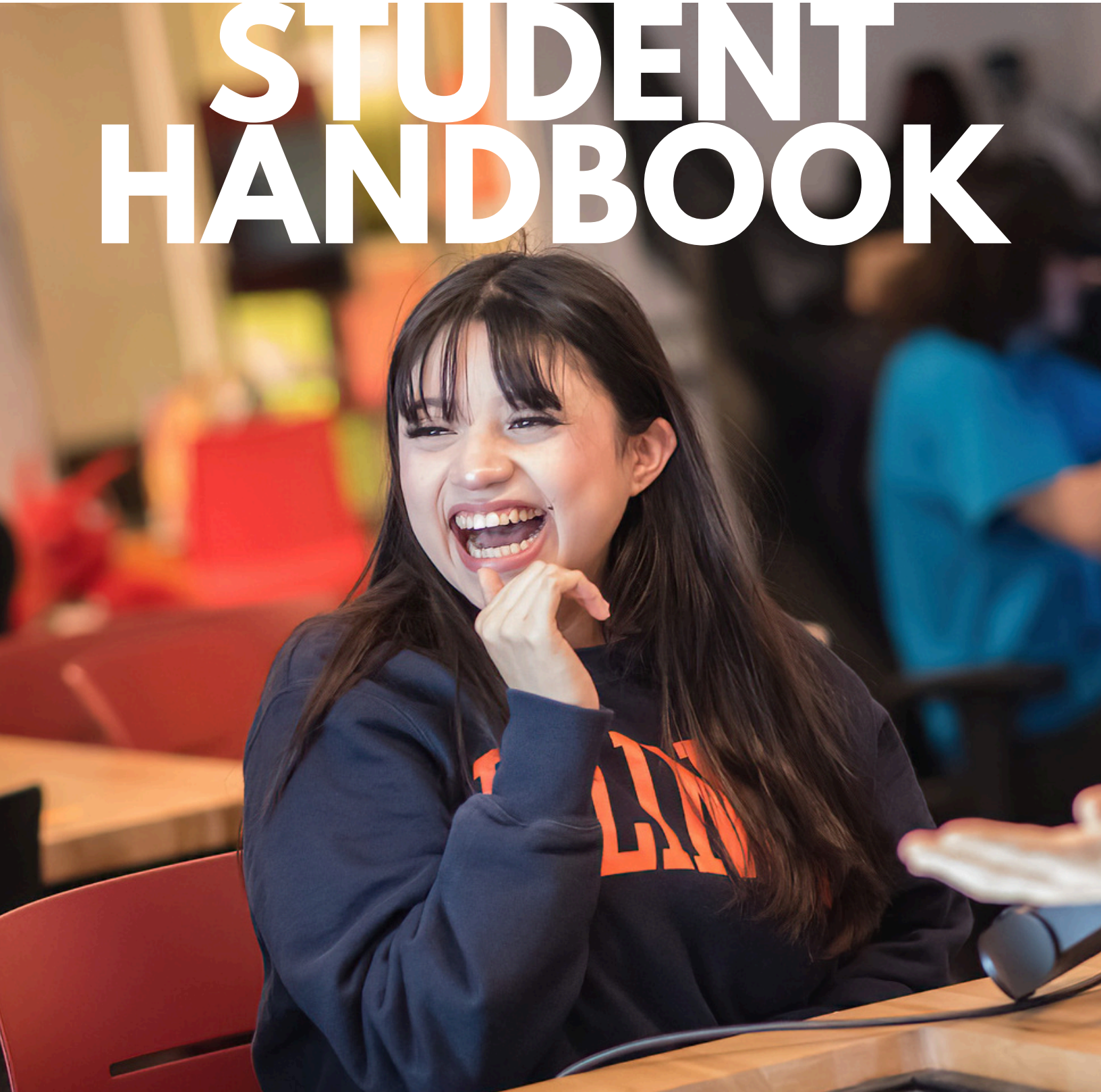
School of Social Work
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

2024-2025

GRADUATE STUDENT HANDBOOK



GRADUATE STUDENT HANDBOOK

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Welcome!

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

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Part 1: Introduction

History

The University of Illinois

The University of Illinois was chartered on February 28, 1867, by the Illinois General Assembly in accordance with the Federal Land Grant Act that was signed on 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 history and commitments of the University of Illinois, as well as the purpose and values of the social work profession, form the context of the MSW program and shape our mission. The MSW program is part of the School of Social Work, a free-standing unit with direct reporting to the Provost of the University of Illinois at Urbana-Champaign. Founded in 1944, the School has continuously provided MSW education for more than 80 years.

The School of Social Work

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), a 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, international development, training and employment, aging, family planning, minorities and women, self-help groups, problems of adolescence, extramural education, and income maintenance.

As an integral part of the University, the School sees the scope of its mission starting in the region but extending beyond into rural and urban areas throughout the state and the nation, and responding to global needs. We help to accomplish this through our identical Campus MSW and Online MSW programs. The Campus MSW Program offers full- or part-time coursework on the Urbana-Champaign campus. The Online MSW program enables students in other (often rural or more remote) areas to work full-time while pursuing their graduate degree through online coursework and a field placement in the students' home community.

Mission of the School and the MSW Program

The mission of the MSW Program is *to provide transformative educational experiences that prepare students for advanced social work practice with diverse populations by applying evidence-informed knowledge, skills, and values that foster social justice and promote positive social change*. In pursuit of this mission, the MSW program addresses the purpose of the profession 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."[1] We achieve this purpose by educating students for advanced practice and preparing them to work with diverse and marginalized populations.

The MSW Program embeds the values of the social work profession throughout its curriculum. We embody these values by demonstrating our commitment to diversity and social justice, our focus on interactions between people and their ecological systems, and our emphasis on the use of research-based practice with vulnerable and marginalized populations. In pursuit of social justice and positive social change, we encourage self-awareness, systematic knowledge development, comparative analysis, and critical thinking in the context of professional values and ethics.

The School of Social Work embraces the four-fold mission of the University of Illinois at Urbana-Champaign: teaching, research, public engagement, and economic development. The School is committed to developing and disseminating knowledge that contributes to responsive social welfare policies, programs, and practices. The School serves the citizens of Illinois by linking knowledge development to community needs and 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,

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[1] Code of Ethics of the National Association of Social Workers. Revised by the 2021 NASW Delegate Assembly.

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, and 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 two fields of practice: 1) Leadership and Social Change (aka macro practice) and Advanced Clinical (aka direct practice). Within the advanced clinical specialization, we have four focus areas: 1) children, youth, and family services, 2) health care, 3) mental health, and 4) 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. The goals of the MSW Program are closely tied to three overarching themes expressed in the mission that help to shape and provide an integrative focus to the curriculum. The first theme, which grows out of the mission of the University and the School and is crucial to the future development of knowledge for our profession, is *research-based practice*. Research forms the basis for decisions about content in all areas of the curriculum; it is used in course assignments and class discussions to augment and analyze theoretical content. Students also have many opportunities to apply research methods and findings to a variety of social work problems, issues, and practices. Throughout the curriculum, students learn to appreciate the value and importance of research and recognize its connection to ethical and competent practice. In this way, the program prepares graduates who are aware of their ongoing responsibility for continuing professional growth and development. In the classroom and the field, students learn that it is important to be familiar with current knowledge in the field and to use this knowledge in selecting, implementing, and evaluating practice.

The second theme, which grows out of our profession's mission and values, is a *commitment to diversity* and to the core values of the social work profession, with

particular attention to the promotion of social and economic justice and human rights. This commitment is reflected in the program's mission and is embedded in all areas of the MSW Program and its curriculum. Students gain an understanding and appreciation of the need to promote equal access to resources for all people, and of making social institutions more responsive and humane.

The third theme, which builds upon traditional social work theory and contemporary social work and social science research, is a focus on the *interactions between people and their ecological systems*. This theme provides students with a comprehensive framework for understanding the various personal, interpersonal, social, institutional, political, cultural, and physical environments within which people live. This theme builds upon the assumption that students should understand not only the impact of various systems on people's lives and, reciprocally, of people upon those systems but also the variety of values, opportunities, and experiences that can influence decisions, actions, and interactions between people and their environments.

These themes are reflected in the goals of the MSW Program. The five goals of the MSW Program are:

1. Prepare students to understand their ongoing responsibility to analyze how values affect policy and practice, to apply professional values and ethics to address social problems, and to promote social and economic justice.

2. Prepare students with the knowledge and skills needed to enhance human rights and effectively engage diverse populations, including knowledge of how racism, poverty, gender, disability, sexual orientation, ageism, and other forms of discrimination impact individuals and groups.

3. Equip students to use research to evaluate policy and practice, to apply research findings to policy and practice, and to develop strategies for ongoing integration of research into practice interventions.

4. Equip students to apply knowledge of human development and behavior in the social environment to their work with individuals, families, groups, organizations, and communities.

5. Advance students' knowledge and skills related to evidence-informed assessment, intervention, and evaluation of practice with individuals, families, groups, organizations, and communities in five key areas: children, youth, and families; mental health; health care; school social work; or leadership and social change.

The MSW Program's mission and five goals support the development of competency in advanced social work practice. The goals support the values of the profession and reflect our commitment to three major themes that are infused throughout the curriculum: research-based practice, commitment to diversity, and interactions between people and their ecological systems.

Part 2: MSW Program Information

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

The Traditional MSW degree requires a total of 64-72 hours of generalist and advanced coursework, which includes 24 semester hours of field education. Once students demonstrate mastery of generalist 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 specialization, students may then enroll in a two-semester consecutive field practicum and concurrent online field seminars.

The Advanced Standing MSW degree requires a range of 44-56 hours of advanced coursework, which includes 12-24 semester hours of field education. Upon entry into the Advanced Standing MSW program, students are required to demonstrate competency in required generalist content in each area of the curriculum: practice methods, policy, research, human behavior in the social environment, and field education. These generalist 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 specialization, students may then enroll in a one- or two-semester consecutive field practicum and concurrent online field seminar.

Areas of Specialization

Students select one of the following fields of practice as their area of specialization: Leadership and Social Change or Advanced Clinical. Every student must choose a specialization and complete an internship within that area of specialization. Following are descriptions for each specialization:

Leadership and Social Change Specialization

The LSC area of specialized practice prepares students for social work careers that emphasize social change both within social service agencies 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 area of specialized practice prepares students for macro-level advanced practice. LSC focuses on changing larger social systems, such as communities, organizations, and/or policy. It includes a broad spectrum of practice, such as planning, program development, community organizing and development, policy analysis, legislative advocacy, and program evaluation. It has a major emphasis on social entrepreneurship, policy advocacy, and work with non-profit organizations.

The LSC area of specialized practice provides students with advanced training useful in pursuing careers in any of the areas of advocacy, policy practice, administration, nonprofit management, and community organization. This area of specialized practice addresses leadership in social service agencies, non-profits, and government. It emphasizes the development of advanced competencies in leadership theories, social entrepreneurship as a way to effect social change, program planning (includes grant

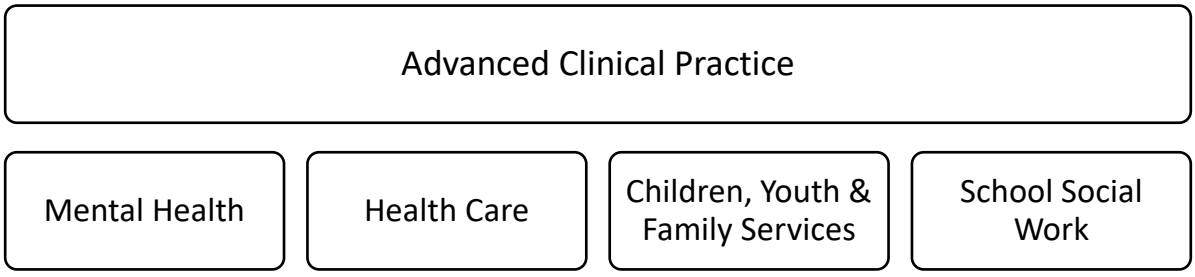
writing and budgeting) as well as competencies in supervision and program administration. All students in LSC are expected to develop competency in program evaluation. Consistent with current trends and market needs in social work, our curriculum incorporates international social work and social entrepreneurship content. The field experience offers students the opportunity to apply macro practice knowledge, skills, and values in an organizational or community setting.

Advanced Clinical Specialization

Students in the advanced clinical area of specialized practice prepare for direct clinical practice with individuals, families, and groups. Students learn to apply contemporary models of clinical practice to practice issues they will encounter in social service agencies and private clinical practice. This area of specialized practice educates students on clinical issues such as the etiology and expression of violence, trauma with children and youth, challenges around sexual identities, depression, anxiety, emotional regulation, etc. These themes are all components of our application of theory to clinical practice. Students in the advanced clinical specialization learn to use specific theories and therapy models. These include cognitive-behavioral theory and practice, motivational interviewing, dialectical behavior therapy and practice, crisis intervention, and contemporary psychodynamic and psychoanalytic theories. With the growth of integrated care, we also aim to teach advanced clinical skills applicable in such settings. Content is designed to heighten students' self-awareness, and to help them learn about the professional use of self. Students learn how to implement and evaluate evidence-based interventions related to clinical social work. In addition, the field experience offers students the opportunity to apply clinical knowledge, skills, and values in a clinical social work setting with a focused population.

Advanced Clinical Specialization Focus Areas

Students in the advanced clinical specialization can choose a focus area in School Social Work, Mental Health, Health Care, or Children, Youth & Family Services. Students may also choose not to focus in a specific practice area. If a student does not choose a focus area, they consult with their advisor to choose an independent plan of study.



Children, Youth, and Family Services

This focus area is designed to help students develop the knowledge and skills they need to effectively identify and address the critical needs of vulnerable and disadvantaged children, youth, and families. Students in this focus area will be prepared to pursue careers in direct practice, administration, research, or policy related to 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

We have many years of experience offering courses in Health Care. Students in this focus area prepare for advanced practice in a wide variety of medical settings, from hospitals to public health clinics to programs for the elderly. While we do not have a special focus on Aging or Gerontology, students who are interested in developing advanced competencies in this area generally choose to specialize in our Health Care focus area. These students learn to provide patient care and to mobilize family, friendships, and other supportive networks on the patient's behalf. While most students focus primarily on clinical practice in Health Care settings, the focus area also addresses policy and advocacy issues in Health Care settings. In response to recent trends over the past few years, we have also been including greater content on integrated and inter-professional health care.

Mental Health

Students in the mental health focus area work on advanced competencies that prepare them to work in community mental health agencies, substance abuse agencies, family counseling agencies, and a wide variety of settings that provide mental health services to all populations. They are prepared to work with individuals, families, and groups in dealing with internal, interpersonal, and environmental problems that affect people's mental health and social functioning. The curriculum prepares students to provide, coordinate, and administer community-based services for individuals/families who encounter emotional stress, with a special emphasis on behavioral and cognitive methods, addictions, and substance use. Although mental health is primarily a clinical focus area, MSW students with prior experience in the field may choose to take elective courses that will allow them to develop their competencies as mental health supervisors.

School Social Work

This focus area emphasizes advanced competencies in working in public school settings, including the ability to assess and address special education needs and work to engage families in the public school system. The curriculum focuses on the development of clinical skills in school settings. Our school social work focus area prepares students for the Illinois School Social Work test and is approved by the Illinois State Board of Education (ISBE). The School's social work curriculum enables students to meet all requirements for "endorsement". With this endorsement, students who graduate from our program are eligible to sit for their Type 73 licensing exam required to

serve as a school social worker in Illinois. A “C” grade or above in all professional education coursework and content-area courses is also required for the Schools’ focus area.

IMPORTANT: Students must contact the Director of Graduate Enrollment Management to change their area of specialization or focus area by the 6th week of classes in the Fall semester. Students changing their area of specialization will also be required to complete a Graduate College petition. Changes in specialization and focus areas will be accommodated on a space-available basis.

