Welcome

Welcome to the University of Illinois at Urbana-Champaign and to the School of Social Work. You have made an excellent decision to pursue higher education at the University of Illinois. We hope you will enjoy your time here, which will be brief but well spent. You will find that learning takes place in settings in and outside of the classroom and from many sources, including your instructors, classmates and clients. You will be exposed to a wealth of information both practical and theoretical that will prepare you for a rewarding career in social work. We will do our best to provide you with a quality education for a challenging profession.

The BSW Handbook is designed to be a primary source of information about the School, the program of study and the administrative regulations governing your participation in the program. Please use the BSW Handbook as a guide throughout your career at the School of Social Work and remember that the staff and faculty are also available to you for advising and information. We wish you well in your graduate studies and trust that you will find the knowledge and expertise that you gain here exciting and suited to your own professional goals. We are glad to have you here.

Faculty and Staff
School of Social Work
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Part 1: Introduction

History

The University of Illinois

The University of Illinois was chartered on February 28, 1867, by the Illinois General Assembly, in accordance with the Federal Land Grant Act that was signed July 2, 1862 by President Abraham Lincoln.

The University, under the name of Illinois Industrial University, was opened for students in March 1868. The name of the University was changed to the University of Illinois in 1885. The University of Illinois at Urbana-Champaign ranks among the world’s great universities and is known for its achievements in research and higher education. National surveys consistently place the University among the top ten institutions of higher education in many fields of study; several colleges and departments are in the top five. A recent survey of universities and scholars conducted by the American Council on Education rated the University’s graduate faculty among the top ten throughout the nation.

The Urbana-Champaign campus provides the facilities of a comprehensive university including the largest state university library in the nation.

The School Of Social Work

Overview

The School of Social Work is an autonomous unit within the University of Illinois at Urbana-Champaign, reporting directly to the Vice Chancellor for Academic Affairs. The School and its faculty fit comfortably into the University’s mission of teaching, research and public service. The School of Social Work offers degree programs that lead to the Bachelor of Social Work (BSW), Master of Social Work (MSW) and Doctor of Philosophy in Social Work (PhD). BSW graduates will be prepared for entry into three potential trajectories upon degree completion including, but not limited to: generalist social work practice, advanced standing in graduate social work education, and career opportunities and graduate education in the areas such as communications, corrections, education, government, health care, human resources, law, non-profit organizations, religious studies, and public service. The MSW degree prepares students for advanced practice while the PhD prepares students for research, teaching and policy analysis. The MSW program is accredited by the Council on Social Work Education (CSWE) and the BSW program was granted candidacy for accreditation in 2011.

The School of Social Work at the University of Illinois at Urbana-Champaign has been consistently ranked among the top social work education programs in the country. The faculty are well-known throughout the country for their teaching and research which contribute to the advancement of the profession.

Faculty research and service specializations are diverse. Among research and service interests are: clinical practice, group work, comparative health care program analysis, as well as program and policy development, planning and evaluation. Other areas of interest include: child welfare,
health care, mental health, school social work practice, aging, minorities and women, and treatment for substance abuse.

**Mission**

The School of Social Work embraces the three-fold mission of the University of Illinois at Urbana-Champaign: research, teaching, and public engagement. The School is committed to developing and disseminating knowledge that contributes to responsive social welfare policies, programs, and practices. The School promotes the values of the social work profession through its commitment to diversity and social justice, its focus on reciprocal interactions between people and their ecological systems, and its emphasis on the use of evidence-informed practice and practice-informed research with vulnerable and marginalized populations. The School serves the citizens of Illinois by linking knowledge development to community needs, by educating students for public service in child welfare, health care, mental health, and school settings, and by sharing the School’s resources with the community.

As an integral part of the University of Illinois at Urbana-Champaign, the School of Social Work extends its mission beyond one region of the State, one population-at-risk, one student group, one approach to scholarship, or one method of practice. Its territory is broad, reaching into urban and rural areas and across state and national borders. Its vision is inclusive, responding to the needs of individuals, families, groups, organizations, and communities across socioeconomic, racial/ethnic and cultural groups. Its purview is wide, expanding the opportunities for professional education to non-traditional as well as traditional students. Its approach to knowledge building and skill development is open and multidisciplinary, recognizing the potential contribution of various ways of knowing and doing.

The School of Social Work also shares in and builds upon the mission of the social work profession. Its focus is on the reciprocal relationships between people and their personal and social environments. Its purpose is to improve the availability, accessibility, quality and responsiveness of social services, particularly as they affect those most vulnerable to oppression: the poor, members of ethnic, racial and sexual minority groups, and women. Its method is to encourage self-awareness, systematic knowledge development, comparative analysis, critical thinking in the context of professional values and ethics.

The School of Social Work has a distinctive educational focus, preparing students for advanced social work practice in public and private agencies in four fields of practice: advocacy leadership and social change, child welfare, health care, mental health and schools. In these settings, social workers play a vital role in identifying and linking children, families, persons with illnesses and disabilities and other groups vulnerable to social change and discrimination with appropriate social services. Toward this end, students are prepared for leadership roles in prevention, intervention, and rehabilitation; program development and evaluation; policy development and analysis; direct service, supervision, planning and administration.

**Academic Program Goals**

The BSW program at the University of Illinois at Urbana-Champaign seeks to provide a comprehensive educational experience for students that is grounded in a liberal arts tradition and prepares graduates for excellence in social work generalist practice. We prepare students for
practice with a variety of client systems. Our students gain knowledge and skills in social work engagement, assessment, planning and interventions that can be applied to individuals, groups, families, organizations, and communities. We educate students to promote sustainable social change through planned problem solving and empowerment to enhance the wellbeing of others.

We seek to prepare well qualified social workers who:

- Use systems theory, bio-psycho-social-spiritual and strengths perspectives to guide planned change processes that include engagement, assessment, intervention, evaluation, and termination.
- Rely on multi-systems level intervention approaches that integrate social work practice, policy, and research.
- Are committed to upholding professional social work values and the NASW Code of Ethics.
- Advocate for social and economic justice and equitable distribution of resources on behalf of vulnerable and disadvantaged populations.

The goals of the BSW program are related to this purpose and also reflect the mission of the School. Our BSW Program goals are:

1. Provide teaching-learning opportunities to gain integrative knowledge that emphasizes diverse theoretical perspectives, critical thinking, conceptual and perceptual understanding, and researched-informed practice.

2. Promote social work skills and competencies through action-oriented experiences (such as volunteering, service-learning, experiential learning, and advocacy) and a supervised agency-based field practicum, to gain hands-on opportunities in culturally-competent and ethically-based practice that promotes social and economic justice and advances human rights.

3. Foster professional development, socialization, and identification with social work through an approach that links reflective practice, self-awareness, and ethical decision making which promotes the importance of continuing education and life-long learning for professional competency.

We utilize a competency-based approach to social work education. Competencies are the social work knowledge, values, and skills that you will focus on in your BSW courses and field practicum. By the time you graduate, you should be able to demonstrate how to integrate and apply the competencies in social work practice with individuals, families, groups, organizations, and communities. There are ten Core Competencies, and we have identified specific practice behaviors associated with each one. The list of Core Competencies and Practice Behaviors for the BSW Program are listed below:
### BSW Program Core Competencies and Practice Behaviors

