WELCOME .................................................................................................................. 1

PART 1: INTRODUCTION ......................................................................................... 2

HISTORY OF THE UNIVERSITY OF ILLINOIS .......................................................... 2
THE SCHOOL OF SOCIAL WORK OVERVIEW ......................................................... 2
MISSION OF THE SCHOOL AND THE MSW PROGRAM .......................................... 3
ACADEMIC PROGRAM GOALS AND OBJECTIVES .............................................. 3

PART 2: MSW PROGRAM INFORMATION ............................................................. 5

MSW Program Description ..................................................................................... 5
Areas of Concentration .......................................................................................... 5
  Advocacy, Leadership, and Social Change ......................................................... 5
  Children, Youth, and Family Services ............................................................... 6
  Health Care ......................................................................................................... 6
  Mental Health ..................................................................................................... 6
  School Social Work ............................................................................................ 6
Field Education for the MSW Program ............................................................... 7
Advanced Standing .............................................................................................. 8
Model MSW Program ........................................................................................... 8
Model Program: MSW Program ......................................................................... 8
Model Program: MSW Advanced Standing Program ...................................... 9
MSW Outreach Program .................................................................................... 10
Description ........................................................................................................... 10
Areas of Concentration ....................................................................................... 11
Advanced Standing ............................................................................................. 11
Field Education .................................................................................................... 11
Model Program: MSW Outreach ...................................................................... 11
Model Program: MSW Outreach Advanced Standing Program .................... 12
Curriculum ........................................................................................................... 14
Foundation .......................................................................................................... 14
Advanced ............................................................................................................. 14
Concentration ...................................................................................................... 14
Field ...................................................................................................................... 14
Concentration Guidelines—MSW Program ...................................................... 15
  Advocacy, Leadership, and Social Change ..................................................... 15
  Children, Youth, and Family Services ............................................................ 16
  Health Care ....................................................................................................... 17
  Mental Health ................................................................................................... 18
  School Social Work ......................................................................................... 19
Advanced Standing Concentration Guidelines ................................................ 20
  Advocacy, Leadership, and Social Change ..................................................... 20
  Children, Youth, and Family Services ............................................................ 21
  Advanced Standing .......................................................................................... 22
  Health Care ...................................................................................................... 22
  Advanced Standing .......................................................................................... 23
Mental Health ................................................................. 23
Advanced Standing .......................................................... 24
School Social Work ............................................................ 24
Joint Degree MSW/PhD Program in Social Work ......................... 25
Description ................................................................. 25
Joint Degree Program Guidelines – MSW/PhD ................................ 25

**PART 3: PHD PROGRAM INFORMATION** ....................................... 28

- PhD Program Description .................................................. 28
- Program Goals .................................................................. 28
- Degree and Course Requirements ......................................... 28
- Dissertation Process .......................................................... 29
- The Dissertation ............................................................... 29
- Dissertation Proposal Guidelines ......................................... 29
- Composition of Doctoral Committees .................................... 29
- Dissertation Preliminary Exam Procedures ............................ 30
- Criteria for Evaluation of a Dissertation Proposal ...................... 30
- Preliminary Exam/Hearing .................................................. 31
- Final Dissertation Defense .................................................. 31
- Final Exam/Defense ........................................................... 32
- School Requirements for Depositing a Dissertation ................... 32
- Procedure of Dissertation Format Check ............................... 32
- Requirements for Dissertation Format ................................... 33
- Social Work Abstracts ....................................................... 33
- PhD Student Teaching Opportunities ...................................... 34
- Doctoral Program (PhD) Policies .......................................... 34
- Time Limits ..................................................................... 34
- Student Faculty Committees ................................................. 34
- Protection of Human Subjects .............................................. 34

**PART 4: ADVISING AND CURRICULUM PLANNING** ......................... 36

- Advising ........................................................................ 36
- Role of Advisor .............................................................. 36
- Role of Students ............................................................. 36

**PART 5: POLICIES AND PROCEDURES** ........................................ 37

- Graduate Student Advancement .......................................... 37
- Responsibilities and Expectations .......................................... 37
- Advancement Requirements ................................................ 37
- Annual Academic Progress Reviews ...................................... 38
- Grading Policy ................................................................. 38
- Satisfactory/Unsatisfactory or Credit/No Credit ....................... 39
- Transfer Credit ............................................................... 39
- Academic Deficiencies ...................................................... 39
- Guidelines for Dealing with Students Making Unsatisfactory Progress ........................................................................ 39
- Academic Integrity .......................................................... 41
- Capricious Grading Policies ................................................ 41
- Grievance Policy ............................................................. 41
ISSUES OF CONDUCT .................................................................................................................. 42
CONDUCT WHICH MAY LEAD TO DISMISSAL OR OTHER SANCTIONS ........................................ 42
PROCEDURES FOR INFRACTION OF CONDUCT ........................................................................ 42
GRIEVANCE POLICY .................................................................................................................... 43
GRIEVANCE AND CAPRIFICIOS POLICIES ................................................................................ 44
OTHER POLICIES AND PROCEDURES .................................................................................... 44
LIFE EXPERIENCE OR PREVIOUS WORK EXPERIENCE .......................................................... 44
CRIMINAL BACKGROUND CHECKS .......................................................................................... 44
EVALUATION OF INSTRUCTION ........................................................................................... 44
INDEPENDENT PLAN OF STUDY ............................................................................................. 44
PETITIONING PROCESS ......................................................................................................... 44
NONDISCRIMINATION STATEMENT ....................................................................................... 45
WITHDRAWAL .......................................................................................................................... 45
GRADUATING WITH HONORS ................................................................................................. 46

PART 6: OUR COMMUNITY ...................................................................................................... 47
OPPORTUNITIES FOR STUDENTS ........................................................................................... 47
STUDENT ASSOCIATIONS ...................................................................................................... 47
STUDENT-FACULTY COMMITTEES ........................................................................................ 47
ALPHA DELTA MU ................................................................................................................... 47
NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW) ..................................................... 48
FINANCIAL AID ....................................................................................................................... 48
HOURLY POSITIONS AND GRADUATE/RESEARCH ASSISTANTS ........................................ 48
FELLOWSHIPS ....................................................................................................................... 48
SCHOOL OF SOCIAL WORK AWARDS ............................................................................... 49
FINANCIAL AID SOURCES OUTSIDE THE SCHOOL OF SOCIAL WORK ................................ 49

PART 7: SCHOOL OF SOCIAL WORK FACULTY AND STAFF ................................................... 51
FACULTY MEMBERS ............................................................................................................... 51
PROFESSORS EMERITI ........................................................................................................... 51
STAFF ...................................................................................................................................... 52
ADDITIONAL UNIVERSITY CONTACTS ........................................................................... 53
CAREER SERVICES ................................................................................................................ 53
CONFLICT RESOLUTION ...................................................................................................... 53
COUNSELING SERVICES ...................................................................................................... 53
HEALTH SERVICES .............................................................................................................. 53
HOUSING ................................................................................................................................ 53
LESBIAN, GAY, BISEXUAL AND TRANSGENDER RESOURCE CENTER ............................... 53
MINORITY STUDENT AFFAIRS .............................................................................................. 53
SERVICES FOR STUDENTS WITH DISABILITIES ................................................................. 53
VETERAN AFFAIRS ............................................................................................................... 53
WOMEN’S RESOURCES CENTER .......................................................................................... 53

APPENDIX A: SCHOOL OF SOCIAL WORK CLASSES ............................................................. 54
COURSE NUMBERS AND DESCRIPTIONS ............................................................................ 54

APPENDIX B: NASW CODE OF ETHICS .................................................................................. 66
Welcome to the University of Illinois at Urbana-Champaign and to the School of Social Work. You have made an excellent decision to advance your career not only by pursuing graduate education, but by choosing to do it here, 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 Graduate Student 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 Graduate Student 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
History of 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.

Known primarily for its achievements in research and graduate studies, the University of Illinois at Urbana-Champaign is ranked among the world’s great universities. 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 Provost. 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 a Bachelor of Social Work (BSW), Master of Social Work (MSW), and a Doctor of Philosophy in Social Work (PhD). The BSW prepares students for generalist practice, and the MSW prepares students for advanced practice. The PhD prepares students for research, teaching and policy analysis. The BSW and MSW programs are accredited by the Council on Social Work Education (CSWE).

The faculty is well-known throughout the country for their teaching and research which contribute to the advancement of the profession. Recent studies, using faculty publications as the criterion, cite the School of Social Work at the University of Illinois at Urbana-Champaign as being among the nation’s leaders in social work scholarship.

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, rehabilitation, training and employment, aging, family planning, minorities and women, self-help groups, problems of adolescence, extramural education, income maintenance and history.
Mission of the School and the MSW Program

The School of Social Work embraces the four-fold mission of the University of Illinois at Urbana-Champaign: teaching, research, public service, and economic development. The School is committed to developing and disseminating knowledge that contributes to responsive social welfare policies, programs, and practices. The School and the MSW program promote 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 research-based practice 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 and advanced practice.

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 five fields of practice: 1) advocacy, leadership and social change, 2) children, youth and family services, 3) health care, 4) mental health and 5) school social work. 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 and Objectives

The MSW program at the University of Illinois at Urbana-Champaign seeks to prepare students for advanced social work practice with individuals, groups, families, organizations and communities. Goals and objectives that are related to this purpose and that are particular to the mission of the School are as follows:
<table>
<thead>
<tr>
<th>MSW PROGRAM GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide students with knowledge and skills in assessment, intervention and evaluation of practice with individuals, families, groups, organizations and communities in one of five fields of practice: advocacy, leadership, and social change; children, youth, and family services; mental health; health care, or school social work.</td>
</tr>
<tr>
<td>2. Prepare students to work with diverse populations (i.e., racial, ethnic, gender, social class, disabled, age groups, sexual orientation), and provide students with knowledge of the impact of racism, poverty, sexism and other forms of discrimination upon individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td>3. Prepare students to use research to evaluate policy and practice in an area of specialization, apply research findings to policy and practice, and develop strategies for ongoing integration of research into their practice.</td>
</tr>
<tr>
<td>4. Prepare students to analyze and develop responsive organizations, policies, and programs.</td>
</tr>
<tr>
<td>5. Provide students with the knowledge of human behavior in the social environment as it relates to the mission of social work with individuals, groups, families, organizations and communities.</td>
</tr>
<tr>
<td>6. Prepare students to understand their ongoing responsibility to analyze how values affect policy and practice, to apply professional values and ethics with diverse populations and to adhere to the NASW Code of Ethics.</td>
</tr>
</tbody>
</table>
Part 2: MSW Program Information

MSW Program Description

The Master’s degree provides specialized study for advanced social work practice. Degree candidates take foundation and advanced coursework in the areas of human behavior and the social environment, social work methods, policy, research, and field education.

The MSW degree requires a total of 64-72 hours of foundation and advanced coursework, which includes field education. Once students demonstrate mastery of foundation content in each area of the curriculum, they may enroll in advanced and specialized courses. Upon successful completion of all courses required by a chosen concentration, students may then enroll in a two semester consecutive field practicum and concurrent online field seminars.

The Advanced Standing MSW degree requires a total of 44 hours of advanced coursework, which includes field education. Upon entry into the Advanced Standing MSW program, students are required to demonstrate competency in required foundation content in each area of the curriculum: practice methods, policy, research, human behavior in the social environment, and field education. These foundation courses must have been completed within the past 7 years from an accredited CSWE program. Upon successful completion of all courses required by a chosen concentration, students may then enroll in a one semester consecutive field practicum and concurrent online field seminar.

In addition, all students must meet a statistics requirement. A college level statistics course must have been taken within the past 7 years with a grade of a ‘C’ or better.

Areas of Concentration

Students may select one of the following fields of practice as their concentration: advocacy, leadership, and social change; children, youth, and family services; health care; mental health; school social work; or evidence-based practice child mental health certification. Every student must choose a concentration and complete an internship within that concentration. Following are descriptions for each concentration:

**Advocacy, Leadership, and Social Change**

The purpose of this concentration is to prepare students for careers that emphasize social change both within organizations and through public advocacy. Since the social work profession has a long tradition of working towards improving conditions of disadvantaged populations through advocacy efforts with political officials and others, this concentration will prepare students for macro-level advanced practice.

Students in this concentration will be prepared to work in areas that are advocacy, policy, and/or administrative related. Opportunities may include local nonprofit agencies as well as state and national legislative offices. See pages 21 and 28 for curriculum requirements.
Children, Youth, and Family Services

This concentration is designed to help students develop the knowledge and skills they need for effectively identify and address the critical needs of vulnerable and disadvantaged children, youth, and families. Students in this concentration will be prepared to pursue careers in direct practice, administration, research, or policy related positions with agencies focused on serving children, youth, and families. Such agencies are included but not limited to public and private child welfare agencies, juvenile and family courts, private foundations, and policy and research related institutions.

Health Care

Social workers in health care collaborate with other health professionals in providing patient care and serve to mobilize family, friendships and other supportive networks on the patient’s behalf. They act as a link between health agencies and community services.

