UTSA. College for Health, Community & Policy

¡Bienvenidos! Welcome!

On behalf of the Department of Social Work, welcome to the Bachelor of Social Work Program in the College for Health, Community and Policy at the University of Texas at San Antonio (UTSA). You are entering into a diverse community of engaged social work professionals dedicated to transforming lives of individuals, and the systems that serve them, in San Antonio and beyond.

Our baccalaureate program is in the process of seeking accreditation by the Council on Social Work Education (CSWE), joining our long-accredited MSW program of nearly 20 years. The baccalaureate program advances the department's mission *to serve as catalysts for transformative culturally competent social work through research, education, and service within a local-global context* through the education of a cadre of highly skilled generalist practitioners. You will have an important role to play as a member of a learning community committed to culturally competent transformative social work.

Our cutting-edge curriculum is designed to meet a broad spectrum of contemporary social and environmental challenges as we approach the second quarter of the 21st century. The curriculum provides integrative knowledge and skills for providing service at multiple levels, and we strongly encourage you to lean into the many opportunities for learning both inside, and outside the classroom.

We wish you every success on your path towards the BSW degree. We are here to be your partners in your professional social work development for the degree, and beyond as you confront emerging challenges, and opportunities to bring transformative practices and policies to the people and communities we serve. We encourage you to actively engage with your student colleagues, the Department, UTSA faculty and staff as you develop new skills, competencies, perspectives and experiences in the course of your BSW education.

Sincerely,

John Bricout

John Bricout, Ph.D., MSW
Professor and Social Work Department Chair

Department of Social Work

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THE UNIVERSITY OF TEXAS AT SAN ANTONIO DEPARTMENT OF SOCIAL WORK

STUDENT HANDBOOK AND FIELD MANUAL

Introduction

This *Student Handbook* includes information about the UTSA BSW Program that it is important for students to know about our Program, our curriculum, and the profession of social work. The *Handbook* also includes relevant UTSA department and University-wide policies. Students are also responsible for knowing about other UTSA information not included in the *Handbook* that relates to registration, financial aid, student resources, and general University policies included in the *Undergraduate Catalog*, available at https://catalog.utsa.edu/undergraduate/, and the *UTSA Information Bulletin*, available at http://www.utsa.edu/infoguide/.

The Context of UTSA's BSW Program

About San Antonio

San Antonio, with a population of almost 1.5 million and the 7th largest city in the United States, is a vibrant community with a rich cultural history. Sixty-six percent of the San Antonio population is Latinx/Hispanic. A publicly-funded undergraduate social work program in San Antonio is critical to adequately address the unique cultural and economic needs of the community. Because San Antonio serves as a cultural and economic magnet for immigrants from Mexico and Central and South America as well as a growing population of resettled refugees from all over the world, culturally competent social work is even more of a priority for social service providers.

San Antonio can lay claim to many bragging rights. It is a major tourist attraction. Numerous national conventions are held in the city yearly. The city is home to a number of world-class medical facilities, including the Brooke Army Medical Center, which specializes in the treatment of burn victims from all over the world, and the University of Texas Health Science Center San Antonio, which houses a medical school and a nationally-recognized cancer treatment and research center. San Antonio is also home to the U.S. Army Medical Command and one of the largest Air Force bases in the country. Last, but not least, the city is home to several colleges and universities, including UTSA, the state's fastest-growing public university.

There is another side of San Antonio that is often missed by the casual observer. The city has a poverty rate that exceeds that of the state of Texas and the nation. An alarming number of the city's public schools are out of compliance with state academic performance standards. The school dropout and teen pregnancy rates are among the highest in the nation, as are its rates of diabetes and obesity. Large areas of the city experience a high level of gang activity.

San Antonio is home to many public and private social service agencies; however, funding for services is limited and competition for available funds often serves as a barrier to interagency coordination and collaboration. Other barriers to effective social service delivery in San Antonio and South Texas include cultural differences and the need for more service providers who are bilingually competent and culturally sensitive.

About UTSA

The University of Texas at San Antonio (UTSA) is a multicultural, discovery enterprise institution and the second largest component institution in The University of Texas System with almost 35,000 students. UTSA opened its doors to students in 1969 after approval was given by the Texas Legislature to establish a public university in South Texas to provide opportunities for participation in higher education to its largely Latino population. UTSA is currently ranked 9th in the United States in the number of undergraduate degrees awarded to Hispanic students (Hispanic Outlook, 2023). UTSA offers 85 bachelor's, 75 master's, and 28 doctoral degree programs.

