Bachelor of Social Work
Student Handbook

School of Human Sciences and Humanities

University of Houston-Clear Lake
Houston, Texas

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Welcome to UHCL and the BSW Program!

On behalf of the students, staff and faculty as well as our advisory board, welcome to the UHCL BSW Program. We are excited that you have chosen UHCL for your undergraduate social work education. We look forward to working with you as you embark on your new and exciting educational experience.

Sincerely,

Heather Kanenberg, Ph.D., LMSW
UHCL BSW Program Director

Roberta Leal, Phd, MSW
UHCL BSW Director of Field Education

Please note that this BSW handbook is for informational purposes only and is not an official publication of the University of Houston-Clear Lake. For official rules, regulations, policies and procedures, please refer to the UHCL Catalog.

The Texas State Board of Social Worker Examiners defines professional social work practice as: "services and actions performed for compensation to effect changes in human behavior, a person’s emotional responses, interpersonal relationships, and the social conditions of individuals, families, groups, organizations, and communities. For the purpose of this definition, the practice of professional social work is guided by special knowledge, acquired through formal professional social work education, of social welfare policies and services, social welfare systems and resources, human development and behavior within the context of the social environment, and methods to enhance the functioning of individuals, families, groups, communities, and social welfare organizations. Professional social work practice involves the disciplined application of social work values, principles, and methods, including psychotherapy, marriage and family therapy, couples therapy, group therapy, counseling, assessment, and evaluation."
# Social Work Directory

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University of Houston-Clear Lake (UHCL)

Founded in 1974, the University of Houston-Clear Lake (UHCL) is an upper-level and graduate university serving approximately 7,500 students. Located midway between Houston and Galveston, Texas, UHCL is adjacent to NASA's Johnson Space Center and the Armand Bayou Nature Center.

UHCL is one of four institutions with distinct identities and missions forming the University of Houston System (UHS). The universities are governed by the UHS Board of Regents and Chancellor. Administrative responsibility for UHCL is vested in its president, William A. Staples. A statutorily created council composed of the presidents of the region's nine community colleges advises UHCL's president and reflects its upper-level programmatic orientation toward these institutions. The 45 members of the UHCL Development and Advisory Council serve as citizen and corporate advisors on current issues impacting the advancement of the university and as volunteers in helping UHCL acquire private resources.

The University offers thirty-one undergraduate and forty-two graduate majors in four schools including the School of Business, The School of Education, Human Sciences and Humanities, and The School of Science and Computer Engineering. The School of Human Sciences and Humanities (HSH) enrolls approximately 1,900 undergraduate and graduate students.

UHCL School of Human Sciences and Humanities

The School of Human Sciences and Humanities (HSH), is dedicated to the study of people: their individual, social and behavioral conditions, beliefs, values, aspirations, institutions, cultural achievements, communities and conflicts, and future potentialities. Its programs are designed to foster communication, critical thinking, and creative capacities. The primary academic mission of the school is to foster the liberal arts and to provide practical preparation for careers. The mission is carried out through the school's various academic programs that are housed within two major clusters – Human Sciences (HS) and Humanities and Fine Arts (HFA).

In placing the liberal arts centrally in the HSH Mission Statement, we endorse the Statement on Liberal Learning adopted by the Board of Directors of the Association of American Colleges and Universities in October, 1998:

“A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.

We experience the benefits of liberal learning by pursuing intellectual work that is honest, challenging, and significant, and by preparing ourselves to use knowledge and power in responsible ways. Liberal learning is not confined to particular fields of study. What matters in liberal education are substantial content, rigorous methodology and an active engagement with the societal, ethical, and practical implications of our learning. The spirit and value of liberal learning are equally relevant to forms of higher education and to all students. Because liberal learning aims to free us from the constraints of ignorance, sectarianism, and myopia, it prizes curiosity and seeks to expand the boundaries of human knowledge. By its nature, therefore, liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the
social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives. The ability to think, to learn, and express oneself both rigorously and creatively, the capacity to understand ideas and issues in context, the commitment to live in society, and the yearning for truth are fundamental features of our humanity. In centering education upon these qualities, liberal learning is society’s best investment in our shared future."

Council on Social Work Education

The Council on Social Work Education (CSWE) is a national association that preserves and enhances the quality of social work education for practice that promotes the goals of individual and community well-being and social justice. CSWE pursues this mission through setting and maintaining policy and program standards, accrediting bachelor’s and master’s degree programs in social work, promoting research and faculty development, and advocating for social work education. For more information on CSWE visit www.cswe.org.

The UHCL BSW Program was awarded “Accreditation status” through the Council on Social Work Education (CSWE) on October 16th, 2004, was reaccredited in October of 2008 and October 2016 and will not have to be reviewed again until 2024.

Social Work Program: Mission Statement

As part of an upper-level and graduate university, the mission of the University of Houston - Clear Lake Social Work Program reflects UHCL’s mission regarding academic excellence and the provision of human services. Specifically, the Bachelor of Social Work Program prepares entry-level social work professionals for competent generalist social work practice emphasizing an integrated bio-psychosocial approach with diverse persons, families, groups, organizations and communities in a variety of settings in the unique Houston/Galveston metropolitan area.

Social Work Program: Generalist Practice

The BSW Program enables students to integrate the knowledge, values and skills of social work into competent generalist practice. Generalist practice is the application of a wide variety of theoretical perspectives reflecting an integrated bio-psycho-social-spiritual approach, professional social work values and ethics and skills with diverse persons, families, groups, organizations and communities utilizing the planned change process.

UHCL BSW Program Goals

**Goal 1.** To produce competent, entry-level generalist social workers grounded in a liberal arts perspective and a professional foundation, who can work with multi-level systems in serving diverse and oppressed populations and populations at risk, especially those reflective of the Houston/Galveston Metropolitan area.

**Goal 2.** To produce competent, entry-level generalist social workers capable of utilizing their knowledge about the contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change in order to provide leadership in the development of service delivery systems.
Goal 3. To produce competent, entry-level generalist social workers capable of exhibiting a practice orientation guided by social work knowledge, professional values, and ethical standards of behavior.

Goal 4. To produce competent, entry-level generalist social workers capable of critical analysis and evaluation of social work practice which is sensitive to issues of diverse populations as reflected in the history, purpose, and philosophy of the social work profession.

Program Competencies and Behaviors

Students that will be able to demonstrate:

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

Competency Two: Engage Diversity and Difference in Practice
1) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2) Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
3) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency Three: Advance Human Rights and Social, Economic, and Environmental Justice
1) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
2) Engage in practices that advance social, economic, and environmental justice.

Competency Four: Engage in Practice-informed Research and Research-informed Practice
1) Use practice experience and theory to inform scientific inquiry and research;
2) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3) Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency Five: Engage in Policy Practice
1) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2) Assess how social welfare and economic policies impact the delivery of and access to social services;
3) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency Six: Engage with Individuals, Families, Groups, Organizations, and Communities
1) Apply knowledge of human behavior and the social environment, person-in-environment, and
other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
2) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency Seven: Assess Individuals, Families, Groups, Organizations, and Communities
1) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
3) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency Eight: Intervene with Individuals, Families, Groups, Organizations, and Communities
1) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
4) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
5) Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency Nine: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
1) Select and use appropriate methods for evaluation of outcomes;
2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
3) Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
4) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Curriculum Overview

The BSW curriculum consists of four integrated components: (A) A Liberal Arts Foundation -Texas Core Requirements (B) BSW Program pre-requisites, (C) BSW foundation courses including field education; and (D) Upper-Level Electives that must be taken by all Human Sciences students.

BSW Curriculum Requirements
Program Prerequisites Grade must be “C” or better
SWRK 3301: Introduction to Social Work
SWRK 3304: Professional Issues and Ethics

BSW Foundation Courses
SWRK 3314: Diversity & Human Behavior in the Social Environment (HBSE) (pre or co-requisite: Introduction to Social Work & Professional Issues and Ethics in Social Work)
SWRK 3324: Oppression, Diversity and Social Justice (ODSJ) - (pre or co-requisite: Introduction to Social Work & Professional Issues and Ethics in Social Work)
SWRK 4319: Social Welfare Policy Analysis - (pre-requisite: SWPS)
SWRK 4363: Experimental Methods and Statistics
SWRK 4370: Nonexperimental Methods and Statistics
SWRK 4318: SW Practice I: Practice with Individuals - (pre-requisite: Introduction to Social Work, Professional Issues and Ethics in Social Work, HBSE, ODSJ and admission to program. The 2 HSH Overview Requirements are also considered pre or co-requisites)
SWRK 4328: SW Practice II: Practice with Groups and Families - (pre-requisite: Practice I)
SWRK 4338: SW Practice III: Practice with Organizations & Communities - (pre-requisite: Practice II)
SWRK 4619 & SWRK 4629: Field Placement I & II

(Social Welfare Policy Analysis & Interdisciplinary Overview requirements may be taken in field with approval by the BSW faculty)

** Only grades of “C” or better are acceptable

***Students may choose to complete SWRK 3314, SWRK 3317, SWRK 3324, SWRK 4363 and SWRK 4370 prior to being fully admitted to the program.

***Courses in the SWRK Rubric may only be taken twice in an attempt to earn a “C” or better. Failure to do so will result in students being ineligible to apply for the program or removed from the program if already admitted.