Social workers in the health field are most likely to work in hospitals or clinics as well as in federal, state and local public health centers, with physicians in private or group medical practices, on home health care teams and/or with nursing home health planning agencies. Students in this concentration may also focus on health and social services for the elderly/aging. Social workers in health care are also on the faculties of various medical schools across the country.

Mental Health

Social workers in the concentration of mental health work with individuals, families, and groups in dealing with internal, interpersonal, and environmental problems that affect mental health and social functioning. The emphasis in the curriculum prepares students to provide, coordinate, and administer community-based services for individuals/families who encounter emotional stress. Evidence-based interventions are highlighted. Also included are services for individuals with addictions. The Social Work profession provides more than half of mental health services in the country.

School Social Work

School Social Work is one of the most dynamic practice specialties in the field of social work. Your day is filled with unique challenges that require specialized skills, knowledge, flexibility, persistence, and creativity. School Social Workers have the opportunity to work with students, families, school professionals, and the community.

The School Social Work specialization prepares students to:

1. Provide evidence-based academic, behavior and mental health services
2. Promote a positive school climate and culture conducive to student learning and teaching excellence
3. Maximize access to school-based and community-based resources
The Type 73 School Social Work Endorsement requires that individuals complete an Illinois State Board of Education (ISBE) approved school social work curriculum as part of their graduate social work preparation and meet all requirements for endorsement. The School Social Work specialization at the University of Illinois at Urbana-Champaign is approved by ISBE. Students completing all specified requirements are eligible to apply for the Type 73 Endorsement. Successful completion of the Test of Academic Proficiency (TAP) or an ACT plus Writing score of 22 or higher from the past 10 years is required prior to enrolling in the school social work specialization courses (SOCW 507 and SOCW 519). An SAT score of 1030 or a passing score on the Basic Skills Test from the past 10 years is also accepted.

To learn more about the TAP please follow this link: www.il.nesinc.com. This website also includes test preparation materials. Test preparation resources can also be found at: www.longsdalepub.com/ilts-test.html. Students may also take the ACT plus writing or SAT in place of taking the TAP. A score of 22 or higher must be achieved on the ACT plus writing, or a score of 1030 or higher must be achieved on the SAT. A passing score on the Basic Skills from the past 10 years will also be accepted.

**IMPORTANT:**

- Students must contact the Assistant Dean for Student Affairs for approval if they want to change concentrations and must complete a petition through the Graduate College.
- Changes in concentration will be accommodated on a space available basis.

**Field Education for the MSW Program**

Students are required to complete a field practicum of at least two consecutive semesters. Field education provides an opportunity for students to integrate into practice the conceptual knowledge gained from coursework. This is accomplished through the placement of students in public and voluntary social work service settings. *Students entering the MSW program with no prior human service work or volunteer experience are encouraged to complete a suitable volunteer experience in a human service agency prior to beginning their internships.*

To be eligible to begin field placement, a student must have completed all required courses, except for the concurrent online field seminar courses, and have a cumulative grade point average of (‘B’) 3.0 or better.

Students are placed in one agency on a full-time basis for a two semester period or for an academic year. Monday through Thursday is spent in the agency and Friday is reserved for the concurrent online seminar course. Students must work 30-32 hours per week for a total of 930 hours minimum for the field practicum.

Field education for students in the advocacy, leadership, and social change; children, youth, and family services; mental health; and health care concentrations begins during the Summer semester or the Fall semester. Students in the school social work concentration only begin the field practicum in the Fall semester.
Advanced Standing

In the Advanced Standing Program, students have already met foundation field requirements; therefore, they have fewer required internship hours than those students whose undergraduate degree is not in social work. Students are required to complete a field practicum of at least one semester.

All students, except for school social work students, begin their internship in the summer or fall semester after their advanced and concentration coursework has been completed. Students are placed in an agency five (5) days per week, Monday through Friday in summer semester or four (4) days a week Monday through Thursday in fall semester. During the semester that students are in their internship, students are enrolled in the concurrent online seminar course. Advanced Standing students must complete a minimum of 500 hours for their field practicum.

School Social Work students begin their internship in the fall semester after their advanced and concentration coursework has been completed. Students will serve in a school district four (4) days per week while Friday is reserved for the concurrent online field seminar course. While only one (1) semester of internship is required for the Advanced Standing MSW degree and Type 73 certification, some school social work students may opt to complete two (2) semesters of internship.

To be eligible to begin field placement, a student must have completed all required advanced courses and concentration coursework, except for the concurrent online field seminar course, and have a cumulative grade point average of (‘B’) 3.0 or better.

**IMPORTANT (for all MSW students):**

- Students are enrolled full-time during internship.
- Students are expected to follow the agency calendar during internship.
- Students are expected to sign a Memorandum of Understanding, which articulates the contract between the School and the student regarding the field practicum site selection.
- Students must complete an internship in the same area of concentration as their coursework.
- Students must have completed all required courses, except for the concurrent online field seminars and have a cumulative grade point average of (‘B’) 3.0 or better to be eligible for field.
- Students should financially plan ahead for field placement as most placements are unpaid.

Model MSW Program

The tables below show the typical timeframe and sequencing for students in the MSW program.

<table>
<thead>
<tr>
<th>Model Program: MSW Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER 1 Summer</strong></td>
</tr>
<tr>
<td><strong>Foundation Course Work</strong></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>
### Model Program: MSW Program

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th>Foundation Course Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1 class - Research (SOCW 427)</td>
</tr>
<tr>
<td></td>
<td>1 class - Policy (SOCW 410)</td>
</tr>
</tbody>
</table>

**Advanced Course Work Options**

- 1 class – Advanced Methods (choices) , SOCW 500 is required for Mental Health and Healthcare
- 1 class – Policy (SOCW 589)
- 1 class - Elective

<table>
<thead>
<tr>
<th>SEMESTER 3</th>
<th>Advanced Course Work Options:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>1-2 classes - Advanced Methods (choices)</td>
</tr>
<tr>
<td></td>
<td>1 class - Advanced Research (SOCW 541 or SOCW 542)</td>
</tr>
<tr>
<td></td>
<td>1 class - HBSE (SOCW 551, SOCW 552, and/or SOCW 553, SOCW 554)</td>
</tr>
<tr>
<td></td>
<td>1-2 classes – Policy (SOCW 589, SOCW 513, SOCW 514, SOCW 516, SOCW 519, SOCW 584)</td>
</tr>
</tbody>
</table>

**Concentration Course Work: Methods/Policy; Methods/Diversity; Policy/HBSE**

- Advocacy, Leadership, and Social Change: SOCW 521, SOCW 554, & SOCW 584
- Children, Youth, and Family Services: SOCW 516 & SOCW 580
- Health Care: SOCW 513 & SOCW 553
- Mental Health: SOCW 514 & SOCW 509
- Schools: SOCW 507 & SOCW 519

<table>
<thead>
<tr>
<th>SEMESTER 4</th>
<th>Field Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer or Fall</td>
<td>Advocacy, Leadership, and Social Change; Children, Youth, and Family Services; Mental Health or Health Care:</td>
</tr>
<tr>
<td></td>
<td>Summer or Fall – Field I (SOCW 568) and Practice Seminar (SOCW 531)</td>
</tr>
<tr>
<td></td>
<td>School Social Work ONLY:</td>
</tr>
<tr>
<td></td>
<td>Fall – Field I (SOCW 568) and Practice Seminar (SOCW 531)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 5</th>
<th>Field Practicum:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall or Spring</td>
<td>Advocacy, Leadership, and Social Change; Children, Youth, and Family Services; Health Care; or Mental Health:</td>
</tr>
<tr>
<td></td>
<td>Fall or Spring – Field II (SOCW 569) and Practice Seminar (SOCW 532)</td>
</tr>
<tr>
<td></td>
<td>School Social Work Concentration ONLY:</td>
</tr>
<tr>
<td></td>
<td>Spring – Field II (SOCW 569) and Practice Seminar (SOCW 532)</td>
</tr>
</tbody>
</table>

### Model Program: MSW Advanced Standing Program

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Advanced Course Work Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>2 classes – Advanced Methods (choices), SOCW 500 is required for Mental Health and Healthcare</td>
</tr>
<tr>
<td></td>
<td>1 class - Advanced Research (SOCW 541 or SOCW 542) all concentrations except Advocacy, Leadership, and Social Change as SOCW 542 is required</td>
</tr>
<tr>
<td></td>
<td>1 class - HBSE II (SOCW 552) all concentrations except Advocacy, Leadership, and Social Change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th>Concentration Course Work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Advocacy, Leadership, and Social Change:</td>
</tr>
<tr>
<td></td>
<td>1 class – Methods (SOCW 521)</td>
</tr>
<tr>
<td></td>
<td>1 class – Diversity and Inequality in Social Environments</td>
</tr>
</tbody>
</table>
## Model Program: MSW Advanced Standing Program

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children, Youth, and Family Services:</strong></td>
<td>1 class – Elective</td>
</tr>
<tr>
<td></td>
<td>1 class – Elective</td>
</tr>
<tr>
<td><strong>Health Care:</strong></td>
<td>1 class – Elective</td>
</tr>
<tr>
<td></td>
<td>2 classes – Policy (SOCW 580 &amp; SOCW 589)</td>
</tr>
<tr>
<td><strong>Mental Health:</strong></td>
<td>1 class – Methods (SOCW 509)</td>
</tr>
<tr>
<td></td>
<td>2 classes – Policy (SOCW 514 &amp; SOCW 589)</td>
</tr>
<tr>
<td><strong>Schools Social Work:</strong></td>
<td>1 class – Elective (methods class preferred)</td>
</tr>
<tr>
<td></td>
<td>1 class – Elective (methods class preferred)</td>
</tr>
<tr>
<td><strong>SEMESTER 3</strong></td>
<td>1 class – Concurrent online field seminar (SOCW 531)</td>
</tr>
<tr>
<td>Summer or Fall (Fall is the only option for school social work concentration)</td>
<td>1 class – Field Practicum (SOCW 568)</td>
</tr>
</tbody>
</table>

## MSW Outreach Program

### Description

For nearly 40 years, the School has served the people of the State of Illinois by offering access to its MSW program to place-bound practitioners who live and work at a distance from the Urbana-Champaign campus. The MSW Outreach Program is offered in communities around Illinois each year. It permits students with the necessary academic and practice background to enroll in foundation and advanced courses off campus prior to full-time enrollment on the Urbana-Champaign campus. In this way, students can begin the program in their communities while continuing to work. The MSW Outreach Program is usually available in one community around the State each year. Site selection is based upon local interest and professional need. Academic requirements for program admission, program advancement, course requirements and syllabi, objectives and expectations, and degree requirements are identical to the Campus Program.

Students take the 9 evening courses in their home community, meeting foundation and advanced course requirements. All students in the MSW Outreach Program must successfully complete at least one semester of full-time coursework on the Urbana-Champaign campus before they enter the field practicum. Students in the MSW Outreach program must fulfill the same statistics prerequisite, foundation, advanced, specialized and field curriculum as do students who begin their program on campus.
**Areas of Concentration**

The areas of concentration for the MSW Outreach Program are the same as they are for the campus program except that the Advocacy, Leadership, and Social Change concentration is **not** available in the Outreach program. Please refer to that section of the MSW Student Handbook for complete descriptions.

**Advanced Standing**

Students who enter the program with a bachelor’s degree in social work from an accredited social work program within the past seven (7) years are eligible for the MSW Outreach Advanced Standing Program. The MSW Outreach Advanced Standing students begin the program in the Spring and take 5 classes in their home community. The MSW degree for those in advanced standing requires 44 hours of coursework which includes field education. Students must choose a concentration and complete an internship. Students must also meet our statistics requirement, which is a college level statistics course that must have been taken within the past 7 years with a grade of a ‘C’ or better.

**Field Education**

The policies and procedures for field education apply to all students in the MSW Outreach Program. Students may complete an internship where they are employed as long as that internship meets the Field Education Office guidelines. Students who are interested in pursuing this type of internship should contact the Field Education Office.

**Model Program: MSW Outreach**

The following tables show a model programs for the Outreach MSW Program as well as the Outreach Advanced Standing Program.