MSW Curriculum

Generalist Courses

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 generalist content in four curriculum areas: social work practice methods, policy, research, and human behavior in the social environment, prior to enrolling in advanced and specialization courses.

Generalist 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 generalist course(s) as part of the MSW curriculum
- Completion of course(s) from an accredited social work program

MSW students take generalist and advanced courses in social work practice methods with individuals, families and organizations, in policy and services, in research, and in human behavior and the social environment. A total of 72 hours of graduate coursework is required for the MSW degree. The curriculum may be completed in 16 to 24 months of full-time study. A two-semester field placement/internship (block placement of 960 hours) is also required.

Advanced Specialization Courses

Students may enroll in advanced courses (totaling eight) once mastery of generalist content has been demonstrated. In all areas of specialization, students may select among advanced courses in practice, policy, research, and human behavior in the social environment. Advanced field content is demonstrated in SOCW 531 (once generalist field requirements have been successfully completed). Specialized field requirements are evaluated and demonstrated in SOCW 532.

Field Education Curriculum

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 internship settings where students gain hands-on experience.

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 internship.

To be eligible to begin their internship, students must have completed all required courses except for the Field seminar course(s), have a cumulative grade point average of 3.0 (B), a prior semester GPA of 2.25 or better, and have demonstrated professional behavior as outlined in the *UIUC School of Social Work Commitment to the Profession Expectations and Responsibilities.*

The Field Education curriculum is completed during the final semester(s) of the MSW Program and is designed so that students apply the knowledge, values and skills acquired in the classroom to the hands-on experience during the internship. Students are placed in internship sites across the State, as well as out-of-state, if the student desires. Depending on their program of study, the student will complete one or two consecutive semesters of internship. Students may enroll in the Field Practicum and Integrative Seminar courses (SOCW 531 and SOCW 532) only after they have successfully completed all of the required generalist, advanced, and specialization courses. Each semester of SOCW 531 and SOCW 532 are 12 credit hours.

Students in the Leadership and Social Change Specialization and the Advanced Clinical Specialization focus areas of Children, Youth, and Family Services, Mental Health and Health Care can begin their internships during the Summer or the Fall semester. Students in the School Social Work focus area begin their internship in the Fall semester.

Students can petition to complete a part-time field placement that will span an extra semester. Part-time field placements are 18-20 hours per week.

Field Education: Traditional MSW Program

Traditional students (those holding an undergraduate degree in something other than social work) are required to complete a Field placement of two consecutive semesters and accrue at least 900 hours. Their learning is focused on the development of both generalist and advanced skills and knowledge.

Field Education: Advanced Standing MSW Program

Advanced Standing students who have met the generalist Field requirements through completion of their BSW program, therefore, have fewer required internship hours than those students who hold an undergraduate degree in something other than social work.

Advanced Standing students are required to complete a one-semester internship and accrue at least 500 hours. Students in the School Social Work focus area must complete at least 600 hours, per Illinois State Board of Education requirements. If interested, Advanced Standing students may complete two semesters of internship,

keeping in mind that tuition will be assessed for both semesters. Their learning is focused on the development of advanced skills and knowledge.

In order to ensure all graduating students have obtained sufficient Field experience during the MSW program to enter professional practice, some Advanced Standing students are required to complete a two-semester internship and accrue at least 900 hours. The need for an additional semester of internship is determined during the admissions process.

MSW Program of Study

Advanced Clinical Specialization:

Traditional MSW Students

Traditional MSW students are required to take four generalist courses focused on generalist practice and eight advanced courses in addition to a two-semester internship.

As illustrated in the table below, the generalist curriculum for generalist practice consists of the following four generalist courses, a one semester internship and one seminar course. These four courses, along with the generalist component of the block field placement, focus on generalist practice and attainment of the nine competencies at the generalist level.

Generalist Courses

1. SOCW 400: Generalist Social Work Practice Methods
2. SOCW 410: Social Welfare Policies and Services
3. SOCW 427: Social Work Research Methods
4. SOCW 451: HBSE I: Human Development

Field Education

1. SOCW 531 (12 credit hours)
2. SOCW 532 (12 credit hours)

Curricular Area	Required Courses	Supplemental Courses	Courses Required
Methods	SOCW 400: Generalist Social Work Practice Methods (generalist) SOCW 509: Advanced Clinical Assessment & Interviewing	Choose two: SOCW 500: SW Practice w/ Indiv. & Fam. SOCW 501: SW Practice w/ Groups SOCW 502: Brief MI for Sub. Use SOCW 503: Trauma-Informed Social Work w/ Children & Adolescents SOCW 505: Behav. & Cogn. Methods for SW SOCW 506: SW Practice w/ Child/Adol. SOCW 507 (SSW only): School Social Work Practice	4

		SOCW 508: Family Therapy Seminar SOCW 516: Child, Youth & Family Services SOCW 553: Int. Beh. Health & Health Care SOCW 561: Special Studies in Social Work	
Policy	SOCW 410: Social Welfare Policy & Services (generalist) SOCW 589: Social Work & the Law	Choose one: SOCW 514: Mental Health Policy and Services SOCW 515: Integrated Health Care Policy and Services SOCW 519 (SSW only): Public School Pol/Svcs. SOCW 580: Adv. Child Welfare	3
Research	SOCW 427: Social Work Research Methods (generalist) SOCW 541: Clinical Research Seminar OR SOCW 542: Program Evaluation	None	2
HBSE	SOCW 451: HBSE I: Human Development (generalist) SOCW 552: HBSE II: Mental Disorders	None	2
Elective	None	Choose one (400 or 500 level course):	1
Field Education	SOCW 531: Field Practicum and Integrative Seminar I SOCW 532: Field Practicum and Integrative Seminar II	None	Full-time (12 Semester hours each semester)

This curriculum design supports a developmental approach to achieving advanced competencies, culminating in the application and integration of knowledge in the field placement and seminar. The field placement itself is developmental, with separate field learning planning for generalist competencies and advanced behaviors in the areas of

specialized practice. The first ten weeks of field are focused on generalist competencies for generalist practice and the remaining twenty-one weeks address advanced behaviors in the student's area of specialized practice. The block placement design supports our university and School service missions. The block placement and the online integrative seminar(s) enable students to do field placements throughout the State of Illinois. The tables on the following pages summarize the course requirements for the different focus areas available for all MSW students:

Traditional MSW Program

Leadership and Social Change Specialization

There are 4 generalist courses 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.

Curricular Area	Required Courses	Supplemental Courses	Courses Required
Methods	SOCW 400: (generalist) SOCW 520: Social Welfare Planning SOCW 522: SW Practice with Comm. SOCW 526: Managing Human Service Orgs.	None	4
Policy	SOCW 410: (generalist) SOCW 584: Policy Practice & Advocacy	None	2
Research	SOCW 427: (generalist) SOCW 542: Program Evaluation	None	2
Diversity and Inequality in Social Environments	SOCW 451: (generalist) SOCW 510: Theories of Diversity, Inequality & Social Change	None	2
Electives	None	Choose Two: See course descriptions for options	2
Field Education	SOCW 531 (first semester) SOCW 532 (second semester)	None	Full-time (12 semester hours each semester)

Advanced Clinical Specialization:

Focus Area: Children, Youth, and Family Services

There are 4 generalist courses 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.

Curricular Area	Required Courses	Supplemental Courses	Courses Required
Methods	SOCW 400: (generalist) SOCW 509 SOCW 516	Choose One: SOCW 500 SOCW 501 SOCW 502 SOCW 503 SOCW 505 SOCW 506 SOCW 508 SOCW 561	4
Policy	SOCW 410: (generalist) SOCW 580 SOCW 589	None	3
Research	SOCW 427: (generalist) SOCW 541 or SOCW 542	None	2
HBSE	SOCW 451: (generalist) SOCW 552	None	2
Electives	None	Choose One: See course descriptions for options	1
Field Education	SOCW 531 (first semester) SOCW 532 (second semester)	None	Full-time (12 semester hours each semester)

Advanced Clinical Specialization

Focus Area: Healthcare

There are 4 generalist courses 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.

Curricular Area	Required Courses	Supplemental Courses	Courses Required
Methods	SOCW 400: (generalist) SOCW 509 SOCW 553	Choose One: SOCW 500 SOCW 501 SOCW 502 SOCW 503 SOCW 505 SOCW 506 SOCW 508 SOCW 561	4
Policy	SOCW 410: (generalist) SOCW 515 SOCW 589	None	3
Research	SOCW 427: (generalist) SOCW 541 or SOCW 542	None	2
HBSE	SOCW 451: (generalist) SOCW 552	None	2
Electives	None	Choose One: See course descriptions For options	1
Field Education	SOCW 531 (first semester) SOCW 532 (second semester)	None	Full-time (12 semester hours each semester)

Advanced Clinical Specialization

Focus Area: Mental Health

There are 4 generalist courses 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.

Curricular Area	Required Courses	Supplemental Courses	Courses Required
Methods	SOCW 400: (generalist) SOCW 509	Choose Two: SOCW 500 SOCW 501 SOCW 502 SOCW 503 SOCW 505 SOCW 506 SOCW 508 SOCW 561	4
Policy	SOCW 410: (generalist) SOCW 514 SOCW 589	None	3
Research	SOCW 427: (generalist) SOCW 541 or SOCW 542	None	2
HBSE	SOCW 451: (generalist) SOCW 552	None	2
Elective	None	Choose One: See course descriptions for options	1
Field Education	SOCW 531 (first semester) SOCW 532 (second semester)	None	Full-time (12 semester hours each semester)

Advanced Clinical Specialization

Focus Area: School Social Work

There are 4 generalist courses 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.

Curricular Area	Required Courses	Supplemental Courses	Courses Required
Methods	SOCW 400: (generalist) SOCW 507 SOCW 509	Choose One: SOCW 500 SOCW 501 SOCW 502 SOCW 503 SOCW 505 SOCW 506 SOCW 508 SOCW 561	4
Policy	SOCW 410: (generalist) SOCW 519 SOCW 589	None	3
Research	SOCW 427: (generalist) SOCW 541 or SOCW 542	None	2
HBSE	SOCW 451: (generalist) SOCW 552	None	2
Electives	None	Choose One: See course descriptions for options. Methods/ practice classes recommended.	1
Field Education	SOCW 531 (first semester) SOCW 532 (second semester)	None	Full-time (12 semester hours each semester)

Advanced Standing Specialization Guidelines

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.

Curricular Area	Required Courses	Supplemental Courses	Courses Required
Methods	SOCW 520 SOCW 522 SOCW 526	None	3
Policy	SOCW 584	None	1
Research	SOCW 542	None	1
Diversity and Inequality in Social Environments	SOCW 510	None	1
Electives	None	Choose Two: See course descriptions for options.	2
Field Education	SOCW 531	None	Full-time (12 semester hours)

Advanced Standing
Advanced Clinical Specialization
Focus Area: 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.

Curricular Area	Required Courses	Supplemental Courses	Courses Required
Methods	SOCW 509 SOCW 516	Choose One: SOCW 500 SOCW 501 SOCW 502 SOCW 503 SOCW 505 SOCW 506 SOCW 508 SOCW 561	3
Policy	SOCW 580 SOCW 589	None	2
Research	SOCW 541 or SOCW 542	None	1
HBSE	SOCW 552	None	1
Electives	None	Choose One: See course descriptions for options.	1
Field Education	SOCW 531	None	Full-time (12 semester hours)

Advanced Standing
Advanced Clinical Specialization
Focus Area: Healthcare

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.

Curricular Area	Required Courses	Supplemental Courses	Courses Required
Methods	SOCW 509 SOCW 553	Choose One: SOCW 500 SOCW 501 SOCW 502 SOCW 503 SOCW 505 SOCW 506 SOCW 508 SOCW 561	3
Policy	SOCW 515 SOCW 589	None	2
Research	SOCW 541 or SOCW 542	None	1
HBSE	SOCW 552	None	1
Electives	None	Choose One: See course descriptions for options.	1
Field Education	SOCW 531	None	Full-time (12 semester hours)

Advanced Standing
Advanced Clinical Specialization
Focus Area: 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.

Curricular Area	Required Courses	Supplemental Courses	Courses Required
Methods	SOCW 509	Choose Two: SOCW 500 SOCW 501 SOCW 502 SOCW 503 SOCW 505 SOCW 506 SOCW 508 SOCW 561	3
Policy	SOCW 514 SOCW 589	None	2
Research	SOCW 541 or SOCW 542	None	1
HBSE	SOCW 552	None	1
Elective	None	Choose One: See course descriptions for options.	1
Field Education	SOCW 531	None	Full-time (12 semester hours)

Advanced Standing
Advanced Clinical Specialization
Focus Area: 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.

Curricular Area	Required Courses	Supplemental Courses	Courses Required
Methods	SOCW 507 SOCW 509	Choose One: SOCW 500 SOCW 501 SOCW 502 SOCW 503 SOCW 505 SOCW 506 SOCW 508 SOCW 561	3
Policy	SOCW 519 SOCW 589	None	2
Research	SOCW 541 or SOCW 542	None	1
HBSE	SOCW 552	None	1
Electives	None	Choose One: See course descriptions for options. Methods/practice classes recommended.	1
Field Education	SOCW 531 (Fall semester)	None	Full-time (12 semester hours)

Online MSW Program of Study

For over 30 years, the School of Social Work 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 Online MSW program permits students with the necessary academic and practice background to enroll in generalist and advanced courses in an online format. This design allows students to begin the program while continuing to work in their communities. Once all core coursework is completed, students are eligible to start their field placement. Some students are eligible to complete a return to place of employment field placement, others will petition to complete a part-time field placement, while others choose to move from their full-time employment into their field placement.

Academic requirements for program admission, program advancement, course requirements and syllabi, objectives and expectations, and degree requirements are identical to the Campus MSW Program. We offer the Leadership and Social Change (Macro) specialization and the Advanced Clinical (Direct Practice) specialization through the Online MSW program.

Online MSW Program and Field Education

The policies and procedures for field education described earlier in the Graduate Handbook also apply to all students in the Online MSW 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. The following tables show model programs for the Online MSW Program as well as the Online MSW Advanced Standing Program.