Writing Requirement (3SCH)
WRIT 3307: Advanced Writing
OR
WRIT 3306: Advanced Writing for the Social Sciences

Major (Interdisciplinary) Overviews (Choose 2 of the following):

Note: Students pursuing a Women’s and Gender Studies Certificate should take WGST/HUMN/ PSYC 4308 as one of their two required Interdisciplinary Overviews.
ANTH/SOCI 4342: Human Rights and Social Justice
HUMN 3374: Critical Inquiry
HUMN 3375: Ideas in Transition
PHIL 3331: Ethics
PHIL 4314: The Great Philosophers I
PHIL 4315: The Great Philosophers II
SOCI 4328: Social Conflict and Mediation
WGST 1301: Gender Matters
WGST 4372: Seminar in Women’s Studies
SWRK Elective or Course Designated by Major (3000/4000 level)

HSH Overview Courses Requirement
Students must complete 2 courses; they must be from 2 different disciplines of the following 3 HSH disciplines: Psychology, Sociology, or Anthropology. Grade must be “C” or better

Psychology Overview Options: (If you choose a psychology course, you may only take one):
Note: Students pursuing a Women’s and Gender Studies Certificate should take PSYC 4334, all other students can choose from the list.
PSYC 3321: Learning;
PSYC 3331: Theories of Personality;
PSYC 4351: Abnormal Psychology;  
PSYC 4311: Social Psychology;  
PSYC 4382: Cognitive Psychology; or  
*PSYC 4334: Psychology of Women

**Sociology Overview Option:**  
SOCI 4312: Social Structure: Class, Status & Power

**Anthropology Overview Options:**  
**Note:** All students must take ANTH 3311 if they chose to do an Anthropology Overview. Students interested in completing a Women’s and Gender Studies Certificate in addition to the BSW should choose either ANTH 4301 or ANTH 4341; and they must be cross-listed with WGST.

ANTH 3311: Contemporary Cultural Anthropology  
ANTH 4301: Studies in Cultural Diversity  
ANTH 4341: Gender and Sexuality in Global Perspectives

**B.S.W. and Women’s and Gender Studies Certificate Option**

Students pursuing a B.S.W. degree and who would like to receive and undergraduate certificate in Women’s Studies should complete the following courses:

**Certificate Requirements: Courses**  
**Note:** As one of the two required Interdisciplinary Overview Courses, students should take one (1) from the following list:

WGST 1301 Gender Matters

**Note:** As their Psychology Overview, students should take:

PSYC 4334 Psychology of Women

**Note:** As their Anthropology Overview, students should take one (1) from the following list:

ANTH 4341/WGST 4341 Gender and Sexuality in Global Perspectives  
ANTH 4431/WGST 4431 Women in Society  
ANTH 4301 Studies in Cultural Diversity: Be sure the topic includes Women/Gender  
WGST 4314 Latina Social Movements in the Americas

Students will need to complete the online “Undergraduate Certificate Intention Form” found on the UHCL Women’s and Gender Studies web site, at http://hsh.uhcl.edu/WS. Interested students should meet with Social Work faculty to make plans for completing the Women’s and Gender Studies Certificate as soon as possible.

*** Course requirements are subject to change from time to time. Prospective students are encouraged to consult with BSW Program faculty prior to registration to ensure they are enrolled in appropriate courses.

**Course Sequencing Guidance Related to Entering Field Internship**

- Completion of all Core Social Work courses with the exception of Social Welfare Policy Analysis (SWRK 4319).  
- Completion of Advanced Writing  
- Completion of HSH Overviews (Psyc, Soc, & Anth options) which are pre and/or co requisites of Practice I (SWRK 4318) and as such, must be completed prior to Field I. *** This also applies to
those students who are enrolled in the Women’s and Gender Studies Certificate Program (WGSCP) and utilizing the HSH Overview requirements to help meet those requirements. *** If students have enrolled in the Women’s and Gender Studies Certificate Program they may take one WGSCP course (the last of their requirements) during field.

- Students may take a lower or upper level elective, WGSCP course or Interdisciplinary overview course during Field I and/or II.
- Under no circumstances will students be allowed to take more than 12 total hours during each semester of Field.
- If a student does not earn a grade of “C” or better in Field I (SWRK 4619) or SWPA (SWRK 4319), they will not be allowed to enroll in Field II.
- If a student does not earn a grade of “C” or better in an overview requirement or elective during Field I, they may retake it during Field II as long as they remain in good standing within the program and will not be taking over 12 hours during their final semester.

**NOTICE:** It is the practice of BSW faculty to encourage students to complete as much coursework as possible prior to entering Field so they may focus all their energy toward successful completion of Field Practicum and on graduation.

**BSW Program Course Descriptions**

**BSW Program Prerequisites**
(These courses must be completed with a grade of “C” or better prior to being considered for full admission to the UHCL BSW Program.)

**SWRK 3301: Introduction to Social Work:** An overview of social welfare and the field of social work, including the history, philosophy, values, roles, fields of practice and settings for professional social work practice. Students will be required to complete 40-hour volunteer placement.

**SWRK 3304: Professional Issues and Ethics in Social Work:** An examination of professional values and ethics specific to social work as set forth in the NASW Code of Ethics. Various other codes of ethics for social work professionals are also covered.

**BSW Professional Foundation Courses**
Students must complete (or have completed) the following foundation BSW courses (A portion of these courses are open only to students fully admitted to the program):

**SWRK 4363: Experimental Methods and Statistics:** This course provides students with the theoretical foundations and real-world applications of qualitative methodological analysis. By the end of class, students will understand the more subtle differences between different types of research designs (quantitative & qualitative) and be able to utilize qualitative methods for research, program evaluation, evaluation of client system change, and the use of scientific knowledge for practice.

**SWRK 4370: Nonexperimental Methods and Statistics:** This course provides students with the theoretical foundations and real-world applications of quantitative designs, methods of measurement, and statistical methods of analysis. By the end of class, students will understand the differences, strengths, and weaknesses between types of research designs, methods of measurement, and be able to utilize various univariate and bivariate statistics for research, program evaluation, evaluation of client system change, and the use of scientific knowledge for practice.

**SWRK 3314: Diversity and Human Behavior in the Social Environment (HBSE):** An overview of theories and knowledge related to human behavior, growth, and development throughout the life cycle with particular attention to human diversity. Pre/Co-requisites: SWRK 3301, SWRK 3304

**SWRK 3324: Oppression, Diversity and Social Justice:** This course focuses on the social, cultural, and systemic influences on human behavior and the ways in which different theoretical conceptions view and
affect social and economic justice. Particular attention is given to human diversity and the persons and groups who are most affected by oppression. Specific attention is focused on how to combat oppression and discrimination and achieve a more just society through social change and social movements. Pre/Co-requisites: SWRK 3301, SWRK 3304

**SWRK 3317: Social Welfare Policy and Services**: This course provides knowledge of the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in maintaining or achieving optimal health and well-being, the effect of policy on social work practice, and the impact of policy on clients systems of all sizes. Social and economic justice for oppressed groups within the context of historical and contemporary factors that shape policy are also discussed. In addition, the importance of professional values and ethics, issues of diversity, the political climate, organizational processes, and the social environment in which public policies are developed and influenced will be explored. Pre/Co-requisites: SWRK 3301, SWRK 3304

**SWRK 4319: Social Welfare Policy Analysis**: This course provides knowledge of social welfare systems and policies, the impact of policy on clients and communities, and the skills of policy analysis as a means to achieving social and economic justice for oppressed groups. A comparative perspective is included. Prerequisite: SWRK 3317: Social Welfare Policy and Services; * Closed Course

**SWRK 4318: Social Work Practice I: Practice with Individuals**: An introduction to the knowledge base, skills, values, and techniques for social work assessment, intervention, and practice evaluation with individuals, with particular attention to human diversity and multicultural sensitivity. Prerequisites: SWRK 3301, SWRK 3304, SWRK 3314, SWRK 3324, completion of all Texas Core requirements, admission to the BSW Program. HSH Overviews in 2 of the following: Psychology, Sociology & Anthropology are considered pre or co-requisites * Closed Course

**SWRK 4328: Social Work Practice II: Practice with Groups & Families**: An introduction to the knowledge base, skills, values, and techniques for social work assessment, intervention, and practice evaluation with groups and families, with particular attention to human diversity and multicultural sensitivity. Prerequisite: SWRK 4318 * Closed Course

**SWRK 4338: Social Work Practice III: Practice with Organizations & Communities**: An introduction to the knowledge base, skills, values, and techniques for social work assessment, intervention, planned change, and practice evaluation with communities and organizations with particular attention to human diversity, multicultural sensitivity, and achieving social and economic justice. Prerequisite: SWRK 4328: Social Work Practice II; * Closed Course

**SWRK 4619 & SWRK 4629: Field I & Field II**: Field placements provide an integration of classroom learning with the knowledge, values, and skills developed in the field setting. This course assists students in developing professional self-awareness and professional competence in integrating the knowledge, values and skills learned in the field settings with content learned in the classroom. Particular emphasis will be placed on professional socialization, social work values, and the effective use of supervision, organizational factors in service delivery, and the integration of classroom content with the field experience. Prerequisite: SWRK 3301: SWRK 3304; SWRK 3314; SWRK 3324; SWRK 3317; SWRK 4363; SWRK 4319; SWRK 4318; SWRK 4328, SWRK 4338 and ALL HSH REQUIREMENTS LISTED BELOW; * Closed Course

**HSH Overview Courses Requirement for Social Work Students**
Students must complete 2 courses; they must be from 2 of the following 3 HSH disciplines: Psychology, Sociology, or Anthropology. Grade must be “C” or better

**Psychology Overview Class:**
**PSYC 3321: Learning**: This course addresses basic principles of learning and how they apply to human behavior.
PSYC3331: *Theories of Personality:* This course addresses theories of the origins, structure, and dynamics of personality; emphasis on the “normal” personality.

