 –Public Affairs	▪ Public Financial Management (3 hours) ▪ Applied Microeconomics for Policy Analysis (3 hours) ▪ Introduction to Empirical Methods (3 hours) ▪ Advanced Empirical Methods (3 hours) ▪ Politics and Process (3 hours) ▪ Public Management (3 hours) ▪ Policy Research Project (6 hours)
Year 2, Fall 15 hours Semester 1	▪ Theories and Critical Perspectives of Human Behavior and the Social Environment – 381R ▪ Foundations of Social Justice: Values, Diversity, Power and Oppression – 381S ▪ Dynamics of Organizations & Communities – 381T ▪ Social Work Practice I – 383R ▪ Field Instruction I – 384R
Year 2, Spring 15 Hours Semester 2	▪ Social Work Leadership in Human Service Systems – 393T16 ▪ Social Policy Analysis & Social Problems – 382R ▪ Social Work Practice II – 383T ▪ Field Instruction II – 384S
Year 3 Combined – 9 Hours Semester 1	▪ Advanced Policy Economics (3 hours in LBJ) ▪ Advanced Topics in Public Policy or Management (3 hours in LBJ) ▪ Program Evaluation ▪ Advanced Policy Practice or Financial Management
Year 3 Combined – 12 Hours Semester 2	▪ Professional Report (3 hours in LBJ) ▪ Advanced Integrative Capstone (3 hours in SW – spring only) ▪ Advanced Field Instruction (6 hours in SW – spring only; 540 clock hours)

Total hours completed at School of Social Work after waivers: 42 semester hours
Total hours completed at School of Public Affairs after waivers: 33 hours
Total number of required hours: 75 semester hours

***Social Work courses to be waived and taken in the School of Public Affairs – 3 hours of final field, Research, 2 electives and 2 selectives (selectives are advanced courses taken in their concentration)

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

The University of Texas at Austin
Steve Hicks School of Social Work
MSSW/MPAff Dual Degree Program

Post BSW Track 42 Hour Program – Summer Admission

	Social Work & Public Affairs graduate courses
Summer 6 Hours Semester 1	▪ Social Work Practice II – 383T ▪ Program Evaluation
Year 1 - Public Affairs	▪ Public Financial Management (3 hours) ▪ Applied Microeconomics for Policy Analysis (3 hours) ▪ Introduction to Empirical Methods (3 hours) ▪ Advanced Empirical Methods (3 hours) ▪ Politics and Process (3 hours) ▪ Public Management (3 hours) ▪ Policy Research Project (6 hours)
Summer 6 Hours	▪ SSW Elective ▪ Advanced APP Selective
Year 2 Combined – 12 Hours Semester 5	▪ Advanced Policy Economics (3 hours in LBJ) ▪ Advanced Topics in Public Policy or Management (3 hours in LBJ) ▪ SW Leadership in Human Service Systems – 393T16 ▪ Advanced Policy Practice or Financial Management
Year 2 Combined – 15 Hours Semester 6	▪ Professional Report (3 hours in LBJ) ▪ Advanced Integrative Capstone (3 hours in SW – spring only) ▪ Advanced Field Instruction (9 hours in SW – spring only; 540 clock hours)

Total hours completed at UT-SSW after waivers: 30 semester hours
Total hours completed at School of Public Affairs after waivers: 33 hours
Total number of required hours: 63 semester hours

***This is a sample program of work. All Post-BSW programs of work will be determined individually by the Assistant Dean for Master's Programs.

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

The University of Texas at Austin
Steve Hicks School of Social Work
MSSW/JD Dual Degree Program

Four-Year Full-time Program

	Social Work & JD graduate courses
Year 1, Fall 15 Hours Semester 1	▪ Theories and Critical Perspectives of Human Behavior and the Social Environment – 381R ▪ Foundations of Social Justice: Values, Diversity, Power and Oppression – 381S ▪ Dynamics of Organizations & Communities – 381T ▪ Social Work Practice I – 383R ▪ Field Instruction I – 384R
Year 1, Spring 15 Hours Semester 2	▪ Clinical Assessment & Differential Diagnosis – 393R1　**OR** 　Social Work Leadership in Human Service Systems – 393T16 (Courses taken depend on student's concentration – Clinical or APP) ▪ Social Work Research (3 hours in SW – spring or summer only) ▪ Social Policy Analysis & Social Problems – 382R ▪ Social Work Practice II – 383T ▪ Field Instruction II – 384S
Year 2 – Law School	▪ Civil Procedure (4 hours) ▪ Property (4 hours) ▪ Contracts (4 hours) ▪ Torts (4 hours) ▪ Constitutional Law (4 hours) ▪ Legal Research and Writing (2 hours) ▪ Criminal Law (4 hours) ▪ Writing Component (1 hour add to one of the 4 hour courses) ▪ Elective (2, 3, or 4 hours) – *one elective must fulfill the law skills requirement* ▪
Years 3 & 4 - Combined	▪ Professional Responsibility (3 hours in Law) ▪ Constitutional Law (3 hours in Law) ▪ Writing Seminar (3 hours in Law) ▪ Law Electives (35 hours in Law) - *one elective must fulfill the law skills requirement* ▪ Advanced Clinical Selective (summer or fall)　**OR** Program Evaluation (summer or fall) ▪ Theories and Methods of Group Intervention – 393R26 (summer or fall)　**OR** 　Advanced Policy Practice or Financial Management (Courses taken depend on student's concentration – Clinical or APP) ▪ Advanced Integrative Capstone (3 hours in SW – spring only; taken upon completion of all required SW courses) ▪ Advanced Field Instruction (9 hours in SW – spring only; taken upon completion of all required SW courses)

Total hours completed at School of Social Work after waivers: 48 semester hours
Total hours completed at School of Law after waivers: 74 hours
Total number of required hours: 122 semester hours

***Social Work courses to be waived and taken in the School of Law – 2 electives and 2 selectives (selectives are advanced courses taken in their concentration; selectives must also fulfill the law school skills requirement)

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

The University of Texas at Austin
Steve Hicks School of Social Work
MSSW/JD Dual Degree Program

Post-BSW Track 42-Hour Program (Summer Admission)

	Social Work & JD graduate courses
Summer 6 Hours Semester 1	▪ Social Work Practice II – 383T ▪ Clinical Assessment & Differential Diagnosis – 393R1 **OR** Program Evaluation
Year 1 - Law School	▪ Civil Procedure (4 hours) ▪ Property (4 hours) ▪ Contracts (4 hours) ▪ Torts (4 hours) ▪ Constitutional Law (4 hours) ▪ Legal Research and Writing (2 hours) ▪ Criminal Law (4 hours) ▪ Writing Component (1 hour add to one of the 4 hour courses) ▪ Elective (2, 3, or 4 hours) – *one elective must fulfill the law skills requirement*
Year 2-3 Combined With summer courses, 64 hours	▪ Professional Responsibility (3 hours in Law) ▪ Constitutional Law (3 hours in Law) ▪ Writing Seminar (3 hours in Law) ▪ Law Electives (35 hours in Law) - *one elective must fulfill the law skills requirement* ▪ Theories and Methods of Group Intervention – 393R26 (summer or fall) **OR** SW Leadership in Human Service Systems – 393T16 (spring or fall) ▪ SSW Elective ▪ SSW Selective – *summer or fall only* ▪ Advanced Clinical Selective (summer or fall) **OR** Advanced Policy Practice or Financial Management ▪ Advanced Integrative Capstone (3 hours in SW – spring only; taken upon completion of all required SW courses) ▪ Advanced Field Instruction (9 hours in SW – spring only; taken upon completion of all required SW courses)

Total hours completed at UT-SSW after waivers: 30 semester hours
Total hours completed at School of Law after waivers: 74 hours
Total number of required hours: 104 semester hours

***This is a sample program of work. All Post-BSW programs of work will be determined individually by the Assistant Dean for Master's Programs.

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

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The University of Texas at Austin
Steve Hicks School of Social Work
MSSW/MPH Dual Degree Program

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Three-Year Full-time Program

	Social Work & MPH graduate courses
Fall Semester 1	- Foundations of Social Justice: Values, Diversity, Power and Oppression – 381S – *Counts as MPH Elective* - Social Work Practice I – 383R - Field Instruction I – 384R - Social and Behavioral Aspects of Community Health – PHAM 1110 – completed at UTSPH - Theories and Critical Perspectives of Human Behavior and the Social Environment – 381R– completed at UT-SSW
Spring Semester 2	- Social Work Leadership in Human Service Systems – 393T16 *OR* Clinical Assessment and Differential Diagnosis – 393R1 - Social Work Research Methods – 385R - Social Policy Analysis & Social Problems – 382R –*Counts as MPH Elective* - Social Work Practice II – 383T - Field Instruction II – 384S
Summer Semester 3	Overview of Environmental Health– PHAM 2110 or Man's Impact on the Environment—PHWM 2120 – completed at UTSPH
Fall Semester 4	- Foundations of Biostatistics – PHA 1690 – completed at UTSPH - Fundamentals of Epidemiology – PHAM 2610 – completed at UTSPH - Introduction to Management and Policy Sciences—PHAM 3715 – completed at UTSPH - Ethics in Public Health—PHAM 5010 – completed at UTSPH - Dynamics of Organizations & Communities – 381T – *Counts as MPH Elective*
Spring Semester 5	4 courses to be completed at UTSPH The following classes count as Electives for MSSW and fulfill the 2 electives required for MSSW: - Introduction to Qualitative Research Methods – PHAM 1118 - Introduction to Program Evaluation – PHAM 1120 - Health Service Delivery and Performance – PHAM 3920 - Intervention Mapping – PHAM 1113 **These are *recommended* electives for UTSPH. You may substitute UTSPH [elective courses](#) with advisor approval.
Summer Semester 6	Health Policy in the United States – PHA 3810 OR Health Policy Analysis – PHA 3815
Fall Semester 7	- Program Evaluation - Advanced Policy Practice or Financial Management 2 APP Selectives *OR* Clinical Concentration Students take - Theories and Methods of Group Intervention – 393R26 3 Advanced Clinical Selectives
Spring Semester 8	- Capstone Course - Advanced Field Instruction (6 credit hours)- 694R - MPH Practicum/Internship – PHAM 9997 *3 credit hours (counts as SSW Advanced Field Instruction– 394S)* - MPH Culminating Experience/Thesis PHAM 9998– *3 credit hours (Counts as SSW Elective)*