**The University of Illinois at Urbana-Champaign School of Social Work**

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Practice Behaviors</th>
</tr>
</thead>
</table>
| 1. Identify with the SW profession, its mission and core values, and conduct oneself accordingly. Students will demonstrate the ability to: | a) Advocate for client access to services  
b) Practice self-reflection and self-correction  
c) Engage in life-long learning and professional growth  
d) Attend to professional roles and boundaries  
e) Use supervision and consultation as needed |
| 2. Apply social work ethical principles to guide professional practice. Students will demonstrate the ability to: | a) Make ethical decisions by applying standards of the NASW Code of Ethics and apply international standards of ethics  
b) Recognize and manage personal values in a way that allows professional values to guide practice  
c) Tolerate ambiguity and cultural differences in resolving ethical conflicts  
d) Apply ethical reasoning to arrive at principled decisions |
| 3. Apply critical thinking to inform and communicate professional judgments. Students will demonstrate the ability to: | a) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues  
b) Critically appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom  
c) Analyze models of assessment, prevention, intervention, and evaluation wisdom  
d) Use various methods of technology to search for information, critically interpret evidence, and communicate |
| 4. Engage diversity and difference in practice. Students will demonstrate the ability to: | a) Understand diversity in a broad sense that includes an appreciation for both differences and similarities and social change over time they work as informants  
b) Recognize the ways in which a culture’s structures and values may oppress, marginalize, alienate, or enhance privilege and power  
c) Appreciate the ways in which diverse cultures may foster strength and resilience  
d) Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups  
e) Recognize and communicate their understanding of the importance of differences and similarities in |
| 5. Advance human rights and social and economic justice. Students will demonstrate the ability to: | shaping life experiences  
f) View themselves as learners and engage those with whom they work as informants |
| --- | --- |
| a) Understand the forms and mechanisms of oppression and discrimination  
b) Advocate for human rights and social and economic justice  
c) Engage in practices that advance social and economic justice  
d) Describe international human rights issues |
| 6. Engage in research-informed practice and practice-informed research. Students will demonstrate the ability to: | a) Use research evidence to inform practice  
b) Use practice experience to inform scientific inquiry  
c) Understand the process of evidence-informed practice  
d) Conduct systematic research reviews  
e) Demonstrate basic understanding of research design, methods and statistics |
| 7. Apply knowledge of human behavior and the social environment. Students will demonstrate the ability to: | a) Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation  
b) Critique and apply knowledge to understand reciprocal interactions between people and their environments  
c) Collaborate with colleagues, clients, administrators, policy makers, and legislators for effective policy implementation and action |
| 8. Engage in policy practice to address social and economic well-being and to deliver effective social work services: | a) Analyze formulate and advocate for policies that advance social well-being  
b) Collaborate with colleagues, clients, administrators, policy makers, and legislators for effective policy implementation and action |
| 9. Respond to contexts that shape practice. Students will demonstrate the ability to: | a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant social services  
b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services |
| 10(a). Engagement. Students will demonstrate the ability to: | a) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities  
b) Use empathy and other interpersonal skills  
c) Develop a mutually agreed-on focus on work and desired outcomes |
| 10(b) Assessment. Students will demonstrate the ability to: | a) Collect, organize, and interpret client data  
b) Assess client strengths and limitations  
c) Develop mutually agreed-on intervention goals and objectives  
d) Select appropriate evidence informed intervention strategies |
|-----------------------------------------------------------|
| 10(c) Intervention. Students will demonstrate the ability to: | a) Initiate actions to achieve organizational goals  
b) Implement prevention intervention that enhance client capabilities  
c) Help clients resolve problems  
d) Negotiate, mediate, and advocate for clients  
e) Facilitate transitions and endings |
| 10(d) Evaluation | a) Critically analyze, monitor, and evaluate social work interventions |
Part 2: BSW Program Information

Admission Information

The following requirements must be met for consideration for admission into the BSW Program:

- Completion and documentation of a minimum of 50 (fifty) hours of volunteer* or paid work experience in a social service agency prior to beginning the program
- Cumulative minimum GPA 2.5 or higher
- Evidence of strong communication and interpersonal skills
- Evidence of personal attributes that are suitable for the profession of social work
- Successful completion of the application process for professional program entry

* Volunteer hours can be completed through service learning projects completed for course requirements as well as through volunteer experiences with community organizations. The office of Volunteer Programs at the University http://www.union.illinois.edu/ovp/ is a good source for ideas on how to get involved.

Campus students apply directly to the School of Social Work for admission. The application materials are available online at http://www.socialwork.illinois.edu/future_students/BSW/. Applicants should download the application and submit it to the School of Social Work, 1010 W Nevada MC 082, Urbana, IL 61801 or fax (217) 244-5220.

Transfer students must apply to the University of Illinois at Urbana-Champaign as well as to the School of Social Work. The application for the University is available at http://admissions.illinois.edu/apply/app_transfer.html and is submitted online. The School of Social Work uses a holistic review process which will assess the entire student, i.e., academic record, work and service experience, leadership ability, demonstrated analytical and critical thinking skills, grade point average and the quality of the personal and professional information offered in all of the included essays. Although the minimum transfer GPA for the university is 2.25 (A=4.0), the School of Social Work requires a minimum GPA of 2.5. Information about the completion of prerequisite coursework prior to enrollment is published in The Transfer Handbook and is available at http://admissions.illinois.edu/apply/requirements_transfer_handbook.html. The Transfer Handbook lists all requirements for the BSW degree, including detailed transfer course information to help prospective students determine the transferability of any coursework completed at other institutions.

An online information tool, Illinois u.select, is a resource that assists students to identify transfer course equivalencies. The online resource is available at https://www.transfer.org/uselect/ and works in conjunction with the online university’s degree audit system to show how credits could be applied to a degree program. Students receive written notification from the Office of Undergraduate Admissions about admission decisions and transfer credit acceptance. The application deadline for transfer students is February 1st.
Degree Requirements

Degree requirements include completion of 120 earned credit hours. Course requirements are as follows:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Communication Skills and Composition Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7</td>
<td>Composition I and Introduction to Speech</td>
</tr>
<tr>
<td>3-4</td>
<td>Advanced Composition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours</th>
<th>Language other than English Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>Completion of the third level or equivalent is required for graduation. Spanish is strongly recommended. American Sign Language is also acceptable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours</th>
<th>Humanities and the Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Literature and the Arts</td>
</tr>
<tr>
<td>3</td>
<td>Historical and Philosophical Perspectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours</th>
<th>Social and Behavioral Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Any course that has been approved as a Social and Behavioral Science course from the General Education course list.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours</th>
<th>Cultural Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Western cultures</td>
</tr>
<tr>
<td>3</td>
<td>Non-Western/US minority</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours</th>
<th>Natural Sciences and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1 life science, 1 physical science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours</th>
<th>Quantitative Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Statistics 100 or equivalent (ESPY 280, SOC 280, PSYC 235, MATH 161)</td>
</tr>
<tr>
<td>3</td>
<td>From the approved campus list</td>
</tr>
</tbody>
</table>
### Professional Requirements

<table>
<thead>
<tr>
<th>Hours</th>
<th>Courses selected in conjunction with the advisor. No more than 3 hours at the 100-level.</th>
</tr>
</thead>
</table>

### BSW Requirements

<table>
<thead>
<tr>
<th>Hours</th>
<th>Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>SOCW 200 – Introduction to Social Work</td>
</tr>
<tr>
<td>3</td>
<td>SOCW 300 – Diversity: Identities and Issues</td>
</tr>
<tr>
<td>4</td>
<td>SOCW 401 – Practice I: Generalist Social Work Practice Methods</td>
</tr>
<tr>
<td>3</td>
<td>SOCW 402 – Practice II: Social Work Practice with Individuals, Families and Groups</td>
</tr>
<tr>
<td>3</td>
<td>SOCW 403 – Practice III: Social Work Practice with Organizations and Communities</td>
</tr>
<tr>
<td>3</td>
<td>SOCW 410 – Social Welfare Policies and Services</td>
</tr>
<tr>
<td>3</td>
<td>SOCW 427 – Social Work Research Methods</td>
</tr>
<tr>
<td>3</td>
<td>SOCW 451 – Human Behavior in the Social Environment</td>
</tr>
<tr>
<td>4</td>
<td>SOCW 461 – Professional Practice Seminar I</td>
</tr>
<tr>
<td>8</td>
<td>SOCW 470 – Field Practicum</td>
</tr>
<tr>
<td>4</td>
<td>SOCW 471 – Professional Practice Seminar II</td>
</tr>
<tr>
<td>9</td>
<td>Social Work electives: Choose from SOCW 321, 380, (may be repeated up to 6 credits) 397, 412, 415, 418, 420.</td>
</tr>
<tr>
<td>50</td>
<td>Total</td>
</tr>
</tbody>
</table>

### Field Education

Field education provides an opportunity for students to integrate into practice the conceptual knowledge gained from coursework. For BSW students, this means they participate in generalist social work learning opportunities intended to provide students experience across Individuals, Groups, Families, Communities, and Organization settings. This is accomplished through the placement of students in social work service organizations. In the event that an agency is able to provide some but not all of these required learning opportunities, the Field Education will assist...
with identifying other ways that students can gain them. Students are placed in one agency on full-time basis and required to complete a field practicum of 30-32 hours per week for 16 weeks (total minimum 480 hours). Field practicum students are required to enroll in the companion Field Seminar course (SOCW 471).

Field education site supervisors complete the BSW Learning Plan in conjunction with student(s) assigned to their agency. The BSW Learning Plan is a contract between the student and agency that defines learning opportunities across Individuals, Families, Groups, Communities, and Organizations that incorporate the ten core competencies, practice behaviors, tasks, duties, and/or activities for demonstrating the behaviors, and a timeframe for completion. As new interests emerge or changes occur in the internship, the learning plan may be re-negotiated and modified. Student field education performance is jointly evaluated by the Field Instructor and student by the BSW Mid-term Field Evaluation, and BSW Final Field Evaluation, and Student Self-Evaluation.