<table>
<thead>
<tr>
<th>Semester 1 Summer</th>
<th><strong>Community Phase: Foundation Course Work</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 class - Human Behavior in Social Environment (SOCW 451)*</td>
</tr>
<tr>
<td></td>
<td>1 class - Practice Methods (SOCW 400)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2 Fall</th>
<th><strong>Community Phase: Foundation Course Work</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 class - Research (SOCW 427)*</td>
</tr>
<tr>
<td></td>
<td>1 class - Policy (SOCW 410)*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3 Spring</th>
<th><strong>Community Phase: Advanced Course Work</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 class - Advanced Methods (SOCW 500)</td>
</tr>
<tr>
<td></td>
<td>1 class - HBSE (SOCW 552)*</td>
</tr>
</tbody>
</table>
| SEMESTER 4 | Summer | **Community Phase: Advanced Course Work**  
1 class – Advanced Methods (SOCW 525) |
|------------|--------|----------------------------------|
| SEMESTER 5 | Fall   | **Community Phase: Advanced Course Work**  
1 class - Advanced Research (SOCW 542)*  
1 classes – Policy (SOCW 589) |
| SEMESTER 6 | Spring | **Community Phase: Advanced Course Work**  
Advanced Course Work:  
1 class – Advanced Methods (choices)  
*Concentration Course Work:*  
2 classes (1 Advanced Policy, 1 Advanced Methods)- Children, Youth, and Family Services: SOCW 516 & SOCW 580  
2 classes- (1 Advanced HBSE, 1 Advanced Policy)- Health Care: SOCW 513 & SOCW 553  
2 classes- (1 Advanced Policy, 1 Advanced Methods)- Mental Health: SOCW 514 & SOCW 509  
2 classes- (1 Advanced Policy, 1 Advanced Methods)- School Social Work: SOCW 507 & SOCW 519 |
| SEMESTER 7 | Summer or Fall | **Field Education/ Internship:**  
*Children, Youth, and Family Services; Mental Health or Health Care:*  
Summer or Fall – Field I (SOCW 568) and Practice Seminar (SOCW 531)*  
*School Social Work ONLY:*  
Fall – Field I (SOCW 568) and Practice Seminar (SOCW 531)* |
| SEMESTER 8 | Fall or Spring | **Field Education/ Internship:**  
*Children, Youth, and Family Services; Health Care; or Mental Health:*  
Fall or Spring – Field II (SOCW 569) and Practice Seminar (SOCW 532)*  
*Schools Concentration ONLY:*  
Spring – Field II (SOCW 569) and Practice Seminar (SOCW 532)* |

*Blended/online courses

**Model Program: MSW Outreach Advanced Standing Program**

| SEMESTER 1 | Spring | **Community Phase: Advanced Course Work**  
1 class – Advanced Methods (SOCW 500)  
1 class- HBSE (SOCW 552)* |
<table>
<thead>
<tr>
<th>Semester</th>
<th>Phase</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>Community Phase: Advanced Course Work</td>
<td>1 class – Advanced Methods (SOCW 525)</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
<td>Community Phase: Advanced Course Work</td>
<td>1 class - Advanced Research (SOCW 542)*</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>1 classes – Policy (SOCW 589)</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Community Phase: Advanced Course Work</td>
<td><strong>Campus Phase: Advanced Course Work:</strong></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>1 class – Advanced Methods (choices)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Concentration Course Work:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 classes (1 Advanced Policy, 1 Advanced Methods)- Children, Youth, and Family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Services: SOCW 516 &amp; SOCW 580</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 classes- (1 Advanced HBSE, 1 Advanced Policy)- Health Care: SOCW 513 &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCW 553</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 classes- (1 Advanced Policy, 1 Advanced Methods)- Mental Health: SOCW 514 &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCW 509</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 classes- (1 Advanced Policy, 1 Advanced Methods)- School Social Work:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCW 507 &amp; SOCW 519</td>
</tr>
<tr>
<td>Semester 5</td>
<td>Field Education/ Internship:</td>
<td><strong>Field Education/ Internship:</strong></td>
</tr>
<tr>
<td>Summer or</td>
<td></td>
<td>*Children, Youth, and Family Services; Mental Health or Health Care:</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>Summer or Fall – Field I (SOCW 568) and Practice Seminar (SOCW 531)*</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>School Social Work ONLY:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall – Field I (SOCW 568) and Practice Seminar (SOCW 531)*</td>
</tr>
</tbody>
</table>

*Blended/online course
Curriculum

Foundation

Students who enter the MSW program without a baccalaureate degree in social work from a CSWE accredited program, or a BSW that is more than 7 years old, must demonstrate mastery of foundation content in four curriculum areas: social work practice methods, policy, research, and human behavior in the social environment prior to enrolling in advanced and concentration courses.

Foundation courses in social work practice and policy will be taken at the beginning of the MSW program (offered during the summer only). Research methods in social work and human behavior in the social environment may be completed in one of the following ways:

- Enrollment in foundation course(s) as part of the MSW curriculum
- Completion of course(s) from an accredited social work program

In addition to the above coursework, students must have taken a college level statistics course within the past 7 years having earned a ‘C’ or better.

Advanced

Students may enroll in advanced and concentration courses (totaling eight) once mastery of foundation content has been demonstrated. In all concentrations students may select among advanced courses in practice, policy, research, and human behavior in the social environment. Advanced field content is demonstrated in SOCW 568 (once foundation field requirements have been successfully completed). Concentration field requirements are evaluated and demonstrated in SOCW 569.

Concentration

The MSW program prepares students for advanced practice in a field of concentration. Each student selects an area of concentration from five options:

- Advocacy, Leadership, and Social Change; Children, Youth and Family Services; Health Care; Mental Health; or School Social Work.

Field

The field education curriculum is begun during the final two semesters of the MSW program,* and is designed so that students can apply the knowledge, values and skills acquired in classroom to practice in the field. Students are placed in field sites around the state, four days per week for a minimum of two consecutive semesters. Students may enroll in the specialized field practicum and seminars only after they have successfully completed all of the required foundation, advanced and concentration courses.

Concurrent with the field practicum, students enroll in specialized integrative seminars. Field I (SOCW 568) is taken concurrently with SOCW 531, which is focused on practice in the
organizational setting. Field II (SOCW 569) is accompanied by SOCW 532, which is focused on
the application of research methods to agency-based practice and policy issues.

*Advanced Standing students are only required to complete a one semester internship and one
concurrent online field seminar course.

Concentration Guidelines—MSW Program

Advocacy, Leadership, and Social Change

There are 4 foundation and 8 advanced courses required in addition to a two-semester internship
and two concurrent online field seminar courses. Students may have a prerequisite requirement,
as well.

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>Required Courses</th>
<th>Supplemental Courses</th>
<th>Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods</td>
<td>SOCW 521</td>
<td>Choose two: SOCW 520 SOCW 522 SOCW 525 SOCW 526</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SOCW 400: (foundation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy</td>
<td>SOCW 584</td>
<td>None</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SOCW 410: (foundation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>SOCW 542</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SOCW 427: (foundation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity and Inequality in Social Environments</td>
<td>SOCW 554</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SOCW 451: (foundation)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>None</td>
<td>Choose two: See course descriptions for options</td>
<td>2</td>
</tr>
<tr>
<td>Field Education</td>
<td>SOCW 531 and SOCW 568: (first semester)</td>
<td>None</td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td>SOCW 532 and SOCW 569: (second semester)</td>
<td></td>
<td>(12 semester hours each semester)</td>
</tr>
</tbody>
</table>

15
Children, Youth, and Family Services

There are 4 foundation and 8 advanced courses required in addition to a two-semester internship and two concurrent online field seminar courses. Students may have a prerequisite requirement.

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>Required Courses</th>
<th>Supplemental Courses</th>
<th>Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods</td>
<td>SOCW 516 SOCW 400: (foundation)</td>
<td>Choose two: SOCW 500 SOCW 501 SOCW 503 SOCW 504 SOCW 505 SOCW 506 SOCW 508</td>
<td>4</td>
</tr>
<tr>
<td>Policy</td>
<td>SOCW 580 SOCW 589 SOCW 410: (foundation)</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>Research</td>
<td>SOCW 541 or SOCW 542 SOCW 427: (foundation)</td>
<td>None</td>
<td>2</td>
</tr>
<tr>
<td>HBSE</td>
<td>SOCW 552 SOCW 451: (foundation)</td>
<td>None</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>None</td>
<td>Choose one: See course descriptions for options</td>
<td>1</td>
</tr>
<tr>
<td>Field Education</td>
<td>SOCW 531 and SOCW 568: (first semester) SOCW 532 and SOCW 569: (second semester)</td>
<td>None</td>
<td>Full-time (12 semester hours each semester)</td>
</tr>
</tbody>
</table>
**Health Care**

There are 4 foundation and 8 advanced courses required in addition to a two-semester internship and two concurrent online field seminar courses. Students may have a prerequisite requirement, as well.

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>Required Courses</th>
<th>Supplemental Courses</th>
<th>Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods</td>
<td>SOCW 500</td>
<td>SOCW 501</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOCW 400: (foundation)</td>
<td>SOCW 503</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCW 410: (foundation)</td>
<td>SOCW 504</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCW 505</td>
<td></td>
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<td>SOCW 506</td>
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<tr>
<td></td>
<td></td>
<td>SOCW 508</td>
<td></td>
</tr>
<tr>
<td>Policy</td>
<td>SOCW 513</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOCW 589</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCW 410: (foundation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>SOCW 541 or SOCW 542</td>
<td>None</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SOCW 427: (foundation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HBSE</td>
<td>SOCW 553</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOCW 552</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCW 451: (foundation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>None</td>
<td>Choose one:</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See course descriptions for options</td>
<td></td>
</tr>
<tr>
<td>Field Education</td>
<td>SOCW 531 and SOCW 568: (first semester)</td>
<td>None</td>
<td>Full-time (12 semester hours each semester)</td>
</tr>
<tr>
<td></td>
<td>SOCW 532 and SOCW 569: (second semester)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Mental Health**

There are 4 foundation and 8 advanced courses required in addition to a two-semester internship and two concurrent online field seminar courses. Students may have a prerequisite requirement, as well.

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>Required Courses</th>
<th>Supplemental Courses</th>
<th>Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods</td>
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<td>4</td>
</tr>
<tr>
<td></td>
<td>SOCW 509</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>SOCW 400: (foundation)</td>
<td>Choose one:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCW 501</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>SOCW 503</td>
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<td></td>
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<td>SOCW 504</td>
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<td>SOCW 505</td>
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<td></td>
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<td>SOCW 506</td>
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<td></td>
<td></td>
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<td>Policy</td>
<td>SOCW 514</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOCW 589</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCW 410: (foundation)</td>
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<td></td>
</tr>
<tr>
<td>Research</td>
<td>SOCW 541 or SOCW 542</td>
<td>None</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SOCW 427: (foundation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HBSE</td>
<td>SOCW 552</td>
<td>None</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SOCW 451: (foundation)</td>
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<td></td>
</tr>
<tr>
<td>Elective</td>
<td>None</td>
<td>Choose one:</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>See course descriptions for options</td>
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</tr>
<tr>
<td>Field Education</td>
<td>SOCW 531 and SOCW 568: (first semester)</td>
<td>None</td>
<td>Full-time (12 semester hours each semester)</td>
</tr>
<tr>
<td></td>
<td>SOCW 532 and SOCW 569: (second semester)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Social Work

There are 4 foundation and 8 advanced courses required in addition to a two-semester internship and two concurrent online field seminar courses. Students may have a prerequisite requirement, as well.

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>Required Courses</th>
<th>Supplemental Courses</th>
<th>Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods</td>
<td>SOCW 507</td>
<td>SOCW 500</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOCW 400: (foundation)</td>
<td>SOCW 501</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCW 503</td>
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<td>SOCW 504</td>
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<td>SOCW 508</td>
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<td>Policy</td>
<td>SOCW 519</td>
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<td></td>
<td>SOCW 589</td>
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</tr>
<tr>
<td></td>
<td>SOCW 410: (foundation)</td>
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<tr>
<td>Research</td>
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<td>2</td>
</tr>
<tr>
<td></td>
<td>SOCW 427: (foundation)</td>
<td>Choose two:</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>SOCW 552</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>SOCW 451: (foundation)</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>None</td>
<td>Choose two:</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See course descriptions for options. Methods/practice classes recommended.</td>
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</tr>
<tr>
<td>Field Education</td>
<td>SOCW 531 and SOCW 568: (first semester)</td>
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<td>Full-time (12 semester hours each semester)</td>
</tr>
<tr>
<td></td>
<td>SOCW 532 and SOCW 569: (second semester)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Advanced Standing Concentration Guidelines

Advocacy, Leadership, and Social Change

There are 8 advanced courses required in addition to a one-semester internship and one concurrent online field seminar course. Students may have a prerequisite requirement, as well.

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>Required Courses</th>
<th>Supplemental Courses</th>
<th>Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods</td>
<td>SOCW 521</td>
<td>Choose two: SOCW 520, SOCW 522, SOCW 525, SOCW 526</td>
<td>3</td>
</tr>
<tr>
<td>Policy</td>
<td>SOCW 584</td>
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<td>1</td>
</tr>
<tr>
<td>Research</td>
<td>SOCW 542</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Diversity and Inequality in Social Environments</td>
<td>SOCW 554</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>None</td>
<td>Choose two: See course descriptions for options.</td>
<td>2</td>
</tr>
<tr>
<td>Field Education</td>
<td>SOCW 531 and SOCW 568</td>
<td>None</td>
<td>Full-time (12 semester hours)</td>
</tr>
</tbody>
</table>
**Advanced Standing**

**Children, Youth, and Family Services**

There are 8 advanced courses required in addition to a one-semester internship and one concurrent online field seminar course. Students may have a prerequisite requirement, as well.