PSYC4351: *Abnormal Psychology:* This course addresses neurotic and psychotic personality patterns; etiology, symptoms, diagnosis and correctional methods and institutions viewed from a psychological perspective.

PSYC 4311: *Social Psychology:* This course addresses attitudes, social cognition, person perception, self, social influence, relationships, prejudice, helping and aggression. Theories, research and application.

PSYC 4382: *Cognitive Psychology:* This course includes an empirical and theoretical examination of human cognitive processes. Possible topics include perception, memory, problem solving and artificial intelligence; or

*PSYC 4334: Psychology of Women:* This course addresses the development of sex differences and sex roles; modern viewpoints on gender appropriate behavior. (Women Studies Course)

*Students interested in a Women’s and Gender Studies Certificate must select Psychology of Women PSYC 4334.*

**Sociology Overview Class:**

**SOCI 4312: Social Structure: Class, Status & Power:** Various interpretations of America’s system of social stratification.

**Anthropology Overview Class:**

Note: All students must take ANTH 3311 if they chose to do an Anthropology Overview. Students interested in completing a Women’s Studies Certificate in addition to the BSW should choose either ANTH 4301 or ANTH 4341; and they must be cross-listed with WMST.

**ANTH 3311: Contemporary Cultural Anthropology:** The comparative study of culture as manifested in technology, language, personality, and religion and in the social, economic and political organization of societies.

**ANTH 4301: Studies in Cultural Diversity:** Critical examination of cultural diversity as expressed in formations of ethnicity, race, class, nationalism, and gender. Topics vary; may be repeated for credit with permission of instructor.

**ANTH 4341:** Gender and Sexuality in Global Perspectives: Explores the many ways gender and sexuality is constructed cross-culturally. Compares how different societies conceptualize each gender and assign them social, economic, and political significance.

**Advanced Writing (3 SCH)**

WRIT 3307: *Advanced Writing:* From invention of ideas to strategies appropriate to various kinds of writing. Models of organization, analysis of style, role, mechanics & syntax.

**Major (Interdisciplinary) Overviews (Choose any 2 of the following)**

Note: Students pursuing a Women’s Studies Certificate should take WMST/HUMN/ PSYC 4308 as one of their two required Interdisciplinary Overviews.

**ANTH/SOCI 4342:** *Human Rights and Social Justice:* Exploration of conceptions of human rights and of recent attempts to reconcile such conceptions in the context of globalization and from the perspective of social justice.

**HUMN 3374:** *Critical Inquiry:* Students will engage in critical research in contemporary humanities that attends to diverse scholarship on race, class, gender, and ethnicity. Students will emerge from course equipped with current knowledge on theorizing selfhood, community, and/or culture.
HUMN 3375: *Ideas in Transition*: This class traces an idea's shifting significance throughout history. Themes will be studies using philosophic, literary, and artistic works. Themes may include soul-brain-machine, sex and love, gender, justice, economy and society, technology, identity and community. Topics vary; may be repeated for credit.

PHIL 3331: *Ethics*: A primary course in assessing ethical questions, judgments, and systems of morality. Readings will address contemporary ethical issues.

PHIL 4314: *The Great Philosophers I*: Survey of the ideas of the great philosophers of the Western tradition from ancient Greece through the middle ages.

PHIL 4315: *The Great Philosophers II*: Survey of the ideas of the great philosophers of the modern Western world.

SOCI 4328: *Social Conflict and Mediation*: Examination of theories of social conflict and application of dispute resolution/mediation techniques to needs of community groups, courts, churches, businesses, and non-governmental agencies.

WMST 4308/HUMN 4308/PSYC 4308: *Introduction to Women’s Studies*: General introduction to the status of women in many academic disciplines.

WMST 4372/HUMN 4372/PSYC 4375: *Seminar in Women’s Studies*: An advanced course in Women’s Studies, designed to acquaint students with contemporary issues in scholarship on women’s and gender studies across the disciplines. Topics may include feminist theories, methodologies, ethics, and philosophies.

SWRK Elective or Course Designated by Major (3000/4000 level)

*** Course requirements are subject to change from time to time. Prospective students are encouraged to consult with BSW Program faculty prior to registration to ensure they are enrolled in appropriate courses.

Faculty Advisement of BSW students

After receiving admission to the UHCL BSW program, students should meet with their BSW Program faculty advisor (if they have not already done so) and develop a Candidate Plan of Studies (CPS) and a Curriculum Plan (CP). The CP outlines semester-by-semester the courses a student is approved to take in line with career goals and within the policy requirements of the BSW program. There are explicit requirements regarding the sequencing of and prerequisites for courses, including the Field Education Program. Any variation from these requirements requires approval from the BSW Program Director or the Director of Field Education. All BSW students are assigned a BSW Program faculty advisor, who will help students plan their academic careers, their choice of courses and the fulfillment of their requirements.

Concerns and problems in academic classes are handled first by classroom instructors, and where appropriate, may involve a BSW Program faculty advisor if different from the classroom instructor. The BSW Program faculty advisor regularly confers with teaching faculty to stay current on a student’s progress. Students should meet regularly with their assigned BSW program faculty advisor.

BSW Program faculty advisors assume responsibility for helping students plan their course of study and progress toward their post-graduation goals. The BSW Program faculty advisor attends to the needs of students in both the classroom and field, and assists them in integrating their coursework with their field experiences. The BSW Program faculty advisor also meets individually with students for regular consultations. The BSW Program faculty advisor’s roles and function include academic and professional advising. Specifically their roles include the following:

1. To know the students and their Candidate Plan of Studies
2. To maintain communication with instructors regarding a student’s academic progress
3. To plan an integrated academic and field instruction sequence with the student;
4. To help students identify learning patterns, strengths and barriers
5. To help students internalize professional norms & to clarify professional expectations
6. To increase student self-awareness in an educational professional context
7. To encourage student growth and the development of professional values
8. To help faculty and field instructors identify and better address a student's learning patterns, strengths and barriers
9. To provide student advisees with vocational guidance

Social Work Program Advisory Committee
The UHCL BSW Program Social Work Advisory Committee is composed of members representing a cross-section of agency directors and middle-level managers, social work supervisors, BSW and MSW social workers employed in public and private social agencies and social work faculty. The purposes of the Advisory Committee are to:

- Inform the BSW Program Director about the changing needs and demands of contemporary social work practice
- Have input into the ongoing development of the curriculum
- Help ensure that the content, educational methodology and the curriculum of the BSW program remains relevant to the needs of agencies
- Help explore new avenues for the employment of BSW graduates
- Help develop recruitment strategies aimed at increasing the overall enrollment and the recruitment of minority students and students from populations-at-risk
- Help develop strategies for program and student financial support and scholarships
- Help promote the positive image of generalist social work practice
- Help provide avenues for the continued mentorship of BSW graduates
- Help promote the value of undergraduate and graduate social work education in the Houston/Galveston metropolitan area
- Examine ways that the UHCL BSW program can become increasingly more active in social change activities on the state and local levels
- Help foster positive relationships with local communities
BSW Admissions Criteria and Policies

Criteria:

• Completion of essential elements of Texas Core Requirements.
• Completion of Introduction to Psychology (PSYC 2301). Students must earn a grade of "C" or higher.
• Completion of Introduction to Sociology. Students must earn a grade of "C" or higher.
• Completion of one of the following natural science courses: General Biology; Anatomy & Physiology; or General Biology for non-science majors. * A corresponding lab requirement that must also be completed
• Completion of SWRK 3301- Introduction to Social Work with a grade of “C” or higher.
• Completion of SWRK 3304-Professional Issues and Ethics in Social Work with a grade of “C”: or higher.
• Cumulative grade point average of 2.5 or higher.

Admission Policies and Procedures

• Contact Dr. Heather Kanenberg (Kanenbergh@uhcl.edu) or Dr. Roberta Leal (LealR@uhcl.edu) for BSW advising as soon as possible.
• Obtain an application packet from Dr. Kanenberg or Dr. Leal, the HSH advising office, UHCL admissions office or online at: http://hsh.uhcl.edu/SW

The submitted application packet must include the following documents and information:

1. Application cover sheets
2. An unofficial copy of all college transcripts
3. 3 letters of recommendation from previous instructors or work supervisors.
4. A 4-6 page autobiographical statement. Applicants should be certain that their autobiographical statement is a strong sample of their ability to express themselves in writing. The statement should include a description of the student’s educational, work, and/or life goals, their personal and professional objectives, social work or human service experience, contact, exposure to, or experience with diverse groups and any other information the student believes may be important when considering their application for admission to the program.
5. Application Deadlines: Applications are accepted at any time, but must be turned in before August 1st for Fall admission & December 15th for Spring admission.

Admission Procedures and Decisions

• Complete admission packets are reviewed by all full-time and/or part-time faculty.
• Students receive admission decisions within 30 days.
• Students with a GPA lower than 2.5 may still be admitted to the BSW program, if faculty determines other admission criteria are suitably strong.
• Applicants should also note that a personal interview may be required as part of the admissions process.