BSW Program Evaluation Plan

Assessment is an important part of the BSW Program. We assess whether students are meeting expectations regarding the core competencies and practice behaviors (see page 7). Assessment of core competencies is measured through the “BSW Final Field Evaluation” and “Student Self-Evaluation.” The data are aggregated and used to inform decision-making about changes to the BSW Program curriculum. In addition we survey recent graduates through the “BSW Senior Survey” to learn about post-graduation plans and overall experience in the BSW Program.

Benchmark for BSW Final Field Evaluation and Student Self-Assessment: The BSW Program has set a benchmark that 80% of BSW students will achieve a rating of 3 (Emerging competency) or higher on all of the practice behaviors for each of the core competencies on the BSW Final Field Evaluation and Student-Self Assessment. Using the rating scale below, students are assessed on the core competencies during the 15th week of their internship:

Rating Scale Criteria

0 Demonstrates no competency in this area.

1 Demonstrates minimal competency, demonstrates little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.

2 Developing competence with assistance, with some coaching or prompting demonstrates some skill, marginal competency working towards improvement, beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning.

3 Emerging competency, demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance just needs more practice, takes initiative for learning.
Demonstrates the competency to begin independent social work practice, demonstrates the ability to apply skills in complex situations, consistent growth and change, demonstrates the ability to complete assigned tasks and activities, takes full responsibility for learning.

The BSW Senior Survey was developed to assess aspects of overall student experience in the BSW Program. Items on the survey ask students to provide information about their plans after graduation, satisfaction with the BSW Program, and perceptions regarding their preparedness for internship. Students are also asked to provide feedback regarding the learning environment within the School of Social Work as well as to what extent has the BSW program prepares them to work with diverse and vulnerable populations. Although no benchmarks were set for this instrument, the findings are helpful in identifying strengths and weakness of the program.
Part 3: Student Advising and Support

Meet With Your Advisor
The School of Social work emphasizes individual responsibility, and students take charge of their own academic program. While this means adhering to deadlines and satisfying degree requirements, the BSW Advisor is there to help all along the way.

Role of Advisor
• To develop with the advisee the degree program work sheet and sign needed forms.
• To monitor the sequencing of courses
• To monitor the meeting of program requirements.
• To advise students of University resources such as study skills groups, counseling and career development.
• To discuss interests in possible field placements and broader career directions.
• To participate in developing a plan for addressing academic and non-academic issues relating to degree attainment.

Role of Students
Since all registration and course changes require consultation and signature from the BSW Program advisor, students are expected to make appointments in a manner that allows for sufficient time to meet University deadlines. While the advisor assists the student in course selection and provides needed information, students are expected to know and understand prerequisite and graduation requirements.

Student Responsibilities
• Meet with the BSW Advisor each semester prior to registering for classes for the following semester
• Submit a SOCW Advising Agreement
• Submit an approved Academic Plan of Study each semester
• Adhere to the Academic Plan of Study
• Notify the BSW Advisor if you add or drop classes other than ones listed on your Academic Plan of Study
• Monitor your academic progress through DARS (Degree Audit Reporting System)
• If you intend to declare a minor, you must do so prior to internship
Part 4: Policies and Procedures

Undergraduate Student Advancement

Responsibilities and Expectations
An important responsibility of the School of Social Work at the University of Illinois at Urbana-Champaign is to provide undergraduate education which prepares qualified students to be competent social work professionals. The School has responsibility for evaluating and screening students for entry into the profession of social work. Students must meet academic standards and subscribe to the values and standards of the social work profession as stated in the National Association of Social Workers (NASW) Code of Ethics (see Appendix B). Continuance in the program is determined by successful academic performance and by the demonstration of knowledge, skills, maturity and emotional stability necessary to function as a professional social worker. Developing competency in practice is not solely the responsibility of the faculty and School. Students are expected to be responsible for monitoring and for evaluating their own competencies. Students are responsible for complying with both the University and the School of Social Work’s policies and regulations.

For more information on the below policies and the University Policies see Code of Policies and Regulations Applying to All Students, which is available online at http://admin.illinois.edu/policy/code/.

Academic Progress Defined
Maintaining good academic progress generally requires full-time study (12 credit hours per term), good standing as judged by meeting minimum grade point averages in cumulative GPA and major GPA, and timely completion of major and graduation requirements through course completion.

Normal degree progress typically requires 30 earned credit hours per academic year for degree completion in eight semesters without summer study, or an average of 15 credit hours per semester.

Students alone are responsible for making normal progress toward their degree and for meeting all graduation requirements in their curriculum. Normal progress toward the degree generally implies full-time study and timely completion of graduation requirements. Unless students have specific approval to the contrary from the Assistant Dean for Undergraduate Programs, students are required to be full-time candidates for a degree at the Urbana campus. Normal progress toward the degree in eight semesters is maintained by enrollment in an average of 15 hours a semester. Once students have registered for more than eight semesters, they are required to be full-time, except in unusual circumstances, as assessed and confirmed by the Assistant Dean for Undergraduate programs.
Progress toward degree is contingent upon satisfactory performance throughout the program. Students must meet the following expectations:

- Overall minimum 2.0 GPA.
- Overall minimum 2.5 major GPA.
- Satisfactory performance in non-letter graded courses.
- Honesty and integrity in all aspects of the academic program.
- Classroom performance and behavior that reflects respect for others, non-judgmental attitude, punctuality and timely completion of assignments.
- Demonstration of professional judgment, knowledge and skills in the classroom, field and community, which are necessary for forming and maintaining professional relationships, making assessments and implementing interventions.
- Commitment to and skill in the evaluation of one’s own practice.
- Receptive response to evaluation and feedback in the classroom and field.
- Use of ethical professional standards in all interactions with clients, peers, staff, faculty, field instructors and all other members of the University community.
- Demonstration of value and respect for human diversity.
- Willingness to report ethical violations.
- Understanding of and adherence to the NASW Code of Ethics as standard of professional behavior.

**Terminology**

Various terms are used to designate undergraduates and their enrollment status at U of I.

**Student Class**

The following criteria are used when referring to undergraduate students by class. Typically, these are used only for students who began their college careers at U of I.

<table>
<thead>
<tr>
<th>Class</th>
<th>Earned Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year/Freshman</td>
<td>0-29</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89</td>
</tr>
<tr>
<td>Senior</td>
<td>90+</td>
</tr>
</tbody>
</table>

**Academic Standing**

Your official academic status as a degree student in Social Work is denoted by one of three categories:
Standing  
Eligibility

Good Standing  
Eligible for enroll without conditions

Probation  
Eligible to enroll with conditions

Drop  
Not eligible to enroll

Key Progress Indicators
Student academic progress is reviewed by the School of Social Work on a semester by semester basis in a process called “grade audit” and at mid-points before graduation in order to assess timely completion of requirements.

Students are monitored by GPAs, credit hours per term, and earned credit hours per semesters enrolled.

Progress in the Declared Major
Students must make regular progress via appropriate course enrollments and performance levels to confirm continued viability in an academic program. In addition, students may not be eligible in a declared SOCW major while pursuing requirements for another major or pursuing eligibility for a program in another college, at the expense of fulfilling degree requirements in the declared SOCW major. Students who pursue “shadow majors” risk inadequate progress towards the SOCW degree and academic drop.

Progress in Specific Graduation Requirements
Unless exempt, students must complete Composition I requirement during their freshman year. We also advise students to complete their Non-Primary Language requirement during their first two years so that graduation in eight semesters is feasible. Students who have not completed the non-primary language graduate requirement by the time they have completed 60 hours toward the degree will be required to take and complete an appropriate course each semester thereafter until they have fulfilled the requirement.

Ten-Semester Limit on Enrollment
SOCW limits the numbers of semesters students may be enrolled for the purpose of completing their degree. Once BSW students become juniors, they typically complete their coursework within two years.

Grades and Reports
Grading System
The School of Social Work currently uses two grade-point averages in auditing student degree progress and completion; the graduation (college) GPA and the all-university GPA.

The SOCW Major GPA is used to determine whether students have a cumulative 2.5 average on all SOCW courses; all SOCW courses are included in computing this average except for military training courses and courses taken at this campus that do not count toward the BSW degree.

The all-University GPA is based on all courses completed at this campus, including military science courses. This method of computation is used to determine probation and drop status,
transfers between colleges on this campus, and eligibility to transfer into the University. It is also used in the computation of honors.

The University of Illinois at Urbana-Champaign uses a 4-point system of computation, and the system includes plus (+) and minus (-) grades as reflected in the following chart:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points/Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>ABS</td>
<td>0.00</td>
</tr>
</tbody>
</table>

NOTE: For purposes of internal accounting, a grade of ABS may be assigned to indicate that the student was absent from a final examination without an acceptable excuse; an ABS counts as a failing grade, DFR is used in a course graded on the basis of more than one semester. NR means missing grade.