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>Required Courses</th>
<th>Supplemental Courses</th>
<th>Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods</td>
<td>SOCW 516</td>
<td>Choose two: SOCW 500, SOCW 501, SOCW 503, SOCW 505, SOCW 506, SOCW 508</td>
<td>3</td>
</tr>
<tr>
<td>Policy</td>
<td>SOCW 580, SOCW 589</td>
<td>None</td>
<td>2</td>
</tr>
<tr>
<td>Research</td>
<td>SOCW 541 or SOCW 542</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>HBSE</td>
<td>SOCW 552</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>None</td>
<td>Choose one: See course descriptions for options.</td>
<td>1</td>
</tr>
<tr>
<td>Field Education</td>
<td>SOCW 531 and SOCW 568</td>
<td>None</td>
<td>Full-time (12 semester hours)</td>
</tr>
</tbody>
</table>
**Advanced Standing**

**Health Care**
There are 8 advanced courses required in addition to a one-semester internship and one concurrent online field seminar course. Students may have a prerequisite requirement, as well.

<table>
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<tr>
<th>Curricular Area</th>
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<th>Supplemental Courses</th>
<th>Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td>SOCW 501</td>
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<td></td>
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<td>SOCW 503</td>
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<td></td>
<td>SOCW 589</td>
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<tr>
<td>Research</td>
<td>SOCW 541 or</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>SOCW 542</td>
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<tr>
<td>HBSE</td>
<td>SOCW 553</td>
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<tr>
<td></td>
<td>SOCW 552</td>
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<tr>
<td>Electives</td>
<td>None</td>
<td>Choose one:</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See course descriptions for options.</td>
<td></td>
</tr>
<tr>
<td>Field Education</td>
<td>SOCW 531 and</td>
<td>None</td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td>SOCW 568</td>
<td></td>
<td>(12 semester hours)</td>
</tr>
</tbody>
</table>
Advanced Standing

Mental Health

There are 8 advanced courses required in addition to a one-semester internship and one concurrent online field seminar course. Students may have a prerequisite requirement, as well.

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>Required Courses</th>
<th>Supplemental Courses</th>
<th>Courses Required</th>
</tr>
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<tbody>
<tr>
<td>Methods</td>
<td>SOCW 500, SOCW 509</td>
<td>Choose one: SOCW 501, SOCW 503, SOCW 504, SOCW 505, SOCW 506, SOCW 508</td>
<td>3</td>
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<td>Policy</td>
<td>SOCW 514, SOCW 589</td>
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<td>2</td>
</tr>
<tr>
<td>Research</td>
<td>SOCW 541 or SOCW 542</td>
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<td>1</td>
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<tr>
<td>HBSE</td>
<td>SOCW 552</td>
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<td>Elective</td>
<td>None</td>
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</tr>
<tr>
<td>Field Education</td>
<td>SOCW 531 and SOCW 568</td>
<td>None</td>
<td>Full-time (12 semester hours)</td>
</tr>
</tbody>
</table>
**Advanced Standing**

**School Social Work**

There are 8 advanced courses required in addition to a one-semester internship and one concurrent online field seminar course. Students may have a prerequisite requirement, as well.

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>Required Courses</th>
<th>Supplemental Courses</th>
<th>Courses Required</th>
</tr>
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<tr>
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<td>Policy</td>
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<td></td>
<td>SOCW 589</td>
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</tr>
<tr>
<td>Research</td>
<td>SOCW 541 or</td>
<td>None</td>
<td>1</td>
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<td></td>
<td>SOCW 542</td>
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<tr>
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<td>SOCW 552</td>
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<tr>
<td>Electives</td>
<td>None</td>
<td>Choose two:</td>
<td>2</td>
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<td></td>
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<td>See course descriptions for options. Methods/ practice classes recommended.</td>
<td></td>
</tr>
<tr>
<td>Field Education</td>
<td>SOCW 531 and</td>
<td>None</td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td>SOCW 568</td>
<td></td>
<td>(12 semester hours)</td>
</tr>
</tbody>
</table>
Joint Degree MSW/PhD Program in Social Work

Description

The joint MSW/Ph.D. program at the School of Social Work enables students to pursue a MSW and Ph.D. within the same program. The School already has separate MSW and Ph.D. programs, but the joint MSW/Ph.D. program is for those students interested in Ph.D. study who have a Masters in a related field but who have not earned an MSW degree. The program allows for the completion of both degrees in a slightly expedited time frame than currently is required to earn each degree separately. This is possible because joint MSW/Ph.D. students are allowed to take up to three courses (12 hours) currently countable toward a Ph.D. degree in meeting their MSW requirements, which would correspondingly reduce the number of courses needed for subsequent Ph.D. completion.

New students are accepted into the joint degree program at the time of entrance into the School of Social Work. Only those students planning on completing both the MSW and Ph.D. will be admitted into the program. Admission to the Joint MSW–Ph.D. program is restricted to students who have a master's degree in a related field and who intend to complete a Ph.D. in our School of Social Work. Both degrees (MSW, Ph.D.) will be awarded upon completion of the joint program.

Joint Degree Program Guidelines – MSW/PhD

Master of Social Work (MSW)

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>Advocacy, Leadership &amp; Social Change–Required Hours</th>
<th>Children, Youth and Family Services—Required Hours</th>
<th>Health Care—Required Hours</th>
<th>Mental Health—Required Hours</th>
<th>School Social Work—Required Hours</th>
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</thead>
<tbody>
<tr>
<td>Methods</td>
<td>20</td>
<td>12-16</td>
<td>12</td>
<td>16</td>
<td>12</td>
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<tr>
<td>Policy</td>
<td>4</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Research *SOCW 593 &amp; 595 – PhD research courses</td>
<td>8*</td>
<td>8*</td>
<td>8*</td>
<td>8*</td>
<td>8*</td>
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<tr>
<td>HBSE</td>
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<td>12</td>
<td>12</td>
<td>8</td>
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<tr>
<td>Field Education</td>
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### Doctor of Philosophy (Ph.D.)

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>Required Hours</th>
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<tr>
<td>SOCW 579, 585, 593 and 595 (593 and 595 taken for credit toward MSW)</td>
<td>8</td>
</tr>
<tr>
<td>Social Work Teaching Seminar</td>
<td>4</td>
</tr>
<tr>
<td>SOCW 594 (2 semesters of enrollment)</td>
<td>8</td>
</tr>
<tr>
<td>Focus Area (outside of social work)</td>
<td>12</td>
</tr>
<tr>
<td>3 courses in statistics and research methodology, outside of Social Work</td>
<td>12</td>
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<td>Thesis Hours Required (min applied toward degree):</td>
<td>8</td>
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<tr>
<td>Total Hours</td>
<td>52</td>
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**Other Requirements:**

- Master's Degree Required for Admission to PhD? Yes
- Qualifying Exam Required Yes
- Preliminary Exam Required Yes

### Electives

<table>
<thead>
<tr>
<th>*One elective will be in Focus Area for the PhD</th>
<th>8*</th>
<th>4-8*</th>
<th>4*</th>
<th>4*</th>
<th>8*</th>
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<tbody>
<tr>
<td>Total Hours</td>
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<td>72</td>
<td>72</td>
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<td>Minimum 500-level Hours Required Overall:</td>
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<td>---------------------------------</td>
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<tr>
<td>Final Exam/Dissertation Defense</td>
<td>Required</td>
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<tr>
<td>Deposit Required</td>
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<tr>
<td>Dissertatation Deposit Required</td>
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<tr>
<td>Minimum GPA:</td>
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</table>
Part 3: PhD Program Information

PhD Program Description

The University of Illinois School of Social Work doctoral program offers an interdisciplinary approach, blending social work courses along with coursework in one or more allied disciplines. Using this approach, students are exposed to diverse research methods while developing substantive expertise in the subject area they select.

Students will be paired with an academic advisor based on their academic interests, and the advisor will work closely with to help identify a professional focus plan, select relevant coursework, and monitor the student's progress throughout the program.

PhD students conduct research and analyze policies on issues of importance to society, and will be prepared for university-level teaching and for social work research upon graduation. The School works closely with PhD graduates in pursuing job opportunities.

Program Goals

Our PhD program promotes and develops

- Critical thinking and the formulation of constructs, models, and theory
- Scientific and research methodologies appropriate to social welfare issues and social work practice
- Critical appraisal, synthesis, and integration of knowledge from a related field which has relevance for policy and practice in social work and/or social welfare
- Independent research and development of programmatic lines of scientific inquiry
- Dissemination of knowledge through social welfare leadership, publications, and teaching

Degree and Course Requirements

The minimum requirement for the degree is 64 hours of course work and research beyond the master’s degree. Students with graduate degrees in related disciplines may be required to successfully complete additional course work. Decisions regarding additional course work will be made at the time of admission.

Complete information on all degree requirements for our graduate programs is listed on the UIUC Programs of Study website.

Emphasis on research as well as the theoretical foundations and knowledge base of social work are reflected in the core courses.

The five primary areas of study are:

1. Theories and issues in social policy and social policy analysis.
2. Theories and issues in social work practice.
3. Research and statistical competency.
Dissertation Process

The Dissertation

The research question for the student’s doctoral dissertation shall derive from the student’s professional focus and have significance for social work theory, practice, policy or administration. Information on various aspects of the dissertation follows. The best source of information on technical aspects of dissertation preparation, such as proper formatting, is the “Thesis Resources” available online at: http://www.grad.illinois.edu/thesis-resources.

Dissertation Proposal Guidelines

The dissertation proposal is the product of a careful and searching inquiry into a significant problem or question in the field of social work. The proposal will be a cogently argued description of the proposed research study, its rationale, and its significance. It includes a description of the study questions or hypotheses as well as a feasible plan for the research. In situations where agency cooperation is required, negotiations with participating agencies should have begun. All proposals must abide by University IRB guidelines. A PDF file providing specific guidelines on developing dissertation proposals can be found on the School’s website under the PhD tab.

Composition of Doctoral Committees

The Dean of the Graduate College shall appoint voting members of doctoral committees, upon recommendation of the executive officer of the student’s unit. Upon unit request, the Dean may also appoint non-voting members of doctoral committees, such as an external reader, a faculty member who is on leave off campus, or others who have made a significant contribution to the dissertation but who cannot be present at the examination.

1. The committee shall consist of a minimum of four voting members, three of whom must be members of the graduate faculty of the UIUC and two of whom must be tenured. One voting member must come from outside the department.

2. The chair of the committee must be a member of the graduate faculty and a tenure track faculty of the School of Social Work; this includes a member on leave or on zero-time appointment. Committee chairs are typically tenured and/or have had experience directing dissertation research in the past. A faculty member who resigns or retires from the University is automatically terminated from membership in the graduate faculty unless the unit asks that the faculty member continue for a specific period of time. Emeriti faculty who have been awarded continuing membership on the graduate faculty may chair committees. Co-chairs and co-directors of research may be appointed.
3. A person who is not a member of the graduate faculty, but who is especially qualified to participate in an examination, may be appointed a voting member of the committee. A brief description of qualifications should be stated on the Request for Appointment of Doctoral Examination Committee. The Graduate College does not defray expenses for committee members to be present at the examination.

4. All members of a committee need not be present in person at an examination. However, the committee chair, student, and at least one additional voting member of the committee must be physically present for the entire duration of all oral components of the prelim and final examinations. If the committee has more than one chair, all chairs must be physically present; in these cases, no additional voting member is required to be physically present. If not present, committee members must participate in the examination via an appropriate electronic communication technology. Preliminary and final examination committees need not have the same membership or chair.

Dissertation Preliminary Exam Procedures

The dissertation proposal must be circulated to the preliminary committee at least 10 working days prior to the hearing and given to the office of the Dean of the School of Social Work.

The chair is responsible for scheduling the examination, notifying committee members and the student of the time and place. When a date is set for the exam, the chair completes a Graduate College Request for Appointment of Doctoral Dissertation Committee form and submits it to the Director of the PhD program. This must be done two weeks prior to the date of the hearing. (Copies are made and distributed to the student, the student’s file, the committee chair and the Dean’s office file).

The chair reserves a room for the hearing and submits the title of the dissertation (along with day, time, and place), to the Director of the Doctoral program. The students must be enrolled during the term in which they take their Preliminary Examination.

Criteria for Evaluation of a Dissertation Proposal

1. A question must fall within the area of social welfare, have significance for the field, and not have been satisfactorily resolved by existing knowledge.

2. The proposed investigation must be feasible with respect to the candidate’s qualifications to complete the investigation as well as the resources available. This includes the necessary clearances to access data, protection of human subjects, a reasonable time table and available resources to conduct the study.
Preliminary Exam/Hearing

Except for time set aside for committee deliberation, the dissertation preliminary exam is a public hearing. The hearing has two objectives: to examine the candidate’s knowledge of the supporting literature and research methodology, and to contribute to the intellectual and educational climate of the School.

Preliminary hearings begin with the student making a brief (20-25 minute) presentation of the research plan. This presentation is a summary of the proposal. Committee members then question the candidate. Upon completion of committee questioning, non-members of the committee are invited to participate/ask questions. Upon completion of the discussion as determined by the chair, the candidate and the non-committee members present are asked to leave for the committee to deliberate.

The committee has the following choices:

1. **Pass:** The candidate may proceed with the dissertation.

2. **Fail:** The student may be granted another opportunity to take the examination after completing additional work. The chair will inform the Graduate College if the student should be given a second examination.

3. **Decision Deferred:** The committee has a temporary adjournment (maximum six months).