The prestigious Carnegie Foundation for the Advancement of Teaching has designated UTSA as a Top-Tier, R1 research university, as UTSA leads San Antonio's knowledge economy by training the next generation of scientists and researchers.

The location of the Main UTSA Campus has served as a barrier to many of the city's Latinos and African Americans who live in the inner city and and/or work in the city's downtown area but want opportunities to further their education. Thus, UTSA opened its Downtown Campus in 1998, housing the College of Public Policy in which the Department of Social Work was located through 2019. The Department of Social Work remains at the Downtown Campus, but as of January 2020 has transitioned to be part of the newly formed College for Health, Community and Policy. Other educational units located at UTSA's Downtown Campus include Public Health, Kinesiology, Sociology, Psychology, the College of Architecture, Construction, and Planning and the College of Education and Human Development's Departments of Counseling, Educational Leadership, and Educational Psychology as well as a program in Nutrition and Dietetics. Approximately 4,500 students attend classes at this campus.

UTSA is a learner-centered community committed to diversity and freedom of inquiry and dedicated to the educational attainments and success of students in San Antonio and South Texas, especially those that have been historically underrepresented in higher education. The Carnegie Foundation for the Advancement of Teaching selected UTSA to receive the prestigious Community Engagement Classification, recognizing the university's commitment to serving the local community. It also promotes basic and applied research that addresses the critical issues of the community, as well as a lifetime commitment to learning. UTSA plays a key role in shaping the future of South Texas by contributing to the development of leadership through higher education. As a metropolitan institution, UTSA's purpose is to provide educational opportunities to a growing number of "nontraditional" college students. UTSA encourages attendance of these students by offering flexible scheduling, varied course offerings, and extensive student support

services. More than half of UTSA's students come from groups underrepresented in higher education. Many students are the first in their families to attend a college or university.

UTSA's Mission is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement and public service. As an institution of access and excellence, UTSA embraces multicultural traditions and serves as a center for intellectual and creative resources as well as a catalyst for socioeconomic development - for Texas, the nation and the world. The Vision of the University is to be a premier public research university, providing access to educational excellence and preparing citizen leaders for the global environment. Consistent with the UTSA vision statement, the Department of Social Work is helping to educate a workforce prepared to serve as citizen leaders committed to community transformation. These leaders will be educated to understand and value differences, to possess cultural knowledge and skills that transcend regional and national boundaries, and to promote positive change marked by critical thinking and analytical and reflective evaluation.

About the College for Health, Community and Policy

In the spring of 2020, UTSA's Department of Social Work transitioned from being part of The College of Public Policy (COPP) to the College for Health, Community and Policy (HCaP). The mission of UTSA's new College for Health, Community & Policy centers on an overarching concept of health, inclusive of its broader elements of wellness and well-being. This structure is designed to better prepare students for the modern setting of human health related careers, in which physician scientists, nurses, therapists, technicians, social workers, social service and public service workers and policymakers work together to deliver comprehensive health solutions that advance local Texas communities. In order to advance this mission, the College also houses the Departments of Criminology and Criminal Justice, Sociology & Demography, Kinesiology, Psychology, Public Administration, Public Health, and Sociology.

About The Department of Social Work

The Department of Social Work, situated in a "majority-minority" community within an interdisciplinary college context in the vibrant, culturally rich downtown area of San Antonio, is unique in its institutional and community setting. The majority of the Department's students represent diverse historically underserved populations within institutions of higher education. Many of our students are transfer students or full-time working professionals who bring a wealth of community experience to the social work classroom and field practicum.

The BSW Program mission, *to prepare and develop generalist social workers for culturally competent, transformative practice that promotes equity, social justice and well-being within a local-global context* was developed as a companion to the existing MSW Program in order to serve the community context, and is an excellent fit with the San Antonio context. The Program maintains a core focus on transformative, culturally competent practice precisely because the program context both provides opportunities for and requires this type of practice.