ADVANCED CLINICAL SPECIALIZATION

Model Program: Online MSW Traditional Program	
SEMESTER 1 Summer	***Online Coursework: Generalist Course Work*** 1 class – Human Behavior in Social Environment (SOCW 451) 1 class – Policy (SOCW 410)
SEMESTER 2 Fall	***Online Coursework: Generalist Course Work*** 1 class – Research (SOCW 427) 1 class – Practice (SOCW 400)
SEMESTER 3 Spring	***Online Coursework: Advanced Course Work*** 1 class – Advanced Methods (SOCW 509) 1 class – HBSE II (SOCW 552)

Model Program: Online MSW Traditional Program	
SEMESTER 4 Summer	***Online Coursework: Advanced Course Work*** 1 class – Elective (SOCW 5--) 1 class – Advanced Methods (SOCW 4- or SOCW 5-)
SEMESTER 5 Fall	***Online Coursework: Advanced Course Work*** 1 class – Advanced Research (SOCW 542) 1 class – Policy (SOCW 589)
SEMESTER 6 Spring	***Focus Area Course Work*:** 2 classes (1 Advanced Policy, 1 Advanced Methods): Children, Youth, and Family Services: SOCW 516 & SOCW 580 Healthcare: SOCW 515 & SOCW 553 Mental Health: SOCW 514 & 1 Advanced Methods School Social Work: SOCW 507 & SOCW 519
SEMESTER 7 Summer or Fall	***Field Education*** *Students in specializations/focus areas OTHER than Schools can choose to start field education in either semester* Summer or Fall – SOCW 531 (12 credit hours) *School Social Work ONLY:* Fall – SOCW 531 (12 credit hours)
SEMESTER 8 Fall or Spring	***Field Education*** Fall or Spring – SOCW 532 (12 credit hours) *Schools Focus Area ONLY:* Spring – SOCW 532 (12 credit hours)

Model Program: Online MSW Advanced Standing Program	
SEMESTER 1 Spring	***Online Coursework: Advanced Course Work*** 1 class – Advanced Methods (SOCW 509) 1 class – HBSE II (SOCW 552)
SEMESTER 2 Summer	***Online Coursework: Advanced Course Work*** 1 class – Elective (SOCW 4- or SOCW 5-) 1 class – Advanced Methods (SOCW 5-)
SEMESTER 3 Fall	***Online Coursework: Advanced Course Work*** 1 class – Advanced Research (SOCW 542) 1 class – Policy (SOCW 589)
SEMESTER 4 Spring	***Focus Area Course Work*:** 2 classes (1 Advanced Policy, 1 Advanced Methods): Children, Youth, and Family Services: SOCW 516 & SOCW 580 Healthcare: SOCW 515 & SOCW 553 Mental Health: SOCW 514 & 1 Advanced Methods School Social Work: SOCW 507 & SOCW 519
SEMESTER 5 Summer or Fall	***Field Education*** *Students in specializations/focus areas OTHER than Schools can choose to start field education in either semester* Summer or Fall – SOCW 531 (12 credit hours) *School Social Work ONLY:* Fall – SOCW 531(12 credit hours)

LEADERSHIP AND SOCIAL CHANGE SPECIALIZATION – ONLINE

Model Program: Online MSW Traditional Program	
SEMESTER 1 Summer	***Generalist Course Work*** 1 class – Policy (SOCW 410) 1 class – HBSE I (SOCW 451)
SEMESTER 2 Fall	***Generalist Course Work*** 1 class – Practice (SOCW 400) 1 class – Research (SOCW 427)
SEMESTER 3 Spring	***Advanced Course Work*** 1 class – HBSE II (SOCW 510) 1 class – Methods (SOCW 526)
SEMESTER 4 Summer	***Advanced Course Work*** 1 class – Methods (SOCW 520) 1 class – Methods (SOCW 522)
SEMESTER 5 Fall	***Advanced Course Work*** 1 class – Advanced Research (SOCW 542) 1 class – Elective
SEMESTER 6 Spring	***Advanced Course Work*:** 1 class – Policy (SOCW 584) 1 class – Elective (SOCW 456 or other elective)
SEMESTER 7 Summer or Fall	***Field Education*:** Start field placement Summer or Fall – SOCW 531 (12 Credit Hours)
SEMESTER 8 Fall or Spring	***Field Education*:** Fall or Spring – SOCW 532 (12 Credit Hours)

Model Program: Online MSW Advanced Standing Program	
SEMESTER 1 Spring	***Advanced Course Work*** 1 class – HBSE II (SOCW 510) 1 class – Methods (SOCW 526)
SEMESTER 2 Summer	***Advanced Course Work*** 1 class – Methods (SOCW 520) 1 class – Methods (SOCW 522)
SEMESTER 3 Fall	***Advanced Course Work*** 1 class – Advanced Research (SOCW 542) 1 class – Elective
SEMESTER 4 Spring	***Advanced Course Work*:** 1 class – Policy (SOCW 584) 1 class – Elective (SOCW 456 or other elective)
SEMESTER 5 Summer or Fall	***Field Education*:** Start Field Placement in Summer or Fall – SOCW 531 (12 Credit Hours)

Part 3: PhD Program Information

PhD Mission Statement:

The PhD program at the University of Illinois at Urbana-Champaign School of Social Work equips students with tangible skills to use rigorous scientific methods to develop and disseminate knowledge, teach the next generation of social workers, and serve their communities. Grounded in social work values and related theories, our social-justice oriented students are prepared for leadership roles in conducting high impact interdisciplinary work, educating students, and meeting the changing needs of a global social work landscape.

PhD Program Goals:

To develop leading scholars who:

- **influence** and **define** knowledge on social work values and related theories;
- are **well versed** in qualitative, quantitative, mixed methods, and intervention research;
- have **real-world impact** on policies and practices commensurate with the profession's social justice-orientation; and
- **understand and address** the changing needs of a global world.

Students will be paired with an academic advisor based on their academic interests, and the advisor will work closely with the student 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. PhD students 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.

Degree and Course Requirements

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

Complete degree requirements are available in the University of Illinois Urbana-Champaign Academic Catalog.

Emphasis on research as well as the theoretical foundations and knowledge base of social work are reflected in the generalist 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 methods and statistical competency.
4. Focus area of specialization, including dissertation research.
5. Issues and competency in college teaching.

Doctoral students are required to take the following seven courses within the School of Social Work, which are specifically designed for doctoral students:

PhD Sample Timeline

Year I: Fall Semester
SOCW 585: National Social Welfare Policy
SOCW 593: Applied Qualitative Research
Outside Methods/Statistics Course

Year I: Spring Semester
SOCW 579: SW Practice Theories
SOCW 595: Quantitative Research Designs
Outside Methods/Statistics Course
Outside Focus Area Course

Year II: Fall Semester
Outside Focus Area Course
Outside Focus Area Course
Outside Methods/Statistics Course

Year II: Spring Semester
SOCW 575: SW Teaching Seminar
Outside Methods/Statistics Course
SOCW 594: Individual Research

Year III: Fall Semester
SOCW 594: Individual Research
SOCW 599: Dissertation Research

Year III: Spring Semester
SOCW 599: Dissertation Research
Complete Qualifying Paper

Year IV: Fall Semester
SOCW 599: Dissertation Research
Defend Preliminary Hearing

Year IV: Spring Semester
SOCW 599: Dissertation Research

Year V: Fall Semester
SOCW 599: Dissertation Research

Year V: Spring Semester
SOCW 599: Dissertation Research
Defend Final Dissertation

PhD Course Descriptions

SOCW 418: Independent Study

Independent study of a topic of special interest in the field of social work. *Students wanting to complete an independent study in another department would enroll under that department's independent study number.

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.

SOCW 576: Teaching Practicum

This course is designed to provide doctoral students with supervised, hands-on teaching training and experience with a faculty member after they complete the required Social Work Teaching Seminar. The primary objective of the teaching practicum is to strengthen the students' teaching ability and experiences for their entry into the job market. The purpose is for students to be involved in as many aspects of the teaching process as possible (e.g. syllabus development, class preparation, classroom time, office hours, assignment review/grading, meetings with faculty supervisor and any other relevant activities). Approved for S/U grading only. Prerequisite: SOCW 575.

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.

SOCW 585: National Social Welfare Policy

This seminar focuses on social policy development, implementation, evaluation, and research. The class will analyze theories of governmental policy intervention, both from substantive and procedural standpoints. Because the social policy arena is heavily politicized, political factors affecting policy development and implementation will be stressed. In addition, policy implementation discussions will attend both to program administration and intergovernmental relations issues. The growing importance of globalization in social policy development also will receive attention, as will selected issues in the evaluation of social policy interventions.

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.

SOCW 594: Individual Research (2 semesters)

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 can be obtained from the Graduate Admissions & Records Officer or on the School of Social Work website. The student will work collaboratively with their advisor to develop the proposal. The student and advisor must sign the proposal before it is turned in to the Director of Graduate Enrollment Management. The PhD Program Director will review and approve the proposal prior to the student being able to register for the course. **See Appendix 6 for SOCW 594 Guidelines and Proposal Outline.**

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.

SOCW 599: Dissertation Research

Research and writing of doctoral thesis in social work. Approved for S/U grading only. May be repeated.

UNIVERSITY-WIDE OUTSIDE COURSE OPTIONS

1. Statistics Courses Options

STATS	Software
*EPSY 480 Educational Statistics (online)	R/excel
*EPSY 580 Statistical Inference in Education	SAA/SPSS
*EPSY 581 Applied Regression Analysis	SPSS
EPSY 582 Advanced Statistical Methods	
EPSY 584 Multivariate Analyses in Psych and Edu	
EPSY 587 Hierarchical Linear Models	SAS
EPSY 588 Covar Struct and Factor Models	
EPSY 589 Categorical Data Analysis in Ed Psych	SAS
HDFS 597 Advanced Statistical Analysis	SPSS/HLM
*HDFS 594 Intermediate Statistical Analysis (prerequisite for HDFS 597)	
*HK 527 Biostatistics in Public Health	STATA
*SOC 485 Intermediate Social Statistics (online)	
SOC 586 Advanced Social Statistics I	
STAT 400 Statistics & Probability I	SAS
STAT 425 Statistical Modeling I	
STAT 440 Statistical Data Management	SAS
STAT 448 Advanced Data Analysis	
IS 457 Data Storytelling	
IS 590 Advanced Topics in Information Foundations	

PSYC 581 Applied Regression Analysis	
PSYC 587 Hierarchical Linear Models	

** Fundamental courses*

2. Research Methods Options

EPSY 574: Quasi-Experimental Design

EPSY 575: Mixed Method Inquiry

EPSY 583: Single Case Experimental Design

HDFS 591: Qualitative Methods (Grounded theory and Ethnography)

ANTH 414: Writing Ethnography

ANTH 511: Research Proposal Seminar

HK 494: Special Topics: Grant Writing

CI 552: Qualitative Writing

PSYC: 563 Research Methods: Clinical & Community Psychology

SOC 596: Recent Developments in Soc:

- Integrating Qualitative and Quantitative Methods
- Publication Seminar

3. Focus Area Options

ACE 411: Environment and Development

AFRO 481: Urban Communities & Public Policy

ANTH 515: Seminar in Anthropology

HK 550: Research Methods in Health and Kinesiology

HK 418: Organization of Health Care

HK 403: Technology, Health, and Aging

HK 515: Health Behavior Theory

HK 517: Principles of Epidemiology

CMN 467: Communication & Health Equity

EPSY 407: Adult Learning and Development

EPSY 550: Methods of Educational Inquiry

GWS 454: Social Work with Women

GWS: 512 Gender Relations & Intl Dev

GWS 575: Transnational Feminisms

HDFS 424: Racial and Ethnic Families

HDFS 425: Family Stress and Change

HDFS 501: Human Development Theories

HDFS 503: Social-Emotional Development

HDFS 521: Family Theories

HDFS 523: Ethnic Families

HDFS 527: Family Resiliency

HDFS 598: Special Problems in HDFS

LLS 473: Immigration, Health & Society

LLS 554: Inequalities in a Diverse Society

PSYC 465: Personality and Social Development

PSYC 598: Proseminar in Psychology

SPED 510: Legal Aspects of Disabilities

SPED 517: Disability Issues in Special Education

UP 473: Housing and Urban Policy

NOTE:

- Individual Study from DEPARTMENT OF INTEREST CAN BE FOCUS AREA Course. Please see guidelines for independent study on next page.

Other resources

- For workshop on statistical software: Workshop Workbooks and Data - ATLAS-CITLStatisticsPublicWiki - Illinois Wiki
- **Introduction to SAS: ELearning CD is free from** WebStore

Focus/Interdisciplinary Component

The doctoral student designates a focus area of study when admitted. Coursework in social work and other academic and professional disciplines, as well as the dissertation, are planned around each candidate's focus area.

All students are required to take a minimum of 12 credit hours of outside coursework related to their focus area. Outside courses should be selected to form a core of knowledge to support the student's competency in their area of specialization, and to aid in the development of a dissertation proposal.

Research and Statistical Methods Component

Students are required to take a minimum of 12 credit hours outside the School of Social Work in statistics and research methodology, which are appropriate for their focus area. These courses should provide evidence of research proficiency in the dissertation. A *minimum* grade of B or better is required.

Guidelines for Independent Study

Independent Study is an integral part of doctoral education through which students may pursue individualized, specialized and in-depth learning on a subject. It is not a substitute for formal coursework. On occasion, doctoral students are unable to enroll in course work that meets the outside course work requirements. In these cases, an independent study with an outside graduate faculty member may be appropriate to meet an outside focus area course. In these situations, the student would register under an independent study course number with that department. The independent study proposal needs to be signed by the student, the outside graduate faculty member and submitted to the PhD Program Director for approval. It will be filed in the student's academic record in the School of Social Work. Students may substitute only 8 hours of independent study units in lieu of general course requirements either in the Outside Research/Statistics, the Outside Focus Area component or in any combination of these two areas.

Guidelines Intended to Aid Students in Developing Independent Study Courses

The offering of independent study courses is intended to provide for the development of specialized knowledge not available in current courses. A student interested in independent study should develop a plan with a faculty member using the following outline. The proposal should be typed, attached to this form and submitted to the PhD Program Director for approval. After approval, the Graduate Admissions & Records Officer will supply the student with a CRN for registration and a copy will be placed in the student's file.

1. **General learning goal**. What is the topic area and how does it relate to social work? **Example**: I would like to learn how to work effectively with youth identified as fire setters.

2. **Specify one to three learning objectives**. Learning objectives should identify specific learning outcomes. **Example**: Orally present the most common interventions used with youth identified as fire setters with a critical evaluation of each intervention.

3. **Methods to be used to achieve learning objectives**. What specific readings will be done? What other data will be collected (e.g. interviews with practitioners, children, families, collection of information from the Internet, observation of client groups). How will this information be integrated? How often will instructor and student meet and for how long? A suggested minimum of 1 contact hour per week.

4. **What products will be produced and what will be basis for a grade.**

Joint MSW/PhD Degree Program in Social Work

The joint MSW/PhD program at the School of Social Work enables students to pursue a MSW and PhD within the same program. The School already has separate MSW and PhD programs, but the joint MSW/PhD program is for those students interested in PhD 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/PhD students are allowed to take up to three courses (12 hours) currently countable toward a PhD degree in meeting their MSW requirements, which would correspondingly reduce the number of courses needed for subsequent PhD 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 PhD will be admitted into the program. Admission to the Joint MSW/PhD program is restricted to students who have a Master's degree in a related field and who intend to complete a PhD in our School of Social Work. Both degrees (MSW and PhD) will be awarded upon completion of the joint program.

Master of Social Work (MSW)

Required Courses:	Leadership & Social Change Required Hours	Advanced Clinical Required Hours
Methods (*Based on Clinical or Administrative Focus)	16	16
Policy	8	8
Research	8*	8*
*SOCW 593 & 595 – PhD research courses		
HBSE	8	8
Field Education	24	24
Electives	8*	8*
*One elective will be in Focus Area for the PhD		
Total Hours	72	72
Minimum 500-level Hours Required Overall:	48	48

Doctor of Philosophy (PhD)

Required Courses:	Required Hours
SOCW 579, 585, 593 and 595 (593 and 595 taken for credit toward MSW)	8
SOCW 575 Social Work Teaching Seminar	4
SOCW 594 (2 semesters of enrollment)	8
Focus Area (outside of social work)	12
3 courses in statistics and research methodology, outside of Social Work	12
Thesis Hours Required (min applied toward degree):	8
Total Hours	52
Other Requirements:*	
Masters' Degree Required for Admission to PhD?	Yes
Qualifying Exam Required	Yes
Preliminary Exam Required	Yes
Final Exam/Dissertation Defense Required	Yes
Dissertation Deposit Required	Yes
Minimum GPA:	3.0

Teaching Opportunities

Serving as a teaching assistant is part of the 5-year funding package that the School of Social Work provides to PhD students. Being able to demonstrate teaching potential can be very important as students enter the job market.

Courses that PhD Students May Teach:

There are three types of courses that PhD students may be eligible to teach, and the requirements for teaching these courses differ.

Social Work 200, 300, & 321	Teaching assistant opportunities are available for these large undergraduate courses. Students can either assist a lead instructor; or in some cases, students who have gained initial teaching experience can become instructors for these courses as well.