The committee must render a unanimous decision and sign the Certificate of Result. Upon completion of the deliberations the candidate is invited back into the room and told of the committee’s action. The committee chair is responsible for having a copy of the Certificate of Result of Preliminary Examination for the Doctoral Degree filed in the student’s folder, a copy filed in the Dean’s office, and the original sent to the Graduate College. The Dean of the Graduate College shall notify the student in writing of the official outcome of the examination after it has been received and recorded by the Graduate College.

Final Dissertation Defense

The policy is the same as for preliminary appointments. The composition of the final doctoral committee need not be identical to the preliminary examining committee. However, only in unusual circumstances will the composition of these committees differ. The final doctoral committee is responsible for final examination and approval of the student’s dissertation. The final doctoral committee is appointed in the same manner as the preliminary committee. The students must be enrolled during the term in which they take their Final Examination.
Final Exam/Defense

1. The completed dissertation must be submitted to committee members at least 10 days prior to the final examination. A copy of the dissertation must be deposited with the Dean of the School of Social Work’s secretary at the same time.

2. The dissertation must follow the APA editorial style and Graduate College guidelines (in writing the dissertation), free of typographical and spelling errors, and grammatically correct. To facilitate writing the dissertation in compliance with APA editorial style, students are encouraged to use this style in writing all scholarly papers prior to writing the dissertation. The chair of the dissertation committee has the right to refuse any copy that does not meet these requirements and hence to postpone the hearing.

3. The student should bring the “Certificate of Committee Approval” to the exam/hearing. This is the form that can be obtained either at the PhD Program Office or on-line. The committee member names must be typed below where they sign the form. All members must sign this form before the dissertation can be deposited.

4. The defense is handled in the same manner as the preliminary hearing. Questions are normally restricted to the findings and analysis, because questions of design are handled at the proposal hearing prior to the beginning of the research.

5. The committee has the following choices:
   a. **Pass**
      a. Satisfactory
      b. Satisfactory pending revision
   b. **Fail**
      a. The student may be granted another opportunity to take the examination after completing additional work.
      b. The student may not be granted another opportunity.

School Requirements for Depositing a Dissertation

Follow the Graduate College guidelines at [http://www.grad.illinois.edu/graduate-college-thesis-requirements](http://www.grad.illinois.edu/graduate-college-thesis-requirements) in addition to the following School requirements. Your dissertation must be complete (meaning that it should include your table of contents, etc.) before it will be checked. You need not have all of your revisions from your final committee completed to have the format checked.

Procedure of Dissertation Format Check

When you provide your dissertation to your committee for your final dissertation defense, you
should give a hard copy to Kathy Dysart to have your format checked. You can then incorporate format changes with your final revisions. Once that is completed you will return the dissertation to Kathy for one more final format check. It is recommended that you meet with Kathy in person to discuss her feedback if necessary. Please submit your final draft to Kathy at least 10 working days before the dissertation deposit deadline. Please provide your UIN for dissertation approval.

Students who choose not to deposit their dissertation for a period of time after completion of their final defense must have their dissertation completed with revisions and format changes while still on campus. Once this is done and you are ready to deposit you may send an email to Kathy Dysart at kdysart@illinois.edu with your UIN for your dissertation to be approved with the Graduate College.

The School does not provide editing.

**Requirements for Dissertation Format**

An abstract is required with the title of ABSTRACT.

Please use all capitals and bold for major headings, e.g. ABSTRACT, ACKNOWLEDGMENTS, TABLE OF CONTENTS, CHAPTER HEADINGS, etc. Subheadings should be in upper and lower case. All chapters must say CHAPTER 1, etc.; single space and then the next line should be the title of the chapter. Center all chapter headings; multiple line headings need to be single spaced. Use bold, italics or underlines for subheadings. These need to be easily seen on the page. Do not center all of your subheadings.

The title “TABLE OF CONTENTS” should be in bold print, but no other bold lines, italics or underlining should appear on the table of contents. If there are two lines to a heading, single space and line up the second line of text with the first word of the heading; make sure the first line does not overlap the page numbers. Main level headings from within chapters should be listed in the Table of Contents, do not include lower level headings in the Table of Contents (per Grad College request). Please use this format CHAPTER 1: INTRODUCTION on the Table of Contents only.

The list of References should start on a new page using the heading of REFERENCES. Please make sure references are single-spaced and double-spaced between and that you do not split the reference citation on separate pages; if some of the lines automatically roll to the next page you must force the rest of the citation to that page with a page break. All line spacing needs to be consistent throughout the dissertation.

**Social Work Abstracts**

Students are encouraged to prepare an abstract for Social Work Abstracts. You may obtain the necessary forms from the PhD Program Director.
**PhD Student Teaching Opportunities**

Serving as a teaching assistant or adjunct instructor is not a requirement for receiving a PhD degree from the School of Social Work. However, we strongly encourage all students who have an interest in future teaching to take advantage of this opportunity. It can be quite important in demonstrating teaching potential as students enter the job market. A pdf providing specific guidelines related to teaching opportunities can be found on the School’s website under the PhD tab.

**Doctoral Program (PhD) Policies**

**Time Limits**

Candidates are expected to pursue a full-time program during the first year of study. The University residency requirement is enrollment for two semesters in sequence as a full-time student. Specific University policies govern course loads for those students employed by the University.

According to University guidelines a student who enters with a MSW is allowed up to six years to complete the degree program. A student without a MSW degree has seven years to complete the doctoral program. Extension of the time limit and/or a leave of absence may be granted for unusual circumstances.

**Student Faculty Committees**

PhD students participate in the work of the PhD Committee and the School’s Diversity Committee. Student members provide valuable input, promote the interests of the student body, and provide a channel of communication among graduate students and the School. Opportunities to participate on these committees are offered at the beginning of each academic year.

**Protection of Human Subjects**

All research conducted at or sponsored by the University of Illinois at Urbana-Champaign School of Social Work and that involves human subjects must adhere to the standards that are stated in the Handbook for Investigators: For the Protection of Human Subjects. Investigators need to be especially aware of the standards concerning informed consent, confidentiality, the classification of minimal risk and more than minimal risk, and the required safeguards.

No data collection will be initiated without approval from the Human Subjects Review Officer of the School of Social Work. Every research project must be reviewed by either the Human Subjects Review Officer of the School of Social Work or the Executive Secretary of the Institutional Review Board (IRB) to determine compliance with the exemption criteria.
# Doctor of Philosophy (PhD)

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 579, 585, 593 and 595 (593 and 595 taken for credit toward MSW)</td>
<td>8</td>
</tr>
<tr>
<td>Social Work Teaching Seminar</td>
<td>4</td>
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<tr>
<td>SOCW 594 (2 semesters of enrollment)</td>
<td>8</td>
</tr>
<tr>
<td>Focus Area (outside of social work)</td>
<td>12</td>
</tr>
<tr>
<td>3 courses in statistics and research methodology, outside of Social Work</td>
<td>12</td>
</tr>
<tr>
<td>Thesis Hours Required (min applied toward degree):</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>52</td>
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### Other Requirements:

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<th>Requirement</th>
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<tbody>
<tr>
<td>Master's Degree Required for Admission to PhD?</td>
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<tr>
<td>Qualifying Exam Required</td>
<td>Yes</td>
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<tr>
<td>Preliminary Exam Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Final Exam/Dissertation Defense Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Dissertation Deposit Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA:</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Part 4: Advising and Curriculum Planning

Advising

All students are assigned a faculty advisor based upon their concentration area. Students are expected to schedule appointments with their advisors each semester to develop a plan of study, which meets program requirements.

Advisors hold office hours each week. A list of advisors’ office hours is located in the kiosk in the entrance to the School of Social Work and/or the bulletin board in the student lounge. Students who wish to change advisors within a concentration must first consult with the Assistant Dean. If approved, the student must then receive written approval from the current advisor and the new advisor.

More information about advising is available in the Handbook for Students, Faculty, and Staff: (http://www.grad.illinois.edu/handbooks-policies).

Role of Advisor

- To develop with the advisee the degree program worksheet and sign needed forms.
- To monitor the sequencing of courses and complete annual academic progress review (required for all students except Advanced Standing students completing their degree within a year).
- To monitor the meeting of course 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

Students are encouraged to take advantage of faculty consultation in all matters related to their educational program. Since all registration and course changes require consultation and signature from advisors, students are expected to make appointments with advisors in a manner that allows for sufficient time to meet University deadlines. While advisors assist the student in course selection and provide needed information, students are also expected to know and understand prerequisite, foundation, advanced, concentration, and graduation requirements.
Part 5: Policies and Procedures

Graduate 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 graduate 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. Reference copies are available in the Academic Programs Office, Suite 2000 or on-line at: http://admin.illinois.edu/policy/code/.

Advancement Requirements

Progress toward degree is contingent upon satisfactory performance throughout the program. Students must meet the following expectations:

- Overall minimum 3.0 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.
Annual Academic Progress Reviews

The MSW program is required to conduct annual academic progress reviews of all graduate students enrolled in graduate degree-seeking programs, including degree seeking students in online programs. Annual academic progress reviews help students by offering timely feedback of their performance, clarification of expectations for academic progress, and identification of areas for improvement.

The annual academic progress reviews for the MSW program place during the Spring semester. The review is conducted by the student’s faculty advisor in conjunction with another faculty member.

The reviews are conducted for all graduate students enrolled in degree-seeking programs at least once every academic year. MSW advanced standing students would not participate in the annual academic progress review unless the advanced standing student takes more than a year to complete his/her MSW degree.

A written copy of the review is given to the student and is placed in the student’s academic file. The academic progress review addresses the student’s academic performance.

Grading Policy

Grades reflect a student’s understanding of material, quality of work and class participation. Lower grades may be given if performance falls below these expectations. Grading plans are typically listed in the class syllabus. Final course grades are entered on a student’s permanent University record at the close of each semester. Letter grades may be interpreted as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
</tr>
<tr>
<td>A, A-</td>
<td>Exceptional</td>
</tr>
<tr>
<td>B+, B</td>
<td>Good</td>
</tr>
<tr>
<td>B-, C+, C=</td>
<td>Fair</td>
</tr>
<tr>
<td>C-, D-, D =</td>
<td>Poor</td>
</tr>
<tr>
<td>F =</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Grades and their points for GPA computation are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>F =</td>
<td>0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D-</td>
<td>.67</td>
</tr>
</tbody>
</table>

**IMPORTANT:**
- Any course taken for 4 hours at the University will be used in the GPA calculation.
- The University uses a plus (+)/minus (-) system.
- Faculty are not required to use the plus/minus system.
- Students must have a minimum 3.0 GPA average to be in good standing.
- Students must have a minimum 3.0 GPA average in order to begin internship.
- Student must have a minimum 3.0 GPA average in order to graduate.
- See Academic Deficiencies for further explanation.
**Satisfactory/Unsatisfactory or Credit/No Credit**

The grades S (Satisfactory) and U (Unsatisfactory) are used during field instruction for SW 568 and SW 569. 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.

**Transfer Credit**

The School of Social Work adheres to the guidelines set forth by the Graduate College regarding the Transfer of Credit. These guidelines can be found on-line at [http://www.grad.illinois.edu/gradhandbook/chapterIII/section03](http://www.grad.illinois.edu/gradhandbook/chapterIII/section03).

All transfer coursework is limited by hours and must be approved by a Graduate Program Director.

**Academic Deficiencies**

A graduate student whose grade point average is lower than 3.0 (B) after any semester will be placed on probation. Once on probation, the student has until the end of the next semester of enrollment to raise the grade point average to a 3.0 (B) or better. Failure to do so will result in dismissal from the program.

**IMPORTANT:**
- Students admitted on Probation who do not meet the minimum requirement at the end of the first term of enrollment will be dismissed from the graduate program.
- Students on Probation will not be allowed to enroll in Independent Study courses.
- Students with a GPA below a 3.0 (B) for two consecutive semesters will be dismissed from the graduate program.
- Students with a GPA below a 3.0 (B) are not permitted to begin Field Placement.
- Students with a GPA below a 3.0 (B) are not eligible to graduate.
- Failure to meet or maintain academic grade point average may lead to dismissal or other sanctions.

**Guidelines for Dealing with 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.

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 Graduate Program Director and the student’s faculty advisor in writing specifying the nature of the problem. If the student is in field placement or planning for field placement, the Director of Field will be notified.

3. Within 10 working days, the Assistant Dean for Student Affairs will meet with the student and the student’s faculty advisor to develop a plan of remediation. If the student is in the field, the Assistant Dean for Student Affairs and the Director of Field 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 faculty 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 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 Director of Field 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 Graduate Program Director. The student will receive a copy of this report. The Graduate Program Director 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 MSW Program Director at this time. The Graduate Program Director will determine if less serious remedies (e.g., reduced number of courses, leave of absence, etc.) have been exhausted.

6. If the Graduate Program Director recommends that the student continue, a new plan must be developed and signed by the Graduate Program Director 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 Graduate Program Director will review the student’s progress and make a recommendation to the Dean regarding continuance. If the Graduate Program Director determines that the student has failed to achieve the desired level of skill and competency by the time specified in either plan, the Graduate Program Director may make a recommendation to the Dean to dismiss the student from the program and the student will be informed in writing by the Dean.