Total hours completed at UT-SSW after waivers: 51 semester hours
Total hours completed at UT-SPH after waivers: 37 hours
Total number of required hours: 88 semester hours

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

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The University of Texas at Austin
Steve Hicks School of Social Work
MSSW/MPH Dual Degree Program
</div>

Post-BSW Track 42-Hour Program (Summer Admission)

	Social Work & MPH graduate courses
Summer Semester 1	▪ Social Work Practice II – 383T ▪ Overview of Environmental Health– PHAM 2110 or Man's Impact on the Environment—PHWM 2120 – completed at UTSPH
Fall Semester 2	▪ Foundations of Biostatistics – PHA 1690 – completed at UTSPH ▪ Fundamentals of Epidemiology – PHAM 2610 – completed at UTSPH ▪ Introduction to Management and Policy Sciences—PHAM 3715 – completed at UTSPH ▪ Ethics in Public Health—PHAM 5010 – completed at UTSPH
Spring Semester 3	4 courses to be completed at UTSPH The following classes count as Electives for MSSW and fulfill the 2 electives required for MSSW: ▪ Introduction to Qualitative Research Methods – PHAM 1118 ▪ Introduction to Program Evaluation – PHAM 1120 ▪ Health Service Delivery and Performance – PHAM 3920 ▪ Intervention Mapping – PHAM 1113 ▪ **These are *recommended* electives for UTSPH. You may substitute UTSPH elective courses with advisor approval.
Summer Semester 4	▪ Health Policy in the United States – PH 3810 OR Health Policy Analysis – PH 3815 ▪ Clinical Assessment and Differential Diagnosis – 393R1

Fall
Semester 5
	▪ Social Work Leadership in Human Service Systems – 393T16
	▪ Program Evaluation
	▪ Advanced Policy Practice or Financial Management
	▪ 2 APP Selectives
	▪ *OR* Clinical Concentration Students take
	    ▪ Theories and Methods of Group Intervention – 393R26
	    ▪ 3 Advanced Clinical Selectives
	▪ SW elective

Spring Semester 6	▪ Capstone Course ▪ Advanced Field Instruction (6 credit hours)- 694R ▪ MPH Practicum/Internship – PHAM 9997 *3 credit hours (counts as SSW Advanced Field Instruction – 394S)* ▪ MPH Culminating Experience/Thesis PHAM 9998– *3 credit hours (Counts as SSW Elective)*

Total hours completed at UT-SSW after waivers: 30 semester hours
Total hours completed at UT-SPH after waivers: 37 hours
Total number of required hours: 67 semester hours

   ***This is a sample program of work. All Post-BSW programs of work will be determined individually by the Assistant Dean for Master's Programs.

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

The University of Texas at Austin
Steve Hicks School of Social Work
MSSW/LAS Dual Degree Program

3 Year Full-time Program

	Social Work & LAS graduate courses
Fall 15 Hours Semester 1	▪ Theories and Critical Perspectives of Human Behavior and the Social Environment – 381R ▪ Foundations of Social Justice: Values, Diversity, Power and Oppression – 381S ▪ Dynamics of Organizations & Communities – 381T ▪ Social Work Practice I – 383R ▪ Field Instruction I – 384R
Spring 15 Hours Semester 2	▪ Clinical Assessment & Differential Diagnosis – 393R1 **OR** 384S Social Work Leadership in Human Service Systems – 393T16 (Courses taken depend on student's concentration – Clinical or APP) ▪ Social Work Research Methods – 385R ▪ Social Policy Analysis & Social Problems – 382R ▪ Social Work Practice II – 383T ▪ Field Instruction II – 384S
Fall 15 Hours Semester 3	▪ 9 hours of LAS (including LAS 384: Proseminar: Curr Iss in Lat Amer) ▪ 6 hours of SW – selectives or required concentration courses
Spring 9 Hours Semester 4	▪ 9 hours of LAS
Summer	▪ *Field research for LAS*
Fall 15 Hours Semester 5	▪ 9 hours of LAS ▪ 6 hours of SW – selectives or required concentration courses
Spring 12 Hours Semester 6	▪ Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T ▪ Advanced Field Instruction (6 credit hours)- 694R ▪ 3 hours of LAS

Total hours completed at UT-SSW after waivers: 51 semester hours
Total hours completed at LAS after waivers: 30 hours
Total number of required hours: 81 semester hours

***This is a sample program of work. All Post-BSW programs of work will be determined individually by the Assistant Dean for Master's Programs.

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

The University of Texas at Austin
Steve Hicks School of Social Work
MSSW/LAS Dual Degree Program

Post BSW Track Program – Summer Admission

	Social Work & LAS graduate courses
Summer 6 Hours Semester 1	▪ Social Work Practice II – 383T ▪ Clinical Assessment & Differential Diagnosis – 393R1 **OR** Program Evaluation (Courses taken depend on student's concentration – Clinical or APP)
Fall 15 Hours Semester 2	▪ 9 hours of LAS (including LAS 384: Proseminar: Curr Iss in Lat Amer) ▪ 6 hours of SW – selectives, electives or required concentration courses
Spring 15 Hours Semester 4	▪ 9 hours of LAS ▪ 6 hours of SW – selectives, electives or required concentration courses
Summer	▪ *Field research for LAS*
Fall 15 Hours Semester 8	▪ 9 hours of LAS ▪ 6 hours of SW – selectives, electives or required concentration courses
Spring 12 Hours Semester 9	▪ Advanced Integrative Capstone in Social Work Knowledge and Practice – 385T ▪ Advanced Field Instruction (6 credit hours)- 694R ▪ 3 hours of LAS

Total hours completed at UT-SSW after waivers: 33 semester hours
Total hours completed at LAS after waivers: 30 hours
Total number of required hours: 63 semester hours

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

The University of Texas at Austin
Steve Hicks School of Social Work and McCombs School of Business
MSSW/MBA Dual Degree Program

3 Year Full-time Program

	Social Work & Business graduate courses
Year 1 – Fall, Social Work, Semester 1	- Theories and Critical Perspectives of Human Behavior and the Social Environment – 381R - Foundations of Social Justice: Values, Diversity, Power and Oppression – 381S - Dynamics of Organizations & Communities – 381T - Social Work Practice I – 383R - Field Instruction I – 384R
Year 1, Spring Social Work, Semester 2	- Social Work Leadership in Human Service Systems – 393T16 - Social Policy Analysis & Social Problems – 382R - Social Work Research Methods – 385R - Social Work Practice II – 383T - Field Instruction II – 384S
Year 2, Fall, Business, Semester 3	- Financial Accounting – BA 284T - Financial Management – BA 285T - Statistics – BA 286T - Managerial Economics – BA 380S - Marketing Management – BA 281T - Operations Management – BA 280N - Strategic Career Planning – BA 181C - Flexible core elective – chosen from menu of Analyzing Business and Leading People options (2 hours)
Year 2, Spring Business, Semester 4	- Strategic Management – BA 385T - Flexible core electives – 2 courses chosen from menu of Analyzing Business and Leading People options (4 hours) - Choice of 3 elective courses offered in the McCombs School of Business (9 hours)
Year 3 Combined – 12 Hours Semester 2	- MBA Elective - MBA Elective - MBA Elective - MBA Elective - Program Evaluation
	- MBA Elective - Advanced Integrative Capstone (3 hours in SW – spring only) - Advanced Field Instruction (6 hours in SW; 540 clock hours)

Total hours completed at Steve Hicks School of Social Work after waivers: 42 semester hours
Total hours completed at McCombs School of Business after waivers: 47 hours
Total number of required hours: 89 semester hours

***Social Work courses to be waived and taken in the McCombs School of Business – 3 hours of final field, Financial Management, 2 electives and 2 selectives (selectives are advanced courses taken in their concentration)

***Extended field placements require registration for 694R with 3 hours in spring and 3 hours in summer

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

The University of Texas at Austin
Steve Hicks School of Social Work and McCombs School of Business
MSSW/MBA Dual Degree Program

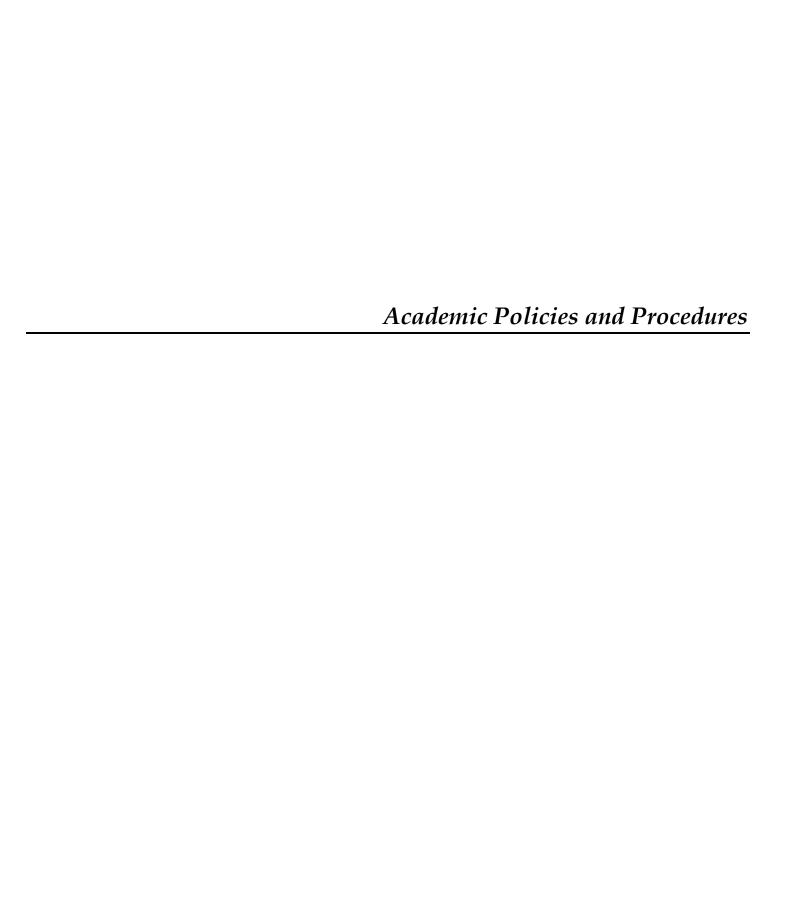## Post BSW Track 42 Hour Program – Summer Admission