BSW and Generalist MSW Courses	Adjunct instructor for other undergraduate courses and series of courses for MSW students who did not receive BSW degrees (SOCW 400, 410, 427, & 451). Preference for adjunct appointments will be given to students who have already been a TA.
Advanced MSW Courses	Adjunct instructor for MSW courses other than generalist courses (only if PhD student has special expertise related to the course).

In addition to the social work courses indicated above, PhD students occasionally serve as teaching assistants or adjunct instructors in other departments. In that case, students are subject to the procedures and requirements of the department offering the courses as they pursue teaching assignments.

Requirements for Teaching Assignment Eligibility for School of Social Work Courses

The requirements for PhD teaching eligibility differ depending on whether a student is teaching undergraduates (Social Work 200, 300, or 321) or MSW students. These differences derive from the requirement of the UIUC Graduate College that graduate student teachers generally should have a higher degree than the students they teach, unless a written exception is made. Within the School, such exception requests will be made only after PhD students have completed all coursework and their qualifying examination. Also, students in the joint MSW/PhD program cannot teach MSW level classes while they are in the MSW portion of their studies. In addition, Council on Social Work Education (CSWE) rules require that persons teaching MSW practice courses have at least two years of post-MSW practice experience. The Graduate College also requires international students to complete additional requirements from which U.S. students are exempt. The following table summarizes all requirements for both international and U.S. students for the opportunities for which PhD students may be eligible.

Type of Course	U.S. Students	International Students
Undergraduate Course (SOCW 200, 300 & 321)	*Before consideration*: Completion of teaching course (except with written exception) If selected to teach: Completion of general teaching assistant workshop	*Before consideration:* Completion of teaching course (except with written exception) Passage of EPI *If selected to teach:* Completion of international teaching workshop; Completion of general teaching assistant workshop (recommended)
Other Undergraduate Courses, and MSW	Same as for undergraduate course listed above, except also must have completed	Same as for undergraduate course listed above, except also must have completed all required

generalist courses (SOCW 400, 410, 427, and 451)	all required coursework and qualifying examination. For practice methods courses, two years of post-MSW practice experience also is required.	coursework and qualifying examination. Preference will be given to students who have already been a TA. For practice methods courses, two years of post-MSW practice experience also is required.
Advanced MSW courses	Same as for MSW generalist courses, except must also demonstrate special expertise related to the content of the advance course	Same as for MSW generalist courses, except must also demonstrate special expertise related to the content of the advance course

Qualifying Paper

Purpose of Qualifying Paper

The UIUC School of Social Work PhD Program's goal for the Qualifying Papers is for doctoral students to become independent researchers and scholars. Thus in the process of preparing their Qualifying Papers, students should be advancing their critical thinking and writing skills related to scholarly research. They should be developing the skills necessary to find relevant peer-reviewed articles and summarize and critique article's area of focus, propose research studies, and obtain the knowledge to write the basic components of a scholarly article.

The Qualifying Papers procedures have two components: the first involves a Comprehensive Literature Review, and the second involves writing a Scholarly Paper draft. The program encourages students to interconnect these two components by relating both to the same or a similar topic to allow for streamlining and full comprehension of a substantive area in the social work field.

Completing the in-depth literature review will require students to demonstrate their abilities in summarizing, synthesis, critical thinking, and critiquing skills related to practice theories, intervention research, methodology, and policies associated with their focus area. The Scholarly Paper must demonstrate students' knowledge of the basic components of a peer-reviewed journal article. At the same time, both papers should be working drafts, not expected to be in the final format, so that research can continue collaboratively after students complete each qualifying component.

Students who have passed their Qualifying Papers have achieved a level of knowledge sufficient to begin the dissertation stage and can continue refining their research skills. These skills include literature critiquing and synthesis, finding content and methodological gaps, creating a research question, proposing an appropriate methodological approach, acknowledging limitations of research studies, and having sufficient skills to know what each component of a peer-reviewed journal article (i.e. background, methods, results, discussion) should include.

Qualifying Papers Procedures

First Component: Comprehensive Literature Review

Process

First, students will work with their primary faculty advisor (Grading Committee Chair), in consultation with the PhD Program Director, to identify their topic and area of research interest and propose two additional professors to serve as the Qualifying Papers graders. Among the three graders, students are encouraged to select at least one professor from the School of Social Work with expertise in policy implications and at least one with expertise in practice implications. Students then meet with their proposed graders to ask them to serve. If a proposed grader declines, students must seek approval from their Grading Committee Chair for the additional grader(s) they will solicit. Ultimately, the Grading Committee must include at least two School of Social Work

faculty members. The third member may be a School of Social Work faculty member, a faculty member from another department at the University of Illinois, or a faculty member from another university with expertise in your topic. If the third grader is from outside the School of Social Work, the Graduate College must approve the selection, and the grader must be an expert in the methodology or/and the student's focus area. The faculty members who grade a student's Qualifying Papers may later serve as members of the student's dissertation committee, but this is not a requirement.

Having secured three graders, students should develop and submit a Qualifying Papers Plan and prepare a Comprehensive Literature Review Outline (2-5 pages, single-spaced) as well as a compiled reference list. Graders may make recommendations regarding additional literature to review and issues to consider, according to which students will revise their materials to their graders' satisfaction. Students then complete and submit their Comprehensive Literature Review to each grader in the designated Box folder.

Structure/Content of Literature Review

Students are expected to take up to, but no more than, one semester to complete the first component—the Comprehensive Literature Review. It must consist of a minimum of 30 pages and a maximum of 50 pages, double-spaced, not including the reference list (at least 30 references). This Comprehensive Literature Review contains a synthesis and critical discussion of a theoretical framework and empirical research in the student's focus area. The literature review should critically discuss at least one theoretical perspective and different methodological approaches used to investigate the area of interest, as well as important findings from existing research. It should also contain sections elaborating on the implications of the reviewed scholarship to social work practice and social work policy as well as future areas of investigation. Intervention and policy sections should contain a critical discussion of social work scholarship relevant to each implication.

Grading of Literature Review

All three graders will read and evaluate the Comprehensive Literature Review and will give a grade of "pass", "revision", or "fail." A passing grade indicates the student has demonstrated summarizing, synthesis, critical thinking, and critiquing skills related to practice theories, intervention research, methodology, and policies associated with their focus area. Students need to demonstrate (1) a thorough and well-defined review and a critical analysis and synthesis of the literature in their focus area, (2) a solid understanding of theoretical frameworks that are used in their focus area, and (3) a critical analysis of relevant research designs and methodologies.

Graders are expected to notify the PhD Program Director of their grading decision within three weeks of the student's submission of the paper. To pass the Comprehensive Literature Review, all three graders must judge the paper as a "pass". Should one or more graders judge the paper as a revision or "fail," the student may have one additional semester to submit one revision based on feedback from the three graders. If one or more graders still judge the paper as a "fail" at the conclusion of that semester,

the student may appeal to the PhD Committee or choose to discontinue the PhD program. Denial of appeal by the PhD committee will result in dismissal from the PhD program.

Second Component: Scholarly Paper

Process

For the second component of the Qualifying Papers, students are expected to be the lead author and will write all sections of the Scholarly Paper draft for intended journal publication. The Scholarly Paper may either be a systematic review, drawn from the Comprehensive Literature Review from the first component, or involve an empirical analysis of data. Students will submit their Scholarly Paper to their designated Box folder. If the graders' feedback indicates any revisions after students submit their paper, students will proceed with the revisions and include a response to the graders' comments. Students will have one semester to complete a revision, if one is required. Students will then submit a revised Scholarly Paper to a peer-reviewed journal of their choice based on the graders' feedback.

Structure/Content of Scholarly Paper

Students are expected to write a Scholarly Paper for intended journal submission. The paper's length and format should follow the requirements of the peer-reviewed journal the student intends to target. Through the second component, students should develop the ability to write independently for journal publication. The Scholarly Paper may either draw from the Comprehensive Literature Review from the first component or involve an empirical analysis of data. Students who think a conceptual paper or theoretical paper is not feasible or appropriate for their focus area may conduct an empirical analysis to extend knowledge and present results of their research. The Scholarly Paper may build from prior learning, but it needs to be independently completed for the Qualifying Papers process. After a student receives a passing grade, it is permissible to collaborate with others, including the Grading Committee (if applicable), before submitting the finalized manuscript to the targeted peer-reviewed journal.

Grading of Scholarly Paper

All three graders read and evaluate the Scholarly Paper. The content and quality of the Scholarly Paper needs to be comparable to scholarly articles in professional journals. The graders will determine if the paper (1) meets the requirement of a scholarly publication, (2) needs revisions to meet this requirement, or (3) fails the requirement of a scholarly publication. Graders are expected to notify the PhD Program Director of their grading decision and provide comments to the student within three weeks of the Scholarly Paper component submission.

The Scholarly Paper does not need to be accepted by a journal to satisfy the Scholarly Paper requirement. To pass the Scholarly Paper, all three graders must judge the paper/revision as a "pass." Should one or more graders judge the paper as a "fail," then the student may consult with the graders and have one additional semester to submit one revision. If the graders' feedback indicates revision, the student will proceed with

the revision and include a response to the graders' comments. The student will submit a revised Scholarly Paper based on the graders' feedback. The student will be encouraged to meet with the graders to discuss the revisions.

Students will have one semester to revise the Scholarly Paper and submit no later than the beginning of the fourth year. If the student does not complete the Scholarly Paper by the beginning of the Fall semester of the fourth year, the student needs to submit a petition to the PhD Program Director to explain the reasons for the delay and a plan for the timely completion of the paper.

If one or more graders still judge the paper as a "fail," the student may appeal to the PhD Committee or choose to discontinue the PhD program. Denial of the student's appeal by the PhD Committee will result in dismissal from the PhD program.

Appendix 1: Qualifying Papers Sample Timelines

Sample Timeline of Qualifying Papers: 5-Year Track

Semester and Year	Program Milestones
Year 2 Fall Semester	• Select the primary faculty advisor (Grading Committee Chair) • In consultation with Grading Committee Chair, identify topic area and two additional graders for the Qualifying Papers
Year 2 Spring Semester	• Complete and submit the Qualifying Paper Plan to PhD Program Director • Submit Comprehensive Literature Review outline and a compiled reference list to Grading Committee for approval
Year 3 Fall Semester	• Complete and submit the first component - the Comprehensive Literature Review
Year 3 Spring Semester	• Complete and submit the second component - the Scholarly Paper

Note: This sample timeline is based on 5-year plan, which is typical for many students. PhD students are permitted to begin the Qualifying Papers early and submit their components in Year 2 if they plan to complete their PhD degree in Year 4.

Sample Timeline of Qualifying Papers: 4-Year Track

Semester and Year	Program Milestones
Year 2 Fall Semester	• Select the primary faculty advisor (Grading Committee Chair) • In consultation with Grading Committee Chair, identify topic area and two additional graders for the Qualifying Papers

	• Complete and submit the Qualifying Paper Plan to PhD Program Director
Year 2 Spring Semester	• Submit Comprehensive Literature Review Outline and a compiled reference list to Grading Committee for approval
Year 2 Spring/Summer Semester	• Complete and submit the first component - a Comprehensive Literature Review
Year 2 Summer/Fall Semester	• Complete and submit the second component - a Scholarly Paper

Appendix 2: Qualifying Papers Procedures Checklist

1. Identify your Qualifying Papers topic(s).
    - Identify topic for Comprehensive Literature Review.
    - Identify topic for Scholarly Paper. A conceptual paper is recommended. If you choose to conduct an empirical analysis of data, it is recommended to maintain your focus area from the Comprehensive Literature Review.

2. Identify your Grading Committee Chair.
    - Your Grading Committee Chair is typically your primary faculty advisor, but you may select a University of Illinois School of Social Work faculty member with expertise in your focus area to serve as your Chair.

3. Complete the Qualifying Papers Plan and submit to the PhD Program Director to your Box submission folder.
    - You may collaborate with your Grading Committee Chair when completing your Qualifying Papers Plan.

4. Invite two additional faculty members to join your Grading Committee.
    - If a faculty member declines to serve on your Grading Committee, you may list additional potential graders in your Qualifying Papers Plan.

5. Develop and submit your Comprehensive Literature Review Outline to your Box submission folder.
    - You may collaborate with your graders before submitting your Comprehensive Literature Review Outline.

6. Within one semester of receiving approval of your Comprehensive Literature Review Outline, submit your Comprehensive Literature Review to your Box submission folder.
    - Within three weeks, receive feedback from your Grading Committee and revise accordingly.

- After receiving a “pass” grade on your Comprehensive Literature Review, modify your Qualifying Papers Plan and obtain feedback from your Grading Committee, if necessary, as you begin your Scholarly Paper.

7. Within one semester of developing your Scholarly Paper, submit your Scholarly Paper to your Box submission folder.
    - Within three weeks, receive feedback from your Grading Committee and modify accordingly.

8. Congratulations! Receive a final letter from the PhD Program Director as approval to begin your preliminary proposal.
    - Collaborate with your Grading Committee and other colleagues, as deemed appropriate, to submit a final manuscript to your selected peer-reviewed journal

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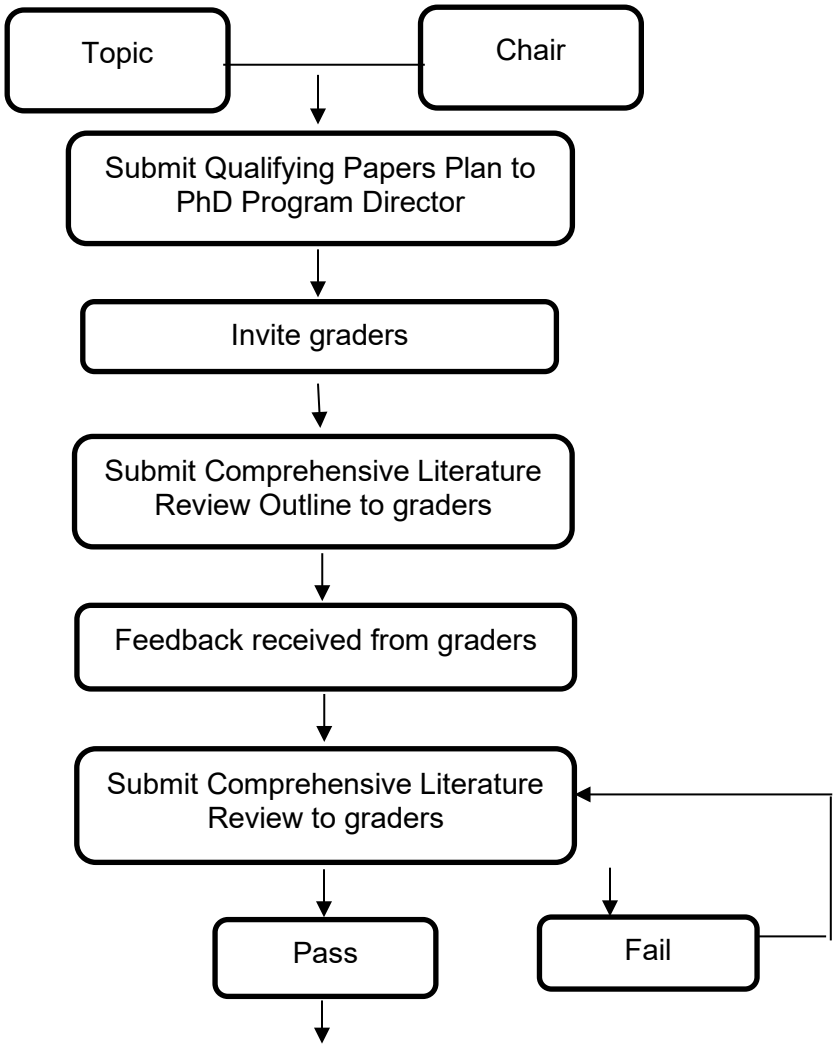
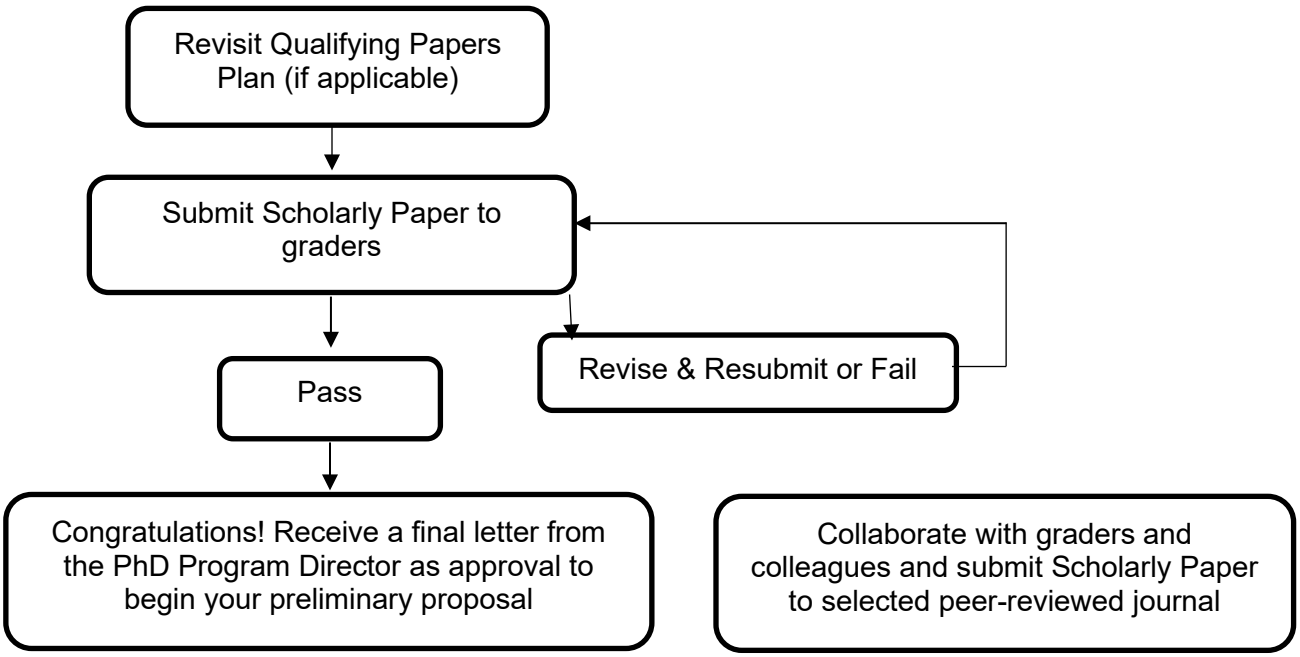
Appendix 3: Qualifying Papers Flowchart