NOTE: Students may request a Candidate Plan of Studies (CPS) subsequent to their admission to the BSW Program.

*** The BSW faculty are interested in applicants who demonstrate both academic competency and the personal characteristics that will serve as a sound basis for professional development. There are several characteristics deemed essential in students who wish to have a social work career. Among these are maturity, good judgment, openness to new ideas, the capacity to develop self-awareness, the willingness to change and the acceptance of differences in people. Other essential qualities require a dedication to the values within the National Association of Social Workers (NASW) Code of Ethics including: a commitment to social work’s role in institutional change and a broad-based respect for diversity.
Admission Decisions

<table>
<thead>
<tr>
<th>Admission Decision</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Admission</td>
<td>Students have fully met the admission requirements and are accepted into the program.</td>
</tr>
</tbody>
</table>
| Probationary Status| Students are admitted on probationary status when there is a consensus among the Admission Review Team that students must show improvement in one or both of the following areas:  
  - Overall academic performance; and/or  
  - Ongoing demonstration of professional behavior and adherence to the NASW Code of Ethics.  
  ***Students admitted on a probationary status must attend an interview with the Program Director and Director of Field Education to identify specific criteria for attaining full admission status. The student should contact the Program Director to schedule this meeting within two weeks of formal notification of their probationary status. Unless otherwise indicated, students will be removed from probationary status and be fully admitted to the program or removed from it after one full semester. |
| Non-admission      | The Admission Review Team reviewed complete packets and found the student to not be appropriate for admission. Students can re-apply to the program the following academic year. |

Appeal Procedures

If students would like to appeal their admissions status, they must submit, in writing, the reason for their appeal. Copies of the appeal must be sent to the BSW Program Director and the Associate Dean of the School of Human Sciences and Humanities within fifteen business days of receipt of their admission decision. The Associate Dean of the School of Human Sciences and Humanities will render the appeal decision. This decision may be appealed, if needed, to the Dean of the School of Human Sciences and Humanities within fifteen business days from receipt of the Associate Deans admission decision. The decision by the Dean is considered final.

Field Instruction Policies

While there are many policies and procedures associated with the Field Placement process, there are three policies that are important for students to be familiar with prior to initiating the field education experience.

Mandatory Informational Meeting

In order to be eligible to apply for consideration of entry into Field Placement, students will be required to attend a mandatory informational meeting the semester before their potential field placement is to begin. Only students who have completed the social work pre-requisites, required core social work courses (Nonexperimental Methods and Statistics, Experimental Methods and Statistics, HBSE, Oppression, Diversity and Social Justice, Social Policy and Services, Social Welfare Policy and Analysis, Practice I, II & III), HSH Overview requirements, and Advanced Writing, the Application for Field Placement, the BSW Student Information Form, and the interview process are allowed to register for the field education component of the UHCL BSW Program.

Creation of One’s Own Placement

All field placement assignments must be approved by the Director of Field Education. The Director of Field Education is the final authority on approval of a field placement. Field placement assignments will be made only to agencies that are formally affiliated with the UHCL Social Work program. Under no
circumstances are students to initiate contact with an agency for the purpose of developing a field placement site. In addition, students may not visit agencies for the purpose of interviewing for possible field placement unless they have received a referral from the Director of Field Education. Agencies and social work practitioners are extremely busy meeting the myriad needs of clients. Therefore, visits from student observers, unless coordinated by the Director of Field Education, may result in disrupted client service, which could jeopardize the agency’s affiliation agreement with the Social Work program and the University.

Withdrawal from University Classes
Students who drop, withdraw from, or fail 1 or more classes that are required for completion of the BSW Degree and taken concurrently with field placement must meet with the Director of Field Education and, depending upon the course, may also be removed from the field placement sequence. The Director of Field Education and/or the Program Director can address any questions about these policies or the Field Education experience.

Issues, Rights, Responsibilities and Policies for BSW Majors

Code of Professional Conduct
Social Work majors are expected to adhere to the NASW Code of Ethics in all aspects of their role as students. Students who violate the Code of Ethics are required to meet with the BSW Program Director and/or the Director of Field Education. Violation of the NASW Code of Ethics is grounds for dismissal from the Social Work program. The NASW Code of Ethics is located in the appendix of this manual.

Diversity
Students in the UHCL Social Work Program are expected to appreciate and value the rich diversity of people who make up our global society. Social work is committed to working for social justice, eliminating oppression and discrimination, and appreciating difference. Social workers need to be culturally competent to work with and for males and females; people of all ages; people who are gay, lesbian, bisexual, & heterosexual; all people regardless of their gender identity/expression; people of all colors, ethnicity, nationality and origins; people with all religious or spiritual beliefs, and those who are agnostic or atheist; people with different physical and mental abilities; veterans and people from all socio-economic levels and of all political beliefs.

Professional Social Work Organizations
The National Association of Social Workers (NASW) is the national professional organization of social workers. It provides many benefits including the journal, Social Work; NASW News, the monthly newsletter; discounted liability insurance; political advocacy for the profession and its clients. Students are encouraged to seek membership at reduced student rates as soon as possible. Other professional associations which students are may join include but are not limited to the National Association of Black Social Workers (NABSW), the National Association of Puerto Rican/Hispanic Social Workers (NAPRHSW), and the National Association of Christian Social Workers. Contact the BSW Program Director for more information regarding other national organizations for social workers.

Career Opportunities in Social Work
Regular feedback from our BSW Program alumni as well as our advisory board strongly suggest that there are many employment opportunities for students graduating with undergraduate social work degrees. In the Houston/Galveston area, students will likely find job opportunities in any of the following service areas: Public assistance, employment assistance, corrections, public education, emergency services, and mental health services. In addition, students seeking employment are likely to find
opportunities in this region to work with: children, older adults, women, children and adults with disabilities, and others while engaging in case management, advocacy, community organizing, and direct service work. Students may seek assistance with job placement and counseling from the UHCL Career and Counseling Center.

Student Social Work Organization
UHCL has a Social Work Student Organization (SWSO) providing opportunities for students to further their professional development through campus and community based activities designed to reflect the interests of the social work profession. The SWSO also provides BSW students with a forum to participate in the development or refinement of program policies and procedures and to organize in their own collective interests. The Social Work Student Organization is sponsored by one or more social work faculty and operates within the established guidelines for all UHCL student organizations.

Student Social Work Honor Society (Phi Alpha-Nu Iota chapter)
Social Work students may apply for entrance into our chapter of Phi Alpha which is designated Nu Iota. Interested students can contact the chapter faculty sponsors for further information.

Writing Style of the American Psychological Association (APA)
Students are responsible for understanding the rules of referencing, footnoting, and quoting of the American Psychological Association. Social Work requires the latest edition of the APA style for all papers and assignments. Students may consult APA style manuals in the UHCL library but it is highly recommended that students purchase their own copy.

UHCL Writing Center
Effective written communication is a necessary skill for social workers. Students are encouraged to use the UHCL Writing Center to strengthen their writing skills. Students may also be required to obtain assistance from the Writing Center as a function of admission decisions including students on probationary status. The Writing Center is located in SSB #2105 and can be contacted by telephone at 281-283-2910; or by email at writingcenter@uhcl.edu.

Duplicate Work/Academic Honesty/Plagiarism
Scholastic dishonesty, including plagiarism, violates social work values as well as the UHCL Academic Honesty Policy. Instances of dishonesty and/or plagiarism identified in any course, will result in corrective action that may include a lowering of the student’s grade, dismissal from the course, being placed on probation within the BSW program, dismissal from the BSW program and/or referral to the appropriate University personnel. Information on the standards of academic honesty and the Student Academic Honesty Policy are available in the UHCL catalog and the UHCL Student Life Policy Handbook. All written work submitted to the BSW faculty must be the original work of the student and prepared solely for the course in which the work was assigned.

Felony Convictions
Students convicted of a felony may be admitted to the Social Work major. However, students must be aware that agencies have the right to refuse to accept them for field education placement. Also, the State of Texas requires a specific case-by-case evaluation to determine eligibility for social work licensing.

Student Rights and Responsibilities
Students are expected to be aware of their rights and responsibilities as students of UHCL. Students should be aware of and follow the UHCL Student Code of Conduct. These policies can be found in the UHCL Student life Policies handbook and on the UHCL Web Page.
Non-discrimination
The UHCL Bachelor of Social Work Program does not discriminate on the basis of age, sex, gender identity/expression, race, color, ethnicity, national origin, religion, physical or mental ability, veteran status, sexual orientation, socio-economic status or political beliefs.

Sexual Harassment
The Social Work Program strongly supports an environment free from sexual and gender discrimination and harassment. UHCL has a Sexual Harassment Policy located in the UHCL Student Life Policies Handbook. The BSW Program encourages student to access this information on-line or in hard copy.

The Office of Disability Services
These Services assists students with disabilities to participate in the full range of college experiences in accordance with ADA regulations. The office is staffed by a professional who helps students meet these needs by providing such services as working with faculty and students to determine appropriate accommodations, locating readers, note-takers, interpreters, referral sources, handicapped parking, and providing assistance with registration.

Course Waiver Policy
All students must complete 30 Upper Level hours at UHCL and 45 Upper Level hours at a minimum to earn an undergraduate degree at UHCL. In the event that students have been granted one or more course waivers by the Program Director and Director of Field Education, they must ensure that they are in compliance with all university policies regarding degree completion.