	Social Work & Business graduate courses
Summer 1 – Social Work	• Social Work Practice II – 383T • Program Evaluation
Year 1 – Fall, Business	• Financial Accounting – BA 284T • Financial Management – BA 285T • Statistics – BA 286T • Managerial Economics – BA 380S • Marketing Management – BA 281T • Operations Management – BA 280N • Strategic Career Planning – BA 181C • Flexible core elective – chosen from menu of Analyzing Business and Leading People options (2 hours)
Year 1 – Spring, Business	• Strategic Management – BA 385T • Flexible core electives – 2 courses chosen from menu of Analyzing Business and Leading People options (4 hours) • Choice of 3 elective courses offered in the McCombs School of Business (9 hours)
Summer 2 – Social Work	• Advanced APP Selective • Advanced APP Selective •
Year 2 Combined, Fall	• SW Leadership in Human Service Systems – 393T16 • MBA Elective • MBA Elective • MBA Elective • MBA Elective
Year 2 Combined, Spring	• MBA Elective • Advanced Integrative Capstone (3 hours in SW – spring only) • Advanced Field Instruction (9 hours in SW – spring only; 540 clock hours)
Summer 3 – Social Work	• SW Elective

Total hours completed at UT-SSW after waivers: 30 semester hours
Total hours completed at McCombs School of Business after waivers: 47 hours
Total number of required hours: 73 semester hours

***This is a sample program of work. All Post-BSW programs of work will be determined individually by the Assistant Dean for Master's Programs.

Please note: For the Master's Program in the Steve Hicks School of Social Work, full time for financial aid is considered 12 hours or more.

Academic Policies and Procedures

Academic Advising

The University provides information and academic advice to students in order to assist them in making proper academic decisions. The Dean of each college or school is responsible for providing an effective system of information dissemination and advising that is appropriate to the academic programs of that college or school. Each unit will seek to provide the most current and accurate information and advice possible. <u>The student is responsible for seeking advice, for knowing and meeting the requirements of the degree program of his or her interest, for enrolling in courses appropriate to that degree program, and for taking courses in the proper sequence to ensure orderly and timely progress toward the degree.</u>

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

Faculty Advisors

All new MSSW students are matched with a Faculty Advisor at New Student Orientation based on areas of interest. Professional advising provides information regarding the profession of social work as a career choice. Faculty are a resource to assist students in considering the diverse fields of practice available within the profession.

The Graduate Advisor

The Graduate Advisor of the Steve Hicks School of Social Work is appointed annually by the Vice President and Dean of Graduate Studies, on the recommendation of the Dean of the Steve Hicks School of Social Work, in consultation with the Graduate Studies Committee. The Graduate Advisor ultimately is responsible to the Graduate School for each student's educational program. The Graduate Advisor meets with all incoming MSSW students at New Student Orientation. The Graduate Advisor's signature of approval is required on all academic advising and graduation materials. The Graduate Advisor's approval to continue in the MSSW program is required in circumstances where a conditional student has not met conditions or a non-conditional student has not met Graduate School standards, such as maintaining a 3.0 grade-point average. The Graduate Advisor must also approve any deviations from prescribed Programs of Work. The Graduate Advisor hears student grievances and advises students of proper procedures.

The Assistant Dean for Master's Programs

The Assistant Dean for Master's Programs is responsible for the development and oversight of the MSSW program, including admissions, programs of work, and degree program modifications. The Assistant Dean for Master's Programs chairs the MSSW Committee and also serves as Assistant Graduate Advisor. The Assistant Dean also accepts and responds to requests, petitions and grievances related to MSSW program policies, procedures and curriculum issues. In addition, the Assistant Dean evaluates all requests for transferring course credit from other programs.

Academic Advisor for MSSW Students

All students should refer to the Office of the Registrar for registration procedures, time slots, and course information.

Advising is required for all MSSW students each semester prior to registration. Appointments may be scheduled through the Steer Your Career portal. Any student who is assigned a grade of X (incomplete), a grade of C or below, or who is placed on academic warning status must contact the Academic Advisor before registering for the following semester.

Registration bars are placed on all MSSW student records prior to each registration period. Bars will be lifted only if students have satisfied all requirements to date. Call 471-5457 or visit the student services desk to schedule MSSW advising appointments.

Academic Warning Status and Dismissal

If the overall grade-point average falls below 3.0, the Graduate School places a student on academic warning status. While in warning status, the student may not drop any course or withdraw from The University without the approval of the Graduate Advisor and the graduate dean. In the next semester or summer term in which the student enrolls, the overall grade-point average must be raised to 3.0 or the student is barred from further study.

In the Steve Hicks School of Social Work, certain circumstances make it possible for a student to be barred from continuation in the MSSW Program. All students receiving a grade of C or below or an X (incomplete) in any semester will have their academic progress in the program reviewed by the Assistant Dean for Master's Programs, who may request MSSW Committee review and action. Students will be notified in writing of adverse decisions regarding their continuation in the program. Students may appeal in writing to the Graduate Advisor for continuation in the program. Faculty may identify, in writing, those students who demonstrate behaviors that raise serious questions about their continuing towards the professional degree in Social Work. Such students' names will be submitted to the Graduate Advisor who will coordinate a review, including appropriate faculty members in such a process. See the section "Standards for Social Work Education" for more information.

Students conditionally admitted by the Graduate School and the Steve Hicks School of Social Work will be notified of these conditions at the time of admission. If the conditions placed on admission have not been fulfilled within the time specified, the student may be barred from subsequent registration in the Graduate School. Students may appeal in writing to the Graduate Advisor. In consultation with the Assistant Dean for Master's Programs, the Graduate Advisor recommends whether or not a student will be allowed to continue.

Adding and Dropping Courses

Specific deadlines for adding and dropping courses each semester are given in the academic calendar, which can be found in the *Course Schedule* on line through the Office of the Registrar. Adds and drops are handled via ROSE, the online registration system or through the Student Services Office and the Graduate Dean's Office, depending on the time and nature of the transaction. All academic transactions are governed by policies set forth in the *Graduate Catalog* and *Course Schedule.*

Refunds and Academic Penalties

A student may drop a course with the Graduate Advisor's approval through the last class day of a semester or summer term. He or she receives a refund for courses dropped by the twelfth class day of a long-session semester or by the fourth class day of a summer term.

From the thirteenth through the twentieth class day of a long semester, and from the fifth through the tenth class day of a summer term, no refunds are available and the student may drop a course with no academic penalty; the symbol Q is recorded. If the student drops a course after that time, the instructor determines whether the symbol Q or a grade of F should be recorded.

Dropping a Course While in Warning Status

If a student is in warning status due to failure to maintain a grade point average of at least 3.0, he or she may not drop a course without the recommendation of the Graduate Advisor and the approval of the graduate dean. Students should contact the Academic Advisor at 471-2935 before dropping courses.

Payment for Added Courses

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

To Add a Course

TIME FRAME	PROCEDURE
BEFORE classes begin	• Add via ROSE, per *Course Schedule*
FIRST 4 class days of a long semester **OR** **FIRST 2 class days of a summer session**	• Add via ROSE, per *Course Schedule* • **Pay Add Bill by 12th Class Day**
5th to 12th class days of a long semester **OR** **3rd and 4th class days of summer session**	• Meet with Academic Advisor for approval and processing • **Pay Add Bill by 12th Class Day**
AFTER the 12th class day of a long semester **OR** **4th class day of summer session**	• Meet with Academic Advisor for approval and processing.

To Drop a Course

TIME FRAME	PROCEDURE
BEFORE classes begin	• Drop via ROSE, per Course Schedule, during pre-semester add/drop sessions.
FIRST 12 class days of a long semester **OR** **FIRST 2 class days of summer session**	• Meet with Academic Advisor for approval and processing • Drop via ROSE per *Course Schedule* • Refund mailed to local address after 12th class day
13th to 20th class day of a long semester **OR** **5th to 10th class day of summer session**	• Meet with Academic Advisor for approval and processing • No academic penalty assessed; *Q* recorded • No refund given after 12th class day
AFTER the 20th class day of a long semester **OR** **5th to last class day of a summer session**	**Must meet with Academic Advisor** **GRADUATE ADVISOR APPROVAL REQUIRED** **POSSIBLE ACADEMIC PENALTY APPLIES**

PLEASE ADHERE TO COURSE SEQUENCING AS OUTLINED IN THE MSSW PROGRAM OF WORK. CONSULT YOUR ACADEMIC ADVISOR WITH QUESTIONS AT 512-471-2935
or
marianmahaffey@mail.utexas.edu

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 Academic Affairs advisors to help students structure conference courses in a manner consistent with the educational standards of the School. Supervised practicum 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. Employment cannot be counted as conference course credit. Except under the most extenuating of circumstances, core courses cannot be taken on a conference course basis.

To Register for a Conference Course (SW 395K):

Each student must secure the cooperation of a faculty member of the Steve Hicks School of Social Work or other department who is willing to be the instructor for the course. The student, in collaboration with the faculty member, must submit an outline for the Conference Course that contains specific information about course content and objectives. Students should obtain a copy of the "Guidelines for SW 395K - Conference Courses" and a Conference Course form from the MSSW Academic Advisor or online at www.utexas.edu/ssw/apss/forms. Students may not register for Conference Courses without the completed conference course outline, including the faculty member's signature. The completed outline should be returned to the MSSW Program Academic Advisor, prior to your assigned ROSE access period during registration or adds and drops. A copy of the outline will be placed in the student's file. Please consult your Academic Advisor for additional information.