Revisit Qualifying Papers Plan (if applicable)
Submit Scholarly Paper to graders
Revise & Resubmit or Fail
Pass
Congratulations! Receive a final letter from the PhD Program Director as approval to begin your preliminary proposal
Collaborate with graders and colleagues and submit Scholarly Paper to selected peer-reviewed journal

Appendix 4: Qualifying Papers Plan ____

You may collaborate with your Qualifying Papers Chair when developing your Plan. When you complete this plan, please submit to the PhD Program Director in your designated Box folder.

Component 1: Comprehensive Literature Review

1. What is your literature review topic?

   _____

2. Theoretical/conceptual framework(s):

   _____

Component 2: Scholarly Paper

1. What is your scholarly paper topic?

   _____

2. What type of scholarly paper do you plan? Which methodologies will you use?
   a. Conceptual paper: _____
   b. Systematic review: _____
   c. Empirical qualitative study: _____
   d. Empirical quantitative study: _____
3. Which peer-reviewed journals do you plan to submit your paper?
   a. _____
   b. _____
   c. _____

Grading Committee

1. Who would you like as your Grading Committee Chair? Why would you like this person to serve as your chair (e.g., advisor, expert in focus area)?
2. Who else would you like on your Grading Committee?

Name of Committee Grader	What is this person's expertise? (e.g., focus area, theory, methodology, policy, practice)
Chair:	
Grader 2:	
Grader 3:	

Timeline

Semester	Milestone(s) Completed	Goal(s)

Appendix 5: Sample Comprehensive Literature Review Template

Title

1. Introduction
    a. Problem Statement
    b. Background
    c. Significance

2. Theoretical/conceptual framework
    a. History and overview of theory
    b. Key concepts
    c. Strengths and limitations

3. Literature review and methodological approaches (if applicable)—may be multiple sections depending on topic
    a. Key findings of empirical research in focus area
    b. Methodological approaches
    c. Limitations and gaps of prior research

4. Discussion
    a. Summarize findings from literature review
    b. Policy implications
    c. Practice implications

5. Conclusion
    a. Call for future research to address gaps

Appendix 6: SOCW 594 Guidelines and Proposal Outline

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). Specific objectives for the individual research project will reflect the individualized nature of student research interests, knowledge, and skills. In conjunction with their supervising faculty member, students are expected to develop a learning contract for the project with the faculty member with whom they are working.

The contract should include:

1. The research objectives and competencies to be acquired or strengthened by the student.
2. The research problem being examined.
3. The general methodological procedures to be employed.
4. The specific research tasks/activities to be engaged in by the student over the course of two semesters with an appropriate timeline.
5. The research training to be provided by the faculty supervisor.

Ideally, a publishable paper, co-authored by the student and faculty supervisor, will emerge from the research practicum. At a minimum, the student is expected to submit a formal written summary integrating the substantive, methodological, and data analytic components of the practicum at the end of each semester of the practicum. The faculty supervisor evaluates the student's performance based upon the completion of the tasks specified in the contract, the student's attainment of targeted knowledge and skills, and the quality of the final research report.

If the student initiates a project involving human subjects for the purposes of a research practicum, written permission must be received from any agency or individuals/clients that will be involved in the research. The student is responsible for getting University approval for using human subjects prior to making any contacts with individuals/clients for the purposes of research. The website for UIUC Institutional Review Board, which handles human subjects' requests and issues is: http://irb.illinois.edu/. All forms, contact phone numbers, and committee deadlines are available on this website.

Proposal Outline for SW594 Individual Research

Students should develop a research plan with their faculty supervisor of this course using the following outline (1 or 2 double-spaced pages). The student and the faculty member should both sign the proposed research plan and submit it to the PhD office. The research plan will be filed in the student folder.

1. Identify the major research question
2. Identify the method to be used to answer the question
3. Identify the major types of data analysis that likely to be used
4. Identify the products that will be produced.

Student signature

Faculty signature

Dissertation Process

The Dissertation

The research question for the student's doctoral dissertation shall derive from the student's focus area and have significance for social work theory, practice, policy or administration. Information on various aspects of the dissertation follows.

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.

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 Dissertation Exam Procedures

The student should work with their advisor and committee to determine an exam date that will work with all member schedules. Once the date has been set, the student should reach out to the Graduate Admissions and Records Officer to complete the request for committee assignment and reserve a room for the hearing. The request for committee assignment should be submitted through the Graduate College Student Portal at least three weeks prior to the hearing. The Graduate Admissions and Records Officer will review and approve the Graduate College Appointment of Doctoral Dissertation Committee form and will give this document to the Chair the day of the hearing. Notification regarding the hearing will be sent out on the Faculty and PhD student listservs 1 week prior to the hearing and the day prior to the hearing. **The dissertation proposal must be circulated to the preliminary committee at least 10 working days prior to the hearing.** Students must be enrolled during the semester they complete their preliminary exam.

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**: If this option is chosen:
    - The same committee must re-examine the student,
    - The second exam must occur within 180 calendar days of the date of first exam, and
    - The outcome of the second exam must be pass or fail

The committee must render a unanimous decision and sign the Preliminary Examination Result form. 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 turning in the Preliminary Examination Result form for the Doctoral Degree to the Graduate Admissions and Records Officer to be filed in the student's record and the original submitted 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 procedure to arrange the final dissertation defense is the same as for the preliminary exam. The composition of the final doctoral committee need not be identical to the preliminary exam committee. However, only in unusual circumstances will the composition of these committees differ. The final doctoral committee is responsible for the 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.

1. The completed dissertation must be submitted to committee members at least 10 days prior to the final examination.

2. The dissertation must follow the APA editorial style and Graduate College guidelines (in writing), be free of typographical and spelling errors, and be 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 postpone the hearing.

3. 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.

4. The committee has the following choices:

1. **Pass**
   a. Satisfactory
   b. Satisfactory pending revision

2. **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.

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 attend the examination.

4. All committee members 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 preliminary 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.

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 the Graduate Admissions and Records Officer 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 the Graduate Admissions and Records Officer for one more final format check. It is recommended that you meet with the Graduate Admissions and Records Officer in person to discuss feedback if necessary. Please submit your final draft to the Graduate Admissions and Records Officer **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 the Graduate Admissions and Records Officer with your UIN for your dissertation to be approved by the Graduate College. The School does not provide editing.

Campus Requirements for Dissertation Format

An abstract is required with the title of ABSTRACT. Graduate College Thesis Requirements. 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; omit 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 of their dissertation for Social Work Abstracts. You may obtain the necessary forms from the PhD Program Director.

School Requirements for Depositing a Dissertation

Follow the Graduate College Guidelines thoroughly when formatting. Turn in your dissertation to the Graduate Admissions and Records Officer **at least 10 days prior to the Graduate College semester deadline to be reviewed**. Your dissertation must be complete (meaning that it should include your table of contents, etc.) before it will be checked.

Three Article Dissertation Option

PhD students also have the option of completing a three-article dissertation in lieu of the traditional dissertation. Guidelines for completing a three-article dissertation are provided below:

1. The dissertation should be comprised of a minimum of three articles. The articles should form a cohesive body of work that supports a theme or themes that are expressed clearly in the introduction of the dissertation (Chapter 1). The need for three articles (as opposed to just two) should be clear and approved by the dissertation committee, and not merely represent minor tweaks of a work that would be more appropriately reported in just one or two articles.
2. A maximum of one article published or accepted for publication prior to the *proposal defense* may be included. This article must represent work undertaken while the student is enrolled in the PhD program and be approved by the committee at the time of the student’s proposal defense. This article must be connected to the theme or themes of the dissertation. If a previously published

article is approved by the committee, the student will be responsible for securing necessary permissions from the copyright holder and other authors.

3. It is expected that the three articles submitted for the defense are of publishable quality. Articles may have been published before the defense. However; if so, the student must obtain copyright permission from the publishing journal to include the article in his/her dissertation. Doing so is required by U.S law. When asking for permission to include the article in the dissertation, students should notify the journal editor that the dissertation will be made available online.
4. At least two of the articles should be based on data that are analyzed by the student. If the third article is conceptual in nature, or based on a synthesis of the literature, it must be connected to the theme or themes of the dissertation without overlapping heavily with the contents of either article. Whether the extent of any overlap is excessive will be determined by the student's dissertation committee.
5. A certain amount of overlap is acceptable. For example, portions of the literature review may need to be cited in the various articles because it delineates the entire historical background of the study's focal topic. Redundancy can be carefully reduced by citing one's own work. However, self-plagiarism, reusing one's own previously written work or data in a 'new' written product without letting the reader know that this material has appeared elsewhere, is prohibited.
6. Journals to which articles are being submitted prior to a successful dissertation defense must be approved by the dissertation committee. Serving as an "editorial board" for the student, the committee will help select journals that will challenge the student and offer a reasonable chance of publication success.
7. Students must be first author on all articles. As first authors, students are responsible for development and articulation of a concept or idea for research, development of a proposal to pursue this idea, development of a research design, conducting research and analysis, writing major portions of a manuscript, designing an intervention or assessment (if relevant), and interpreting results. No other students can be co-authors on any of the articles. The student may identify dissertation committee members who have made a significant contribution as co-authors on specific articles. Co-authors must be identified at the student's proposal defense. The article and the role of the co-authors must be presented and approved by all members of the dissertation committee. Any changes in co-authorship must be approved by the student's committee.
8. If an article is rejected by a journal during the dissertation process, the student may submit to another journal approved by the dissertation committee. In the case of a revise and resubmit during the dissertation process, any changes to the article must be approved by the dissertation committee. Co-authorship will not be changed for a revise and resubmit.
9. If an article is rejected by a journal after the successful completion and defense of the dissertation, co-authorship decisions that were made during the dissertation process will no longer be in effect. Submission to a new journal will be at the sole discretion of the PhD graduate. Also after the successful

dissertation defense, any new submission or re- submission, including changes in the authorship or article content, will be at the discretion of the PhD graduate.

10. If the journal reviewers suggest modifications to any of the 3 submitted manuscripts prior to the dissertation defense, your plan for addressing those suggestions should be shared with your dissertation committee members and approved by all of them before you enact the changes. Changes can be made to any of the 3 manuscripts provided that the dissertation committee members are aware of and agree to the changes being made and their rationale. Students may opt to defer changes requested by a journal to which they have submitted an article until their dissertation has been successfully defended.
11. The dissertation must adhere to an outline approved by the dissertation committee. The outline must include the function of each presented section. Alterations to the outline must be submitted to and approved by the dissertation committee.
12. Copyright issues frequently arise with previously published material. The students need to obtain permission to duplicate copyrighted material and, if possible, multiple author releases. Students should check with the Graduate College to make sure they are in compliance with University dissertation guidelines and copyright regulations (http://www.grad.illinois.edu/thesis/faq).
13. Students must submit their manuscripts at least 2-3 weeks prior to the defense for a preliminary review.
14. Students should decide as early as possible, in concert with their dissertation chair, whether to pursue the 3 article disseration format. However, they may switch from one format to the other at any time provided that their dissertation committee approves the switch.

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 graduate degree from the University of Illinois is allowed up to six years to complete the degree program. A student without a graduate degree from the University of Illinois 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. The expected graduation date (EGD) and preliminary examination deadline will be determined by the Graduate College when the student joins the program. Students who do not pass their preliminary examination by their deadline will be considered not in good academic standing. They must successfully pass their preliminary examination in order to return to good academic standing. Doctoral students who do not graduate by their deadline will have one year to graduate before being considered not in good academic standing. Students who have exceeded their time to degree limit must successfully petition the Graduate College in order to continue in the program.

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. A link to information and IRB-1 forms are available on the School's website under the Policies section under the PhD tab.

PhD Development Policy

Requesting use of funds:

To request the use of professional development funds, email Chi-Fang Wu, PhD Program Director and copy the sw-expenses@illinois.edu email. The request should include details of the anticipated expenses, dates of the event (if appropriate) and the benefit to you and the School. Once approved, the employee will be given details on how to proceed. Most expenses (conference registration, membership, flights, hotel, travel, equipment, etc.) should be paid for through the Business Office, not directly by you.

Tracking use of funds:

Students may inquire about their balance by emailing sw-expenses@illinois.edu at any time.

Allowable uses of development funds:

- Transportation, lodging, and other expenses to attend conferences or meetings related to professional development. This can include travel related to approved dissertation research. All expenses must meet the qualifications for reimbursement. Professional development may be a professional meeting or a training event
- Purchase of books or equipment, such as professional development books (These do NOT include textbooks for classes that you are taking)
- Annual membership in a professional organization that directly benefits the employee's position. Memberships that exceed one year must be approved as an exception. Institutional memberships (umbrella membership that provides all qualified employees with membership) in professional organizations are also allowable.

Unallowable uses of development accounts:

- Club memberships (for example, Sam's Club and Costco) are unallowable because employees are prohibited from entering into contractual agreements on behalf of the University. Memberships in Airline Clubs and Lounges (such as Red Carpet or Admiral's Club), city clubs and country clubs, and memberships in a health/athletic club for an employee's personal use are also unallowable.
- Payment of traffic and parking citations issued either by the University or by a municipality to an employee, while on either University or personal business is not allowable.
- Reimbursements for business calls on personal phones, or the purchase of cell phone or phone lines.
- Library fines incurred from a library, including the University Library, cannot be paid using faculty development funds, even if the materials in question were used for research purposes.
- Equipment and supplies not directly related to research or professional development (iPods, personal magazines, etc.).
- Advertising in a program book for a charitable event, or donations to a charity.