Letters of Recommendation
Students may request faculty write letters of recommendation for graduate school and/or employment. However, faculty may use their discretion regarding whether or not they will fulfill these requests. If faculty choose to write a letter of recommendation, students are expected provide all required information (forms, envelope, stamps, mailing address, etc) required to complete the task well in advance of the deadline. Students can expect faculty to send letters of recommendation for graduate school directly to the school to which they have applied.
BSW PROGRAM
Student Admission Contract
CODE OF CONDUCT

Name: ___________________________ Phone: ___________________________
Home Address: ___________________________ Email: ___________________________
Cell: ___________________________ Email: ___________________________

The Social Work Program at UHCL is a professional education program. As such, students are required to adhere to the standards, ethics, and values of the profession as identified by the National Association of Social Work (NASW). In addition, the program must meet the standards set by the Council on Social Work Education (CSWE). The following professional/behavioral expectations are based on the NASW Code of Ethics, CSWE’s accreditation standards, and the UHCL BSW Program Student Handbook.

• Social work students are expected to uphold and advance the values, ethics, and mission of the profession.
• Social work students are expected to treat fellow students, faculty, and staff with respect, honesty, courtesy, and fairness, and should avoid unwarranted criticism.
• Social work students should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, age, religion, sex, sexual orientation, gender identity and expression, marital status, political belief, or mental or physical ability, creed, ancestry, veteran, socio-economic status, pregnancy, and parental status.
• Social work students should not participate in, condone, or be associated with dishonesty, fraud, deception, or plagiarism.
• Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental difficulties interfere with their abilities to meet program requirements will be expected to take remedial action. These issues can result in dismissal from the program.
• Social work students should not allow their private conduct to interfere with their ability to meet the program’s expectations.
• Social work students are expected to continue to work on areas of professional growth. If a faculty member refers a student to supportive services, it is expected that the student will follow through with the referral/recommendation.

Statement of Understanding

I understand that should I be formally admitted to the social work program at UHCL, if my professional development is not deemed satisfactory by the social work faculty, the program has the right and responsibility to reevaluate my suitability for the social work program. Reevaluation may result in being placed on probation or dismissed from the program.

I hereby agree to abide by the standards outlined in this document and I further understand that I must maintain a 2.5 overall grade point average in social work foundation courses and maintain good academic standing in order to remain in the program, apply for field placement, and graduate with a BSW degree.

____________________________________              ___________________________
Signature of Student              Date
Probation and Dismissal Policy of the BSW Program

The Handbook of Accreditation Standards and Procedures 5th edition (AS 5.7) require that social work programs have policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic/professional performance. This interpretative guideline refers to professional performance or behaviors of students that provide relevant information regarding their likely performance as social work practitioners” (CSWE, 2004).

The BSW Program Director has the responsibility of placing students on probation and/or for dismissing students from the BSW Program when Social Work faculty assess, in their best professional judgment, that probation or dismissal is the most appropriate option for the students and/or the Social Work Program. Professional judgment is based on a number of factors including, but not limited to, student grade reports and/or direct behavioral observation of students. Probation or dismissal will be based on a student not meeting academic standards. Academic standards include course grades and observable behaviors in the classroom work, university campus or field education.

Generally speaking, it is the policy that students will first be placed on probation, with a development plan, when determined they are not meeting academic or professional (non-academic) program standards. However, dismissal from the program may occur without a prior probationary period if, in the professional judgment of the BSW Program Director, in consultation with the BSW Director of Field Education, HSH administration, and other parties as deemed appropriate, it is determined that immediate dismissal is in the best interest of the Social Work Program, profession, students and/or clients. Judgments regarding probation or dismissal will be based on the type and/or frequency of student behaviors.

Probation and Dismissal Status for Academic and Professional Performance

A - Grades: Students are expected to maintain a 2.5 GPA in all foundation Social Work courses. Student grades and GPAs in foundation Social Work courses will be monitored on a semester basis. This information is available to the BSW Program Director and Director of Field Education via the PeopleSoft computer system at UHCL. In the event students fall below a 2.5 GPA in foundation Social Work courses, they will be placed on probationary status. Students will receive written notice of their probationary status explaining the reason(s) for probation and the requirements for removal from probation. Probation will typically last no longer than one long semester, but may be longer given the circumstances of a particular situation. Students will receive written notification of their placement status (academic standing) at the end of the semester. Status possibilities include removal from probation (GPA currently meets BSW Program standards), continued probation (GPA still doesn’t meet BSW Program Standards—but is closer to the 2.5 minimum GPA than at the beginning of the probationary period) or dismissal from the BSW Program (GPA doesn’t meet BSW Program Standards and no satisfactory progress has occurred).

Students will not receive course credit toward the BSW degree for a foundation Social Work course on the Candidate Plan of Study in which they make a grade of “C-“ or lower. Students receiving a “C-“ or lower in a foundation Social Work course, must repeat the course. Further, students will not be allowed to take any other courses for which that course is a pre-requisite until the student successfully completes the course with a grade of “C” or better. If, at the same time, the student’s GPA for all core Social Work courses falls below 2.5, the student will be placed on probation. Students will be dismissed from the program if they take a foundation Social Work course a second time and fail to make at least a “C” in the course. In the event students are dismissed from the BSW program they may pursue other available academic options, such as entering another major.
B. - Behavior in the classroom, university campus, and the field setting: The framework for dismissal for professional performance is defined as: Students failure to meet generally accepted standards of professional conduct including, but not limited to those identified in the NASW Code of Ethics and the UHCL Student Code of Conduct located in the Student Life Policies Handbook. The NASW Code of Ethics is enclosed in the UHCL BSW Student Handbook and the Student Life Policies Handbook is made available to all UHCL students and referenced in the UHCL BSW Student Handbook. Other examples of unprofessional conduct include, but are not limited to inappropriate or disruptive behavior toward peers, faculty, field supervisors or staff (at school, field placement, or school related functions). This may also include, but is not limited to racism, sexual harassment, or disruption of the learning environment.

Professional concerns may be reported to the BSW Program Director by any faculty or staff member of UHCL, field supervisors or students. All concerns must be submitted in writing to the BSW Director and must be based on direct experience with the student. The written concern must address student behavior that has occurred within six months of the date the written concerns are received by the BSW Program Director. Concerns are first reviewed by the BSW Program Director and the Director of Field Education. Other faculty associated with the BSW Program, the HSH administration and other relevant university parties may participate as deemed appropriate. The Health and Disability Services Center, as appropriate, may also be asked to review the concern.

Examples of Student Behavior Leading to Probation or Dismissal
Probation or dismissal from the BSW Program may result from a student’s failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships. These types of student behaviors may also be potentially dangerous to clients and others. For example:
Inability or failure to demonstrate adherence to the NASW Code of Ethics which includes but is not limited to the following behaviors: derogatory language; pressuring/cajoling/intimidating/threatening clients to choose a course of action against their wishes; participating in dual relationships; plagiarism and/or lying; drug and alcohol impairment; sexual harassment; discrimination; criminal behavior; misappropriation of agency resources; intimate or sexual relationships with clients; and inappropriately breaching client confidentiality.

Inability or failure to adhere to BSW Program Field Education policies (located in the BSW Field Education Manual) or Field Agency policies. This includes but is not limited to adherence to dress codes and successful completion of all 480 hours of Field Education.
Inability or failure to adhere to the UHCL Student Code of Conduct that is located in the Student Life Policies Handbook and referenced in the BSW Program Student Handbook and Field Education Manual each of which are made available to all BSW students.

***Once again, it the general rule of practice that when a complaint is found to have substance, students are first put on probation with a development plan. Dismissal will occur only if probation is not completed successfully or if the student offense is deemed serious enough to warrant dismissal. Repeat offenses of a less serious nature may also result in dismissal.

Procedures for Placing BSW Students on Probation and for Dismissal from the BSW Program
The BSW Program Director will provide students with a de-identified copy of the written complaint within fifteen business days of receipt of a written concern deemed to potentially have merit.

Students will be invited to participate in a discussion during which the BSW Program Director and appropriate Social Work faculty or representative of the BSW Program will present their concern(s). If the complainant is not one of the afore mentioned individuals, such as, but not limited to, a student, field agency supervisor or field agency employee he/she may be invited to participate in the discussion. Students will have the opportunity to present information that may assist the BSW Program Director in
the decision making process. Students may not have advocates of any kind at this meeting. There are two possible outcomes of this meeting:

Students that agree with the decision of the BSW Program Director that probation or dismissal is appropriate or inappropriate. The BSW Program Director and student will indicate their agreement with the decision, in writing, within 72-hours of the meeting. A copy of the signed agreement will be placed in the BSW Program’s student file.

Students that disagree with the BSW Program Director’s decision regarding probation or dismissal. Students will be notified in writing within fifteen business days of the final decision regarding their standing in the program. In the event students disagree with a decision for probation or dismissal, the matter may be appealed to the Associate Dean of HSH. Appeals must be submitted in writing no later than fifteen business days after students have received written notification of their probationary status or termination from the BSW Program. The Associate Dean of HSH will notify students in writing of her/his decision within 15 business days of the student filing the appeal. If students disagree with the findings of the Associate Dean of HSH, they may make a final appeal to the Dean of HSH. The Dean of HSH will notify students in writing of her/his decision within 15 business days of their filing the appeal. A copy of all written correspondence will be kept in the BSW Program student file. The decision of the HSH Dean is final and cannot be appealed.