Within 10 working days of the decision of the Graduate Program Director, a student may appeal the decision to a committee designated by the Dean who shall not include the Assistant Dean for Student Affairs, the Graduate Program Director, the faculty advisor or the Director of Field. 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 Dean and the student will be notified of the final decision.
Academic Integrity

The School has adopted 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.

Capricious Grading Policies

Capricious grading constitutes any of the following: (1) the assignment of a grade to a particular student on some basis other than performance in the course; (2) the assignment of a grade to a particular student by resort to more exacting or demanding standards than were applied to other students registered for the same credit in that course; (3) the assignment of a grade representing a substantial departure from the instructor’s previously announced standards.

Note: If a student has concerns about capricious grading, contact the Assistant Dean for Student Affairs.

Grievance Policy

The purpose of the Grievance 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.

Students with grievances, especially regarding capricious grading, begin by discussing their concern with the Assistant Dean for Student Affairs. Formal grievances are forwarded to the
Associate Dean for Academic Programs. The Associate Dean reviews the grievance with the student to determine if it meets the university’s grievance criteria. If the grievance meets university criteria and the student chooses to pursue formal processes, the Associate Dean oversees the process and forwards the grievance to the School’s Student Grievance Committee. The Students Grievance Committee is charged with responding to capricious grading complaints (as well as other formal complaints made by students who express dissatisfaction with some aspect(s) of their association with the School of Social Work). The Committee follows the University’s policies regarding capricious grading and discrimination or harassment complaints (see the Student Code of the University of Illinois at Urbana-Champaign) http://admin.illinois.edu/policy/code/index.html.

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

Conduct Which May Lead to Dismissal or Other Sanctions
1) Cheating, lying, or plagiarism. For more information see Academic Integrity.
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 well-being of faculty, staff, students, clients and the community.
5) Inappropriate conduct that leads to the 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 is judged to violate the NASW Code of Ethics or reflects other forms of inappropriate professional behavior will be grounds for dismissal from the MSW 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. See Appendix B for NASW Code of ethics.

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

Procedures for Infraction of Conduct
The following procedures will apply in cases where it is alleged that a student has engaged in infractions of conduct.

1. Any person may allege that a student has engaged in an infraction of conduct. That person will notify the Assistant Dean for Student Affairs regarding the allegations of infraction of conduct.
2. The Assistant Dean for Student Affairs will collect information and identify persons who have knowledge relevant to the allegations. If there is no supporting information, no action will be taken on the allegations.

3. The Assistant Dean for Student Affairs will notify the student, in writing, that the student is alleged to have engaged in conduct which may lead to dismissal or other sanctions.

4. Within three weeks of the notification, a meeting will be held at which time the student may address the allegations of infractions of conduct.

5. The meeting will take place between the student and members of a committee elected by the faculty. The meeting will be a fact-finding session for the student to address the allegations of the infractions of conduct.

6. The student may present any evidence relevant to the alleged infraction of conduct. The student may be accompanied by a person to assist them in presenting evidence.

7. The person who made the allegation of infraction of conduct, or a representative thereof, may present any evidence relevant to the alleged infraction of conduct.

8. At the close of the meeting, the committee shall deliberate privately. If a majority of the committee finds that the student has engaged in an infraction of conduct, the committee shall proceed to determine the most appropriate action. The decision of the committee shall be reported in writing to the student, the person who has made the allegation of infraction of conduct, and the Dean. The only basis for appeal of the decision of the committee is procedural errors. Such appeals shall be directed, in writing, to the Dean of the School of Social Work within 10 working days of the committee’s decision.

Grievance Policy

The purpose of the Grievance 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.

Students with grievances, especially regarding capricious grading, begin by discussing their concern with the Assistant Dean for Student Affairs. Formal grievances are forwarded to the Associate Dean for Academic Programs. The Associate Dean reviews the grievance with the student to determine if it meets the university’s grievance criteria. If the grievance meets university criteria and the student chooses to pursue formal processes, the Associate Dean oversees the process and forwards the grievance to the School’s Student Grievance Committee. The Students Grievance Committee is charged with responding to capricious grading complaints (as well as other formal complaints made by students who express dissatisfaction with some aspect(s) of their association with the School of Social Work). The Committee follows the University’s policies regarding capricious grading and discrimination or harassment complaints (see the Student Code of the University of Illinois at Urbana-Champaign) http://admin.illinois.edu/policy/code/index.html.
Grievance and Capricious Grading Policies

Occasionally, students have conflicts which are related to School personnel or procedures and which require third-party intervention. When this occurs, students should discuss their concerns with the faculty or staff member involved. If a disagreement cannot be resolved in discussion with the faculty or staff member, students should consult the Assistant Dean for Student Affairs. The Assistant Dean for Student Affairs discusses the situation with students and informs them of both the informal and formal grievance procedures established by the School and by the University. If, at this point, further action is needed, the Assistant Dean for Student Affairs refers the student to the Associate Dean.

Procedures for review of Alleged Capricious Grading and Grievance and Complaints may be found in the Graduate College Handbook.

Other Policies and Procedures

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.

Criminal Background Checks

For some students when preparing to enter into internship, a criminal background check may be required. 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. A student chairperson discusses the results with the class and the instructor to bring about improvement in instruction or classroom rapport if needed. 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.

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 been forwarded to the Associate Dean for approval.

Petitioning Process

Policies and procedures outlined in this Handbook will cover most situations. Special circumstances may occur and these will be considered if a case can be made which warrants
waiving a regulation. Petition forms are available in the Academic Programs Office, Suite 2000 and at: www.grad.illinois.edu/forms/.

You may consult with your advisor to discuss petitioning to have coursework completed at another university applied to your MSW. You must complete at least twelve hours of coursework toward your MSW at the University of Illinois before submitting a petition of this type. The course for which you are petitioning must:

1. have been at the graduate level;
2. have been taken for at least 4 hours;
3. have been taken within the past five years;
4. have been completed with a grade of ‘B’ or higher;
5. not have been counted towards another degree;
6. have been approved in advance by your advisor.

**Nondiscrimination Statement**

The commitment of the University to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

It is the policy of the University of Illinois not to engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era and to comply with all federal and state laws, orders, and regulations on discrimination, equal opportunity and affirmative action. This nondiscrimination policy applies to admissions, employment, access to and treatment in each university program and activity.

For additional information or assistance on the equal opportunity, affirmative action and harassment policies of the University of Illinois at Urbana-Champaign, please contact the Associate Chancellor at 317 Swanlund Administration Building, MC-304, 601 East John Street, Champaign, Illinois 61820-5796, (217) 333-6394, or the Assistant Chancellor and Director of Equal Opportunity and Access at 100A Swanlund Administration Building, MC-304, 601 East John Street, Champaign, Illinois 61820-5796, (217) 333-0885. Further information is available on the Office of Equal Opportunity and Access web page.

**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 the Academic Programs Office, Suite 2000.
Graduating With Honors

The top ten percent of the class with the highest cumulative GPA will earn the distinction of graduating with honors.
Part 6: Our Community

Opportunities for Students

Student Associations
Voluntary organization of students is an essential part of the School of Social Work. Student associations provide an extension of the educational activities of the school beyond the curricular program. The organization and objectives depend largely upon student interest and initiative. There has typically been one association:

- Graduate Social Work Association (GSWA)

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
Concentrations
- Advocacy, Leadership, and Social Change
- Children, Youth, and Family Services
- Health Care
- Mental Health
- School Social Work
Diversity Committee
Field Education Committee
MSW Committee
PhD Committee
International Committee

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 among 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 the Academic Programs Office, Suite 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.
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 the Academic Programs Office, or by contacting NASW at:

NASW  
P.O. Box 98272  
Washington, DC 20090-8272  
phone: (800) 638-8799  
www.naswdc.org

Financial Aid

Hourly Positions and Graduate/Research Assistantships

Students may apply for available assistantship and hourly positions at the School of Social Work and throughout the University. If a student is hired for an hourly position, the student may work up to but not exceed 20 hours per week while classes are in session. There is no tuition waiver with an hourly position. Assistantship positions are for first year students only and include an in-state tuition waiver, general fee waiver, and monthly stipend. Students typically work 10 or 20 hours per week while holding an assistantship position. Qualifications for these positions may include any of the following: scholarship, interpersonal skills, computer experience, language skills, writing ability and other work or volunteer experience. Students must be in good academic standing in order to hold an hourly or assistantship position. The School of Social Work reserves the right to reduce or eliminate a student's work hours if good academic standing and satisfactory progress is not maintained.

Fellowships

The Graduate College Fellowships have a principle purpose to strengthen the institution and its programs by increasing the enrollment of students from areas that have been historically underrepresented in graduate study. The awards typically provide one year of fellowship support. The School of Social Work provides additional support for the second year of study. Incoming students are nominated by the School of Social Work. Nominations are based on scholarship, work and volunteer experience, and stated plans for entering the social work profession. Students holding Fellowships may also have an Assistantship through the School of Social Work. However, this decision is made on a case by case basis by the Assistant Dean for
Student Affairs of the School of Social Work and the Assistant Dean of the Graduate College. Determining factors include course load, previous academic standing, and anticipated adjustment to the graduate school and the community.

**School of Social Work Awards**

There are many financial awards available to graduate students during all phases of their enrollment at the School of Social Work. Some awards are based on academic achievement, while others are based on experience in the field.

**Admissions**

**SCHOOL OF SOCIAL WORK ACHIEVEMENT GRANTS** are offered during the admission process to students that demonstrate a very high level of academic achievement and exceptional promise as future social workers as demonstrated by extracurricular, volunteer and work experience. Only U.S. citizens and permanent residents are eligible to receive this award. Recipients must be enrolled full-time. Award amount varies from year to year.

**SCHOOL OF SOCIAL WORK FIELD EDUCATION TUITION WAIVERS** are given out upon admission. The Assistant Dean for Student Affairs will determine the numbers of waivers available per admission cycle.

**Academic Year (generally Spring Semester)**

**SCHOOL OF SOCIAL WORK AWARDS:** Students may apply for various monetary awards ranging from $500.00 to $6,000.00. Scholarship applications are sent to all MSW/PHD students enrolled in the spring semester. In addition to the financial award, the recipient’s name for many of the awards will be engraved on a plaque at the School of Social Work and the student will be recognized at the annual awards ceremony. The Recruitment, Admissions, and Financial Aid Committee reviews and ranks all submitted applications.

**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.

**IMPORTANT:**

*The Office of Student Financial Aid on campus recommends you try the following searchable database:* http://fastweb.com/fastweb.

- Excellence in Preparation for Clinical Social Work—The American Board of Examiners (ABE) in Clinical Social Work recognizes excellence in the development of clinical competencies as demonstrated by original student clinical practice papers. Several $1,000 awards in addition to the opportunity to register for board certification at the national level. This award is for second year students in field placement. Deadline is early March. For application information check their website at [www.abecsw.org/s_student_awards](http://www.abecsw.org/s_student_awards) or call (800) 694-5285 ext. 16.
• Gosnell Memorial Scholarship Fund—Administered by the National Association of Social Workers, this Fund is for Latino and Native American MSW students. For an application write to: Gosnell Memorial Scholarship Committee, NASW, 750 First Street, NE Suite 700, Washington, DC 20002-4241.

• Verdell Frazier Young Awards for Re-entry Women—This award is for women who have had an interruption in their education for more than one year. Students must be enrolled in a degree program at UIUC and be in good standing. Preference is given to women who had an interruption for more than two years. Applications are available at the Office of Women’s Programs, 300 Turner, Student Services or call (217) 333-3137.

• Carl A. Scott Book Scholarships—This award in the amount of $500 is given to students who have demonstrated a commitment to work for equity and social justice in social work. Students must be enrolled full time and have at least a 3.0. The awards are made to students from ethnic groups of color (African American, Native American, Asian American, Mexican American and Puerto Rican) who are in their last year of study in a BSW or MSW program. Applications are available from: Council on Social Work Education (CSWE), 1600 Duke Street, Suite 300, Alexandria, VA 22314 or by calling (800) 683-8099 or you can download an application at http://www.cswe.org.

• American Association of University Women (AAUW) provides to women a variety of fellowships and scholarships including awards for women in the early stages of graduate study after more than 5 years from their previous degree program. To request more information about available awards and deadlines, contact AAUW Educational Foundation, Department 130, Iowa City, IA 52243-4030, check their website at www.aauw.org or call (319) 337-1716.