- Tickets to a business, civic, or social function that advance University programs and objectives, even if the function affects your research or professional development.
- Memberships in social organizations (Kiwanis, Lions, etc.).

Questions?

Email sw-expenses@illinois.edu

PhD Academic Progress Policy

To maintain satisfactory academic progress, PhD students must meet the following milestone guidelines. Students who do not meet these milestones may be at risk for departmental restrictions. Students who have been in the program for more than five years and are not making satisfactory academic progress toward their time to degree may not be considered for TA assignments or adjunct teaching positions to ensure they have time to complete their degree.

Milestone Checklist

- ☐ Coursework (breadth) courses completed (by the end of fall semester in year three)
- ☐ Qualifying papers completed (by the end of year three)
- ☐ Preliminary exam passed (by the end of year four)
- ☐ Final dissertation exam passed (by the end of year five)

It is important to use the **annual review process** that is completed each spring as a tool to assist students and their advisors with progress toward each milestone.

The School of Social Work uses the following phases of restrictions for students who do not meet satisfactory academic progress during their time in the PhD program. Once a student moves from one phase back to satisfactory progress, they would start over with the disciplinary process for any future missed milestones.

Phase 1 – Departmental Hold: A departmental hold will be placed on the student's self-service account when they are delinquent in meeting an academic milestone. This hold will prevent the student from registering for the next semester. The hold will be removed once the student has met the milestone or receives approval from their academic advisor and/or PhD Program Director.

Phase 2 – Departmental Probation: If a student has been delayed in meeting a milestone and granted additional time at phase 1, but still does not meet their deadline, then their academic status will be moved to departmental probation. When students enter departmental probation, they must meet with the PhD Program Director and a representative of the Graduate College.

Phase 3 – Funding Restricted: If a student at phase 2 doesn't move back into good standing by meeting the academic milestone within the following semester, then they will move to phase 3 and lose departmental funding until they meet the required milestone.

Students have the opportunity to petition to explain the reasons for the delay if they have a personal circumstance that prevents them from making timely progress toward a milestone.

Graduate College Policies

Unlike the School of Social Work, students **WILL NOT** be grandfathered in and exempt from this policy. The Graduate College supersedes the School of Social Work, and we are required to follow the policies that they implement.

Time to Preliminary Examination Completion:

Students who have not successfully passed their preliminary examination at the end of year four of their graduate program will be put on academic warning (see Graduate College Handbook, page 39-40; handbook.pdf (illinois.edu)).

For time to preliminary examination completion, this means that doctoral students who entered the Academic Year Fall 2019 and have not completed their preliminary exam by August 2024 will be placed on academic warning for the Fall 2024 semester.

Time to Degree Completion:

Successful passing of the final examination **and** deposit of the dissertation must be completed by the end of year six. Students who have not completed this stage by this time will be put on academic warning.

Students on academic warning may not hold fellowships or traineeships until they are in good academic standing. Students on academic warning must petition the Graduate College each term to request to hold a fellowship or traineeship (see Graduate College Handbook, page 60).

Admitted Stage II

Admission Term	Prelim Deadline	Academic Warning Effective Term (6th year)	Expected Graduation Date (M-Y)	Academic Warning Effective Term (8th year)
Fall 2016 or before	N/A		August-2022	Fall 2024
Fall 2017			August-2023	Fall 2024
Fall 2018			August-2024	Fall 2025
Fall 2019	August-2023	Fall 2024	August-2025	Fall 2026
Fall 2020	August-2024	Fall 2024	August-2026	Fall 2027
Fall 2021	August-2025	Fall 2025	August-2027	Fall 2028
Fall 2022	August-2026	Fall 2026	August-2028	Fall 2029
Fall 2023	August-2027	Fall 2027	August-2029	Fall 2030
Fall 2024	August-2028	Fall 2028	August-2030	Fall 2031

Part 4: Graduate Student Policies and Procedures

Professional Behavior

Professional & Ethical Behavior: UIUC School of Social Work Commitment to the Profession

(Adopted from the UNC Master of Social Work Curriculum Manual 2019-2020)

Student Rights and Responsibilities

The University of Illinois Urbana-Champaign School of Social Work (SSW) is committed to supporting students as they prepare to become professional social workers. The Technical Standards for Professional and Ethical Behavior describes the minimum expectations each Master of Social Work (MSW) student must satisfy to enroll in, progress through, and graduate from the MSW program.

As graduate students at the University of Illinois Urbana-Champaign, all MSW and PhD students at the School of Social Work are expected to abide by the Rules of Conduct stated in the University of Illinois Urbana-Champaign Student Code. Because we are a professional school and are preparing you for practice as a social worker trusted to protect the clients and communities we serve, the SSW has established additional disciplinary requirements for student conduct that not only focus on academic performance, but that also emphasize necessary skills, attributes, and competencies. These requirements apply within the traditional classroom setting, in field placements, and in the broader community context and are rooted in the standards outlined in the NASW Code of Ethics (2021), which states, “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.”

Becoming a professional is a gradual process. Thus, the Technical Standards for Professional and Ethical Behavior articulate minimum expectations for students. If at any point during a student’s matriculation they have questions about whether or not they can meet these standards, they should notify the Director of Student Affairs. If faculty or administrators have questions or concerns about whether a student is able to meet these standards, a Student Review should be initiated at the appropriate level (see section “Addressing Student Concerns: Three Levels of Student Review”).

A student can participate in the MSW program so long as they are able to meet these standards with or without reasonable accommodations. Students who seek accommodations for disabilities should contact the University’s Disability Resources & Educational Services (DRES) Office as soon as possible. DRES will determine a student’s eligibility for and recommend appropriate accommodations and services. DRES may be reached by phone at 217-333-1970 or by email at disability@illinois.edu.

Technical Standards for Professional and Ethical Behavior

1. Ethical Conduct
2. Communication
3. Physical and Cognitive Ability
4. Emotional Stability, Management, and Regulation
5. Self-Awareness and Reflective Listening
6. Respect for Diversity and Commitment to Social Justice
7. Interpersonal Skills
8. Academic and Professional Standards

1. Ethical Conduct

Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the social work profession, as formalized in the NASW Code of Ethics, and to abide by all applicable University policies, including the University's Student Code (https://studentcode.illinois.edu/). Students must be willing and able to meet the following requirements:

- Adhere to a commitment to clients' rights to freedom of choice and self-determination;
- Demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity;
- Maintain appropriate professional boundaries with colleagues, faculty, field instructors, staff, clients, and other professionals;
- Understand their role in practice as a learner and social work student. This includes the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary;
- Disclose to SSW administration any legal involvement that takes place during enrollment in the MSW program, including arrest, criminal and civil charges, criminal conviction, plea of guilty, plea of no contact, plea of nolo contendere, Alfred plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime other than a traffic-related misdemeanor or infraction; and
- Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visual materials for academic course work.

2. Communication

Students must be willing and able to meet the following requirements:

- Express thoughts, ideas, and feelings clearly;
- Demonstrate effective verbal and nonverbal communication skills, including the ability to listen objectively and to interpret nonverbal communication;
- Communicate responsibly and respectfully in all interactions with colleagues, faculty, adjunct instructors, field liaisons, field instructors, task supervisors, staff,

clients, other professionals, and all others they might come into contact within their student role;
- Communicate clearly through written products at a level appropriate for graduate work, including using correct grammar and spelling and applying the APA writing style (unless otherwise noted by instructor); and
- Advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution.

3. **Physical and Cognitive Ability**
   Students must have sufficient sensory, motor, and cognitive skills to meet the following requirements:

   - Attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Core Competencies of Social Work Practice;
   - Navigate transportation to attend field and classroom requirements;
   - Use the technology required to engage in scholarship and effective practice, including but not limited to, the use of computers, telephones, and agency databases;
   - Demonstrate the ability to acquire knowledge and process experiences to inform practice; and
   - Demonstrate the capacity to think critically and to apply effective problem-solving skills.

NOTE: Any students in need of academic accommodations can work with the Disability Resources and Educations Services (DRES) Office.

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4. **Emotional Stability, Management, and Regulation**
   In accordance with the National Association of Social Workers' (NASW) Code of Ethics (§ 4.05), social work students should not allow their personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility. The social work student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program, as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:

   - Demonstrate appropriate self-disclosure (the revealing of personal information) and professional boundaries in classroom and field settings, including all assignments;
   - Maintain respectful relationships with colleagues, faculty, field instructors, staff, clients, and other professionals;
   - Seek appropriate help when personal issues interfere with professional and academic performance;
   - Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and

- The ability to integrate into practice constructive criticism received in both didactic and field settings.

NOTE: Any students in need of academic accommodations can work with the Disability Resources and Educations Services (DRES) Office.

5. **Self-Awareness and Reflective Listening**
   Students must be willing and able to meet the following requirements:
   - Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and to consider how these factors affect their thinking, behavior, interactions, and relationships;
   - Demonstrate the capacity to continuously reassess their own strengths, limitations, and suitability for professional practice;
   - Take responsibility for their own actions and consider the impact of these actions on others; and
   - Seek supervision and accept constructive feedback in a positive manner.

6. **Respect for Diversity & Commitment to Social Justice**
   Social work practice requires understanding, affirming, and respecting another individual's way of life and values. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim (Council on Social Work Education, 2015, EPAS). Students must be willing and able to meet the following requirements:
   - Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;
   - Strive to relate and to work non-judgmentally with others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system;
   - Demonstrate knowledge of and sensitivity to diversity, oppression, and privilege;
   - Approach differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences;
   - Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities; and
   - Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice.

7. **Interpersonal Skills**
   Students must be willing and able to meet the following requirements:
   - Demonstrate the ability to build rapport with and work effectively with colleagues, faculty, field instructors, staff, clients, and other professionals;
   - Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship; and

- Exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

8. Academic & Professional Standards

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to meet the Graduate Colleges' requirements to remain in good academic standing and to continue in the program (i.e., maintain an average GPA of 3.0, as well as a semester GPA of 2.25),
- Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
- Follow the policies and procedures of the School of Social Work, University of Illinois, and the field placement agency;
- Maintain appearance, attire, and behavior suitable for the setting, such as business casual in professional environments, respectful and appropriate dress that reflects cultural sensitivity, or practical and comfortable clothing when engaging in fieldwork (in accordance with agency dress code);
- Be punctual and dependable, prioritize responsibilities and manage time well, attend class and field in accordance with relevant policy, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments; and
- Adhere to agency policies and practices through the learning process and supervision.

Addressing Student Concerns: Three Levels of Student Review

Students are expected to make satisfactory progress by demonstrating knowledge, skills, competencies, and behaviors (as outlined in the Technical Standards for Professional and Ethical Behavior) in the classroom and in their Field placement. Satisfactory progress entails meeting or exceeding stated academic standards and adhering to all ethical and professional standards. When a student is not making satisfactory progress toward their degree, the following process will be utilized. Please note that the School of Social Work system for student progress review does not replace or overrule university disciplinary procedures–depending on the nature of an alleged infraction, university disciplinary procedures may be initiated along with or instead of the School of Social Work internal system for student review at faculty, staff and administration discretion. University disciplinary procedures are described in the Student Code: https://studentcode.illinois.edu/.

Level 1 Review

A Level 1 Review occurs when a faculty or staff member has concerns regarding a student's academic performance and/or professional behavior in the classroom setting or school related interactions. This level involves the faculty or staff member and student. The faculty or staff member addresses the concern with the student and works

with the student toward an agreeable resolution. The faculty or staff member documents the discussion(s) (via email or the student support form) and action(s) taken.

If the concern arises in the Field placement, the Field Supervisor (internship site supervisor) and/or Field Liaison will address the concern with the student and work with the student toward an agreeable resolution. The Field Liaison may notify the Field Director and document the discussion (via email, student support form, or Sonia) and action(s) taken.

In many situations, this Level 1 Review intervention will resolve the concern and no further action will be needed.

Situations that warrant a Level 1 Review include, but are not limited to, the following:

- Absenteeism and/or tardiness
- Submitting late work, excessive requests for extensions, and/or poor academic performance
- Rude and/or unprofessional behavior demonstrated towards instructor and/or peers
- Inappropriate use of technology (i.e., cell phone, tablet, laptop) in the classroom

Level 2 Review
A Level 2 Review is warranted when a Level 1 Review intervention has not resolved the concern, the academic performance and/or professional behavior concerns continue, and/or when the behaviors are such that it is warranted to bypass the Level 1 Review. Level 2 Review involves the student, faculty or staff member, Director of Student Affairs and may also include the MSW Program Director.

If it is a Field-related concern, the Level 2 review will involve the student, Field Supervisor (internship site supervisor), Field Liaison, and Field Director. If the instructor is a Program Director or Field Director, the Director of Student Affairs will take the place of the Program Director or Field Director in all areas of review. The Director of Student Affairs (or Field Director, if a Field concern) will gather information to determine the nature of the situation.

The School's procedure, as outlined below, will be followed:

Note: If the concern(s) fall under the Academic Integrity Policy, the FAIR process should be initiated.

1. A faculty or staff member is expected to notify the Director of Student Affairs (or Field Director), in writing (via email or student support form), about any problems regarding a student's academic performance, professional behavior, and/or ethical conduct. The written notification should state the nature of the problem, document evidence that supports the concern, and any attempts to address the problem with the student. Documentation should be as specific as possible and indicate relative date(s) and time(s) of the concerns and efforts to have these

concerns addressed. (If this is a Field related concern, the procedures outlined in the Field Education Manual will be implemented.)

2. The Director of Student Affairs shall notify the student in writing specifying the nature of the problem in a timely manner (typically within 7-10 working days).
3. Within 10 working days, the Director of Student Affairs will set up a meeting with the student and faculty or staff member to develop a plan of action.
4. The student will have 5 working days to respond to the email and set a date to meet with the Director of Student Affairs and the faculty or staff member. If the student does not respond within 5 working days to the Director of Student Affairs in writing, or refuses to meet, the allegation will be considered uncontested.
5. A plan will be developed which specifies the timeline and action(s) the student will need to take to resolve the Level 2 Review. A copy of the plan will be signed by the student, the Director of Student Affairs, and the faculty or staff member. If a student does not sign the plan before the start of the specified timeline, the allegation will remain unresolved and may proceed to a Level 3 Review.
6. The Director of Student Affairs will seek feedback from the faculty or staff member regarding the student's progress in remedying the concerns after the designated period of time outlined in the plan. The Director of Student Affairs will meet with the student to discuss the progress made. If the student fails to meet the conditions of the plan satisfactorily, a report will be made to the MSW Program Director. The student will receive a copy of the report.
7. The MSW Program Director will investigate the specific situation involving the student by consulting with others who may have relevant information. The MSW Program Director will review school and university policies to determine the appropriate next steps. The student may request a meeting with the MSW Program Director during this process.
8. The MSW Program Director will determine the appropriate outcome for the student, which can include a range of options such as moving to a Level 3 Review, removal from a course, or dismissal from the program. If the MSW Program Director recommends program dismissal, this will initiate Level 3 procedures. If the MSW Program Director decides that the student should continue in the program, a new plan must be developed and signed by both the MSW Program Director and the student. This plan will specify the issues to be addressed, the methods for resolving them, and the timeframe for achieving resolution. At the end of the specified period, the MSW Program Director will review the student's progress and make a recommendation to the Associate Dean regarding continuance. If the student has not achieved the desired level of skill and competency within the allotted time, the MSW Program Director may recommend to the Associate Dean that the student be dismissed from the program, and the student will be informed in writing by the Associate Dean.
9. Within 10 working days of the decision of the MSW Program Director, a student may appeal the decision to a committee designated by the Dean who shall not include the Director of Student Affairs, the MSW Program Director, or the Director of Field Education. 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 Associate Dean and the student will be notified of the final decision in writing.