In the event the BSW Program Director and/or the Director of Field Education receives written notice of an illegal, unethical, and/or unprofessional behavior regarding a student engaged in field practice, the student’s field activities may be suspended while an investigation into the alleged problem is completed. In order to ensure ongoing client protection, the student will not be allowed to resume field placement until a final decision has been reached and all possible appeals the student elects to pursue have been completed. The BSW Program will make every attempt to conduct a thorough investigation in an expedited manner so that a student who is allowed to remain in the program will miss as few field hours as possible. Completion of missed field hours is the responsibility of the student.

Students that are dismissed from the BSW Program will be eligible to apply for reinstatement. Application for reinstatement will be not be accepted until the end of the next long semester from the date of the Program Director’s written notice of their dismissal or, if appealed, written notice from the HSH Associate Dean or HSH Dean. Students may be reinstated if the issues identified as cause for dismissal are:

- Resolved satisfactorily
- Documented in some verifiable manner, and
- The Program Director and Director of Field Education determine, in their professional judgment, that re-admission is warranted.

Definitions and explanations of behaviors that will result in students being placed on probation or dismissed from the program: (Please note that this is not intended to be a completely exhaustive list of student behaviors that could result in probation or dismissal.)

**Inadequate interpersonal relationship skills necessary for social work practice.**
This can include the inability to form positive working relationships with clients, faculty, supervisors, field agency personnel, and peers.

**Inadequate written or verbal communication skills.**
This includes consistently poor writing skills in class or field work, as well as consistently inadequate communication skills, verbally and/or nonverbally, in class or field that impede the ability to work effectively with clients or respond positively to faculty or supervisors.
Violation of the NASW Code of Ethics.
Personal values that consistently interfere with upholding the values of the profession; lack of respect toward clients related to issues of race, ethnicity, gender, sexual orientation, gender identity and expression, class, age, disability, religion; sexual or romantic involvement with clients; and confidentiality violations. Cobb (1994) suggests that student behaviors that are in violation of the NASW Code of Ethics, and that present a moderate to high potential for occurring with clients, can be grounds for enacting a program termination policy.

Unresolved personal issues that impair performance in the classroom or in field instruction.
Students who are actively suicidal, severely depressed, or distorted in thought processes can neither participate fully in class nor effectively serve clients in field work. In addition, students who are incapable of developing appropriate working relationships with peers, faculty, clients and field instructors are inappropriate for the social work major.

Substance Abuse.
Students in recovery from addiction and those who are successfully undergoing treatment for substance abuse are a protected group under the Americans with Disability Act. However, students actively abusing substances are not protected under the act and may be subject to termination from the program (Americans with Disabilities Act, 104 [a], 42 USC 12114 (1990).

Criminal Conviction.
Criminal behaviors that pose a potential risk to clients require scrutiny regarding continuance in the program (Cobb, 1994; Swen, 1987).

Unprofessional Behavior.
- Lying, cheating, or plagiarizing in course work or field work. (Please see UHCL Student Code of Conduct and Student Academic Honesty Policy).
- Persistently inadequate performance in field instruction activities or failure to accomplish field instruction objectives.
- Excessive class or field work absences/tardiness.
- Persistent inability to meet deadline dates on assignments and projects.

Legal Considerations.
All activities related to student participation in the UHCL BSW Program, including grades and/or behavior on the university campus, classroom as well as field activities, are considered to involve academic criteria. The courts have generally been reluctant to overturn academic decisions, deferring to the judgment of faculty in such matters (Cobb, 1994; Cole, 1991’ Gibbs and Blakely, 1995; Swen, 1987).

Due Process.
Legal review of academic decisions is likely to center on whether or not due process has been followed (Gellman & Wardell, 1988; Cobb, 1994; Gibbs and Blakely, 1995).
At, UHCL all students receive the UHCL Student Policies handbook and the UHCL BSW Program student handbook (Also located on UHCL BSW Program site), and the full-time faculty, as a whole, serves as a committee to render gate-keeping decisions around termination or the inability to enter the field. Students have a right to appeal faculty decisions according to the UHCL BSW Program student handbook and university policies.

If a decision is made to repeat field or terminate during field, it is made by the full-time faculty as a whole. The student will be notified in writing of concerns to be addressed during the committee meeting and will be invited to address the committee during the meeting.
Appendix A:  
Code of Ethics of the National Association of Social Workers

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

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities: • strengthen and unify the profession • promote the development of social work practice • advance sound social policies. Promoting high standards of practice and protecting the consumer of services are major association principles.

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

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 dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:
• service
• social justice
• dignity and worth of the person
• importance of human relationships
• integrity
• competence.

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

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

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

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.

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.

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

**Value: Service**

**Ethical Principle:** Social workers’ primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).
Value: Social Justice  
**Ethical Principle:** Social workers challenge social injustice. Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

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

Value: Importance of Human Relationships  
**Ethical Principle:** Social workers recognize the central importance of human relationships. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

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

Value: Competence  
**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

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

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

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

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

1.03 Informed Consent (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients’ right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients’ comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients’ interests by seeking permission from an appropriate third party, informing clients consistent with their 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 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 others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.
(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.
(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity
(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest
(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.
(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

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

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

1.07 Privacy and Confidentiality

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

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

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

(d) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. 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 semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client’s consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.
(m) Social workers should take 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 Web sites 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 client. 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 these 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 to contribute to the development of knowledge.
(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protections of evaluation and research participants. Appropriate institutional review board 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 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.
APPENDIX B: CSWE Curriculum Policy Statement

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

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

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

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

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

Competency-Based Education

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

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning.
Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

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

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

Programs assess students’ demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence.

Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

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

**Competency 1: Demonstrate Ethical and Professional Behavior**
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

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

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

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.
Social workers:
• use practice experience and theory to inform scientific inquiry and research;
• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
• use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

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

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

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

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

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

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

Social workers:
• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:
• select and use appropriate methods for evaluation of outcomes;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

**Values**

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

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

**Accreditation Standard 1.0—Program Mission and Goals**

1.0.1 The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.

1.0.2 The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.

1.0.3 The program identifies its goals and demonstrates how they are derived from the program’s mission.

**Explicit Curriculum**

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

**Educational Policy 2.0—Generalist Practice**

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

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

**Accreditation Standard B2.0—Generalist Practice**

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

**Accreditation Standard M2.0—Generalist Practice**

M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

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

**EXPLICIT CURRICULUM**

**Educational Policy M2.1—Specialized Practice**

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

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

**Accreditation Standard M2.1—Specialized Practice**

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

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

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

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

**Educational Policy 2.2—Signature Pedagogy: Field Education**

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

**Accreditation Standard 2.2—Field Education**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Educational Policy 3.1—Student Development**
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master’s social work programs are presented with an articulated pathway toward specialized practice.

**Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation Admissions**
B3.1.1 The program identifies the criteria it uses for admission to the social work program
M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master’s social work programs are not to repeat what has been achieved in their baccalaureate social work programs.
3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.
3.1.4 The program describes its policies and procedures concerning the transfer of credits.
3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

**Advisement, retention, and termination**
3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.1.7 The program submits its policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation
3.1.9 The program submits its policies and procedures specifying students’ rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

**Educational Policy 3.2—Faculty**

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

**Accreditation Standard 3.2—Faculty**

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

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

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

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

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

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

3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.
3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

**Educational Policy 3.3—Administrative and Governance Structure**
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

**Accreditation Standard 3.3—Administrative Structure**
3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.
3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.
3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each.
B3.3.4(a) The program describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
B3.3.4(c) The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
M3.3.4(a) The program describes the master’s program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work.
M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master’s program.
M3.3.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.
3.3.5 The program identifies the field education director.
3.3.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
B3.3.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.
M3.3.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience.

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

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

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

**Educational Policy 3.4—Resources**
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

**Accreditation Standard 3.4—Resources**
3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.
3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

**Educational Policy 4.0—Assessment of Student Learning Outcomes**
Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

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

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

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

**Accreditation Standard 4.0—Assessment**

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel.

The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

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

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

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

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

Graduates of UHCL Bachelor of Social Work Program are expected to be eligible for licensing at the LSW (Licensed Social Worker) level in the state of Texas. A license is required to practice as a social worker in Texas. Additional licensing information is available from the Texas State Board of Social Work Examiners at 1-800-232-3162. Students may also visit their Website. General licensing requirements are listed below.

Licensing Information - Specialized Education and Experience required for Licensure

- Licensed Social Worker (LBSW) - a Bachelor’s degree in social work from a CSWE accredited university.
- Licensed Master's Social Worker (LMSW) - a Master’s degree in social work from a CSWE accredited university.
- Advanced Clinical Practitioner (LCSW) - three years of full-time experience in a clinical social work position after completion of the qualifications for licensure as a LMSW with two of the years under the supervision of a LCSW.
- Advanced Practitioner (AP) - three years of full-time experience in a non-clinical social work position after completion of the qualifications for licensure as a LMSW with two of the years under the supervision of a LMSW-AP or LCSW.