Course Load Requirements

Maximum Load
The maximum course load for graduate students is fifteen semester hours in a long semester and twelve semester hours in a summer session. The Graduate Advisor must recommend and the Dean of Graduate Studies must approve all requests for heavier course loads. This is permitted only by petition under special circumstances.

Minimum Load
The Graduate School recognizes nine semester hours during a long semester and three hours during a summer session as a minimum full-time course load. Full-time students in the School of Social Work are expected to be enrolled for the prescribed fifteen semester hours during each long-session semester. Extended Study students must be enrolled for a minimum of nine semester hours each long-session semester; and part-time students must be enrolled for a minimum of six semester hours each long-session semester. The Graduate Advisor must approve any requests for enrollment under six hours in a long session by part-time students.

Credit / No Credit Policy (Pass / Fail)

It is the policy of The University of Texas Graduate School that no more than 20% of a Graduate Program of Work can be taken on a CREDIT/NO CREDIT basis. Registration for final semester field instruction (SW 694R and SW 394S) will be on a CREDIT/NO CREDIT basis only. The student must perform at the grade of C level or better in SW 694R and SW 394S in order to obtain CREDIT. Grade of D level work or lower in SW 694R and SW 394S will be recorded as NO CREDIT. A 3.0 GPA (Grade Point Average) is necessary in order to graduate. Since SW 694R and SW 394S are taken on a Credit/No Credit basis only, these 9 graduate credit hours do not affect or calculate into the semester or cumulative GPA. In addition, electives are the only option for additional course work taken as CREDIT/NO CREDIT. Students in the 42, 48, or 60 hour programs may take one elective CREDIT/NO CREDIT.

Transferring or Waiving Courses in the MSSW Program

Students may transfer graduate course work from an accredited institution with the prior approval of the Assistant Dean for Master's Programs, the Graduate Advisor and the Office of Graduate Studies. The Graduate Studies Committee of the Steve Hicks School of Social Work provides students with an opportunity to receive a waiver for certain course work they believe they have mastered based upon courses completed at another accredited program. Up to 24 credits may be waived. Waiver credits do not appear on the student's official University record. Students requesting transfers or waivers should submit a transcript to the Assistant Dean for Master's Programs, showing the completed course work, and a syllabus with course description for each course to be considered.

Students may not receive academic credit for life experience, previous volunteer or work experience in social work, or for a course work from a previously conferred degree.

Electives

To satisfy elective requirements, students may take elective course work within the School or with approval, in other University departments. Students are encouraged to use the summer semester and take electives within the School to enrich and extend their learning experience.

Taking Electives Outside of the Steve Hicks School of Social Work

In order to take an elective course outside of the School and receive proper credit toward the MSSW degree, the student must submit to the Academic Advisor a course description of the graduate elective being considered along with the student's current career objectives. Pre-approvals for registration may be required from other departments. A "Program Modification" form along with a syllabus of the course taken outside of the Steve Hicks School of Social Work must be kept in the student's academic file for graduation certification.

The student must provide an appropriate rationale for taking a course outside of the department along with current career objectives. Information on electives offered by other departments is provided to students whenever possible. Because some University departments may place restrictions on enrollment, students should begin the approval process prior to the official University advising period each semester. Consult the Course Schedule and your Academic Advisor for listings of courses offered in other departments and any prerequisites they may carry.

Transferring Graduate Electives

Some graduate electives completed at other universities may be counted toward the MSSW degree but ONLY with prior approval from the Assistant Dean for Master's Programs. Students must submit a transcript and syllabus for evaluation of prior electives. Electives MAY NOT be transferred from another institution in the student's graduating semester. Students expecting to participate in an out-of-town final field placement should plan to finish electives prior to or upon completion of the out-of-town placement. Attempts to complete or transfer electives from another institution, in the student's graduation semester, will result in a delay of graduation.

Students may transfer a maximum of 6 approved graduate hours. Electives may be waived or transferred, only upon approval by the Assistant Dean for Master's Programs.   Please see the Academic Advisor for initial review of electives before submitting information to the Assistant Dean for Master's Programs.

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.

LETTER GRADES - In the Graduate School, credit is given for the grades A, A- B+, B, B-, C+, and C. Credit will not be given of C- or below. If a student earns below a C, the course will need to be retaken.   Every semester hour with a grade of C, however, must be balanced by one with a grade of A, because an overall grade point average of at least 3.0 is required for the degree.

Within the overall grade point average, the student must earn a GPA of at least 3.0 in all upper-division and graduate courses in the major and supporting work. High grades in courses outside the major and the supporting work will not serve to bring up these averages. On the other hand, high grades in the major and the supporting work may raise the overall average, provided they are in upper-division or graduate courses.

Grades from other institutions are not included in the grade point average. Only upper-division and graduate-level courses taken in graduate status for a letter grade at The University of Texas at Austin

or reserved for graduate credit are counted in the average; thesis, report, and dissertation courses are not counted.

INCOMPLETE GRADES - The symbol *X* may be reported in cases where the student has not completed all the assignments in a course before its conclusion. The instructor, with the approval of the Graduate Dean's office, may convert the symbol X into a grade if such conversion is made by the end of the following long session after the filing of the symbol *X*. Otherwise, the symbol *X* converts to a symbol *I* and remains on the record permanently.

Courses for which the symbol *I* is recorded, may not be used to fulfill degree requirements and must be repeated for credit.

Students must satisfy all prerequisite incompletes before starting final year coursework and the final field placement.

Conditionally admitted students may not take a grade of X, as part of the criteria for achieving "good academic standing" after admission.

Candidates for graduation should not take a grade of X in their final semester, or graduation will be delayed and additional course work in a future semester of graduation will be required.

Improper uses of the symbol X are listed in the *General Information Bulletin*.

PROHIBITION OF EX POST FACTO CREDIT - The Graduate School does not grant ex post facto credit. With the appropriate approval, an upper-division student, a non-degree undergraduate, or a transient summer student may take any graduate course for which he or she has fulfilled the prerequisite. However, credit will not be granted toward a graduate degree; nor may a student who is later admitted to the Graduate School petition for ex post facto credit.

Graduation

Filing for Graduation

In order to graduate, students must:

- Be registered at UT-Austin in the semester in which they will graduate.
- Have successfully completed all required coursework toward the MSSW or dual degree.
- Have no incompletes (Xs).
- Have a 3.0 cumulative graduate GPA or better in all courses.
- Have submitted any transfer course transcripts to the Steve Hicks School of Social Work prior to the graduating semester.
- File a Program of Work with the graduation application. A Program of Work includes all courses required for the MSSW or dual degree. Must have at least a 3.0 cumulative GPA for

courses included in the Program of Work (only courses in which a student earns a grade of C or better may be included in the Program of Work for a graduate degree).

- Not be registered in the graduating semester for transfer course work intended to apply to their program of work.

Failure to properly file may cause a delay of graduation. If a candidate's graduation is postponed for any reason, the degree candidate form must be re-filed. Graduation instructions are posted on the SSW-MSSW listserv periodically, beginning in the fall semester. Graduation forms may be downloaded and printed from the Office of Graduate Studies web site.

It is the student's responsibility to maintain contact with the Academic Advisor to ensure that the appropriate progress is being made toward the degree and that all University and School policies are understood. To avoid program of work and enrollment conflicts as the graduating semester approaches, students are required to meet with the Academic Advisor for academic advising at least once a semester throughout matriculation.

The University holds commencement exercises at the end of the fall and spring semesters. Those who graduate in the preceding summer session or fall semester are eligible to attend along with those who graduate in the spring semester. In addition, the Steve Hicks School of Social Work permits students who will graduate in the following summer session to participate in the School's spring commencement exercises. Contact the Dean's Office for additional information regarding commencement exercises.

Time Limits for Completion of the MSSW

The Council on Social Work Education's standard for completing the MSSW degree is four years. Based on the CSWE standard, the Steve Hicks School of Social Work requires all students to complete the degree in a timely fashion. Continuation beyond four years is approved only in rare and extenuating circumstances. In all cases, all requirements for a master's degree must be completed within one six-year period. Work over six years old can be reinstated only with the permission of the Graduate Dean, upon recommendation of the Graduate Studies Committee.

Withdrawal from The University

Dropping an entire course load constitutes withdrawal from The University. To withdraw from The University, a student must fill out the appropriate forms in the Office of Graduate Studies in the Main Building, (The Tower) Room 101. This is true even if the student is taking only one class and wishes to "drop" it. Students are required to inform the Assistant Dean for Master's Programs in writing of their withdrawal from graduate school. Students are also strongly encouraged to notify their Professors and Graduate Advisor.

Leave of Absence

Students who anticipate being on leave in a long semester (fall or spring) must:

- Complete the Program Confirmation of Leave of Absence form.
- Obtain authorization from the Steve Hicks School of Social Work Graduate Adviser.

Failure to secure a leave of absence in advance of the semester of which a student will be on leave will result in: 1) non-guarantee of readmission, and 2) a $50 readmission application fee.
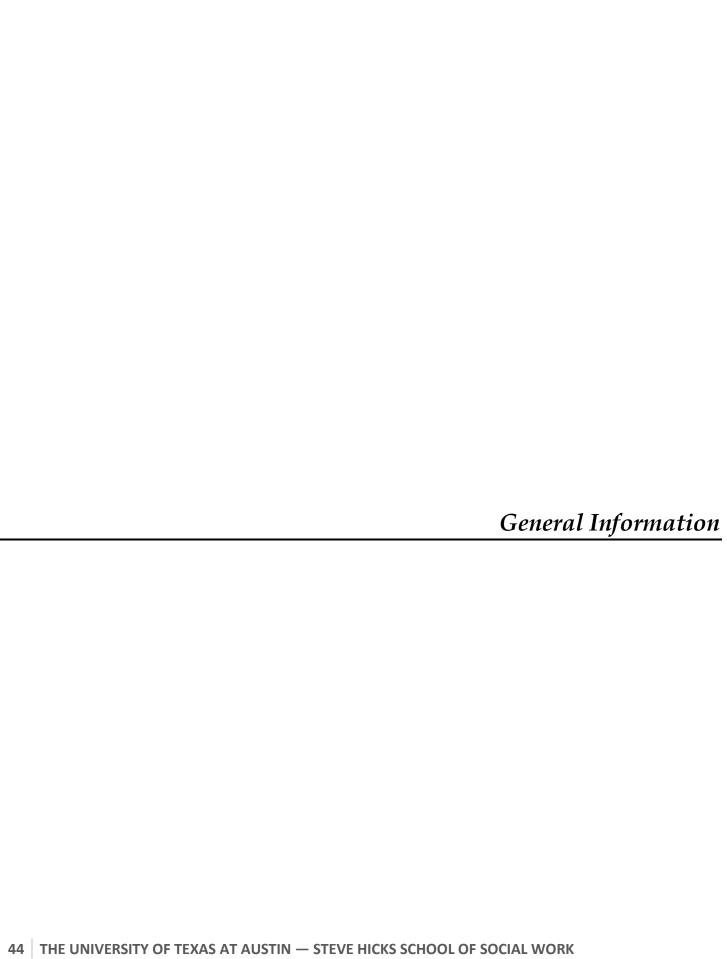
Medical Withdrawal/Course Reduction/Retroactive Withdrawal

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 and Graduate School Policies.