Situations that warrant a Level 2 Review include, but are not limited to, the following:

- The concern in a Level 1 review has not been resolved as described in the Level 1 review documentation, and/or the student continues to not meet course, school, or university policy standards.
- A Level 1 review may be bypassed when a student's behavior is such that it warrants immediate attention by a Level 2 review. This behavior may include, but is not limited to, the following:
    - Bullying and/or harassment of staff, instructor(s) and/or peers
    - Ongoing behaviors that violate the Technical Standards for Professional & Ethical Behavior
    - Lack of academic progress, based on expectations indicated in the syllabus
    - Excessive absences from a course, see university policy regarding class attendance Article 1 Part 5- Class Attendance
    - Concern(s) regarding a student's health and well-being

Level 3 Review

A Level 3 Review occurs when patterns of behavior are persistent and have not been able to be resolved at a Level 2 intervention, and/or are serious enough to warrant bypassing Level 1 and Level 2 interventions. The Level 3 Review follows the School's procedure, as outlined below:

Note: If the situation poses significant risk to the health and safety of the campus community, the Dean of Students may initiate a review following their procedures, 2-901 Policy and Procedures for Involuntary Withdrawal.

1. Any person (i.e., faculty, staff, student peer) may allege that a student has engaged in an infraction of conduct. That person will notify the Director of Student Affairs in writing regarding the allegations of the infraction of conduct.
2. The Director of 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 Director of 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, the Director of Student Affairs will convene a meeting, at which time the student may address the allegations of infraction of conduct. The meeting will take place between the student and members of the aforementioned committee designated by the Dean. The meeting will be a fact-finding session for the student to address the allegations of the infractions of conduct.

5. During the meeting, the student may present any evidence relevant to the alleged infraction of conduct. The student may be accompanied by a support person. However, the support person will not be allowed to participate in the meeting. The person who made the allegation of infraction of conduct, or a representative thereof, may also present any evidence relevant to the alleged infraction of conduct.
6. At the close of the meeting, the committee shall deliberate privately, reviewing the information provided, school and university policy. 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 Associate Dean. The only basis for appeal of the decision of the committee is procedural errors. Such appeals shall be directed, in writing, to the Associate Dean of the School of Social Work within 10 working days of the committee's decision.

Situations that warrant a Level 3 Review include, but are not limited to, the following:

- Cheating, lying, falsifying documents, or plagiarism. For more information, see UIUC Student Code Article 1, Part 4 - Academic Integrity Policy and Procedure
- Any behavior that is judged to be in violation of the NASW Code of Ethics (see Appendix B) or the UIUC Student Code which applies to all students.
- Conviction for a criminal act occurring during the course of study and/or which occurred prior to admission that was not disclosed in the application.
- Behaviors that interfere with the ability to function at the expected levels, or may cause concern for the well-being of faculty, staff, students, clients and/or the community.
- Inappropriate conduct that leads to the inability to secure and/or sustain a field placement or satisfactorily meet the expectations of field.
- Failure to report academic, personal, and/or professional misconduct that undermines academic performance or which places others at risk.
- Behavior that is illegal and/or reflects other forms of inappropriate or unprofessional behavior will be grounds for dismissal. This could include, but is not limited to, sexual harassment, harassment and/or discrimination based on race and/or sexual orientation, threatening behavior, plagiarism, theft and/or sexual misconduct with clients.

Satisfactory Progress

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

- Overall minimum 3.0 GPA
- Semester minimum 2.25 GPA
- Students must receive at least a B in the field seminars to successfully complete the internship and seminar.
- Satisfactory performance in non-letter graded courses.

- Honesty and integrity in all aspects of the 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.

Grading Policy

All grades are based solely on the student's performance in a course as evidenced by their submitted work and conduct. Grades reflect a student's understanding of material, quality of work, class participation, and professionalism. Grading plans and expectations are typically listed in the class syllabus for each course and are allowed to vary by instructor. Instructors have the right to include attendance as a contributor to a student's grade as indicated in the syllabus policy for the course. As stated in the University of Illinois Urbana-Champaign Student Code, instructors have discretion over course policies regarding excused absences, unexcused absences, and make-up work with the exceptions of the specific circumstances outlined in the Student Code. The use of rubrics to grade student work is not required, and instructors who choose to use rubrics may make rubrics available to students at their discretion but are not required to do so. 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:

A+, A, A- = Exceptional	C-, D, D- = Poor
B+, B = Good	F = Failure
B-, C+, C= Fair	

Grades and their points for GPA computation are:

A+ =	4.0	B+ =	3.33	C+ =	2.33	D+ =	1.33	F = 0	
A =	4.0	B =	3.0	C =	2.00	D =	1.0		
A- =	3.67	B- =	2.67	C- =	1.67	D- =	0.67		

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 overall 3.0 GPA average and a 2.25 semester GPA to be in good standing.*
- *Students must have a minimum overall 3.0 GPA average and a 2.25 semester GPA in order to begin internship.*
- *Students must have a minimum overall 3.0 GPA average and a 2.25 semester GPA in order to graduate.*

Satisfactory/Unsatisfactory or Credit/No Credit

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

Annual Academic Progress Reviews

The School of Social Work 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 take place during the Spring semester. The review is conducted by the Director of Graduate Enrollment Management with another School of Social Work staff member.

The reviews are conducted for all graduate students enrolled in degree-seeking programs at least once every academic year.

A copy of this review process is archived in the student's academic file. The academic progress review addresses the student's academic performance.

Academic Deficiencies

Any graduate student whose overall grade point average is lower than 3.0 (B) or has a 2.25 semester GPA 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 overall grade point average to a 3.0 (B) or better and a semester GPA of 2.25 or above. 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 MSW program*
- *Students on Probation will not be allowed to enroll in Independent Study courses.*
- *Students with an overall GPA below a 3.0 (B) or a semester GPA below 2.25 for two consecutive semesters will be dismissed from the MSW program.*
- *Students with an overall GPA below a 3.0 (B) or a semester GPA below 2.25 are not permitted to begin Field Placement.*

- *Students with an overall GPA below a 3.0 (B) or a semester GPA below a 2.25 are not eligible to graduate.*
- *Failure to meet or maintain academic grade point average may lead to dismissal or other sanctions.*

Academic Integrity

The School of Social Work is required to follow the University of Illinois policy for Academic Integrity. You can find the University of Illinois Academic Integrity and Procedure policy at this link https://studentcode.illinois.edu/article1/part4/1-401/

Mediation

Occasionally, students have conflicts which are related to personnel, peers or procedures which require third-party intervention. When this occurs, students should first discuss their concerns with the individual involved. If a disagreement cannot be resolved in discussion with the other individual, students should consult the Director of Student Affairs. The Director of 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 Director of Student Affairs refers the student to the Associate Dean.

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 (see below), begin by discussing their concern with the Director of 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) https://studentcode.illinois.edu/ .

Capricious Grading Policies

Per the University of Illinois Student Code (Article 3-107), Capricious grading, as that term is used herein, 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 using 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. The following procedures are not to be used: (1) to review the judgment of an instructor in assessing the quality of a student's work, or (2) in cases involving alleged violations of academic integrity (see Student Code 1-401 to 1-406).

Procedures for review of Alleged Capricious Grading and Grievance and Complaints may be found in the Graduate College Handbook. If a student has concerns about capricious grading, contact the Director of Student Affairs. Please note that the procedures for Alleged Capricious Grading only apply to the final semester grade in a course, and the School of Social Work does not conduct grade appeals or reviews on individual course assignments.

Advising

All students are advised by the Director of Graduate Enrollment Management. Students are required to schedule appointments with the advisor each semester to develop a plan of study, which meets program requirements.

The advisor is available by scheduling an appointment or stopping by the office.

More information about advising is available in the *Handbook for Graduate Students and Advisors:* (https://grad.illinois.edu/gradhandbook).

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 skill 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 consultation in all matters related to their educational program. Since all registration and course changes require consultation and signature from their advisor, students are expected to make appointments with their advisor in a manner that allows for sufficient time to meet University deadlines. While the advisor can assist the student in course selection

and provide needed information, students are also expected to know and understand prerequisite, generalist, advanced, specialization, and graduation requirements.

Financial Aid

Hourly Positions and Graduate/Research Assistantships

Students may apply for available assistantships 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 are 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 Director of 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 MSW 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 Awards

SCHOOL OF SOCIAL WORK awards are offered during the admission process to students who demonstrate a very high level of academic achievement, experience 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.

Academic Year Awards (generally Fall 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 fall 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: https://www.fastweb.com/.

- 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. The deadline is early March. For application information check their website at *www.abecsw.ogr/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 Women's Resources Center, 616 E. Green Street, Champaign, or call (217) 333-3137. https://oiir.illinois.edu/womens-center
- 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 Carl A. Scott Memorial | CSWE

- 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 Generalist, Department 130, Iowa City, IA 52243-4030, check their website at https://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
https://osfa.illinois.edu/

Other Policies and Procedures

Nondiscrimination Statement

The commitment of the University of Illinois Urbana-Champaign to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on merit and be free from invidious discrimination in all its forms. This policy is designed to promote a safe and healthy learning and work environment, and to comply with multiple laws that prohibit discrimination.

It is the policy of the University not to engage in discrimination or harassment against any person because of race, color, religion, sex, pregnancy, disability, national origin, citizenship status, ancestry, age, order of protection status, genetic information, marital status, sexual orientation, gender identity, arrest record status, unfavorable discharge from the military, or status as a protected veteran, and to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. 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 614 E Daniel Street, Suite 303, Champaign, Illinois 61820, (217) 333-0885. Further information is available on the

Office of Equal Opportunity and Access web page. https://oae.illinois.edu/

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. The Graduate College Petition can be found here: Graduate College Petition Process

You may consult with your advisor to discuss petitioning to have coursework completed at another university applied to your graduate education. You must complete at least twelve hours of coursework toward your graduate education 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.

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 online at: https://grad.illinois.edu/transferring-credit

All transfer coursework is limited by hours and must be approved by the MSW Program Director.

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 field education, a criminal background check may be required. You will receive more information from the Field Education Office.

Evaluation of Instruction

Between 6-8 weeks, students complete a brief course evaluation form. A student chairperson collects the evaluations and puts them in an envelope for the instructor to review. The instructor will review these evaluations and have a brief conversation with the class in an effort to improve instruction or classroom rapport if needed. For online courses this evaluation will be an anonymous online evaluation. These evaluations are only reviewed by the instructor.

Final ICES evaluations are used at the end of the semester and are more formal. All questions/answers are reviewed by administration, EXCEPT a few open-ended questions. Those are only viewable by the instructor.

All original evaluation materials are available for faculty review. Mid-semester evaluations are limited to only instructor review. Final evaluations are not reviewed by the instructor until **after grades have been assigned**. Final evaluations are available for review by the Dean and Associate Dean.

Independent Plan of Study

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

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. The withdrawal procedure should be initiated with the Director of Graduate Enrollment Management.

Graduating with Honors

The top ten percent of the class with the highest cumulative GPA will earn the distinction of graduating with honors.

Part 5: Our Community

Social Work Student Association (SWSA)

This student organization is led by a student executive board and staff advisors, and is comprised of undergraduate and graduate level students who are dedicated to their mission of serving others through volunteerism, community, mentoring, advocacy, and education. Membership is optional and open to BSW, iBSW, Campus MSW, and Online MSW students, and all undergraduate majors.

Phi Alpha Honor Society

The Delta Kappa Pi chapter of the Phi Alpha Honor Society was established in Spring 2023. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Membership is extended to graduate students enrolled in a graduate program in social work who have completed one semester of full-time study or its equivalent and rank in the top 35% of their class. Additionally, graduate students shall be required to complete 10 hours of documented volunteer service hours on the Delta Kappa Pi Volunteer Service Hours Form which will be submitted at the time a student accepts their invitation to be inducted into the honor society. NOTE: the completion of 10 community service hours does not guarantee an invitation into Phi Alpha Honor Society. However, 10 completed community service hours are required at the time of invitation into Phi Alpha Honor Society.

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:

Specialization Committees
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.

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) 742-4089
www.naswdc.org

School of Social Work Faculty and Staff

Faculty Members
Soonok An, Assistant Professor
Steve Anderson, Professor, Dean Emeritus
Flavia Andrade, Professor, Interim BSW Program Director
Kari Buttera, Clinical Assistant Professor, Field Education
Janet Carter-Black, Teaching Full Professor
Valerie Cintron, Clinical Associate Professor
Flora Cohen, Assistant Professor
Tara Earls-Larrison, Teaching Associate Professor
Christine Escobar-Sawicki, Clinical Associate Professor, Field Education
Sherrie Faulkner, Director of BSW Field Education, Clinical Associate Professor
Tamara Fuller, Director of Children and Family Research Center, Research Associate Professor
Rachel Garthe, Associate Professor, Undergraduate Research Program Coordinator
Jessica Harms, Clinical Assistant Professor
Judy Havlicek, Associate Professor
Tuyet Mai Hoang, Assistant Professor
Melissa Iverson, Teaching Assistant Professor
Hyunil Kim, Assistant Professor
Sandie Kopels, Professor
Christopher Larrison, Associate Professor
Tara Leytham Powell, Associate Professor

Janet Liechty, Associate Dean for Academic Programs, Professor
Ben Lough, Dean, Professor, Director of Social Innovation at the Gies College of Business
Mary Maurer, Clinical Professor
Hellen McDonald, Associate Director of International Programs, Clinical Professor, Field Education
Julie Munoz-Najar, Clinical Associate Professor, Field Education
Moses Okumu, Assistant Professor
Lissette Piedra, Associate Professor
Kimberly Rice, Clinical Assistant Professor, Field Education
Will Schneider, Assistant Professor, Faculty Director for the Children and Family Research Center
Douglas Smith, Professor, Director of Center for Prevention, Research and Development
Karen Tabb Dina, Professor
Kevin Tan, Associate Dean for Engagement, Diversity, Equity, and Inclusion, Associate Professor
Lindsey Trout, MSW Field Director, Clinical Assistant Professor, Field Education
Cortney VanHook, Assistant Professor
Ryan Wade, Assistant Professor
Kate Wegmann, MSW Program Director, Associate Professor
Carol Wilson-Smith, Clinical Professor
Liliane Windsor, Associate Dean for Research, Professor
Chi-Fang Wu, PhD Program Director, Professor
Min Zhan, Professor

Professors Emeriti
Barry Ackerson
Pallassana Balgopal
Susan Cole
Jill Doner-Kagle
Anthony Halter
Wynne Korr
Teresa Ostler
John Poertner

Staff
Keith Blandford, Accounting Assistant
Jeremy Bobbitt, Office Support Associate
Sandy Bruce, Graduate Admissions and Records Officer
Monica Cherry, Director of Student Affairs
Erin Cockrum, Undergraduate Admissions and Records Officer
Michelle Driscoll, Human Resources Specialist
Tiffany Ecker, Accounting Officer
Beth Etchison, Grants and Contracts Specialist
Amy Frederick, Associate Director of Professional Education

Kristin Galla, Office Support Associate
Aaron Godwin, Assistant Director of Stewardship and Donor Relations
Nathan Goebel, Senior Director of Advancement
Sharva Hampton-Campbell, Graduate Student Affairs Coordinator
Amy Hiles, Business Services Manager
Anthony Hillen, Senior Associate Director of Information Technology
Alex Kellerman, Academic Advisor
Joy Marques, Student Success Coach
Heidi Meyer, Office Administrator
Lynn Nguyen, Grants and Contracts Associate
Kirsten Norris, Human Resources Specialist
Nicole Peck, Associate Director of Human Resources
Becky Ponder, Director of Communications
Debbie Richardson, Administrative Assistant
Katie Shumway, Director of Community Learning Lab
Janet Sickler, Office Support Associate
Daniel Sokola, Associate IT Specialist
Cheryl Street, Director of Graduate Enrollment Management, Graduate Recruiter and Advisor
Amy VanWingerden, Program Assistant
Ekateryna Woodford, Undergraduate Affairs Coordinator
Justin York, Directory of Online Education
Sasha Zalyvadna, Communications and Content Coordinator

Additional University Contacts

The Career Center

Arcade Building
715 South Wright Street
Champaign, IL 61820
Phone: (217) 333-0820
www.careercenter.illinois.edu

Conflict Resolution- Office for Student Conflict Resolution

Turner Student Services Building
Room 300
610 East John Street
Champaign, IL 61820
Phone: (217) 333-3680
http://www.conflictresolution.illinois.edu/

Counseling Center

Turner Student Services
Room 206
610 East John Street
Champaign, IL 61820
Phone: (217) 333-3704
http://counselingcenter.illinois.edu/

Food Insecurity

Any student who is faced with challenges securing their food or housing and believes this may affect their performance in a course is urged to contact the Director of Student Affairs. Hunger hurts, please reach out for support!