At the end of each semester, a computation is made of both the semester and cumulative college GPA on all credit hours applicable toward the BSW degree.

**Satisfactory/Unsatisfactory or Credit/No Credit**

The grades S (Satisfactory) and U (Unsatisfactory) are used during field instruction. Some courses may be taken on a Credit/No Credit basis according to University regulations:

1) No required classes can be taken Credit/No Credit.
2) A minimum grade of 'C' must be earned to receive credit under the option.
3) Full-time students in Social Work may take a maximum of two courses under the option

**Try the GPA calculator to predict your future GPA:**
http://registrar.illinois.edu/grades/GPA.html

**Mid-term Grades for First-Year Students**

By University policy, instructors are directed to submit grades for all freshmen at the end of the first eight weeks (midterm) of each semester. These grades are not used in calculating the GPA; rather, they are intended to help students evaluate their progress in each course and to assist the
SOCW advisor in counseling students about their academic program. Be sure to consult instructors directly for any questions regarding student progress at midterm in each course. The BSW advisor is also available to discuss student progress.

**Grade Reports**

Semester grade reports are posted to the University’s Office of Admissions and Records website. Discuss grade reports with your academic advisor while planning your degree program. Students are encouraged to share the report with their parent(s) or guardian(s).

**Appealing a Grade**

Students who have questions regarding their semester grade in a course should confer directly with the instructor. Students who also believe the grade awarded is demonstrably improper by reason of capricious or arbitrary grading should confer directly with the instructor of the course. Students who are unable through such discussion to arrive at a mutually agreeable solution may file a written appeal with the Student Grievance Committee. Prompt attention to these concerns is important. The appeal must be filed within six working weeks after the start of the next semester. Students may obtain more information about the appeal process from the Assistant Dean for Student Affairs.

For further information, refer to the section 3-107 of the Student Code.

**Degree Audit Reporting System (DARS)**

You may log on to the DARSweb for Students for direct access to your degree audit report. This website lets you compare your proposed course schedule with what the audit designates as a shortage in degree requirements.

Although the School of Social Work makes every effort to verify the accuracy of the student-generated DARS report, it is an advisory tool only. It is not the official audit of whether you have or have not met graduation requirements. If there are any inconsistencies in the audit or if you have questions regarding your academic progress, contact an admissions/records officer immediately. Ultimately, the responsibility for the preparation of a sound program, both academically and procedurally, lies with you. That is why you are expected to consult with your academic advisor and admissions/records officer on a regular basis.

**Probation or Drop Status**

Students are considered in good standing if they have met minimum performance criteria—judged by the cumulative GPA and major GPA—and they are progressing toward a timely completion of their degree requirements.

**Academic Probation**

Academic probationary status serves as a warning that poor academic performance or failure to complete requirements in a timely fashion may jeopardize future enrollment status at and graduation from the University of Illinois.

Probation levels identify a specific grade-point average which students are expected to earn in their next semester of enrollment on a minimum of 12 graded credit hours. Students placed on
academic probation often are required to enter into an advising agreement that stipulates specific requirements they must meet in the next term of enrollment.

If students achieve a GPA level required by their probation, but their cumulative GPA remains below 2.00 and they are not deficient in meeting other academic eligibility and progress requirements, they will be approved to continue on probationary status, until such time as they have achieved good standing.

As long as students are on probationary status, they may not elect the credit/no credit grading option for any course. Academic probationary status may not be cleared by attendance at another institution. Transfer work that averages below a C level may result in a student being placed on probation in the School of Social Work if the combined (University and transfer) GPA does not reflect at least a 2.00 standing. The probation rules are listed below. Students may also refer to the Student code.

A student may be placed on (or similarly, removed from) a probationary status at any time that the School of Social Work judges that the students’ scholastic record warrants such action.

**Rules for Probation**

**Beginning Freshman**

**Code 1**  A beginning freshman who does not earn at least a 2.00 (C) University GPA in the first semester is placed on a 2.00 probation for the next term in which that student is registered.

**Students Other Than Beginning Freshman**

**Code 1A**  A student whose cumulative University GPA is 2.00 or better and who does not earn at least a 2.00 average in any semester or summer session is placed on a 2.00 probation for the next term in which the student is registered.

**Code 1B**  A student whose cumulative University GPA is less than 1.75 is placed on a 2.25 probation.

**Code 1C**  A student whose cumulative University GPA is less than 1.75 is placed on a 2.33 probation.

**Code 1G**  College-determined probation level assigned at grade audit.

**Academic Drop**

Drop rules are based on University semester GPA, University cumulative GPA, SOCW major GPA, or combined all-University cumulative GPA and transfer GPA (used only if the transfer average is below 2.00). The applicable GPA will depend on the student’s current status and whether the student has completed work elsewhere. These drop rules may be waived when the School of Social Work judges that the students’ scholastic record warrants such action.

**Code 17**  A student who fails to earn at least a 1.00 (D) University GPA in any academic semester (not including summer session) will be dropped.
**Code 17**  
A student on probation who fails to meet his or her established probation level will be dropped, unless he or she has achieved at least a 2.00 or better University GPA for that semester, and his or her cumulative GPA is at least a 2.00.

**Code 18**  
A student who fails to make satisfactory progress towards a degree or who fails to complete the conditions of admission or continuation will be dropped.

Only students dropped under Code 17 may appeal a Drop Status (see below).

**Appealing an Academic Drop Status**

Students who are dropped from the School of Social Work for academic deficiencies are informed of this action in a formal letter from the college. Students who are eligible to appeal this drop status (Code 17) will be explicitly informed of this option and given information about the process and deadline. Only written statements of appeal are accepted by the School of Social Work Faculty Committee on Academic Standards. The committee reviews appeals during a *limited time after the spring term only*. Decisions of the committee are final, and there is no appeal in the college beyond that body. Appeals at other times are heard strictly at the discretion of the Assistant Dean for Undergraduate Programs. Personal interviews with the student are generally not available, but may be initiated by the committee or the Assistant Dean under highly unusual circumstances. Decisions of the committee and the Assistant Dean are final.

Students who have been dropped and reenter in the preceding semester, or whose academic records show deficiencies so severe as to create a doubt or degree completion, are placed on a “special drop” status (Code 18) and are not permitted to appeal. Some students are furthermore denied any additional consideration for re-entry to SOCW.

**Guidelines for Students Making Unsatisfactory Progress**

Students are expected to make satisfactory progress by gaining knowledge, skills, competencies and behaviors required for graduation and professional practice. Satisfactory progress entails meeting or exceeding stated academic standards and conforming to all ethical and professional standards. Academic performance of students is monitored continuously throughout their enrollment in the program. Instructors are asked to inform the Assistant Dean for Student Affairs of any student who has a midterm grade below a “C”. When a student is not making satisfactory progress toward a degree, the following guidelines are normally followed, though exceptions may be made as situations require:

1. A faculty member, field instructor, or other person is expected to notify the Assistant Dean for Student Affairs in writing about any problems regarding a student’s academic performance, professional behavior or ethical conduct. The written notification should state the nature of the problem and cite evidence for it.

2. The Assistant Dean for Student Affairs shall immediately notify the student, the Assistant Dean of Undergraduate Programs and the student’s advisor in writing specifying the nature of the problem. If the student is in field placement or planning for field placement, the BSW Field Director.
3. Within 10 working days, the Assistant Dean for Student Affairs will meet with the student and the student’s advisor to develop a plan of remediation. If the student is in the field, the Assistant Dean for Student Affairs and the BSW Field Director will meet with the student.

4. A plan will be developed which specifies the action the student will take. A copy of the plan will be signed by the student, the Assistant Dean for Student Affairs, and the advisor. If the student is in the field, then the plan will be signed by the student, the Assistant Dean for Student Affairs, and the BSW Director of Field.

5. The Assistant Dean for Student Affairs and advisor will meet with the student after the period of time designated in the plan to check on his/her progress. If the student is in the field, the BSW Field Director will meet with the student as well. An assessment will be made at this time. If the student fails to meet the conditions of the plan satisfactorily, a report will be made to the Assistant Dean of Undergraduate Programs. The student will receive a copy of this report. The Assistant Dean of Undergraduate Programs will seek to obtain, through consultation with others who may have knowledge of the student’s strengths and weaknesses, a comprehensive and balanced evaluation of the student in question. The student may request a meeting with the Assistant Dean of Undergraduate Programs at this time. The Assistant Dean of Undergraduate Programs will determine if less serious remedies (e.g., reduced number of courses, leave of absence) have been exhausted.