UTSA's BSW graduates are expected to know how to consider their client/client system's multiple contexts, and do so using multiple frameworks to understand diversity and differences, including the intersectionality of client and environmental factors. We ground their learning in critical inquiry, social constructionism, a strengths perspective, understanding of ecological systems, and social justice and anti-oppressive perspectives to understand the impact of oppression, discrimination, injustices, and power and privilege differentials. We expect our curriculum to prepare graduates for transformative social work, performing as flexible and innovative practitioners who can imagine future possibilities that others might not perceive, and catalyze action towards attaining those possibilities. We want them to serve the San Antonio community and beyond, with competencies to engage diverse stakeholders in planning and implementing culturally responsive approaches targeting multiple levels of practice.

These cultural competencies advance transformative work with individuals, families, groups, organizations, and communities, and advance work in formulating more just and anti-oppressive policies. San Antonio's challenges in inequality and poor wellbeing across a range of domains require these competencies. The description of the Program's community context should also underscore our reasoning for preparing all students for generalist practice across the micro-mezzo-macro continuum; abilities in each of these areas enhance their potential transformative case-to-cause impact. At the same time, our graduates are skilled at individual-level work, informed by viewing cultural competence as a relational dialogical process that centers the client as expert in their lives, and requiring humility and an open learner-stance. Our Program is a positive addition to developing the cadre of individuals dedicated to transforming San Antonio.

OVERVIEW OF SOCIAL WORK PROGRAM AND CURRICULUM

Mission, Values, and Goals

<u>Mission</u>

The Department of Social Work's mission was developed within the context of the clients its graduates will serve, focusing on the San Antonio community, South Texas and beyond. The mission, "*to prepare and develop generalist social workers for culturally competent, transformative practice that promotes equity, social justice and well-being within a local-global context*," delineates the current focus of the Department, which emphasizes the need to be a culturally competent practitioner, throughout the curriculum. The expectation is that the emphasis on knowledge, skills, values, and self-reflection will result in the transformation of students as they move through the Program, emerging with new ways of critical thinking, new skills and abilities, and articulated core values that are congruent with the social work profession, all from a culturally competent perspective. Through its education of culturally competent social workers who are transformed as they move through the Program, the Department is helping to educate a workforce prepared to serve within the local-global environment.

<u>**Values**</u>

UTSA social work administration, faculty, staff, and students commit to adhering to the values and principles set forth in the National Association of Social Work (NASW) Code of Ethics. The Department has identified four values, social and economic justice, critical inquiry, competence, and service, that are congruent with UTSA's mission and the social work profession. Students will learn more about these values and how they fit with our Program and profession as they move through the Social Work Program. (The NASW Code of Ethics is included in this document as an appendix.)

<u>**Program Goals**</u>

Four primary Program themes flow from the UTSA BSW Program mission: transformative social work, culturally competent practice, socially responsible practice, and contribution to the profession and society. These themes inform the goals of the UTSA BSW Program and are integrated throughout the BSW Program curriculum. The Department of Social Work at The University of Texas at San Antonio demonstrates commitment to its mission through the following BSW Program goals:

1. **Transformative social work** – The BSW program aims to prepare social workers to be critically self-reflective, creative, flexible, open to possibilities, innovative and collaborative in order to engage in social work practice that catalyzes positive change for individuals, families, groups, organizations, and communities in a changing environment.

Transformative social work is a collaborative change process involving both a philosophical and applied approach to influencing circumstances in the world (Schott & Weiss, 2016; Witkin, 2014). A transformative stance in learning and practice involves seeking to understand the world as it is while also questioning dominant social discourses to examine privilege and oppression, to imagine possibilities of what could be, and to create positive change. This orientation involves seeking to understand empirical knowledge of the world as it is now, while remaining open to possibilities for future change. A transformative approach facilitates finding strengths and possibilities. As reflected in our goal statement, transformative practice requires innovation and creativity, and involves ongoing critical self-reflection and self-correction, and ongoing examination of underlying beliefs, values, knowledge, and ideologies of self and others (Witkin, 2014). Envisioning and facilitating change involves mutuality in relationships and working in solidarity with vulnerable and oppressed populations. Our goal statement focused on transformative social work also references a changing environment; a transformative approach facilitates flexibility across different circumstances. Practicing with this stance requires ongoing critical inquiry to enable ethical and effective engagement across multiple dimensions of differences and needs in varying contexts.