Examination

Applicants must also pass a Board-approved competency examination administered by a national testing agency. For more information students may contact:

Texas State Board of Social Worker Examiners
Texas Department of State Health Services
Mail Code 1982
P.O. Box 149347
Austin, Texas 78714-9347
E-mail: lsw@dshs.state.tx.us
Telephone: (512) 719-3521 or (800)232-3162
Fax: (512) 834-6677
Website: https://www.dshs.texas.gov/socialwork/
Appendix D. Student Resources and Support Services

As members of the university community, BSW students have access to a wide variety of resources to support their classroom study. For example, all enrolled students receive free e-mail accounts for their classes, faculty and staff communications and other scholarly pursuits. Open computer lab hours are extended to 24 hours a day in the weeks surrounding midterm and final examinations.

A. Student Support Funds (Financial Aid, Grant and Scholarship Information)

UHCL students may seek financial assistance in the form of loans, grants, scholarships or part-time employment. Financial aid is predicated on demonstrated need as determined by federal and state regulations. Financial aid is available to those students who qualify and meet the requirements as long as funds are available.


Scholarships are offered through a variety of sources at UHCL. The Student Assistance Center provides applications and information for all UHCL scholarships as well as many external scholarship awards. UHCL BSW students have the opportunity to apply for various general scholarships through the Office of Enrollment Services. These scholarships include: Glenn A. Goerke Leadership Award, Cullen Leadership Award, "Gavel" Leadership Award, Transfer Award, Phi Theta Kappa Award, Presidential Scholar Award, Graduate Award, Dr. Martin Luther King, Jr. Award and the Cesar E. Chavez Award.

B. Student Development Services

BSW students have access to the Writing Center, an instructional facility designed to provide them with trained writing tutors. Tutors have been trained to work with students on the following issues: understanding assignments; developing topics; planning research papers; organizing summaries, critiques and essays; English usage and grammar; documentation style, and addressing English as a second language. Students taking statistics may also use the psychology lab and its tutors for assistance in research and statistics. In addition, the following services are offered:

The Career Services Office serves as a liaison between the University, the students and the employment community. UHCL Career Services assists students in identifying and choosing a career path, finding jobs while they are enrolled in school and establishing careers in fields related to the degrees they earn. Services and events offered by this office include:

National On-Campus Interviews
Resume Exchange Services
Job Search/Training Assistance
Career Fairs (Employer Information Day, National Minority Job Expo, Texas Job Fair)

The Counseling and Testing Services Office is designed to help students improve personal, academic and professional skills related to academic success. The office is staffed by professionals who help students meet these needs by providing short-term individual counseling sessions as well as seminars, workshops and small group experiences. Most services, including individual and group counseling, are offered free of charge and are strictly confidential. The following services are currently offered:

Academic Counseling Services provide individual and workshop help on professional skills, memory and concentration, improving study skills, taking tests effectively, dealing with pressures and anxieties from assignments and tests, overcoming procrastination and managing time better.

Personal Counseling Services provide individual and group counseling for issues such as anxiety and depression, family conflicts, low self-esteem, bad habits and other life stresses.

Seminars & Workshops Services include program topics such as stress management, assertiveness training, test anxiety reduction, public speaking, study skills improvement, interpersonal relations and self-esteem enhancement.
Self-Help Resources includes a small library which contains books, handouts, audiotapes and videotapes to assist students with academic and personal skills, interpersonal relations and personal growth.

Testing Services includes state and national testing programs such as the GRE, GMAT, TASP, MCAT and MAT. Referrals for personality testing and testing to assess learning disabilities are also provided.

C. Health and Disability Services

The Health Center provides UHCL students with a wide range of professional services. It is dedicated to promoting good health and to providing emergency services and short-term medical treatment to any student who is ill or injured.

The Health Center has medical clinics staffed by physicians and a women’s health care clinic available on an appointment basis. Complete laboratory services and a limited pharmacy are also available. Students may also receive flu shots, immunizations, TB screenings and routine injections. HIV testing and one-on-one counseling is offered and may be requested on an anonymous basis.

The Office of Disability Services assists students with disabilities to participate in the full range of college experiences in accordance with ADA regulations. The office is staffed by a professional who helps students meet these needs by providing such services as working with faculty and students to determine appropriate accommodations, locating readers, note-takers, interpreters, referral sources, handicapped parking, and providing assistance with registration.

The philosophy of Health and Disability Services (HDS) is to encourage the student to learn the skills necessary to become responsible and self-reliant. Based on this philosophy, each student is encouraged to act as his or her own advocate and take major responsibility for securing services and accommodations. HDS provides the student with a voluntary and confidential means to seek accommodation for his or her academic needs. Early and regular contact with HDS assures the timely identification of needed services.

D. Multicultural & International Student Services

The Student Mentoring Program matches new students from culturally diverse backgrounds with faculty, staff, alumni, current students, and/or members of the community. Students are paired with mentors according to their academic and career preferences. The mentors serve to enhance and guide students in their university journey.

Multicultural Leadership Institute trains students through interactive workshops and exposes them to different management systems that develop their leadership abilities.

Sisters Supporting Sisters provides an opportunity for African-American women to discuss life’s challenges.

Cultural Explorers is a monthly field trip designed to expose students, staff and faculty to various cultural and ethnic traditions of the Houston/Galveston area.

Strictly Speaking is a program specially designed to help international students improve their English conversational skills. The Strictly Speaking program consists of small conversation groups of 1-3 students that is facilitated by a tutor who is studying to become an ESL or bilingual teacher. Conversational groups meet once a week.

Friends Program is a cultural exchange program that provides a forum for American and international students to "befriend" and learn from each other. American students will help international students better understand American culture. In return, International students will teach American Students about their culture and country.
Friendship Family Program is designed for international students who are then matched with "Friendship families" who they visit during weekends and holidays. Peer Advisory Program provides an opportunity for continuing students to assist incoming international students in their initial transition to university life.

E. HSH Student Programs and Services

Apart from UHCL student services, the following student services are offered through the School for Human Sciences and Humanities. The Center for On-Line Tutoring (COLT) is a division of the UHCL Writing Center. COLT offers students the convenience of requesting help on their writing projects from their home computer or a university workstation. Like the in-house conferences, COLT conferences provide peer tutor response to the student’s work.

Continuing Education. High quality non-credit programming is available through the School of Human Sciences and Humanities at UHCL and includes open enrollment classes, as well as seminars and conferences. These programs supplement credit offerings and are open to the general community. No transcript is required and registration may be done by phone, fax or email. Continuing Education Units (CEUs) are obtainable upon successful completion of the required course work. The Foreign Language Program/English Enhancement Program is a non-credit, open enrollment program which holds classes throughout the year to enhance competency in usage of English.

Conferences and Seminars. Recent conferences and seminars have touched upon topics as diverse as family therapy, internet marketing and creative writing. The Continuing Education Program at HSH is the home of the annual Bay Area Writers’ League (BAWL) Conference.

Appendix E. Library Resources

Databases Containing Literature in the Social Sciences
University of Houston-Clear Lake - Neumann Library
Library research databases that support the Social Work program include:

Social Work Abstracts (Produced by the National Association of Social Workers. Selected full text for over 500 social work and human services journals that cover all aspects of the social work field, including theory and practice, areas of service, and social issues and problems.)

Social Services Abstracts (Provides indexing and abstracts for articles in over 1,300 social services journals. Immediate full text or document delivery service is provided through the library’s “check for possible full text” links.)

SocINDEX with Full Text (Selected full text for over 860 journals, more than 830 books and monographs, and over 16,800 conference papers in sociology and related fields. Considered the world’s most comprehensive and highest quality sociology research database.)

Counseling and Psychotherapy Transcripts, Client Narratives and Reference Works (Provides over 2,000 transcripts of counseling and therapy sessions, more than 44,000 pages of first-person client narratives, and over 25,000 pages of reference works to contextualize the primary material.)

Criminal Justice Abstracts with Full Text (Selected full text for approximately 435 journals in criminal justice and criminology.)

LGBT Life with Full Text (Selected full text for approximately 120 of the most important and historically significant lesbian, gay, bisexual, and transgender journals, magazines, and regional newspapers; also includes over 150 full-text books.)
Psychology and Behavioral Sciences Collection (Selected full text for over 580 journals relevant to emotional and behavioral characteristics, psychiatry and psychology, mental processes, anthropology, and observational and experimental methods.)

PsycBOOKS (Full text chapters from over 2,500 books published by the American Psychological Association and other scholarly publishers. Also includes 1,500 classic books and entries from two encyclopedias.)

PsycINFO (Provides American Psychological Association indexing with selected full text for over 2,400 journals, as well as books, book chapters, and dissertations.)

PsycTESTS (Primarily full text measures and scales, most of which include permission for use in research and teaching. Also includes information on some commercial tests available for purchase.)

Other social science and multidisciplinary databases provide supplementary support and include Academic Search Complete, Alt-Press Watch, Gale Virtual Reference Library, Literati, OmniFile Full Text Mega, OneSearch, PILOTS (Published International Literature on Traumatic Stress), Political Science Complete, PsycARTICLES, PsycEXTRA, SAGE Journals Online, Social Sciences Full Text, Sociological Abstracts, Web of Science, and Women’s Studies International.