6. If the Assistant Dean for Undergraduate Programs decides to allow the student to continue, a new plan must be developed and signed by the Assistant Dean of Undergraduate Programs and the student. This plan will indicate the problems to be remedied, the means to resolve them and the time frame in which resolution is to be achieved. At the end of the specified time, the Assistant Dean of Undergraduate Programs will review the student’s progress and determine whether to continue or dismiss the student from the program. The student will be informed in writing of the decision by the Assistant Dean.

Within 10 working days of the Assistant Dean’s decision, a student may appeal the decision to a committee designated by the Assistant Dean of Undergraduate Programs. The committee shall not include the Assistant Dean for Student Affairs, the Assistant Dean of Undergraduate Programs, the BSW advisor or the BSW Field Director. This committee will have access to all material related to the case. The student may submit written documents of support. After meeting with the student, the committee will make a recommendation to the Assistant Dean of Undergraduate Programs and the student will be notified of the final decision.

Class Attendance

Students are expected to attend class. This means you should be on time and attend for the duration of the class period. The instructor decides when the student’s absences from class have become excessive and should be reported. If excessive absences will make continuation of the course unprofitable, the student may be required to drop the course with the grade of F. The college does not provide excuses for missed classes or assignments during the semester (see the Student Code).
Notify your instructor(s), the emergency dean in the University of Illinois’ Office of the Dean of Students, and the Assistant Dean for Student Affairs.

Absences and Extensions
Special personal, family, or medical circumstances sometimes emerge that might disrupt your academic schedule and commitments. Whenever possible, discuss these concerns in advance with your instructors, advisor, or the Assistant Dean for Student Affairs. Certain guidelines determine whether, and when, you may be accommodated.

Emergencies and Absences
In the event of an emergency or sickness that will require the student to be absent from class(es), notify one of the following:

- Instructor(s)
- Emergency Dean in the University of Illinois’ Office of the Dean of Students
- Assistant Dean for Student Affairs

Final Examination Scheduling
Students do not have to take more than three final examinations in a 24-hour period. (A morning-afternoon-morning series is, however, a legitimate sequence and does not mean the student may rearrange the schedule.) Consult directly with the Assistant Dean for Student Affairs after discussing the matter with your instructors.

Absence from Finals
Students who do not appear at a final receive a grade of ABS. This permanent grade counts as a failing grade unless the student successfully petitions the college and the Assistant Dean of Undergraduate Programs excuses the absence. If the absence is due to illness, an excuse authorizing a grade of I (Incomplete) will be issued only when a physician supplies substantial evidence of illness. If there are other reasons for missing a final, the student must present adequate documentation of those reasons. Consult directly with the Assistant Dean for Student Affairs.

Incompletes
An “I” automatically becomes an “F” unless replaced by a passing grade by the middle of the next semester, if the student is re-enrolled. If the student does not re-enroll and the incomplete grade is not replaced, it becomes an F after one calendar year.

Withdrawal
We understand that there may be a time when you are in a position that makes the successful completion of a semester all but impossible. The University of Illinois recognizes that these circumstances exist and provides two formal options.

Cancellation Before the Semester Begins
You may cancel your registration before the end of the business day prior to the first day of classes. A cancellation no later than the business day before the first day of instruction results in a cancellation of all tuition and fee charges for that semester.
How to cancel:

- Log online to UI-Integrate Self-Service (Banner), find the registration module and select add/drop classes. Use the “web-drop” provision for each of your classes. However, when you attempt to drop your last class, the system will prompt you to use the electronic notification of intent to cancel your registration. This electronic notification is time stamped, and must be submitted no later than the business day before the first day of instruction to be eligible for cancellation. You can access more information at the Office of the Registrar.
- Submit a request for cancellation of registration to the Office of the Registrar. The request must be received no later than 5:00 p.m. on the business day before the first day of instruction of the term you wish to cancel. Requests by mail should be addressed to the Office of the Registrar, 901 West Illinois Street, Urbana, IL 61801 or in person at the Records Service Center, 901 West Illinois Street, by 5:00 p.m. on the business day before the first day of instruction of the term you wish to cancel.
- It is also helpful to inform your academic advisor of your intent to cancel by calling 217.333.2261.

Withdrawal During the Semester

Once the semester begins, you can no longer cancel but you can request to withdraw. If you experience extenuating circumstances that require you to leave campus for an extended period of time or encounter events that negatively impact your ability to academically progress, then you can exercise your option to withdraw. A withdrawal means you are ending your enrollment in classes and does not necessarily mean that you are formally ending your admission to Illinois or your ability to register for subsequent semesters at Illinois.

How to withdraw:

- It is always a good idea to discuss your options with your academic advisor. You can reach your advisor at 217.333.2261. You will probably be required to visit the School of Social Work BSW Advisor.
- At the School of Social Work, you will be required to fill out an official withdrawal form. This form requires you to obtain signatures from several campus offices and then submit the form to the Office of Admissions and Records.
- You cannot withdraw yourself via the web using UI-Integrate Self-Service.
- If you fail to follow the official withdrawal procedure – e.g. you simply stop going to classes and leave campus, then you are still responsible for tuition and fee assessments and will earn “F” grades in your classes.
- Refunds for tuition and fees are provided on a pro-rata basis depending on the date of the withdrawal. Special refund policies apply if you withdraw to enter either active duty in the armed forces or other approved national defense.
- More information and the applicable refund deadlines are available from the Office of the Registrar.
Importantly:

- If you begin the withdrawal process after the ninth week of the semester, or later, you may be subject to having conditions imposed on your withdrawal and/or your ability to enroll for subsequent semesters.
- Make sure you discuss any and all ramifications of withdrawing with your BSW academic advisor: 217.333.2261
- NCAA athletes must first consult with their academic counselors.
- International students must first consult with ISSS counselors.

Late or Retroactive Course Drop

- **How do I drop a course after the deadline?**
  - Few exceptions to the mid-semester drop deadline are granted by SOCW, and these exceptions are only granted through a formal petition process. SOCW will only allow a late drop if you are able to demonstrate that extraordinary extenuating circumstances (in other words, events beyond your control) have had detrimental and irreversible effects on your academic ability. You will be required to submit a written explanation of your situation as well as supporting documentation (doctor's note, legal paperwork, an obituary, etc.).
  - If you believe you qualify for a late drop exception, you should talk to your academic advisor, who can provide you with the official late drop petition form.

- **What if I want to drop a course retroactively from a previous semester?**
  - The process is almost identical to that of a late drop petition.
  - Again, make sure to set up an appointment with your academic advisor to discuss this option and obtain the official retroactive drop petition form.

- **What is the procedure for the petition?**
  - A SOCW committee will review your petition and notify you of the decision within 2-3 weeks of the petition's submission. You must continue to attend class and complete assignments in the course while the petition is being processed. If your petition is not approved and you have not been attending class and completing assignments, you are solely responsible for the academic repercussions.
  - Again permission to drop after the deadline is not automatic and will be granted only in extraordinary circumstances.

Repeating Courses

Students who have earned a grade of D- or better in a course may repeat a course but may not earn additional credit toward graduation by repeating the course. Students who repeat the course and earn a passing grade forfeit the credit previously earned. Students who repeat the course and then earn an F do retain credit earned from the previous attempt. In both cases, the original grade remains on the student record, plus the original and subsequent grades are included in the grade-point average if the course is acceptable toward graduation.
Students may also repeat a course in which they have earned an F. The F is not removed from the record and both grades are used in computing the GPA. For further details, consult the Student Code.

**Grade Replacement**

Effective Fall 2010, undergraduate students can elect a new grade replacement option. While students have always been able to repeat a course for credit, this affords students another option. See the *Student Code*, 3-309, “Repeated Undergraduate Courses and Campus Grade Replacement.”

**How Grade Replacement Differs from Repeating a Course**

If you repeat a course, and don’t elect the grade replacement option, both grades will be averaged into your GPA. If you elect the grade replacement option, the first grade is not used when computing your GPA.

However, you should consider the following:

- If you take a course for grade replacement, the grade you received each time the course was taken will still appear on your official transcript, and the first course enrollment on the transcript will be permanently identified as a course that has been repeated for grade replacement. This means that graduate and professional schools may take both grades into account when they review your record.
- If you take a course for grade replacement, and fail it the second time, both grades will be used when computing your GPA.
- When a course is repeated for grade replacement, the course credit earned will be counted only once toward degree and program requirements.