UTSA SBW students transform through classes, community and field experiences and the collegial relationships they develop while in the Program. The expectation highlighted by this goal is that Program graduates will engage collaboratively and creatively with individuals, families, groups, organizations, and communities to facilitate positive change. Graduates are expected to model leadership in their profession and communities, playing key roles in generating intellectual inquiry, identifying strengths and possibilities, and inspiring others for positive change. Throughout their careers, they are expected to continue the ongoing critical self-reflection and correction practices nurtured across the BSW curriculum, and maintain an open and adaptive

lifelong learning stance that enables imagining change, collaboration, and fostering transformation.

2. **Culturally competent practice** – The BSW program aims to develop social workers specialized in culturally competent practice with diverse populations within a local-global context.

Culturally competent practice provides the overall framework for the Program. The Program has integrated multiple perspectives about the meaning of culturally competent practice into its conceptualization, in agreement with Williams (2006) and others that culturally competent practice involves capacities for working across multiple paradigms to identify effective, ethical, and responsive ways of engaging with diverse clients and client systems. As a general premise, the Program recognizes cultural competence as "a set of congruent behaviors, attitudes, and policies that come together in a system or agency or amongst professionals and enable the system, agency, or those professionals to engage the system, agency, or professionals to work effectively in cross-cultural situations" (National Center for Cultural Competence, n.d., p. 1, as cited in NASW, 2015). Cultural competence includes respect, valuing of difference, and knowledge of diverse groups.

The National Association of Social Workers (NASW) states that ethical practice requires cultural competence, to include practice at micro, mezzo, and macro levels, and an intersectional understanding of diversity and oppression (NASW, 2015). The Standards and Indicators for Cultural Competence in Social Work Practice, developed by NASW's National Committee on Racial and Ethnic Diversity, describe cultural competence as involving self-awareness, attitudes, knowledge, and skills enabling effective cross-cultural practice, with an intersectional view of culture, and requiring ongoing growth and learning. Furthermore, they recognize action and advocacy as necessary to advance culturally competent social work and "disrupt the societal process that marginalize populations. Cultural competence includes action to challenge institutional and structural oppression and the accompanying feelings of privilege and internalized oppression" (2015, p. 10).

Our Program's focus culturally competent practice builds on these formulations, guided by a social justice perspective, critical inquiry, and social constructionism, which views reality as co- constructed through dialogue and social interactions. Our Program considers culturally competent practice to involve a "relational, dialogical process between the worker and the client, between cultures, and between people and context" (Lum, 2011, p. 3). The concept of the relational, dialogical process has been important in understanding that cultural competence is not an attainable end point a person or institution achieves; instead, culturally competent practice is an ongoing, lived process acted out through relationships. Our Program's grounding in social justice moves our conception of cultural competence beyond viewing competence as located within the worker to viewing it as a relational process that places the client at the center and the relational process as integral. Practicing in this way requires a shift in worldview, transformational educational experiences, and specialized competencies.

The understanding of culture in our Program aligns with Azzopardi and McNeill's (2016, p. 283) conceptualization that culture is: The shared identity or identities of a group of people based on common traits, customs, values, norms, and patterns of behaviors that are socially transmitted and highly influential in shaping beliefs, experiences, and worldviews… conceptualizations of human diversity extend beyond outward manifestations of culture such as race, religious observances, or material artifacts to include subjective experiences associated with the multiple social locations in which individuals are immersed, including age, gender, sexual orientation, (dis)ability, socioeconomic status, geography, and political affiliation, among other diversities. Through a contemporary postmodern lens, culture and diversity are viewed as ever-evolving (Dean,

2001). From this perspective, diverse groups are not homogenous in nature despite sharing some common history, attributes, or practices.
Individuals are understood to have intersecting and fluid identities, with wide variation between and within different groups.

At the outset of our self-study process, as part of considering our mission, we reviewed recent literature on cultural competence and considered related concepts such as cultural humility, cultural awareness, cultural sensitivity, and cultural consciousness (Azzopardi & McNeill, 2016; Danso, 2016; Fisher-Borne, Cain, & Martin, 2015; Garran & Werkmeister, 2013; Osteeen & Shipe, 2016; Nadan, 2017). Although we retained the "competence" terminology in our mission and curriculum, agreeing with Danso (2016) and others that it encompassed concepts of other terms, we also agreed to incorporate the language of "humility" more, as another effective way to communicate elements taught in our curriculum, such as the open and not-knowing learner stance. Consistent with recent literature, our Program emphasizes that practice across the micro, mezzo, macro continuum is critical in culturally competent practice (Azzopardi & McNeill, 2016; NASW, 2015).