More information on these processes can be found at http://healthyhorns.utexas.edu/medicalwithdrawals.html.

Readmission to the School of Social Work

Students must be "continuously registered" for all long semesters (Fall and Spring) until completion of the degree. Students are required to secure a leave of absence for semesters in which they will be on leave. If a student has not taken courses for one long semester or more, application for readmission must be completed and students must have departmental approval to return. The application form for readmission is available from the Graduate & International Admissions Center. At the same time, it is necessary to request consideration for readmission to the SSW in writing. This request should be directed to the SHSSW Office of Admissions. Readmission is not guaranteed and will be granted based on readiness for continued graduate level work in the SHSSW.

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 Blvd. from Royal-Texas Memorial Stadium.

The building is generally open during the week from about 7:30 a.m. until after the last evening class dismisses. Building hours and access are restricted on weekends and between sessions.

Wheelchair Access

The SSW Building is wheelchair-accessible from the south front entrance (closest to the Texas Swim Center).

DiNitto Center for Career Services

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

Services from Career Services:

* Local and statewide employment and volunteer opportunity postings

* Weekly employment bulletin via electronic mail available to students and alumni

* Social work licensure information from Texas and other states

* Individual career advising; resume and interview critique

* Career workshops on licensure, job search skills and resume writing

Workshops and Special Events

Each semester Career Services offers workshops on a variety of career development topics such as resume writing, interviewing, professional organizations, social work licensure and applying for graduate school. Many of these events are facilitated by professional social workers from the local community. Watch for dates and times in the weekly email, employment bulletin and on the Career Services web site. Career Services also coordinates an annual Career Fair devoted to exposing students to agency employment and volunteer opportunities. Each year local and statewide agencies

participate in this event. To register for the weekly employment bulletin go to the career services web site at http://www.utexas.edu/ssw/dccs/.

Graduate Assistant, Teaching Assistant, and Research Assistant Positions

Students must be taking at least 9 graduate hours in long semesters and 3 graduate hours in the summer semester when they work, have no incompletes (X), and have a GPA of at least 3.0. Conditionally admitted students are not eligible for GA/TA/RA positions until conditions have been satisfied and lifted. GA/TA/RA appointments are for one semester at a time and due to budget variations may not always be available.

The Learning Resources Center (LRC)

The Learning Resources Center, located on the first floor in SSW 1.218, supports educational programs of the School of Social Work by providing:
*Reserve reading materials for students in social work classes
*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.

Opportunities for Student Participation

Students have multiple opportunities to provide feedback regarding policies. Each semester, students are asked to provide general feedback in a mid-semester survey and specific feedback in course instructor evaluations. Students are also invited to yearly town hall meetings and graduating students complete an extensive exit survey. Students are encouraged to participate as members on the following School committees: MSSW Program Committee, MSSW Clinical Social Work Concentration Sub-committee, MSSW Administration and Policy Practice Concentration Sub-committee, Academic Affairs Committee, Commencement Committee, International Committee, *Utopian* Publication Committee.

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 part of the Cabinet of College Councils and receives some financial support from the University. Through the Council, students can plan and participate in social, educational and community activities, and serve on many School committees that shape academic policies. The Council's effectiveness and organization are dependent on the membership. In the spring, each class elects its own officers for 1 year terms and class representatives to School committees. Because many final year master's students are in block field placements during the spring semester, first year master's students carry the responsibility for student government during the last half of the 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 the general interest in the profession.
> Organize and support projects that benefit students, The University, and community.

Some Social Work Council activities from the past have included:

A free monthly film festival with speakers from local human services agencies
SWC working construction with the Corporation for Affordable Housing
A Thanksgiving food drive benefiting a teen-homelessness outreach agency
A scholarship fund in memory of School of Social Work alumna Ami Lunsford
A Halloween carnival for children served by a local service agency.

The Social Work Council office is located in the Student Lounge, 1.204A. Students are encouraged to participate in School and professional activities. Notices of conferences, volunteer activities, and School functions are posted on Student Lounge bulletin boards.

In addition to the Student Council, the School encourages students to become involved in student organizations or to create organizations in their interest areas.

SSW-MSSW Listserv

Important MSSW information is posted on the SSW-MSSW listserv. Students are required to subscribe to the electronic listserv in order to receive vital information and announcements.

To subscribe to the listserv:

Go to https://utlists.utexas.edu/sympa/subscribe/ssw-mssw
Enter your e-mail address and click the submit button.
Follow the directions on the screen.

The Social Work Student Support Fund

Professional Development Fund
The 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 Adviser. 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 (http://deanofstudents.utexas.edu/emergency/fundappinfo.php) prior to applying for Steve Hicks School of Social Work emergency funds.

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, 2020.

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.)

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2.2
Emotional and Mental Abilities Necessary for Performance
in the Program and Professional Practice

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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).

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

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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 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 his or her dissertation research. The comprehensive exam has both a written and an oral component. If performance on either the written or oral exam is judged to be deficient, the student has one additional opportunity to redo the paper and repeat the oral defense. If they fail either the written or oral exam twice, they lose their eligibility to remain in the program.

2.5
Sources of Information for Academic Performance Criteria

Information about students' meeting academic performance criteria in the School of Social Work may include but is not limited to any of the following:
- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university (UT or other colleges and universities), helping professionals, or community
- Feedback from faculty in other social work programs that student may have attended
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to NASW Code of Ethics or the Standards, other contracts between the School and the student

2.6
Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the 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 Steve Hicks 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 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 his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

The BSW, MSSW, PhD, or Field Assistant/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 (Graduate Adviser) will inform the student of the decisions, which can include one or more of the following actions:

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

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

- *Consult with and/or refer to the Dean of Students.*
  In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. 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 (Graduate Adviser) to communicate the decision to the student.

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4.0

Academic Grievances

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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.

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4.1

Procedures for Handling Grievances

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

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4.1.1

Undergraduate Student Grievances

General Information Catalog

http://registrar.utexas.edu/docs/catalogs/gi/ut-catalog-gi-11-12.pdf

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

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

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

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

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

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

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4.1.2
Graduate Student Grievances
Handbook of Operating Procedures
http://www.utexas.edu/policies/hoppm/01.C.02.html

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1. Adjudicating Grievances of Graduate Students

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

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

    Grade disputes are handled according to departmental review policies by the department offering the course in question. The order of review for grade disputes is the course instructor, graduate adviser, department chair (or the director of the academic program if there is no department), and dean of the college or school offering the course. The decision of the college or school dean is final.

    Non-academic grievances submitted to the Graduate School will be referred by the Vice Provost and Dean of Graduate Studies to the appropriate University administrative office, normally the Office of the Dean of Students, the Office of Human Resources, or the college/school dean in which the incident of grievance occurred. Only in cases of multiple

points of grievance will the complaint be reviewed by more than one administrative unit of the University.

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

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

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

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

2. First Level of Adjudication: Graduate Studies Committee

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

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

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

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

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

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

4.2   **Non-Academic Grievances**

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

Student Rights and Responsibilities

Student Responsibility

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

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

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

The Grievance Process

Academic Grievances

http://www.utexas.edu/ogs/student_services/academicgrievance.html

- A graduate student has the right to seek redress of any grievance related to his or her academic affairs.
- If at all possible, students are encouraged to settle grievances at the departmental level. When serious issues cannot be resolved informally and within the department, the graduate student will have recourse to a formal grievance procedure within the Graduate School.
- To begin the formal academic grievance process, a graduate student may file a written grievance with the Graduate School. Academic issues that have been addressed through the formal grievance process include, but are not limited to:

    program termination

    changes in supervising committee membership

adherence to program degree requirements

- Students filing grievances are protected from program recrimination.

- Due process in the conduct of a formal grievance may require an extended review period.

- The formal grievance process is outlined in Chapter 1, Section 2d of the Handbook of Operating Procedures.

- Please note: Grade disputes are to be filed with the department offering the course in question, and the dean of the college or school offering the course makes the final decision on an appeal of the departmental ruling. Grievances concerning any form of discrimination are to be filed with the Office of the Dean of Students.

Nonacademic grievances should NOT be submitted to the Graduate School. Nonacademic grievances that are submitted to this office will be referred to the appropriate university administrative office, normally the Office of the Dean of Students, Office of Human Resources, or the dean's office of the college/school in which the incident of grievance occurred.

Handbook of Operating Procedures Formal Grievance Process

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

1. Adjudicating Grievances of Graduate Students

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

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

Grade disputes are handled according to departmental review policies by the department offering the course in question. The order of review for grade disputes is the course instructor, graduate adviser, department chair (or the director of the academic program if there is no department), and dean of the college or school offering the course. The decision of the college or school dean is final.

Non-academic grievances submitted to the Graduate School will be referred by the Vice Provost and Dean of Graduate Studies to the appropriate University administrative office, normally the Office of the Dean of Students, the Office of Human Resources, or the college/school dean in which the incident of grievance occurred. Only in cases of multiple

points of grievance will the complaint be reviewed by more than one administrative unit of the University.