**Eligibility**

You are eligible to elect grade replacement if:

- You are attempting to replace the grade for a University of Illinois course in which you received a grade of C-, D+, D, D-, or F on the first attempt;
- You have not previously repeated the course for grade replacement;
- You have not already been awarded a degree from the University of Illinois;
- You have not taken more than 4 distinct courses (10 semester hours maximum) for grade replacement;
- You do not have an officially reported academic integrity infraction in the course;
- The course you are planning to repeat is offered in or after Fall 2010 at the University of Illinois at Urbana-Champaign. You can elect the grade replacement option for any course taken in or after Fall 2010 to replace a course you took in any previous semester.

**Electing to Replace a Grade**

If you are considering grade replacement, first see your advisor to discuss whether it makes sense for you to do so. Then, complete a *Grade Replacement Request Form* and submit it to the SOCW.
Student Academic Affairs Office. You will then be notified by SOCW as to whether you meet the eligibility criteria to elect the grade replacement option. Students who wish to elect the grade replacement option must file their intent using this form in the first half of the term in which the course is to be repeated—i.e., the 8th week for a semester course and the 4th week for a half-session course.

**University Policy on Academic Integrity**

The University of Illinois has formulated a policy that defines academic dishonesty, explains penalties that may be imposed on students, and details hearing procedures for appeals. Academic dishonesty includes the following behaviors: cheating; fabrication; facilitating infractions of academic integrity; plagiarism; bribes, favors, and threats; academic interference; unauthorized use of University resources; failure to comply with research regulations; and computer-related infractions. All students should refrain from conduct that is academically dishonest or behavior that assists others in academically dishonest activities. Rule 33, Academic Integrity, is thoroughly discussed in the Student Code. Academic Integrity is thoroughly discussed in the Student Code, 1-401. All students are encouraged to become familiar with this section of the Student Code.

The School follows the University policy for Academic Integrity. Students found to be in violation of this policy may also be in violation of the NASW Code of Ethics, and may be subject to review under the School’s procedures for infractions of conduct. Academic dishonesty occurs when someone takes credit for work produced by another. Academic dishonesty includes, but is not limited to:

1) Representing any work of another person, including materials from the professional literature, as one’s own product and achievement. This includes but is not limited to:
   a) Quoting from another work without indicating the fact by quotation marks or indentation and acknowledging the source.
   b) Paraphrasing without proper acknowledgment of the source.
   c) Using the work of another student.

2) Giving or receiving unauthorized aid in any assignment or examination.

3) Submitting a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor.

4) Fabricating data.

Academic dishonesty is a serious ethical violation. Academic dishonesty and the appearance of dishonesty may be avoided if proper bibliographic citations are included whenever the work is used. Proper bibliographic citations include four elements (Rudolph & Brackstone, 1990):

1) Name of author or authors, correctly spelled and in the form that appears on the work.
2) Edition number for books; volume number for periodicals.
3) Publication date.
4) Inclusive page numbers of articles; specific page numbers for cited parts of articles.

Issues of Conduct

Students are expected to adhere to the NASW Code of Ethics and the University’s Code of Policies and Regulations Applying to All Students.

Examples of Conduct Which May Lead to Dismissal or Other Sanctions

1) Cheating, lying, or plagiarism.
2) Behavior judged to be in violation of the NASW Code of Ethics or the Code of Policies and Regulations Applying to All Students.
3) Conviction for a criminal act occurring during the course of study or which occurred prior to admission that was not disclosed in the application.
4) Behaviors which interfere with the ability to function at expected levels, or may cause concern for the wellbeing of faculty, staff, students, clients and the community.
5) Inability to secure or sustain a field placement or satisfactorily meet the expectations of field.
6) Failure to report academic, personal, or professional misconduct which undermines academic performance or which places others at risk.
7) Behavior that is illegal or is judged to violate the NASW Code of Ethics or reflects other forms of inappropriate professional behavior will be grounds for dismissal from the BSW program. This could include but is not limited to sexual harassment, harassment or discrimination based on race or sexual orientation, threatening behavior, plagiarism, theft and sexual misconduct with clients.

Note: Students are expected to report any infraction to the Assistant Dean.

Other Policies and Procedures

Criminal Background Checks
Students may be required to complete a criminal background check as part of field education requirements. You will receive more information from the Field Education Office.

Evaluation of Instruction
At the end of six weeks, students fill out a brief course evaluation form. An evaluation questionnaire is also used at the end of each course as the official vehicle for evaluation of instruction.
All original evaluation materials are available for faculty review. Six week evaluations are available to instructors before the term ends. Final evaluations are not reviewed by the instructor until after grades have been assigned.

**Grievance Policy**

The purpose of this policy is to protect the interests of students by providing informal and formal means of seeking resolution in case of an inappropriate action of a member of the faculty or administrative staff or an inappropriate application of a departmental/unit policy.

**Independent Plan of Study**

A student may choose to complete an elective requirement in the form of an independent study. The intent of the independent study course is to provide for the development of specialized knowledge not available in current courses. In order to do this, an Independent Study Proposal Outline must be completed with a social work faculty member. The completed outline must then be forwarded to the BSW Program Director for approval.

**Life Experience or Previous Work Experience**

The School of Social Work does not allow students to count life experience or previous work experience for social work course credit.

**Sexual Harassment and Discrimination Policy**

This policy covers harassment and discrimination based on race, color, religion, sex, sexual orientation, national origin, ancestry, age, marital status, disability, unfavorable discharge from the military, or status as a disabled veteran or veteran of the Vietnam era, or other forms of invidious discrimination.

**Withdrawal**

Any student who withdraws from the University should follow withdrawal procedures as outlined in the *Code of Policies and Regulations Applying to All Students*. Failure to attend class will not automatically withdraw a student from a course. In fact, failure to attend without the formal withdrawal process will result in a failing grade as well as the full assessment of tuition and tuition. The withdrawal procedure should be initiated in Room 2000.
Part 5: Honors

The James Scholar Program

What does it mean to be a James Scholar?

History

Since at least the 1950's the University of Illinois has encouraged outstanding undergraduate students by offering participation in the James Scholar Honors Program. At present, each college has a James Scholar Honors Program for their undergraduate students.

The programs are named for Edmund J. James, the fourth president of the University of Illinois. James believed scholarship and research are fundamental to human progress. In the years of his presidency (1904-1920), he brought world-class scholars and researchers to the campus and fostered a sense of community among faculty and students. His achievements helped to transform the University of Illinois into a campus of international importance.

School of Social Work James Scholar Honors Program

In the School of Social Work, we value exploration in its many forms. This spirit of discovery is built into our James Scholar Honors Program, as our high-achieving students explore their many passions, interests, and talents. Dr. Jan Carter-Black, BSW Professor and James Scholar Coordinator, will work to create opportunities for BSW honor students to conduct individual research projects. The research projects pair students with a faculty mentor who have similar research interests.

Who can become a James Scholar?

Continuing Students

- Continuing DGS students who are not already James Scholars may self-nominate with a 3.60 cumulative Illinois GPA
- All qualified students will receive an email invitation from the Honors Director at the start of the semester
- James Scholar students who transfer into DGS from other colleges on campus maintain their honors designation, assuming all requirements were met through their previous college
Requirements

Earning Honors Credit

DGS James Scholars are required to complete one course for honors credit each academic year. Students are required to meet with Dr. Carter-Black and develop and approved Honors Credit Learning Agreement.

Maintaining Honors Status

To remain an active and certified DGS James Scholar, students must:

- maintain a semester and Illinois cumulative GPA of at least 3.50
- complete one honors requirements each academic year
- enroll in at least 12 credit hours during the fall and spring semesters

At the end of each semester, students are reviewed for their progress and may be contacted regarding any missing eligibility requirements. Based on this review, a student's honors status is subject to change.

Benefits

- Conduct research projects and work one-on-one with faculty members
- Foster close relationships with faculty that can enrich your education and lead to future opportunities to pursue
- Access to smaller courses reserved only for James Scholars
- Early registration priority (starting with second semester registration)
- Honors recognition on official transcripts and at graduation

Chancellor’s Scholars

The James Scholar Honors Program and the Campus Honors Program are designed to allow students invited to both programs the ability to participate fully in each. Therefore, a student can be both a James Scholar and a Chancellor's Scholar at the same time. Campus Honors courses also satisfy James Scholar honors requirements.

Bronze Tablet

The Bronze Tablet is recognition of continuous high academic achievement. The student's name is inscribed on the Bronze Tablet, which hangs on a wall in the Main Library Building. Undergraduate students must meet the following qualifications:

1. They must have a minimum 3.5 cumulative grade-point average for all work taken through the academic term before graduation (academic term before graduation means: for August graduates, the preceding spring semester; for October graduates, the preceding summer session; for May graduates, the preceding fall semester).
2. They must rank, on the basis of the cumulative grade-point average through the academic term before graduation, in the **top three percent** of the students in their college graduating class. (College graduating class means all students receiving bachelor's degrees from the same college between July 1 of each year and June 30 of the next.) In addition to the above rules, transfer students must meet the following qualifications.