For information regarding other sources (i.e., loans, etc.) 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.illinois.edu/
Part 7: School of Social Work Faculty and Staff

Faculty Members

Barry Ackerson, Associate Dean for Academic Affairs, Associate Professor
Venera Bekteshi, Assistant Professor
Janet Carter-Black, Clinical Associate Professor
Susan Cole, MSW Program Director and Associate Professor
Mary Eamon, Associate Professor
Tara Earls Larrison, Visiting Assistant Professor
Christine Escobar-Sawicki, Clinical Assistant Professor for Field Education
Sherrie Faulkner, BSW Field Education Director and Clinical Assistant Professor for Field Education
Tamara Fuller, CFRC Director and Research Associate Professor
Judith Havlicek, Assistant Professor
Sandra Kopels, Professor
Wynne Korr, Dean and Professor
Christopher Larrison, Associate Professor
Hong Li, Associate Professor
Janet Liechty, Assistant Professor
Brenda Lindsey, Assistant Dean for Undergraduate Programs and BSW Program Director and Clinical Associate Professor for Field Education
Benjamin Lough, Assistant Professor
Mary Maurer, Assistant Dean for Field Education and MSW Field Education Director, and Clinical Assistant Professor for Field Education
Hellen McDonald, Clinical Assistant Professor for Field Education
Teresa Ostler, Professor
Jung Min Park, Associate Professor
Lissette Piedra, Associate Professor
Douglas Smith, Assistant Professor
Karen Tabb, Assistant Professor
Nancy White-Gibson, Clinical Assistant Professor for Field Education
Carol Wilson-Smith, Clinical Assistant Professor for Field Education
Chi-Fang Wu, Associate Professor
Min Zhan, Ph.D. Program Director and Associate Professor

Professors Emeriti

Pallassana R. Balgopal
Jill Doner-Kagle
Anthony Halter
John Poertner
Staff

Janet Abrahamson, Chief Clerk
Erika Anzo, Office Support Associate
Christie Avgar, Assistant Dean for Student Affairs
Brianna Rossbach, Office Support Associate
Kathy Dysart, Administrative Assistant
Darnell Fisher, Student Affairs Coordinator
Amy Hiles, Account Technician II
Anthony Hillen, IT Specialist
Debora Huisinga, Assistant Dean for Administration
Donna Jeno-Amici, Grants and Contracts Specialist
Rachelle Nickey, Office Support Associate
Meredith Olson, Assistant Director of Advancement
Becky Ponder, Director of Communications
Trent Shumway, Undergraduate Academic Advisor
Cheryl Street, Admissions and Records Supervisor
Jaime Waymouth, Associate Director of Business Operations
Additional University Contacts

Career Services
Career Center
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
300 Turner Student Services Bldg.
Champaign, IL 61820
Phone: (217) 333-3680
www.osja.illinois.edu

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

Health Services
McKinley Health Center
1109 South Lincoln Avenue
Urbana, IL 61801
Phone: (217) 333-2701
www.mckinley.illinois.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 Resource Center
Office of Inclusion and Intercultural Relations
323 Illini Union
1401 W. Green St.
Urbana, IL 61801
http://oiir.illinois.edu/lgbt-resource-center

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

Services for Students with Disabilities
Division of Disability Resources & Educational Services
1207 South Oak Street
Champaign, IL 61820
Phone: (217) 333-1970
www.rehab.illinois.edu

Veteran Affairs
Veteran’s Student Support Services
300 Student Services Bldg.
Champaign, IL 61820
Phone: (217) 333-0050
http://www.veterans.illinois.edu

Women’s Resources Center
Office of Inclusion and Intercultural Relations
703 S. Wright Street
Champaign, IL 61820
Phone: (217) 333-3137
http://oiir.illinois.edu/womens-center
Appendix A: School of Social Work Classes

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 225- Introduction to Statistics for Social Workers**

Introduction of basic concepts in statistics with emphasis on the application of statistical methods in social work research. Topics include: descriptive statistics, probability theory and distributions, point and interval estimation, hypothesis testing, central tendency, variability, independence, contrasts, correlation and regression, non-parametrics, concepts of levels of measurements, and statistical vs. practical significance. Priority will be given to Social Work majors.

Curricula Area – Fulfills Statistics requirement for MSW students

**SOCW 400- Generalist Social Work Practice Methods**

Foundation methods course that is a prerequisite for all advanced methods courses. Overview of generalist social work practice and intervention with individuals, groups, organizations and communities; introduction to core concepts, value base and ethical principles of the profession. Emphasis is given to the bio-ecological framework, person-in-environment and systems theory. Skills in developing beginning professional relationships are addressed via a skills lab component. Students begin the process of professional self-awareness to begin to identify how the personal values and beliefs they hold impact upon their interactions. Prerequisite: Admission to MSW program.

Curricula Area – Foundation Methods

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

This required foundation policy course introduces students to social welfare policy and services in the United States. The course will examine social welfare within a historical context by addressing the economic, political, social and ideological influences that have shaped U.S. social welfare policies and programs. The course is a critical study of the U.S. income maintenance system and related programs as a response to the problems of poverty, inequality, and economic insecurity. Policy responses to other prominent social problems will be examined as well. Social work is unique in its explicit articulation of selected values to be emphasized in policy and program development, and these values will be emphasized in the consideration of alternative policy approaches.

Curricula Area – Policy

**SOCW 412- Hispanics in the U.S.: Building a Social Policy Agenda**

Hispanics constitute a growing population in the United States. The size and heterogeneity of Hispanics raises complex issues in crafting public policy and in designing and delivering social services. This course offers an extensive portrait of Hispanics in the United States. Students will
explore questions and demographic characteristics, language and religious practices, education, criminal justice, neighborhood and economic restructuring, immigration, social service systems, and community action in the context of creating an effective public policy agenda. Same as LLS 412.

Curricula Area- Diversity/Inequity in Social Environments

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. **Prerequisite:** Admission to MSW program or consent of instructor.

Curricula Area- Elective

SOCW 416- Child Welfare Issues and Trends
This course examines theoretical and programmatic aspects for child welfare practice. Emphasis is placed on the roles and functions of child welfare workers, including engagement, assessment, intervention and permanency planning.

Curricula Area- Elective

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. **Prerequisite:** Admission to the MSW program and consent of instructor.

Curricula Area- Elective

SOCW 420- Treatment and Prevention of Substance Abuse
This course is intended to introduce students to the issue of substance abuse and its impact on society. The course will address the physiological, psychological, social, and cultural aspects of substance abuse. At the individual and familial levels, the course will examine the causes, development, and treatment of substance abuse. At the societal level, the course examines public policy efforts to regulate and control substance use from historical and contemporary perspective. Implications for social and economic justice are also examined.

Curricula Area- Elective

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. Enrollment preference given to students in the MSW programs.

Curricula Area- Foundation Research
SOCW 451- HBSE I: Human Development
This course examines the major theories that inform social work's understanding of human behavior in a variety of social contexts. It presents a bio-ecological systems framework, together with a developmental approach in understanding the ways in which individuals, families, groups, organizations, institutions, and communities interact. 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. Enrollment preference given to students in the MSW programs.

Curricula Area- Foundation Human Behavior and Social Environment

SOCW 500- Social Work Practice with Individuals and Families
This course systematically and critically examines the theory, procedures, and techniques of selected practice models within four main approaches to social work: cognitive-behavioral, systemic (family and ecological systems; crisis intervention), task-centered, and radical-structural (structural; feminist). The course uses selected criteria to analyze and assess those models, examines outcome research, and identifies current practice issues. Prerequisite: SOCW 400

Curricula Area- Methods

SOCW 501- Social Work Practice with Groups
Social work practice theory in social group work through comparative study of various practice approaches and research about those approaches, including the use of group work method in contemporary social work practice, practice principles, and the use of group process as applied in the student's area of specialization. Looks at group work for children, adolescents, and adults considering developmental and environmental issues; also includes investigation of practice strategies and models of group therapy and task group leadership across diverse populations. Prerequisite: SOCW 400.

Curricula Area- Methods

SOCW 503- Trauma Informed Social Work Practice
This course uses a case study and inquiry based approach to foster student learning of the core concepts of trauma (theory and foundational knowledge) and evidence-based practice interventions effective in treating children, youth, and families that experience trauma. Cases discussed include children, youth, and families exposed to traumatic events (i.e. abuse, neglect, domestic violence, community violence and natural disasters). Strength-based practice interventions that build on existing child and family strengths that enhance growth and resiliency after trauma are studied. Prerequisite: SOCW 400.

Curricula Area- Methods

SOCW 504- Substance Abuse Treatment in Social Work
Introduces selected counseling approaches for substance use disorders. Begins with an overview of the causes of substance use disorders, assessment, diagnosis, and treatment planning. Focuses on treatment theories and techniques applied to counseling substance abusers. Selected theories
include 12 Step approaches, cognitive and behavioral theories, family systems theory, harm reduction, and motivational interviewing. Special attention is devoted to apply substance abuse treatment models with diverse populations. Prerequisite: SOCW 400 and SOCW 500 (may be taken concurrently).

Curricula Area- Methods

**SOCW 505- Behavioral and Cognitive Methods for Social Work**

Students are introduced to brief behavioral and cognitive methods for treating a wide range of human problems, crises, and mental disorders. Content includes (1) conceptualizing and assessing client problems; (2) identifying appropriate treatment goals; (3) developing comprehensive and differential treatment plans; (4) conducting brief interventions; and (5) evaluating client outcomes using research, consultation, and supervision. Prerequisite: SOCW 400.

Curricula Area- Methods

**SOCW 506- Social Work Practice with Children and Adolescents**

Examination and critical evaluation of selected methods/approaches of intervention; research on their effectiveness and application to specific problems of children and adolescents that come to the attention of social workers and other helping professionals; attention given to remediation and prevention. The course provides opportunities for students to develop skills through participation in a service learning project. Prerequisite: SOCW 400.

Curricula Area- Methods

**SOCW 507- School Social Work Practice**

This course examines the design and delivery of school social work interventions with special emphasis given to students with physical/mental disabilities and vulnerable populations. Course content provides a foundation for the development of a comprehensive and in-depth understanding of an ecological systems approach to school social work practice based upon a foundation of professional values and ethics. Prerequisite: SOCW 400 and passing score on Test of Academic Proficiency (TAP) exam.

Curricula Area- Methods

**SOCW 508- Family Therapy Seminar**

Advanced seminar providing in-depth exposure to the principles, values, ethics, issues and practice of family therapy in social work. Focuses on family therapy process, the practitioner role, issues in assessment, intervention and evaluation; how discrimination and oppression impact intervention strategies; skills that advance social and economic justice; presentation of cases; use of supervision and consultation, and family therapy with diverse populations. Combines lecture/discussion with taped observations of noted family therapists and participation in a family therapy practicum. Prerequisite: SOCW 400 and SOCW 500.
SOCW 509- Advanced Clinical Assessment and Interviewing

This course is intended to enhance students’ understanding of advanced clinical assessment and interviewing methods. Students will increase their skills for clinical interviewing with a diverse variety of clients and in various situations, and with interpreting and responding to client behaviors, and appropriately applying several assessment instruments. Students will also learn methods for therapeutically intervening with clients who are highly distressed, angry or agitated, resistant or involuntarily mandated for treatment, experiencing severe symptoms, or who have unique and complex problems. The enhancement of clinical assessment skills will build upon students’ understanding of the interactive effects of individual clients and their ecological systems from courses in HBSE I and II. Clinical interviewing skills taught in this class will build upon knowledge and skills acquired in previous direct practice classes. Students will also learn to use clinical supervision and consultation with the instructor through role-play interviews. Prerequisite: SOCW 400 and SOCW 552 (SOCW 552 may be taken concurrently).

Curricula Area- Practice Methods

SOCW 513- Delivery of Health Care

Delivery of health care in the United States is examined from a multidisciplinary perspective including social, cultural, political, economic, ethical and legal issues. Health care services are described in relation to various definitions of health, health status and access to care. Current problems and issues in health care including government responsibility and source of authority, policy development and analysis, proposals for reforms, and financing and cost containment are discussed and analyzed. Prerequisite: SOCW 410 and admission to MSW program or consent of instructor.

Curricula Area- Policy

SOCW 514- Mental Health Policy and Services

Examination of comprehensive community mental health services as they evolve from definitions of the problems and changes in federal and state social policy; the concept of normalization and its criteria for program evaluation; and changing roles of mental health professionals, paraprofessionals, and consumers in policymaking and service delivery. This course presents the history of mental health policy and services in the United States. Current policies and activities of today’s mental health service delivery system are critically analyzed. Prerequisite: SOCW 410.

Curricula Area- Policy

SOCW 516- Social Services for Children and Families

This course examines a range of direct service and public policy issues that social workers encounter when working with vulnerable children, adolescents and families. We will focus particular attention on families involved with child protection. What factors help explain the etiology of violence and neglect in the family home? What are the effects of exposure (both
direct and indirect) of violence and neglect? Once vulnerable families are identified and become involved with social services agencies, what interventions are most effective with regard to decreasing risks and strengthening protective factors? How can social service systems best prepare vulnerable adolescents for the transition to adulthood?

Curricula Area- Methods

SOCW 519- Public School Policy and Services
This course will present content on children with physical and mental disabilities, educational policies related to vulnerable populations, and federal and state legislation, with particular emphasis given to the Individuals with Disabilities Education Act (IDEA). Specifically, the following topics will be highlighted: eligibility requirements, general characteristics of the disabling condition, education as a continuum from early childhood to adulthood, school finance, and current educational issues. Content will be presented pertaining to meeting the needs of exceptional children, students with other special needs, and their families in public schools and the community. Prerequisite: SOCW 410 and passing score on Test of Academic Proficiency (TAP) exam.

Curricula Area- Policy

SOCW 520- Social Welfare Planning
Introduces students to the theory and practice of social welfare planning. The course is designed to help students apply concepts and methods to their specific social work fields of interest. Content includes a review of policy analysis, needs assessment, establishing goals and objectives, program design, budgeting, management information systems, and program evaluation. Prerequisite: SOCW 400 or by consent of instructor for non-Social Work majors.