The library’s Journals List offers 297 journals in the subject category Social Welfare and Social Work General. An additional 1,932 journals fall into supplementary subject categories of Child and Youth Development; Criminology, Penology and Juvenile Delinquency; Disabilities; Family Violence; Gerontology; Substance Abuse; Sociology and Social History; and Social Sciences General. For key, current journals, the library provides online access to:

Administration in Social Work
Adoption Quarterly (18 month embargo)
Advances in Social Work
Affilia
Asian Social Work and Policy Review (one year embargo)
Australian Social Work (18 month embargo)
British Journal of Social Work
Caribbean Journal of Social Work
Child and Adolescent Social Work Journal
Child and Family Social Work
Children and Youth Services Review
Clinical Social Work Journal
Contemporary Rural Social Work
Families in Society: The Journal of Contemporary Human Services
Health and Social Work
Human Service Organizations Management, Leadership and Governance
International Journal of Social Welfare
International Social Work
Journal of Baccalaureate Social Work
Journal of Comparative Social Work
Journal of Ethnic and Cultural Diversity in Social Work
Journal of Evidence-Based Social Work (18 month embargo)
Journal of Family Social Work (18 month embargo)
Journal of Global Social Work Practice
Journal of Indigenous Voices in Social Work
Journal of Social Service Research
Journal of Social Work Education
Journal of Social Work: JSW
Journal of Social Work Practice (18 month embargo)
Journal of Social Work, Theory and Practice
Journal of Social Work Values and Ethics
Journal of Teaching in Social Work (18 month embargo)
Journal of the Society for Social Work and Research
New Social Worker
Psychoanalytic Social Work (18 month embargo)
Qualitative Social Work: Research and Practice
Research on Social Work Practice
Social Service Review
Social Work
Social Work and Christianity
Social Work and Society
Social Work Forum
Social Work in Health Care
Social Work Research
Social Work with Groups

A copy of the library's online Social Work research guide (http://libguides.uhcl.edu/SWRK) as of June 24, 2014, follows.
Welcome

This guide will help you discover and use the wealth of information resources provided by the library. If you don't find what you need or aren't sure where to begin, contact us.

Key Databases for Social Work

If you're unable to access a library resource, call 281-283-3910, use Ask a Librarian, or see our Database Access guide.

- Social Services Abstracts (1975-): Provides abstracts for articles in over 1,000 journals. Use "check for possible full text links" to determine whether article is available from another source.
- Sociological Abstracts with Full Text (1958-): Selected full text for over 500 journals in sociology and related fields, including social work, plus books, book chapters, and conference papers.
- More article databases...

Basic Search Tips:

Find more (broaden your results) with OR and wildcards.
Addict or Addiction OR addiction

Find less (narrow your results) with AND:
Social workers and mental health

Find less with NOT: alcohol

Find less by selecting limiters (peer-reviewed, date, etc.).

General Resources

Library Catalog
- Journals List UHCL
- Databases A-Z
- Research Guides by Subject
- FAQ

Library Services for...

- Students
- Faculty
- Off-Campus and Online Education
- UHCL Pearland Campus
How Reference Works Can Help You

Find overviews or introductions to a subject in encyclopedias and some specialized dictionaries and handbooks. Reference works may help you put into context a narrow topic on which you’re working or help you identify possible directions for a topic you’re exploring. They’ll also help you identify texts, names, dates, etc.

Dictionaries

- Dictionary of Social Work
ebook (2011); Great Britain emphasis
- Dictionary of Social Work

Counseling & Psychotherapy Transcripts...

- Counseling & Psychotherapy Transcripts, Client Handouts & Reference Works
  Transcripts of counseling and therapy sessions and first-person narratives...as well as reference works to contextualize the primary material.

Online Multidisciplinary Resources

- Labthink (multidisciplinary)
  Provides topic overviews and context from over 600 subject encyclopedias and related works by Credo Reference
- CQ Researcher
  Current events/dissease coverage includes overviews, historical background, chronologies, pro/con features, and more
- Opposing Viewpoints in Context
  Provides current social issues topics overviews, including pro/con viewpoint essays, academic journal and newspaper articles, primary sources, images, videos, and interactive data maps
- Britannica
  Full text academic edition of Encyclopedia Brittanica, includes video and audio clips
- Oxford English Dictionary
  Landmark historical resource that defines and illustrates through quotations the use of English language words from earliest known occurrence to present
- Gale Virtual Reference Library (multidisciplinary)
  Encyclopedias and specialized reference sources
- Dictionaries and Quicks Facts
  Dictionaries, thesauri, translators, almanacs, encyclopedias, test books, and directories
- Resources for Statisticians
  Find statistical data from government websites and other recommended sources

Where is it?

- How to Find a Library of Congress Call Number

Help with Ebooks

- Downloading eBooks from Library Databases
Additional Sources for Tests & Measures

Some non-commercial test instruments can be found in the following:

- Tests in Microfiche (TM) Collection
  Selected tests from ETS TestLink (see how to limit results to those available in microfiche
  in PDF): ETS also offers test downloads for ETS.

- PsychINFO database
  Add "appended" after the complete test name, and limit terms to the Tests & Measures field. If
  "appended" appears in detailed record results, the instrument might be included in the article,
  book chapter, etc., but this is not guaranteed.

In PsychINFO, by adding the word "appended" after the title name, and limit terms to the Tests & Measures field.

- ERIC, Education Resources Information Center database
  Test instruments may be included in ERIC documents. Limit a search to publication type
  Questionnaires. The document abstract usually indicates whether an instrument is appended.

Additional Resources

- Burks Institute of Measurements
  - FAQ: Finding Information about Psychological Tests (AFA)
  - Questions to Ask When Evaluating Tests

Related Ebooks

- APA Handbook of Testing and Assessment in Psychology 2011
- Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Interventions 2001
- Dictionary of Psychological Testing, Assessment and Treatment 2007
Avoiding Plagiarism

To Help You Learn More About and Avoid Plagiarism

Plagiarism is an ethical issue - it happens when you use someone's work or ideas without giving them credit. Plagiarism can be avoided by quoting or appropriately paraphrasing and then providing a citation to the original work.

- **VPL Tutor**
  Provides an overview of academic integrity concepts and practical tips for avoiding plagiarism, as well as a certificate of successful completion forquiztakers. Center for Intellectual Property, Univ. of Maryland University College

- **How to Avoid Plagiarism: An Information Literacy Tutorial**
  Consists of three brief, fun-to-watch videos, which include practical examples of when a citation is needed and an interactive quiz to help you confirm your understanding. Paul Robeson Library, Rutgers Univ.

- **Plagiarism: What It Is and How to Recognize and Avoid It**
  Includes many helpful tips, including examples of acceptable and unacceptable paraphrasing and "common knowledge" facts, which need not be attributed. Writing Tutorial Services, Indiana Univ.

- **Plagiarism Lesson**
  An interactive quiz in which you view original source material, sample student work, and then decide whether the work is plagiarized. TELP, Indiana Univ.

- **What is Plagiarism?**
  Includes direct, no-nonsense answers to such questions as "not having the time to do it right" and the but-all-my-friends-are-doing-it excuse. Honor Council, Georgetown Univ.

- **Synthesis: Using the Works of Others**
  Offers clear guidelines and advice to avoid plagiarizing, including tips on quoting, summarizing, and paraphrasing. Writing Center and Manus Library, Univ. of Maine at Farmington

Books on This Topic

- **The Complete Guide to Refereeing and Editorial Decision Making**

Don’t Confuse Plagiarism with Copyright Issues

Copyright is a legal issue. Copyright infringement happens when you use or share an author’s work that is still under copyright protection in a manner that exceeds legal guidelines for fair use. For more information about copyright and related intellectual property concerns, see the following resources:

- **Copyright Crash Course**
  George K. Heizer, former Manager, Intellectual Property Section, Office of General Counsel, Univ. of Texas System

- **Copyright and Fair Use**
  Stanford Univ. Libraries

- **Copyright Information Center**
  Cornell Univ.

Literature Reviews

Featured Title


More Help for Those Preparing a Literature Review

The following resources give useful tips on how to prepare a review of the literature – an important step in a research project because it helps you identify and clarify what's already known about a topic. For additional help, please contact us:

- **Literature Reviews**
  Descriptive overview of the process of writing a literature review. A light, breezy style makes it easy to read while covering the topic in-depth. Writing Center, Univ. of North Carolina at Chapel Hill

- **How to Write a Literature Review**
  A concise overview – with links to additional sources. Univ. Libraries, Univ. of Southern California, Santa Cruz

- **Literature Review Online Tutorial**
  This interactive tutorial provides a thorough guide to the literature review process and includes a project and quizzes to help assess your understanding. Dept of Environmental Science, Univ. of Southern Maine
Online Help for Those Preparing an Annotated Bibliography

The following resources give useful tips on preparing an annotated bibliography (a list of publications or information sources, each of which is described and perhaps critiqued by the author). For additional help, please contact us:

- **Annotated Bibliographies**
  Discusses the characteristics of a good annotated bibliography, possible elements in an annotation, various styles (MLA, APA, and Council of Biology Editors/Council of Science Editors), and different types of annotations (informatively, indicative, critical/evaluative, and a combination).
  Writing Center, Univ. of North Carolina at Chapel Hill

- **Annotated Bibliographies**
  See the Content section for descriptions and examples of annotated bibliographies that are indicative, informative, evaluative, or a combination. Writing Center, Univ. of Wisconsin-Madison

- **Annotated Bibliographies**
  Explains the difference between annotations that summarize, assess, or reflect. See also samples in MLA, APA, and Chicago Manual of Style format. Purdue Online Writing Lab

Published by MLA

If your bibliography focuses on a literary author, you may want to borrow the following MLA publication:

*On Compiling an Annotated Bibliography (2nd ed.)* - James L. Harner