3. They must have cumulative University of Illinois at Urbana-Champaign grade-point averages as high as the lowest ones listed for students in their college who qualify on the basis of having completed all of their work at the University of Illinois at Urbana-Champaign.

4. They must earn 40 or more semester hours at the University of Illinois at Urbana-Champaign through the academic term before graduation.

**Honors at Graduation**

Honors awarded at graduation to superior students are designated on the diploma as Summa Cum Laude (top 1%) Magna Cum Laude (top 5%) and Cum Laude (top 10%).

**Dean's List**

The names of undergraduates who have achieved a grade point average in the top 10 percent of their college class for a given semester will be included on a list prepared for the dean of the School of Social Work. This list is publicized on campus and is sent to news agencies throughout the state.

To be eligible for Dean's List recognition, students must successfully complete at least 14 hours of course work in which traditional letter grades are earned. Credits earned during the semester through proficiency, CLEP, and advanced placement examinations are not counted toward the 14 semester hour requirement.
Part 6: Our Community

Opportunities for Students

Student Associations

There are over 800 student organizations that provide opportunities for students to get involved on campus. The Registered Organizations Office maintains a current directory of student organizations in available online at http://www.union.illinois.edu/involvement/rso/Default.aspx. The Bachelor of Social Work Student Organization is a university recognized, student-led group, advised by the BSW Program Director and Assistant Dean. Activities include service learning experiences, educational seminars and philanthropic charitable events. Voluntary organization of students is an essential part of the School of Social Work.

Student-Faculty Committees

Standing committees in the School of Social Work have student members who participate in the work of the committees and have full voting rights and responsibilities. These committees include:

- Committee on Student Advancement
- BSW Committee
- Diversity Committee
- Field Education
- Recruitment, Admissions & Financial Aid Committee
- Committee on Academic Standards

Membership on these committees is important and open to all students. Student members provide valuable input, promote the interests of the student body and provide a channel of communication between graduate students and the School. In addition, students are welcome to participate in student-faculty committee meetings even if they are not official voting members. Interested students should contact Room 2000 for meeting times and dates.

Alpha Delta Mu

The Alpha Zeta chapter of the Alpha Delta Mu National Social Work Honor Society is intended to advance excellence in social work practice and to encourage, stimulate and maintain scholarship of the individual members. Social work students are invited to apply for membership if their cumulative grade point average is 3.75 (A=4.0) or above. Alpha Delta Mu members are distinguished at graduation by wearing silver and black lanyards.

Honors at Graduation

Top 1% Summa Cum Laude
Top 5% Magna Cum Laude
Top 10% Cum Laude
National Association of Social Workers (NASW)

NASW is a professional organization with over 90,000 members and Chapters throughout the United States. The primary purpose of NASW is to help all social workers advance their practice in the field of helping people.

The NASW program fits into four broad functional areas: professional development, professional standards, professional action to achieve sound social policy affecting those we serve and membership services.

For a nominal fee each year students may become members of NASW. Membership includes a subscription to Social Work, NASW News, The Illinois Chapter Newsletter and reduced fees to local workshops and programs. The local chapter is quite active and provides several professional workshops and programs throughout the academic year at a reduced cost to its members.

Membership information is available in Room 2000 or by contacting NASW at:
NASW
P.O. Box 98272
Washington, DC 20090-8272
phone: (800) 638-8799
www.naswdc.org

Financial Aid Sources Outside the School of Social Work

Many sources of financial aid exist for those willing to invest the time and effort into locating and applying for awards. The internet is an increasingly useful resource for locating financial aid and scholarship information. There are several free searchable scholarship databases available free of charge.

For information regarding other sources (e.g., loans) contact a financial aid advisor at:
Office of Student Financial Aid
620 East John Street
Champaign, IL 61820
Phone: (217) 333-0100
Web: http://www.osfa.uiuc.edu/
Faculty and Staff

Staff

Dean’s Office
Wynne Korr, PhD, Dean and Professor
Barry Ackerson, PhD, Associate Dean and MSW Program Director
Alicia Beck, Assistant Dean for Advancement
Meredith Olson, Assistant Director for Advancement
Becky Ponder, Director of Communications
Kathy Dysart, Administrative Assistant
Brianna Connolly, Office Support Associate

Academic Programs
Christie Avgar, MSW, Assistant Dean for Student Affairs
Brenda Lindsey, Ed.D., Assistant Dean for Undergraduate Programs and BSW Program Director
Min Zhan, PhD Director
Trent Shumway, BSW Academic Advisor
Cheryl Street, Admissions/Records Supervisor
Erika Anzo, Office Support Associate
Sherry Duncan, Office Support Associate

Field Education Office in Academic Programs
Mary Maurer, Assistant Dean for Field Education and MSW Field Education Director, LCSW
Sherrie Faulkner, BSW Field Education Director, LCSW
Christine Escobar-Sawicki, Clinical Assistant Professor, LCSW
Hellen McDonald, Clinical Assistant Professor, LCSW
Nancy White-Gibson, Clinical Assistant Professor, LCSW
Carol Wilson-Smith, Clinical Assistant Professor, LCSW
Amy Weber, Office Support Associate

Children and Family Research Center
Tamara Fuller, PhD, Director
Toni Sellers, Office Support Associate
Faculty

Professors
Wynne Korr, PhD
Sandra Kopels, JD, MSW
Teresa Ostler, PhD

Associate Professors
Barry Ackerson, PhD
Susan Cole, PhD
Mary Eamon, PhD
Chris Larrison, PhD
Hong Li, PhD
Jung Min Park, PhD
Lissette Piedra, PhD
Chi-fang Wu, PhD
Min Zhan, PhD

Assistant Professors
Venera Bektashi, PhD
Judy Havlicek, PhD
Janet Liechty, PhD
Benjamin Lough, PhD
Doug Smith, PhD
Karen Tabb, PhD

Visiting Assistant Professor
Tara Earls-Larrison, PhD

Clinical Associate Professor
Jan Carter-Black, PhD
Brenda Lindsey, EdD

Clinical Assistant Professors
Christine Escobar-Sawicki, MSW
Sherrie Faulkner, MSW
Mary Maurer, MSW
Hellen McDonald, MSW
Nancy White-Gibson, MSW
Carol Wilson-Smith, MSW

Professors Emeriti
Pallassana R. Balgopal
Charles Cowger
Ketayun H. Gould
Ernest N. Gullerud
Jill Kagle, PhD
John Poertner
Merlin A. Taber

University Contacts

Career Center
Career Services Center
Bradley Hall
715 South Wright Street
Champaign, IL 61820
Phone: (217) 333-0820
www.careercenter.illinois.edu

Conflict Resolution- Office of Student Conflict Resolution
Student Services Building
610 East John Street
Champaign, IL 61820
Phone: (217) 333-3680
www.osja.uiuc.edu

Counseling Center
Counseling Center
Turner Student Services
610 East John Street
Champaign, IL 61820
Phone: (217) 333-3704
www.couns.uiuc.edu

Health Center
McKinley Health Center
1109 South Lincoln Avenue
Urbana, IL 61801
Phone: (217) 333-2701
www.mckinley.uiuc.edu

Housing
Housing Division
200 Clark Hall
1203 South Fourth Street
Champaign, IL 61820
Phone: (217) 333-0610
www.housing.illinois.edu
Lesbian, Gay, Bisexual and Transgender Concerns
Office of Lesbian, Gay, Bisexual and Transgender Concerns
323 Illini Union
1401 West Green Street
Urbana, IL 61801
Phone: (217) 244-8863

Minority Student Affairs
Office of Minority Student Affairs
Turner Student Services
610 East John Street
Champaign, IL 61820
Phone: (217) 333-0054
www.omsa.uiuc.edu

Services for Students with Disabilities
Division of Rehabilitation-Education Services

Rehabilitation Education Center
1207 South Oak Street
Champaign, IL 61820
Phone: (217) 333-1970
www.rehab.uiuc.edu

Veteran Resources
Veteran’s Educational Benefits
Turner Student Services
610 East John Street
Champaign, IL 61820
Phone: (217) 333-0100
www.veterans.illinois.edu

Women’s Resource Center
Office of Women’s Programs
703 South Wright Street, 2nd Floor
Champaign, IL 61820
Phone: (217) 333-3137
Email: womensprograms@illinois.edu
BSW Program Courses

Course Numbers and Descriptions

The curriculum of the School of Social Work is under continual review through the collaboration of faculty, students and administrators. A particular course, though listed, may not be offered each year. Students are responsible for reading notices that contain additional information relative to curriculum and policies. Insufficient enrollment in a particular class results in its cancellation.