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

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

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

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

2. First Level of Adjudication: Graduate Studies Committee

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

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

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

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

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

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

The University of Texas at Austin Notice of Non-discrimination on the Basis of Gender

UT AUSTIN'S COMMITMENT

The University of Texas at Austin is committed to maintaining a working and learning environment that is free from inappropriate conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex/gender in its programs and activities, and it encourages any student or employee who thinks that he or she has been subjected to sex discrimination, sexual harassment, sexual assault, interpersonal violence, stalking or sexual misconduct by another student, member of the faculty or staff, campus visitor or contractor, to immediately report the incident to any of the individuals or offices listed below. This policy covers all people (irrespective of gender identity/expression or sexual orientation identity).

DEFINITIONS

Title IX incidents include many types of behaviors. Definitions for Consent, Incapacitation, Interpersonal Violence (Domestic Violence/Dating Violence), Sex Discrimination, Sexual Assault (Rape, Fondling, Incest, Statutory Rape), Sexual Harassment, Sexual Misconduct, and Stalking can be found in the *2015-16 General Information Catalog*, **Appendix D: Policy on Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence, and Stalking**

http://catalog.utexas.edu/general-information/appendices/appendix-d/ or *the Handbook of Operating Procedures*, **3-3031 Policy on Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence, and Stalking**

http://www.policies.utexas.edu/policies/sex-discrimination-and-sexual-harassment

WHERE TO REPORT

Students, employees, campus visitors and contractors may directly report incidents of sex discrimination, sexual harassment (including interpersonal violence) and sexual misconduct to any of the Title IX coordinators listed below.

Institutional Title IX Coordinator
University Compliance Services
1616 Guadalupe Street
2.206 University Administration Building (UTA)
512-232-3992
titleix@austin.utexas.edu

Deputy Title IX Coordinator for **Students**
Director of Student Emergency Services
Office of the Dean of Students
4.104 Student Services Building
512-471-5017
studentemergency@austin.utexas.edu

Deputy Title IX Coordinator **for Employees, Visitors and Contractors**
Office of Institutional Equity
4.302 North Office Building
512-471-1849
equity@utexas.edu

Anonymous Reporting

You may report such incidents **anonymously** to University Compliance Services by calling 1-877-507-7321 or through the hotline web interface, available at http://www.reportlineweb.com/utaustin

Failure to timely report any incident involving sex discrimination, sexual harassment, sexual assault/violence, sexual misconduct, or stalking may diminish accommodations the University can provide.

REFERRAL RESPONSIBILITY
Pursuant to Title IX, a Responsible Employee is a University employee who has the authority to take action to redress an alleged violation of this policy, and who has been given the duty of reporting such allegations to the University Title IX Coordinator or designee.

 At the University of Texas at Austin, Responsible Employees include, but are not limited to:

- Administrators
- Academic advisors
- Coaches, and other athletic staff who interact directly with student
- Faculty members, including professors, adjuncts, lecturers, associate/assistant instructors (AI's) and teaching assistants (TA's)
- Graduate research assistants
- Resident life directors

- Resident assistants
- All supervisory staff

These persons are responsible for promptly reporting incidents of sex discrimination and sexual harassment that come to his or her attention.

You may report specific complaints, or, when someone is concerned about the conduct of a particular University employee but no specific complaint has been made. Such concerns may be forwarded to the Office of Institutional Equity, or the Office of the Dean of Student for discussion and potential investigation.

Complaints or allegations of **student-on-student** sex discrimination, sexual harassment (including sexual violence) or sexual misconduct will be handled by the **Office of the Dean of Students.**

For more detailed information regarding the procedures for reporting a grievance, see the following policies, as outlined in the *Institutional Rules on Student Services and Activities*, found in the *General Information Catalog* 2015-16:

Appendix C, Chapter 11: Student Discipline and Conduct

http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/

Appendix D: Policy on Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence, and Stalking

http://catalog.utexas.edu/general-information/appendices/appendix-d/

Appendix F: Policy on Consensual Relationships

http://catalog.utexas.edu/general-information/appendices/appendix-f/

Appendix I: Nondiscrimination Policy

http://catalog.utexas.edu/general-information/appendices/appendix-i/

Appendix J: Prohibition of Campus Violence

http://catalog.utexas.edu/general-information/appendices/appendix-j/

Complaints or allegations of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by **employees, contractors, or visitors** will be handled by the **Office of Institutional Equity.**

For more detailed information regarding the procedures for reporting a complaint, see the following policies, as outlined in the *Handbook of Operating Procedures*, available at www.policies.utexas.edu/policies

3-3020 Nondiscrimination Policy

http://www.policies.utexas.edu/policies/nondiscrimination-policy

3-3031 Policy on Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence, and Stalking

http://www.policies.utexas.edu/policies/sex-discrimination-and-sexual-harassment

3-3050 Consensual Relationships

http://www.policies.utexas.edu/policies/consensual-relationships

Cases of sexual violence may also be reported to the University of Texas Police Department at (512) 471-4441 (non-emergency), 911 for emergencies, or www.utexas.edu/police/; or to the City of Austin Police Department at (512) 974-5750 (non-emergency) or 911 austintexas.gov/department/police and other local law enforcement authorities. The Title IX Coordinator or Deputy Title IX Coordinator can assist individuals with contacting these law enforcement agencies and/or can accompany individuals wishing to file a report with one of these agencies.

Complaints of sex discrimination or sexual harassment, including sexual violence, may also be referred to the U.S. Department of Education, Office for Civil Rights. For more information, visit the U.S. Department of Education's website at http://www.hhs.gov/ocr/civilrights/complaints/index.html.

USE OF ALCOHOL AND DRUGS
The fact that the student accused of sexual assault was under the influence of drugs or alcohol at the time of the assault will not diminish the student's responsibility for a violation of the *Institutional Rules on Student Services and Activities,* nor shall being under the influence of alcohol or drugs be construed as an invitation to or as implied consent for unwanted sexual advances.

CONFIDENTIALITY

The confidentiality of a complaint of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct, and all documents, correspondence, and notes of interviews and discussions related to the investigation of a complaint will be maintained, on a need-to-know basis, to the extent permitted by law. Documentation related to the resolution of complaints or incidents of sex discrimination, sexual harassment (including sexual violence) and sexual misconduct will be maintained by the Office of the Dean of Students, and the Office of Institutional Equity as appropriate.

RETALIATION

Students, faculty and staff members are prohibited from retaliating in any way against an individual who has brought a complaint of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct; or against any individual who has participated in an investigation of such complaints. Please note, a student, faculty or staff member who retaliates in any way against an individual who has brought a complaint pursuant to University sexual discrimination, harassment, or misconduct policy or participated in an investigation of such a complaint, is subject to disciplinary action, up to and including dismissal from the University.

FILING OF FALSE COMPLAINTS

Any person who knowingly and intentionally files a false complaint of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct is subject to disciplinary action, up to and including dismissal from the University.

CAMPUS RESOURCES

University Compliance Services (512) 232-7055 http://www.utexas.edu/compliance/

- Title IX Coordinator is available to receive your report and answer questions
- Provides a twenty-four hour hotline for anonymous reporting: 1-877-507-7321
- Offers an online reporting mechanism: http://www.reportlineweb.com/utaustin

Student Emergency Service (512) 471-5017 http://deanofstudents.utexas.edu/emergency/

- Deputy Title IX Coordinator is available to receive your report and answer questions
- May provide limited emergency funds
- Assists with academic or classroom issues
- Provides referrals within the University and in the Austin area when necessary

Office of Institutional Equity (512) 471-1849 www.utexas.edu/equity

- Deputy Title IX Coordinator is available to receive your report and answer questions
- Investigates claims of discrimination regarding employment matters
- Provides resolution of discrimination problems in the workplace
- Provides educational training and educational initiatives for departments and units
- Provides referrals within the University and in the Austin area when necessary

Student Judicial Services (512) 471-2841 http://deanofstudents.utexas.edu/sjs

- Provides student conduct process for the hearing of policy violations
- Provides referrals within the University and in the Austin area when necessary

Title IX Training and Investigations (512) 471-2841 http://deanofstudents.utexas.edu/sjs

- Investigates claims of discrimination regarding student matters
- Provides referrals within the University and in the Austin area when necessary
- Provides training to campus community on Title IX related matters

University of Texas Police Department (512) 471-4441 http://www.utexas.edu/police/

- Where you file criminal reports (pseudonym is available to victims to shield your identity in the police report)
- Offers crime prevention presentations that include issues related to assault
- Publishes crime statistics information
- Teaches free Rape Aggression Defense (RAD) classes to any female University students, staff members, and faculty members

Counseling and Mental Health Center, Voices Against Violence Program (VAV) (512) 471-3515 http://cmhc.utexas.edu/

- Provides advocacy services to give information about safety, legal, housing, academic, and medical options
- Offers individual and group counseling service for survivors of sexual assault, relationship violence, and stalking
- Offers twenty-four hour telephone counseling service at (512) 471-CALL (471-2255)
- Offers interactive peer theatre educational programming that addresses the complex issues surrounding sexual assault on campus
- Provides opportunities for student involvement in programming throughout the academic year
- Provides training that is customized for faculty, staff and/or students
- Manages VAV Survivor Emergency Fund
- Provides Counselors in Residence (CARE) Program - a program with counselors located within the colleges they serve. They are licensed mental health professionals and work with students who have been referred by faculty and staff.