3. **Socially responsible service** -- The BSW program aims to prepare social workers for socially responsible and ethically-grounded practice that advances social, economic, and environmental justice and human rights.

Socially responsible service is based on a differential understanding of human rights and social, economic, and environmental justice as they relate to oppression and poverty, with the aim of challenging structural and institutional oppression, promoting just and anti-oppressive practices, including the equitable and unprejudiced access to basic rights on a local-global level. Socially responsible practitioners continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. They provide transformational leadership in promoting sustainable improvements in access, delivery, participation, and quality of social goods and services. They incorporate the values and ethics of the social work profession in all interactions with clients, client systems, and colleagues. Socially responsible social workers commit themselves to the profession's enhancement and to their own growth. At the specialized practice level, socially responsible approaches must be used differentially across populations with diverse experiences, strengths, vulnerabilities, and intersecting identities through culturally competent practice.

The goal statement focused on preparing graduates for socially responsible and ethically-grounded practice is furthered through Program efforts to create an educational environment that promotes socially responsible program planning and implementation, teaching, research, and service with students, UTSA, and the community. The expectation is that UTSA BSW graduates will integrate socially responsible service through their professional values, knowledge, and skills to work collaboratively with communities. Inclusive and generalist socially responsible service cuts across the social work generalist – specialized curriculum continuum. It guides and prioritizes social work services, irrespective of specialization and differing fields of practice. It is the integrative construct that mobilizes action to work collaboratively with communities. Graduates of the UTSA BSW Program will commit to use their academic privilege to contribute to the betterment of the lives of diverse populations. To be a transformative culturally competent social worker, one must demonstrate social responsibility in all areas of practice.

4. **Contributions to profession and society** -- The BSW program aims to enhance the social work profession and the broader society through culturally-competent and collaborative knowledge building, research, community engagement, and social action that transforms practice, policy, services, and communities.

Faculty, staff, and students within the Department engage in education, practice, policy, and research in collaborative university-community relationships. UTSA BSW students, faculty, staff, and alumnae/i commit to engage with communities in solving complex social problems. They partner with other social workers and beyond, spanning boundaries to collaborate across disciplines and professions. They also work to enhance the social work profession through active engagement in professional organizations and in collaborative efforts with others.

Social problems are complex and demand collaboration across a spectrum of stakeholders, including community members and those who use social services. Social workers practicing with transformative cultural competence do not engage as experts, but as versatile facilitators who elicit voices of individuals, families, groups, organizations, and communities who are most knowledgeable about their own lives and communities and best positioned to transform them.

Social workers need to understand their own world views and serve with humility in the learner role to gain knowledge about the worldviews of others, recognizing the diversities of those with whom they work and the need to incorporate a multidimensional contextual perspective in collaborative interactions. Our Program goal related to contributing to the profession and society is furthered by sustaining a community of diverse learners who play transformative roles for one another as they progress in the Program and profession, to enhance the social work profession itself and the communities in which they live and work. Graduates are expected to be life-long learners, continuing to transform themselves and their own practice approaches. Their engagement is expected to be ongoing, influencing provision of responsive service delivery systems that meet diverse client needs, and advocating for social, environmental, and economic justice.

INTEGRATIVE CONCEPTUAL FRAMEWORK

THEORETICAL PERSPECTIVES

CULTURAL COMPETENCE	ECOLOGICAL/ SYSTEMS	STRENGTHS/ EMPOWERMENT	SOCIAL CONSTRUCTION

Cultural Competence – BSW students use a cultural competence lens through which to understand their own cultural awareness and awareness of their clients' cultures; assess and apply knowledge in work with clients/client systems that is culturally grounded; and employ skills that demonstrate adaptation of multi-level intervention strategies to meet the needs of diverse populations.

Ecological/Systems – BSW students apply the ecological/systems perspective to understand their clients/client systems and the ways that their interactions with their environment shape their quality of life and to develop intervention strategies across all levels of the environment.

Empowerment/Strengths – BSW students focus on the strengths of their clients/client systems and draw on those strengths to empower and create positive social change.

Social Construction – BSW students critique diverse realities of knowledge, underlying assumptions, and interactions to understand the lives of their clients/client systems and the communities in which they live and work.