SOCW 200: Introduction to Social Work
The focus of this course is to provide the student with a broad overview of the social work profession and the multifaceted nature of the field of social work through its work with individuals, families, groups, communities, and organizations. The course content includes introduction to social work and social welfare services and its histories, social work values and ethics, commitment to social and economic justice for vulnerable and at-risk populations, various social issues that social work deals with, and the range of social work professional roles and skills. 3 credits

SOCW 300: Diversity: Identities and Issues
This course explores multiple dimensions of diversity in a pluralistic and increasingly globalized society. Using a social work strengths perspective as well as historical, constructivist and critical conceptual frameworks; the course examines issues of identity, culture, privilege, stigma, prejudice, and discrimination. The social construction and implications of race, class, gender and sexual orientation, and other dimensions of difference are examined at the individual, interpersonal, and systems levels. Students are expected to use the course material to explore their personal values, biases, family backgrounds, culture, and formative experiences in order to deepen their self-awareness and develop interpersonal skills in bridging differences. Finally, students apply learning from the course to identify characteristics of effective social work and other health and human service provision among people culturally different than themselves; and to identify opportunities for change contributing to prejudice reduction and cross-cultural acceptance at home, work, and in society. 3 credits

SOCW 321: Social Entrepreneurship and Social Change
This course is intended for undergraduate students who have an interest in creating programs and products that have social value for communities, both domestically and in international settings. Entrepreneurship is widely recognized as an important contributor to business development and economic growth in the U.S. More recently, social entrepreneurship has emerged as a change approach that features the application of entrepreneurial practices to social ventures. That is, social entrepreneurship is similar to business entrepreneurship in its emphasis on selected program development and management principles and processes, but social entrepreneurs have the primary goal of creating social value in communities rather than personal or shareholder wealth.

Social entrepreneurship approaches have gained increasing attention in the nonprofit, public, and private sectors, both in the revision of operations in existing organizations and in the creation of
new social ventures. They have been especially prominent in the establishment of new programs in the developing world, as well as in the development of more sustainable social programs in U.S. nonprofit agencies. The course will introduce entrepreneurial concepts and processes that collectively encompass an approach to program and product development, with special attention to the creation of social value for disadvantaged groups.

The class is intended to blend lectures on overarching entrepreneurial concepts and principles, case examples of social entrepreneurship projects, and direct experience in developing social entrepreneurship projects. The initial part of the class will emphasize instructing students in broad concepts and principles related to entrepreneurship, while the latter portion of the course will feature students working on teams to design social projects.

**SOCW 380: Current Topics in Social Work Course Description**

This course presents and analyzes special topics related to current social work practice, policy, and research. Topics vary; see Timetable for current offering. May be repeated up to 6 credits.

**SOCW 401: Overview of Generalist Practice**

Overview of generalist social work practice with individuals, families, groups, organizations and communities. The course is designed to introduce core concepts, values, and ethical principles of the profession, as well as basic skills, and knowledge related to generalist social work practice with a broad array of client systems. Emphasis is given to the biological psychological social spiritual framework, person-in-environment, strengths perspective, and systems theory. Skills in developing beginning professional relationships, characterized by mutuality, collaboration, empowerment, and client self-determination within the problem-solving process are addressed. Students will begin the process of professional self-awareness and to begin to identify how the personal values and beliefs they hold impact upon their relationships. Prerequisite: SOCW 200 and Admission to BSW program. 3 credits

**SOCW 402: Practice II: Social Work Practice With Individuals, Families, and Groups**

This course is designed to provide students with culturally responsive, micro-level skills development for working with and on behalf of individuals, families, and groups. It builds on the basic helping skills learned in SOCW 401 and offers further practice on interviewing skills, more emphasis on ethical decision-making, assessment, and intervention, evaluation applied to individuals, families and groups. Prerequisite: SOCW 200 and Admission to BSW Program. 3 credits

**SOCW 403: Practice III: Social Work Practice With Organizations and Communities**

This course provides knowledge and skills about the theory and practice of planned change in communities and organizations using a generalist model of social work practice. It builds on the foundation knowledge and skills gained in SOCW 401 with emphasis on assessment, planning, intervention, and evaluation skills for macro-level practice. Prerequisite: SOCW 200 and Admission to BSW Program. 3 credits

**SOCW 410—Social Welfare Policy and Services**

Examination of social welfare within a historical context, addressing the economic, political, social and ideological influences that have shaped the social welfare system and programs.
Critical study of the income maintenance system in the U.S. as a response to the problems of inequality of opportunity and income, poverty and income security; consideration of alternative approaches with discussion of the social worker’s role in the system. 3 or 4 credits

**SOCW 412 — Hispanics in the U.S.: Building a Social Policy Agenda**
This course offers an extensive portrait of Hispanics in the United States. Students will explore questions of demographic characteristics, categorization, identity; language and religious practices; education; criminal justice; neighborhood and economic restructuring; immigration; social service systems; and social and community action in the context of creating an effective public policy agenda. In order to enable students to develop critical analytical skills, students will be responsible for evaluating course materials focusing on specific subject areas. 3 or 4 credits.

**SOCW 415 - Social Services for the Aged**
Focus on the aging process, special needs of older adults, and the role of social work in addressing these needs. All levels of social work intervention are considered, including direct work with older persons and their families, service delivery systems in local communities, and state and national policies. Special consideration is given to older women and older persons of color. 4 credits.

**SOCW 418 — Independent Study**
Independent study of a topic or topics of special interest in the field of social work. Students electing this option must submit a written proposal outlining the plan of study, the time frame in which the work is to be completed and the criteria for assigning a grade. 1 to 4 credits.

**SOCW 420 --- Substance Use in Social Context**
Introduction to the problem of substance abuse and its impact on society. Examines the physiological, psychological, social and cultural aspects of substance abuse. At the individual and family level, examines the causes, development, prevention and treatment of substance abuse. At the societal level, examines public policy efforts to regular and control substance use from both historical and contemporary perspective. Implications for social and economic justice are also examined. 3 or 4 credits.

**SOCW 427 — Social Work Research Methods**
Basic principles of social science research and importance for social work practice; overview of research principles including the stages of a research project, design of research; quantitative and qualitative methodologies, design of questionnaires, methods of data collection and preparation of reports. Introduction to various research designs such as the survey, program evaluation, single subject design, quasi-experiments, and experimental design. 3 or 4 credits.

**SOCW 451 — HBSE I: Human Development**
Examination of the major theories that inform social work’s understanding of human behavior in a variety of social contexts. A bio-ecological systems framework, together with a developmental approach in understanding the ways in which individuals, families, groups, organizations, institutions, and communities interact, is presented. Issues of gender, race, ethnicity, socioeconomic status, disability and sexual orientation are introduced so students can gain
understanding of how these components affect and influence development across the lifespan. 3 or 4 credits.

**SOCW 461 – Professional Practice Seminar I.**
This course is required for all students and is intended to help students apply foundation knowledge of generalist social work practice skills, values, and ethics to practice and to assist students in integrating classroom learning with the direct experience of the practicum. The Field Seminar will provide students with learning opportunities that complement previous social work courses and provide a basis for generalist practice. 3 credits. Pre-requisite - SOCW 401; 4 credit hours

**SOCW 470: Field Practicum. 8 credits.**

**SOCW 471: Professional Practice Seminar II.**
This course is required for all students taking SOCW 470. The course facilitates integration of components of professional generalist social work practice: values and ethics, diversity, populations at risk, and social and economic justice, human behavior and the social environment, social welfare policies and services, social work practice methods, research and field education. Prerequisite SOCW 401. 4 hours.
NASW Code of Ethics
National Association of Social Workers

CODE OF ETHICS

Approved by the 1996 NASW Delegate Assembly and

Revised by the 1999 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

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

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

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the

¹ For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.
NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

Value: Service

Ethical Principle: Social workers’ primary goal is to help people in need and to address social problems.

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

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing 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 wellbeing of clients. In general, clients’ interests are primary. However, social workers’ responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client’s consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.
1.11 Sexual Harassment
   Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

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

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

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

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

1.14 Clients Who Lack Decision-Making Capacity
   When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

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

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

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

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

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

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

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.04 Disputes Involving Colleagues
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.
(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.
(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment
Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
2.09 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation
(a) Social workers who provide supervision or consultation should have the necessary knowledge and skills to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.

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

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

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

3.10 Labor–Management Disputes

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

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

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

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

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

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

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

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

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

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

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

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

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION
5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

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

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

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

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

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