Employee Assistance Program (EAP) (512) 471-3366 http://www.utexas.edu/hr/eap/

- EAP provides confidential brief counseling sessions, crisis intervention, and assessment and referral from experienced licensed psychologists and social workers
- If it is after normal business hours and you are in crisis, you can reach the after-hours counseling services at 512-471-3399 to speak to a crisis counselor

Human Resources (512) 471-HRSC or (800) 687-4178 http://www.utexas.edu/hr/

- For employee complaints, find your HR Representative
  http://www.utexas.edu/hr/hrpro/lookup/

Services for Students with Disabilities (512)-471-6259 https://diversity.utexas.edu/disability/

- Provides support and accommodations for to ensure equal access for all students

University Health Services (512) 471-4955 http://healthyhorns.utexas.edu/

- Twenty-four hour Nurse Advice Line: (512) 475-NURS (475-6877)
- Health Promotion Resource Center: (512) 475-8252
- Provides general exams to treat injuries, both internal and external
- Performs testing for sexually transmitted infections after an assault
- Distributes educational and prevention information

Behavior Concerns Advice Line (512) 232-5050 https://www.utexas.edu/safety/bcal/

- Allows members of the University community to discuss their concerns about an individual's behavior
- Offers a centralized resource that is available twenty-four hours a day for anyone who is not sure how to help a person he or she is concerned about
- Operates as a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center, the Employee Assistance Program, and The University of Texas Police Department

COMMUNITY RESOURCES

SafePlace (512) 267-SAFE (267-7233) http://www.safeplace.org/

- Operates a twenty-four hour hotline
- Provides individuals who have experienced a sexual assault a place to receive the forensic medical exam by a Sexual Assault Nurse Examiner (SANE)
- Offers individual and group therapy for individuals who have experienced sexual assault and/or domestic violence
- Provides domestic violence shelter services

Austin Police Department 911 http://www.ci.austin.tx.us/police/

- 911 calls provides emergency response and takes reports of sexual assaults
- Offers Victim Services counselors at (512) 974-5037

 National Sexual Assault Online Hotline http://www.rainn.org/get-help/national-sexual-assault-online-hotline

- Provides online crisis support
- the hotline provides live, secure, anonymous crisis support for victims of sexual violence, their friends, and families twenty-four hours a day

For more information about sex discrimination, sexual harassment (including sexual violence), dating violence, domestic violence, stalking, or sexual misconduct, please contact:

Institutional Title IX Coordinator, University Compliance Services, 2.206 University Administration (UTA), 1616 Guadalupe Street, 512-232-3992, titleix@austin.utexas.edu

Sexual Harassment Policy

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

Sexual Harassment of Students

It is the policy of The University of Texas at Austin to maintain an educational environment free from sexual harassment and intimidation. Sexual harassment is expressly prohibited and offenders are subject to disciplinary action.

"Sexual Harassment" is defined as either unwelcome sexual advances or requests for sexual favors, or other verbal or physical conduct of a sexual nature, by a faculty member or other employee of The University, when:

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

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

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

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

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

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

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

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

Student Ombuds Services

The mission of the Office of the Student Ombuds (OSO) is to provide a neutral, impartial, and confidential environment for students to voice concerns related to life at The University of Texas at Austin and to provide information and assistance to students who have University-related questions or complaints. The OSO functions in an independent and informal manner to help students discover pathways and options for effective problem solving and conflict resolution. The OSO also identifies

and provides recommendations to the University regarding systemic issues. More information can be found at http://www.utexas.edu/students/ombuds.

CSWE Educational Policy and Accreditation Standards for
Master's Degree Programs in Social Work Education

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

The purpose of the social work profession is to promote human and community well being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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

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

Competency Based Education

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well being. EPAS recognizes a holistic view of competence; that is, the

demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student-learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and

responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of

relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0 — Program Mission and Goals
1.0.1 *The program submits its mission statement and explains how it is consistent with the profession's purpose and values.*
1.0.2 *The program explains how its mission is consistent with the institutional mission and the program's context across all program options.*
1.0.3 *The program identifies its goals and demonstrates how they are derived from the program's mission.*

2. Explicit Curriculum

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0 — Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0 — Generalist Practice
B2.0.1 *The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.*
B2.0.2 *The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.*
B2.0.3 *The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.*

Accreditation Standard M2.0 — Generalist Practice
M2.0.1 *The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.*

M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field-learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field-learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

3. Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity
The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity
3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.
3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions
B3.1.1 *The program identifies the criteria it uses for admission to the social work program.*
M3.1.1 *The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.*
3.1.2 *The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*
M3.1.3 *The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, * or covered under a memorandum of understanding with international social work accreditors. (*This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.)*
3.1.4 *The program describes its policies and procedures concerning the transfer of credits.*
3.1.5 *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

Advisement, retention, and termination
3.1.6 *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*
3.1.7 *The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.*
3.1.8 *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.*

Student participation
3.1.9 *The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.*
3.1.10 *The program describes how it provides opportunities and encourages students to organize in their interests.*

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master's social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.

3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an

administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

3.3.1 *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

3.3.2 *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*

3.3.3 *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*

3.3.4 *The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.*

> **B3.3.4(a)** *The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.*
>
> **B3.3.4(b)** *The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.*
>
> **B3.3.4(c)** *The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.*
>
> **M3.3.4(a)** *The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.*
>
> **M3.3.4(b)** *The program provides documentation that the director has a full-time appointment to the social work master's program.*
>
> **M3.3.4(c)** *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

3.3.5 *The program identifies the field education director.*

> **3.3.5(a)** *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*
>
> **B3.3.5(b)** *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.*

M3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

4. Assessment

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the

quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.
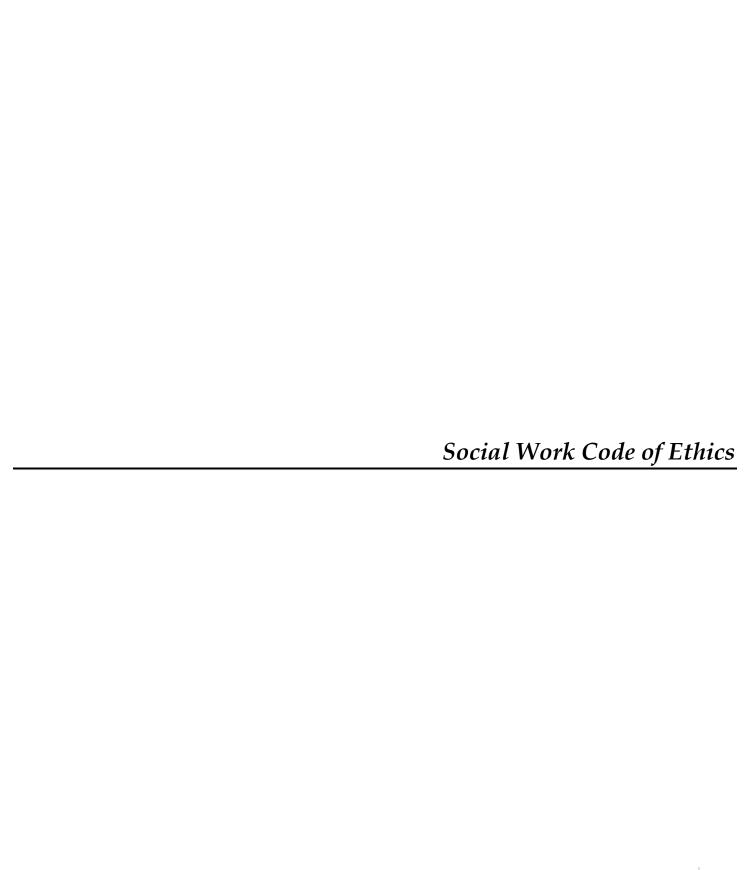
Accreditation Standard 4.0—Assessment
4.0.1 *The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:*
- *A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.*
- *At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.*
- *An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.*
- *Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.*
- *An explanation of how the program determines the percentage of students achieving the benchmark.*
- *Copies of all assessment measures used to assess all identified competencies.*

4.0.2 *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*

4.0.3 *The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.*

4.0.4 *The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.*

4.0.5 *For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.*

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015.

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.

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.

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 of 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 his or her professional competency, and shall provide services within accepted professional standards of practice, appropriate to the client's needs.

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

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

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

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

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

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

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

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

(12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.

(13) A social worker shall refer a client for those services that the social worker is unable to meet, and shall terminate services to a client when continuing to provide services is no longer in the client's best interest.

If you have a question about the professional performance of a social worker licensed by the Texas State Board of Social Worker Examiners call (512) 305-7700 or write to:

BHEC
333 Guadalupe St., Ste. 3-900
Austin, TX 78701
https://www.bhec.texas.gov/texas-state-board-of-social-worker-examiners/index.html
800-821-3205 (Complaint Hotline)
Last updated August 9, 2021

NASW Standards and Indicators for Cultural Competence in Social Work Practice

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-á-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.
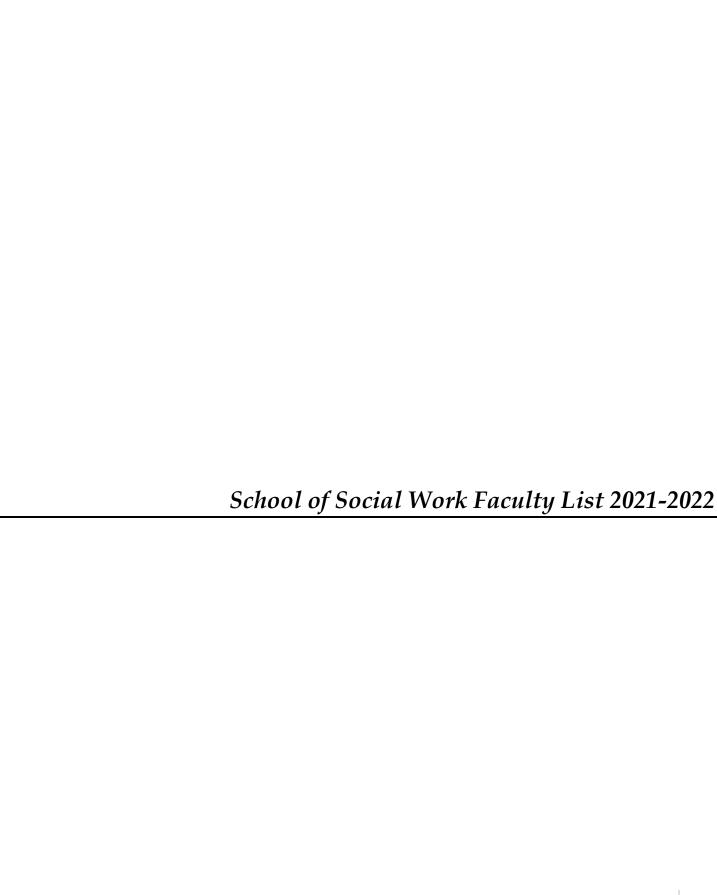
Standard 8. Professional Education
Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