McKinley Health Center

1109 South Lincoln Avenue
Urbana, IL 61801
Phone: (217) 333-2700
https://www.mckinley.illinois.edu/

University Housing

100 Clark Hall
1203 South Fourth Street
Champaign, IL 61820
Phone: (217) 333-7111
https://housing.illinois.edu/

Lesbian, Gay, Bisexual and Transgender Concerns

Gender & Sexuality Resource Center
Illini Union, Room 323
1401 West Green Street
Urbana, IL 61801
Phone: (217) 244-8863
https://gsrc.illinois.edu/

Office of Minority Student Affairs

130 Turner Student Services Bldg.
610 East John Street
Champaign, IL 61820
Phone: (217) 333-0054
https://omsa.illinois.edu/

Safety

Emergencies can happen anywhere, any time, so it is important to be prepared to act quickly. Visit the following website for important safety preparedness information for instructors, https://police.illinois.edu/em/run-hide-fight/

In the event of an emergency situation at the School of Social Work, if you would like or require assistance and/or an assigned assistant, please self-identify by emailing ssw-beap@illinois.edu. For questions or concerns, please contact the Director of Student Affairs.

Services for Students with Disabilities

Disability Resources & Educational Services
1207 South Oak Street
Champaign, IL 61820
Phone: (217) 333-1970
Disability Resources and Educational Services (illinois.edu)

Veterans Student Support Services

Chez Veterans Center
908 W. Nevada St.
Urbana, IL 61801
Phone: (217) 300-3515
https://chezveteranscenter.ahs.illinois.edu/

Women's Issues

Women's Resources Center
Office of Inclusion & Intercultural Relations
616 E. Green Street, Suite 213
Champaign, IL 61820
Phone: (217) 333-3137
Email: womenscenter@illinois.edu
Home | Women's Resources Center | UIUC (illinois.edu)

Appendix A: School of Social Work Graduate Courses

Course Numbers and Descriptions

SOCW 400: Generalist SW Practice Methods Credit: 4 Hours.
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. – Generalist Practice

SOCW 410: Social Welfare Pol and Svcs Credit: 4 Hours.
Examination of social welfare within a historical context, addressing the economic, political, social, and ideological influences that have shaped the social welfare system and programs. Critical study of the income maintenance system in the United States as a response to the problems of inequality of opportunity and income, poverty, and income security; consideration of alternative approaches with discussion of the social worker's role in the system. – Generalist Policy

SOCW 416: Child Welfare Issues & Trends Credit: 4 Hours.
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. – Elective

SOCW 417: Dementia Care for Older Adults Credit: 4 Hours.
This course will equip students with a body of knowledge to supervise, participate in, and facilitate care for persons with dementia throughout their lifespan. Upon completion of the course, students will be eligible for certification as approved dementia-trained practitioners. The course will introduce and develop social work practice skills on all levels and choices of dementia care interventions and assessments. Special attention is given to practice skills for working with vulnerable populations and their caregivers through service learning site opportunities and assignments. The course uses an integrated health and person-centered care approach with special attention to multi-cultural backgrounds and new family lifestyles related to dementia care. – Elective

SOCW 418: Independent Study Credit: 4 Hours.
Independent study of a topic of special interest in the field of social work. Prerequisite: Consent of instructor. – Elective

SOCW 425: Queer Visibility Credit: 4 Hours.
This seminar examines a broad scope of key LGBTQ topics from a social science perspective and addresses such themes as identity development, critical social

movements, community characteristics, sub-cultures, public policy, resilience, and health disparities within queer communities. The course applies a social justice, sex-positive, and health promotion lens to the topics addressed. This course also explores issues related to intersectional identities (i.e., the overlap of multiple [often marginalized] group membership, such as race/ethnicity, gender identity, age, ability, sexual orientation, etc.) within this population. Students will learn the ways in which the helping professions (e.g., social work, public health, etc.) engage with the LGBTQ community using both research and practice in order to promote the health and well-being of LGBTQ persons. – Elective

SOCW 427: Social Work Research Methods Credit: 4 Hours.
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. – Generalist Research

SOCW 436: Intl SW & Development Credit: 4 Hours.
This online course introduces students to policy and practice issues associated with international social work. It emphasizes ethical dilemmas, with the goal of sensitizing students to the importance of culturally sensitive practice for marginalized populations in global contexts. Weekly online discussion sessions use the Blackboard Online Platform. Students must have a high-speed internet connection and a headset with a microphone for course interaction. – Elective

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

SOCW 455: Social Work with Women Credit: 4 Hours.
Focuses on women and how cultural belief systems related to gender are instantiated through the differential treatment of females and males in our education, mental health, social welfare and health care systems; and the consequences of such practices through 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 454 – Elective

SOCW 456: Philanthropy & Social Justice Credit: 4 Hours.

Explores the important dimensions of human service organization fundraising, grant writing, and philanthropy relevant to social work leadership and critically examines these topics in relation to social change, power, privilege, and social movements. Students will practice the skills and approaches necessary to fulfill the fundraising responsibilities of a nonprofit leader or services provider, including grant writing, data mining, storytelling, donor cultivation, legal requirements, and ethical considerations. – Elective

SOCW 500: SW Practice with Indiv and Fam Credit: 4 Hours.
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). Uses selected criteria to analyze and assess those models, examines outcome research, and identifies current practice issues. Prerequisite: SOCW 400. – Advanced Methods

SOCW 501: SW Practice with Groups Credit: 4 Hours.
Social work practice theory in social group work through a 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. – Advanced Methods

SOCW 502 Brief Motivational Interventions for Substance Use Credit: 4 hours.
This course prepares social workers to deliver brief interventions that build motivation for change among individuals who use substances. Students participate in hands-on skill development activities for two empirically supported treatments, Screening Brief Intervention and Referral to Treatment (SBIRT) and Motivational Interviewing. Students are expected to reach beginning competency in delivering these two clinical models. Prerequisite: SOCW 400. – Advanced Methods

SOCW 503: Trauma Informed Social Work with Children and Adolescents Credit: 4 Hours.
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. – Advanced Methods

SOCW 505: Behav and Cogn Methods for SW Credit: 4 Hours.

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. – Advanced Methods

SOCW 506: SW Practice with Child/Adol Credit: 4 Hours.
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. – Advanced Methods

SOCW 507: School Social Work Practice Credit: 4 Hours.
Examination of 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 social work practice based upon a foundation of professional values and ethics. Prerequisite: SOCW 400. – Advanced Methods

SOCW 508 Family Therapy Seminar Credit: 4 Hours.
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. – Advanced Methods

SOCW 509: Adv Clin Assess & Interviewing Credit: 4 Hours.
Advanced practice class designed to enhance students' understanding of clinical assessment and interviewing methods. Includes 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. Clinical interviewing skills taught in this class will build upon knowledge and skills acquired in previous direct practice classes. Prerequisite: SOCW 400 and SOCW 552 (must be taken as prerequisite or concurrently). – Advanced Methods

SOCW 510: Theories of Diversity, Inequality, and Social Change Credit: 4 Hours.
Explores important dimensions of social justice and social change relevant to social work leadership. The first phase of the course focuses on theories of diversity, social

identity, and social justice. The second phase focuses on theories of social change and stasis. Students will develop their own working models of these theories. They will also understand how issues of diversity and social justice should inform social work practice at micro, meso, and macro-social work levels. Implications for social work leadership will also be explored. No professional credit. Prerequisite: SOCW 451. Restricted to Social Work MSW students. – Advanced Macro Diversity and Inequality in Social Environments

SOCW 514: Mental Health Pol and Svcs Credit: 4 Hours.
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 policy making and service delivery. Presents the history of mental health policy and services in the U.S.; current policies and activities of the mental health delivery system are critically analyzed. Prerequisite: SOCW 410. – Advanced Policy

SOCW 515: Integrated Health Care Policy and Services Credit: 4 Hours.
Integrated Health Care Policy and Services is examined from a multidisciplinary perspective including social, cultural, political, economic, ethical and legal issues. Integrated health care services are described in relation to various definitions of health and mental health conditions and access to care. Current problems and issues in integrated health care including government responsibilities and source of authority, policy development and analysis, proposals for reforms, and financing and cost containment are discussed and analyzed. No professional credit. Prerequisite: SOCW 410, admission to MSW program, or consent of instructor. – Advanced Policy

SOCW 516: Child, Youth and Family Svcs Credit: 4 Hours.
Examines a range of direct service and public policy issues that social workers encounter when working with vulnerable children, adolescents, and families. Focuses particular attention on the families involved with child protection. Addresses the following questions: What factors help explain the etiology of violence and neglect in the family home? Once vulnerable families are identified and become involved with social service 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? Prerequisite: SOCW 400. – Advanced Methods

SOCW 519: Public School Policy/Services Credit: 4 Hours.
Presents 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 Act (IDEA). The following topics are highlighted: eligibility requirements, general characteristics of the disabling conditions, education as a continuum from early childhood to adulthood, school finance, and current educational issues. Content is 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. – Advanced Policy

SOCW 520: Social Welfare Planning Credit: 4 Hours.
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 field 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, admission to MSW program or consent of instructor. – Advanced Macro Method.

SOCW 522: SW Practice with Communities Credit: 4 Hours.
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. – Advanced Macro Method

SOCW 526: Managing Human Service Orgs Credit: 4 Hours.
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 400or by consent of instructor for non-Social Work majors. – Advanced Macro Method

SOCW 531: Field Practicum and Integrative Seminar I Credit: 8 to 12 Hours.
This course is comprised of a field practicum and an integrative seminar. The field practicum is educationally directed and supervised by an approved field instructor. The seminar component assists students with the integration of knowledge, skills, values, and attitudes of social work practice acquired in the classroom with the hands-on practice experience in the field practicum setting. Learning experiences emphasize the application of knowledge and practice in the areas of ethical and professional behavior, diversity and difference, human rights and social, economic, and environmental justice, research-informed practice, policy practice, and engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities. 8-12 graduate hours. No professional credit. May be repeated in separate terms. – Field Education

SOCW 532: Field Practicum and Integrative Seminar II Credit: 8 to 12 Hours.
This course builds on the learning of SOCW 531 and is comprised of a field practicum and integrative seminar. Learning is directed at the development and demonstration of

advanced competency skills. The field practicum is educationally directed and supervised by an approved field instructor. The seminar component assists students with the integration of advanced knowledge, skills, values, and attitudes of social work practice acquired in the classroom with the hands-on practice experience in the field practicum setting. The advanced learning experiences emphasize the application of knowledge and practice in the areas of ethical and professional behavior, diversity and difference, human rights and social, economic, and environmental justice, research-informed practice, policy practice, and engagement, assessment, intervention and evaluation with individuals, families, groups, organizations, and communities. 8-12 graduate hours. No professional credit. May be repeated in separate terms. Prerequisite: Successful completion of SOCW 531.

SOCW 533: Field Practicum III Credit: 2 to 6 Hours.
This course is for students completing a part-time field practicum and is the final semester of the practicum experience. Learning is directed at the development and demonstration of advanced competency skills. The field practicum is educationally directed and supervised by an approved field instructor. The advanced learning experiences emphasize the application of knowledge and practice in the areas of ethical and professional behavior, diversity and difference, human rights and social, economic, and environmental justice, research-informed practice, policy practice, and engagement, assessment, intervention and evaluation with individuals, families, groups, organizations, and communities. 2-6 graduate hours. No professional credit. Approved for S/U grading only. May be repeated in separate terms. Prerequisite: Successful completion of SOCW 532. Restricted to Master of Social Work students.

SOCW 541: Clinical Research Seminar Credit: 4 Hours.
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. Prerequisite: SOCW 427. – Advanced Research

SOCW 542: Program Evaluation Credit: 4 Hours.
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 the application of these models in the context of social work practice and social welfare policy. Prerequisite: SOCW 427. – Advanced Research

SOCW 552: HBSE II: Mental Disorders Credit: 4 Hours.

Interrelationship of biological, emotional, learning, and social aspects of mental disorders, and implications for the patient/client, family, and community. 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: SOCW 451. – Advanced HBSE

SOCW 553: Integrated Behavioral Health & Health Care Credit: 4 Hours.
Students will learn therapeutic approaches, brief interventions, and bioethical frameworks to help patients/families navigate illness, disability, and healthcare systems, and promote health and wellness. Students will learn the roles and functions of clinical social workers in healthcare settings with special attention to Integrated Care models and roles of the behavioral health consultant/provider and medical social worker on healthcare teams. Holistic biopsychosocial models that are patient/family-centered, team-based, collaborative, and that integrate physical and behavioral health care to address social determinants of health and health equity will be emphasized. Common chronic and acute health conditions and medical terminology are discussed as well as evidence-based psychosocial interventions in hospital, primary care, and other outpatient settings. No professional credit. Prerequisite: SOCW 400. – Advanced Methods

SOCW 561: Special Studies in Soc Work I Credit: 1 to 8 Hours.
Independent or group study in areas of special interest; application of social work principles to special problems or settings. May be repeated in the same or subsequent terms as topics vary. Prerequisite: Depends on course. – Advanced Method or Elective

SOCW 580: Advanced Child Welfare Credit: 4 Hours.
Examines laws, scientific concepts, ethical dilemmas, and new practice directions with respect to protecting children, preserving families, regulating foster care, achieving family permanency, and assisting foster youth in transitioning to independence. Review of legislative, court, and administrative frameworks for promoting these outcomes at the city, state, and federal levels. The course analyzes and critiques historical and contemporary social science, public policy, community organization, and legal advocacy perspectives on child protection and child welfare. Contemporary topics and issues are discussed and debated. Prerequisite: SOCW 410. – Advanced Policy

SOCW 584: Policy Practice and Advocacy Credit: 4 Hours.
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 needed for policy advocacy, and knowledge in a

specialized area. Course builds on policy material presented in SOCW 410. Prerequisite: SOCW 410 or consent of MSW Program Director. – Advanced Macro Policy.

SOCW 589: Social Work and the Law Credit: 4 Hours.
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: SOCW 410, admission to the MSW program, or consent of instructor. – Advanced Policy

Appendix B: NASW Code of Ethics

Approved by the 1996 NASW Delegate Assembly and

Revised by the 2008 NASW Delegate Assembly

Preamble

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

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

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the generalist 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, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

Furthermore, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with

respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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

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

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

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

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

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

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 should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

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

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

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

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

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

1.04 Competence

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

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

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

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

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

1.05 Cultural Competence

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

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.

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

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

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

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

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

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

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client’s informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

1.08 Access to Records

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

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

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

1.09 Sexual Relationships

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

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

the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion,

and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor

strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession.

These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival

research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Code of Ethics: English (socialworkers.org)