Curricula Area- Methods

SOCW 521- Leadership and Social Change
This course introduces MSW students to a broad range of strategies for creating social change. Several overarching concepts that are useful in undertaking a wide range of social change efforts are introduced. These concepts are applied to different change strategies. This includes attention to the role of leadership in social change, as the quality of leadership is critical to the success of most social change efforts. The importance of policy or social entrepreneurs in creating social change will also be examined. These entrepreneurs play critical roles by both identifying and implementing new ideas and by diffusing them on a wider scale after initial experimentation. Finally, social workers often tend to be uninformed about sound business practices as they engage in social change efforts, yet knowledge of basic business concepts can be critical to the success or failure of a social venture. Therefore, the course addresses issues such as opportunity recognition and risk assessment, sustainability and scalability of projects, and attention to both fiscal management and outcome accountability. Prerequisite: SOCW 400 or by consent of instructor for non-Social Work majors.
Curricula Area- Methods

**SOCW 522- Social Work Practice with Community Organization**

Examines principles and methods that characterize identifiable approaches used in community organization practice at neighborhood, community, state, and other levels. This course is an in-depth study of how citizens can organize. Questions discussed include: What institutions aid communities in their organizing and self-improvement efforts? What circumstances encourage the erosion of civil society, civic involvement, and community institutions? What role should the social worker and the human service or social service agency play in organizing communities? Prerequisite: SOCW 400 or consent of instructor.

Curricula Area- Methods

**SOCW 526- Managing Human Service Organizations**

Focus on the design, administration and management of social programs from a social work perspective. Content includes: principles and process of administration and management, history of social welfare administration and how this relates to the design of current programs, review of administration Organizational and leadership theories, policy formulation, agency structure, staff organization, budgeting and evaluation of management practice. Prerequisite: SOCW 400 and admission to MSW program or consent of instructor.

Curricula Area- Methods

**SOCW 531- Practice in Organizational Settings**

This course facilitates integration of theories and concepts of social work practice acquired in the classroom with the practice experience in field practicum settings, across concentrations. Content focuses on critical analysis of social work practice, in the various concentration practice arenas, including integrating and identifying social work values and ethics in the practice experience with specific emphasis on diverse populations. Particular attention is given to the setting’s target populations and clients, environment and organizational structure, functions, task definitions, monitoring and planning mechanisms, and methods of service delivery; and the impact of racism, ethnocentrism and sexism on social work practice. Concurrent enrollment in SOCW 568 and attendance at the student’s field placement is required.

Curricula Area- Methods

**SOCW 532- Practice Evaluation**

This course facilitates integration of theories and concepts of social work practice and evaluation acquired in the classroom with the practice experience in field practicum settings, across concentrations. Content focuses on critical analysis of social work practice in the various concentration practice arenas, including integrating and identifying social work values and ethics in the practice experience with specific emphasis on diverse populations. Particular attention is given to the setting's target populations and clients, environment and organizational structure, functions, task definitions, monitoring and planning mechanisms, and methods of service delivery; and the impact of racism, ethnocentrism and sexism on social work practice. Concurrent enrollment in SOCW 568 and attendance at the student’s field placement is required.
delivery; and the impact of racism, ethnocentrism and sexism on social work practice. Concurrent enrollment in SOCW 569 and attendance at the student's field placement is required.

Curricula Area- Methods

SOCW 541 - Research Seminar
This course develops skills for assessing effectiveness of social work interventions using research methods. The course assumes students have had prior courses in research methods and statistical analysis. Building on these courses this course will focus on the use of research methods in examining important aspects of social work interventions. Students will also develop skills necessary to evaluate social work research practice and practice evidence, as well as skills in grant writing and data analysis. Prerequisites: SOCW 427 and an undergraduate class in Statistics.

Curricula Area- Research

SOCW 542- Program Evaluation
This is an advanced research course that develops skills for evaluating social service programs. The course assumes students have had prior courses in research methods and statistical analysis. This course provides an understanding of theoretical concepts, techniques, and research findings for evaluating a specific program, its implementation, and its effectiveness. It systematically analyzes program evaluation models and critically examines application of these models in the context of social work practice and social welfare policy. Prerequisites: SOCW 427 and an undergraduate class in Statistics.

Curricula Area - Research

SOCW 551- HBSE II: Woman’s Issues
Extends concepts and theories introduced in SOCW 451 with a focus on women including how cultural belief systems related to gender are instantiated through the differential treatment of females and males in our educational, mental health, social welfare and health care systems; and the consequences of such practices throughout the lifespan. Includes consideration of policies and practices that support women emphasizing issues of special concern to women of color, lesbians, older women, impoverished women and disabled women. Same as GWS 551. Prerequisite: SOCW 451.

Curricula Area- Human Behavior and the Social Environment

SOCW 552- Mental Disorders
Interrelationship of biological, emotional, learning and social aspects of mental disorders, and implications for the patient/client, family, and community; psychopathology including psychotic disorders, severe mood disorders, severe anxiety disorders, pervasive developmental disorders and mental retardation, attention deficit-hyperactivity, personality disorders, and other mental disorders that affect health. Lectures, readings, discussions, analysis of case studies, and other learning approaches will focus on diagnostic assessment and biopsychosocial treatment methods.
including psychosocial treatment methods, medications, and social work interventions. Students also learn to recognize the potential for bias that can result when assessments are applied across cultural, ethnic, racial, socioeconomic, gender, and other groups. Prerequisite: SOCW451.

Curricula Area- Human Behavior and the Social Environment

**SOCW 553- HBSE II: Health and Rehabilitation**

SOCW 553 examines the impact of illness and disability on individuals, their families, and the larger community. The physical, psychological, sociological, educational, vocational, and financial aspects of the most common health conditions are discussed. Emphasis is placed on conceptualizing effective models of social work practice in medical and rehabilitative settings. Prerequisite: SOCW 451.

Curricula Area- Human Behavior and the Social Environment

**SOCW 554- Social Entrepreneurship & Diversity**

Examines issues raised by race, ethnicity, and class in the context of a diverse American society so that students may critically analyze the complexity these bring to the creation and implementation of public policy, service delivery, as well as governance and politics. Emphasizes both the processes of critical analysis and principles of social entrepreneurship as important vehicles to bring about sustainable change. Effective social policies and interventions in a diverse society are characterized by a demonstrable reduction of social tensions at the community level as well as increased access to social goods such as adequate housing, safe communities, efficient transportation, affordable health care, quality education, and other public goods and services. Same as HCD 541 and LLS 554. Prerequisite: SOCW 451 or consent of instructor for non-Social Work majors.

Curricula Area- Diversity and Inequality in Social Environments

**SOCW 568- Field Instruction I**

Field Instruction I is the first semester of a two-semester consecutive (minimum of 31-week) field placement. School social work concentration completes an academic year placement with the exception for Advanced Standing Student who completes a one semester internship. The internship is educationally directed and supervised by an approved agency-based field instructor and provides an opportunity to integrate classroom theories, concepts and principles into practice experiences for the development of social work practice skills. Learning experiences emphasize the application of knowledge and practice in the areas of professionalism, values and ethics, critical thinking, diversity, social and economic justice, research informed practice, human behaviors and social environment, policy, shaping practice and engagement, assessment, intervention and evaluation. Additionally, some advanced competency skills are also begun during this first semester. Concurrent enrollment in SOCW 531 and attendance at the student’s field placement is required.

Curricula Area- Field Practicum
**SOCW 569- Field Instruction II**

Field Instruction II is the second semester of a two-semester consecutive (minimum of 31-week) field placement. Field Instruction II provides a supervised in-depth practice experience in a concentration area of Advocacy Leadership and Social Change (ALSC), Children, Youth and Family Service (CYFS), Health Care (HC), Mental Health (MH) or School Social Work (SSOCW). The goal of this practicum is to prepare students for self-directed professional social work practice. Students continue to apply theories and concepts from the course work to develop advanced level skills in direct practice with clients and clients systems and/or policy, planning and administration. Concurrent enrollment in SOCW 532 and attendance at the student's field placement is required.

**Curricula Area- Field Practicum**

**SOCW 575 Social Work Teaching Seminar**

Doctoral seminar on social work education and the pedagogy of college teaching. Topics include history of social work education, competencies for social work education, course development, principles of active learning, use of diverse instructional methods for teaching and assessing learning, and the scholarship of teaching and learning. The course has a required practicum component where students receive structured mentoring in some aspect of teaching in a social work class.

**Curricula Area- Doctoral**

**SOCW 579 Social Work Practice Theories**

Presents theories for social work interventions with individuals, families, groups, and communities and organizations; critically analyzes different theoretical frameworks for such interventions; and examines the conceptual links between theory, process, outcome, and evaluations.

**Curricula Area- Doctoral**

**SOCW 580- Advanced Child Welfare**

The course examines policies and services for children and their families, with its main focus on child welfare policy. The course examines scientific concepts, laws, ethical dilemmas, and new practice directions with respect to protecting children, strengthening families, ensuring continuity and stability of care, safeguarding child well-being, achieving family permanence, and assisting foster youth in making the transition to self-sufficient adulthood. It presents conceptual frameworks for analyzing historical patterns and social scientific perspectives on child protection and child placement. The course builds on a liberal arts perspective by developing students’ capacity to think critically and analytically about a specific issue. Students will gain the ability to weigh and evaluate the different philosophies that support varying policy positions. Students will also learn the interconnected nature of child maltreatment, poverty, health, delinquency and housing issues, and multiple child-serving systems. Prerequisite: SOCW410.

**Curricula Area- Policy**
**SOCW 584- National Social Welfare Policy I**

Examines approaches for analyzing social policy development, implementation and advocacy in the United States; and development of skills to become effective policy practitioners. Involves ability to formulate viable policy options as well as skills in advocating for adoption of desired policies. Content includes knowledge about the political processes associated with policy development, the technologies needed to develop policies, communication skills need for policy advocacy, and knowledge in a specialized area. Course builds on policy material presented in SOCW 410. Prerequisite: SOCW410 or permission of instructor.

Curricula Area- Policy

**SOCW 585 National Social Welfare Policy II**

This course is intended for students in the Ph.D. program in Social Work. This seminar focuses on policy research, implementation, and evaluation. Students apply policy analysis skills developed in SOCW 584 by conducting a policy research project on a policy issue of their choice. In addition to the policy research project, seminars include discussions of theoretical and empirical issues related to policy implementation and evaluation. Discussions will address both program administration issues and intergovernmental relations.

Curricula Area- Doctoral

**SOCW 589- Social Work and the Law**

Legal procedures and issues of special relevance to social work practice; includes legal provisions related to poverty, family development and crises, racial and ethnic minorities, institutionalized persons, crime and delinquency, legal authority of social agencies and regulation of the profession. Prerequisite: Graduate standing or consent of the instructor.

Curricula Area- Policy

**SOCW 593 Applied Qualitative Research**

Provides a doctoral level overview of contemporary qualitative research with an emphasis on applications. Through readings, discussions, and assignments students will be introduced to: the history and philosophical underpinnings of qualitative research; research designs, methods and analysis used in qualitative research; criteria for rigor in qualitative research; the application of qualitative research to addressing contemporary social issues; technical and professional issues including the use of computer programs in qualitative research and grant writing. Students will begin to elaborate their own research interests through critical reading, discussion and various applied and written assignments.

Curricula Area- Doctoral
SOCW 595 Quantitative Research Designs

Provides a doctoral level overview of quantitative designs and conceptual issues in social work research. It presents a framework for structuring the statistical analysis and systematic evaluation of the efficacy and effectiveness of social interventions in achieving desired outcomes for diverse populations. Although the purpose is not to emphasize statistical training, the course will reinforce the learning of basic concepts, mathematical foundations, and assumptions underlying advanced applications of statistical description and causal inference.

Curricula Area - Doctoral

SOCW 594 Individual Research

This course is designed to enhance skills of doctoral students in social work through research collaboration with a faculty member.

This two-semester sequence is designed to provide students with a supervised, “hands-on” research experience with a faculty member. The student’s project may involve student- or faculty-initiated research (e.g., work on a new or ongoing project such as funded research). The primary objective of the research practicum is to strengthen students’ ability to synthesize different phases and components of social work research. The key, therefore, is for students to be involved in as many aspects of the research project as possible (e.g., articulation of research questions, literature review, selection of sampling techniques, formulation of design strategies, development of instruments and other methods of data collection, data analysis, interpretation of results, and research report writing).

The proposal outline for Individual Research will be approved and signed by the student, and the student's faculty supervisor. It will be filed in the student’s academic record in the School of Social Work. Additional guidelines can be found on the School's website under the PhD tab.

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

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

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

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

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

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work’s mission is based.

2. The *Code* summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.

5. The *Code* socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.

6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.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.

¹ For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*. 
Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

**Ethical Principles**

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

**Value: Service**

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

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

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

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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 in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

1.07 Privacy and Confidentiality

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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 well-being of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

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

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

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

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

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

2.09 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and 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 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](http://example.com/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](http://example.com/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](http://example.com/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.
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.