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 http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf

School of Social Work Faculty List 2021-2022

ARMOUR, Marilyn	BA, Bard College MSW, University of Minnesota PhD, University of Minnesota	Clinical interventions with individuals, couples, and families; Clinical supervision; Cross Cultural supervision; Professional ethics and boundaries; Restorative justice; Research on families of homicide victims; Qualitative research methods
ASSEFF, Joan	BS and BA, Louisiana State University MSSW, The University of Texas at Austin	Gerontology, treatment of depression and psychosocial problems; social policy and implementation; grief and loss, resiliency and coping skills
BISHOP, Octavious	BSW, The University of Texas at Austin MSSW, The University of Texas at Austin PhD, Walden University	Sport social work, pastoral care and counseling, community ministry, leadership and personal development, advocacy for student-athletes and professional athletes
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
CALBOW, Eboni Lunsford	BS, University of Florida MLAS, The University of Texas at Austin MSSW, The University of Texas at Austin	School social work, educational equity and student retention, and trauma
CALZADA, Esther	BA, Duke University PhD, University of Florida	Prevention of behavior disorders especially in young children; family processes in Latino populations; acculturation in Latino populations; models of parent across cultures

CASTRO, Yessenia	BA, University of Southern California MS, Florida State University PhD, Florida State University	Interventions for health risk behaviors; effects of cultural factors, gender, and race/ethnicity on health behavior; Latino health; psychometrics
CHOI, Namkee	BA, Ewha University MA, Ewha University MSW, University of Minnesota PhD, University of California at Berkeley	Gerontology, Social Security and income maintenance, mental health of older persons, evaluation of human service programs
CLAIBORN, Kasey	BS, Texas Tech University MS, Oklahoma State University PhD, Oklahoma State University	Substance use prevention, Cultural adaptation of evidence-based parenting interventions for Latino populations; family therapy and family studies; services for intimate partner violence
COLE, Allan	AB, Davidson College MS-Social Work, Columbia University MDiv & PhD, Princeton Theological Seminary	Anxiety disorders; bereavement; psychosocial development of boys and men; social work and spirituality; organizational leadership
CONWAY, Fiona	BA, New York University MSW, Rutgers, The State University of New Jersey PhD, Rutgers, The State University of New Jersey	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	Health and Social Policy; social epidemiology; social inequalities in health; socioeconomics
DINITTO, Diana	BA, Barry College, Florida MSW, Florida State University PhD, Florida State University	Social welfare policy; chemical dependency; women's issues; sexual assault
FONG, Rowena Emerita	BA, Wellesley College MSW, University of California at Berkeley EdD, Harvard University	Child and family, Asian children mental health, human development

FRANKLIN, Cynthia	BSW, Texas Woman's University MSSW, University of Texas at Arlington MA, Spalding University PhD, University of Texas at Arlington	School social work; family therapy; clinical practice, assessment and measurement; integration of research and practice
GAITAN, Renè	BA, California State University San Bernardino MSSW, The University of Texas at Austin	Mental health; trauma informed care; child and family
GULBAS, Lauren	BA, University of Pennsylvania MA, University of Texas at San Antonio PhD, Southern Methodist University	Anthropology; cultural diversity; Latina adolescents and suicide; qualitative research
HERNANDEZ, Mercedes	BA, Loyola Marymount University MSW, California State University Long Beach PhD, University of Southern California	Mental health disparities; development of culturally competent evidence-based care for individuals with serious mental illness and their families; Latino mental health
HOLLERAN-STEIKER, Lori	BA, Duke University MSW, University of Pennsylvania Ph.D., Arizona State University	Substance abuse prevention, culturally grounded social work practice (esp. ethnic identity of Mexican American youth), adult and adolescent substance abuse, social work with groups.
HOUGH, Catherine	BSW, The University of Texas at Austin MSSW, The University of Texas at Austin	Medical social work, case management, supervision
JONES, Barbara	BA, University of Albany MSW, University of Albany Ph.D., University of Albany	Medical social work, pediatric palliative and end-of-life care, grief and bereavement
JORDAN, Stacey	BA, Wheaton College MSSW, The University of Texas at Austin	Public education policy, connections between educational research and practice
LINSEISEN, Tammy	BA, The University of Texas at Austin MSSW, The University of Texas at Austin	Children's issues; adoption; field education
LUK, John	BA, University of California, Berkeley M.D., Hahnemann University School of Medicine (Drexel)	Pre-health professions education; medical education; interprofessional education

MAGANA, Sandy	BA, California State University, Sacramento MSW, California State University, San Bernardino PhD, Brandeis University	Cultural context of families who care for persons with disabilities and mental illness, families of children with autism spectrum disorders
MC KEE LOPEZ, Molly	BA, Southwestern University MS, Texas A&M University PhD, Texas A&M University	Research; behavioral health services for children and adolescents; CBT; dissemination of evidence-based practices
McROY, Ruth Emerita	BA, University of Kansas MSW, University of Kansas PhD, The University of Texas at Austin	Interpersonal helping theory and practice; social work practice with Black families; adoption; adolescent pregnancy; foster care; research
MUELLER, Elizabeth	BSFS, Georgetown University MCP, University of California, Berkeley, PhD, University of California, Berkeley,	Community development, housing, poverty, urban politics, qualitative methods
NOEL, Lailea	BA, University of Michigan MA, The University of Chicago PhD, Washington University in St. Louis	Health social work, cancer disparities, patient-provider communication, community-based participatory research, vulnerable populations
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	Poverty and public policy; integration of social work and social science; administration and planning
PARRA-CARDONA, Ruben	BS, ITESO University, Guadalajara, Mexico MA, Syracuse University PhD, Texas Tech University	Cultural adaptation of evidence-based parenting interventions for Latino populations; family therapy and family studies; services for intimate partner violence
POMEROY, Elizabeth	BA, University of North Carolina-Asheville MSW, UNC-Chapel Hill PhD, The University of Texas at Austin	AIDS; grief; gerontology, group work; women's issues
POSEL, Thea	BA, University of Colorado at Boulder JD, University of Colorado at Boulder	Court advocacy, mitigation, capital punishment defense

RAMIREZ, Jahanett	BA, Amherst College MPH, Columbia University MD, Wake Forest School of Medicine at Winston Salem, NC	Public health, homelessness, social determinants of health
ROUNTREE, Michele	BA, Psychology, University of Arizona, MSW, Social Work, Boston University, PhD, Arizona State University	Health and mental health of women, particularly women of color, as it relates to the intersection between IPA (Intimate Partner Abuse), and HIV/AIDS; disparities related to race, gender and health.
SCHWAB, A. James Emerita	BA, North Texas State University MSSW, The University of Texas at Austin PhD, The University of Texas at Austin	Administration and planning; computer technology and applications
SHORKEY, Clayton Emerita	BA, University of Michigan MSW, University of Michigan PhD, University of Michigan	Interpersonal helping; audio visual media and methods; behavior therapy; Rational Emotive Therapy; child abuse; alcoholism and substance abuse
SIMMONS, Starla	BSW, University of Kansas MSSW, The University of Texas at Austin	Trauma informed practice with people of color; community organizing and advocacy
SLOAN, Sarah	BA, Texas A&M University MSSW, The University of Texas at Austin	Group psychotherapy; GLBTQ issues; grief and loss; leadership and organizational development
SMITH, Robin	BFA, The University of Texas at Austin MSSW, The University of Texas at Austin	Mental health; medical social work
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	Substance abuse; needs assessment for AOD services; Outcomes assessment and performance management for AOD treatment
SPRINGER, David	BA, Florida State University MSW, Florida State University PhD, Florida State University	Clinical assessment and intervention with adolescents and families; juvenile delinquency; substance-abusing adolescents; applied psychometric theory and scale development; group work; and intervention research
STREETER, Calvin	BS, Kearney State College MSW, Washington University in St. Louis PhD, Washington University in St. Louis	Organizational behavior; social administration; community organization; disaster planning preparedness
SWORDS, Sarah	BA, University of Rochester MSW, Simmons College of Social Work	Mental health; gerontology
VALDEZ, Carmen	BA, Universidad Centroamericana, El Salvador MS, Loyola College in Maryland PhD, The University of Texas at Austin	Community intervention research, population health
VELASQUEZ, Mary	BS, University of Houston, Clear Lake MA, University of Houston, Clear Lake PhD, University of Texas Health Science Center	Healthcare, Substance Abuse
VOHRA-GUPTA, Shetal	BA, The University of Texas at Austin MSW, University of Michigan at Ann Arbor PhD, University of Houston	Health disparities, social determinants of health, interpersonal violence, health policy, racial equity, critical race theory
VON STERNBERG, Kirk	BA, University of Houston MSW, University of Houston PhD, University of Texas Health Science Center	Healthcare, Criminal Justice, Substance Abuse

VOSS, Tanya	BA, The University of Texas at Austin MSSW, The University of Texas at Austin	Children and families; juvenile criminal justice; adolescent transition to adulthood; resiliency Field education
WHITE, Kari	BA, The University of New Mexico MA, University of Arizona MPH, Tulane University PhD, The University of Texas at Austin	Interrelationship between people's reproductive health behaviors and outcomes; health services and policies that shape access to care
ZAYAS, Luis	BA, Manhattan College Liberal Arts MS, Columbia University Social Work MA, Columbia University M.Phil., Columbia University PhD, Columbia University	Clinical practice with adolescents and families; Psychosocial intervention research; childrearing, child socialization, and parent-child interaction in Hispanic families; integrating ethnicity, race, and culture in mental health assessment and treatment
ZHOU, Yuanjin	BSW, Xiamen University, Xiamen, Fujian, China MA, Xiamen University, Xiamen, Fujian, China PhD, University of Washington at Seattle	Dementia care, older adults, health disparities, integrated health and social services, resilience in caregiving