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CULTURALLY COMPETENT SOCIAL WORK PROCESSES

SOCIAL RESPONSIBILITY	CRITICAL INQUIRY AND REFLECTION	MULTI-DIMENSIONAL CONTEXTUAL PERSPECTIVE	TRANSFORMATIONAL SOCIAL WORK

Social Responsibility – BSW students commit themselves to promoting human rights and social and economic justice; adhering to the values and ethics of the social work profession; and committing themselves to the profession's enhancement and their own growth.

Critical Inquiry and Reflection– BSW students use critical inquiry and reflection in their work with clients/client systems, drawing on theoretical perspectives and evidence-based practice and practice-based evidence while ensuring that services to clients are culturally responsive.

Multidimensional Contextual Perspective – BSW students apply a multidimensional contextual perspective to engage, assess, intervene and evaluate their work with clients/client systems based on an understanding of the multidimensional nature of their diverse strengths, limitations, needs and injustices.

Transformational Social Work - BSW Students are critically reflective, innovative, creative, and collaborative as they engage in social work practice that transforms individuals, families, groups, organizations, and communities in a changing environment.

<p style="text-align:center;">**Social Work Competencies and Component Behaviors**</p>

The Council on Social Work Education (CSWE), the national social work education organization that accredits social work programs, has developed policy and accreditation standards that are used to accredit social work programs. The CSWE Educational Policy and Accreditation Standards (EPAS) are organized around the following perspective about the social work profession:

> 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, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally. (CSWE, 2022, p. 14)

CSWE requires that all programs graduate students that have demonstrated mastery of specific competencies and component behaviors at the generalist level. Each social work program then develops component behaviors at the specialist level unique to the program, its context, and the client populations its graduates are most likely to serve. The program's unique mission and conceptual framework shape the specialized competencies and component behaviors. UTSA's Social Work Program has one concentration, cultural competence, which includes both micro and macro practice.

Core competencies and component behaviors include:

The Nine Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measure to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's

history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

A. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

B. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

C. use technology ethically and appropriately to facilitate practice outcomes; and

D. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

A. advocate for human rights at the individual, family, group, organizational, and community system levels; and

B. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences

and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

    A. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

    B. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

    A. apply research findings to inform and improve practice, policy, and programs; and

    B. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to

advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.
Social workers:
   A. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

   B. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.
Social workers:
   A. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

   B. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.
Social workers:

A. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

B. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.
Social workers:

A. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

B. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to

increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

    A. select and use culturally responsive methods for evaluation of outcomes; and

    B. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

National Association of Social Workers (approved 2021, revised 2022). Code of Ethics for Social Workers. Washington, DC: NASW;

International Federation of Social Workers and International Association of Schools of Social Work. (2004). Global Social Work Statement of Ethical Principles Retrieved January 7, 2020 from http://www.ifsw.org

Assessment of Student Mastery of Competencies and Component Behaviors

Competencies and component behaviors are incorporated in all courses throughout the curriculum. Each course has uniform competency assignments that are used to measure student progress in mastering specific competencies. Faculty provide a similar assessment of each student's progress in courses they teach. Each semester that students complete the field practicum, students, faculty liaisons, and field instructors all assess individual student mastery of competencies and component behaviors, with the primary assessment occurring at the conclusion of Field I. Additionally, at the end of Seminar I, the Field Seminar Instructor conducts an overall assessment of each student's mastery of all generalist competencies drawing on a portfolio of their work compiled throughout their tenure in the Program. This assessment is used in conjunction with grades and other information such as performance in the field practicum to determine whether students are prepared to move on as the student moves toward graduation.

BSW CURRICULUM STRUCTURE

The generalist practice curriculum for the UTSA BSW Program has been carefully and intentionally designed as a companion and a complement to the pre-existing UTSA MSW Program. The MSW Program is built upon a unique micro to macro focus, equipping students for master-level practice across the practice spectrum and then infusing this holistic approach with a focus on transformative, culturally competent practice. This focus constitutes the central identity of the UTSA Department of Social Work. The intention of the BSW Program is to further enhance the Department's ability to serve as catalysts for this type of social work practice—equipping change-makers and transformative social workers making real-world impact in the lives and communities around them, all with a depth of perspective and relationship building only possible through a broad view of culturally competent practice.

The opportunity of building a BSW Program around the strengths of our existing MSW Program consists in structuring a generalist curriculum that parallels the learning of the MSW generalist curriculum while taking advantage of the additional time and space within an undergraduate program to expand learning opportunities, further integrate curricular connections and deepen community connections.
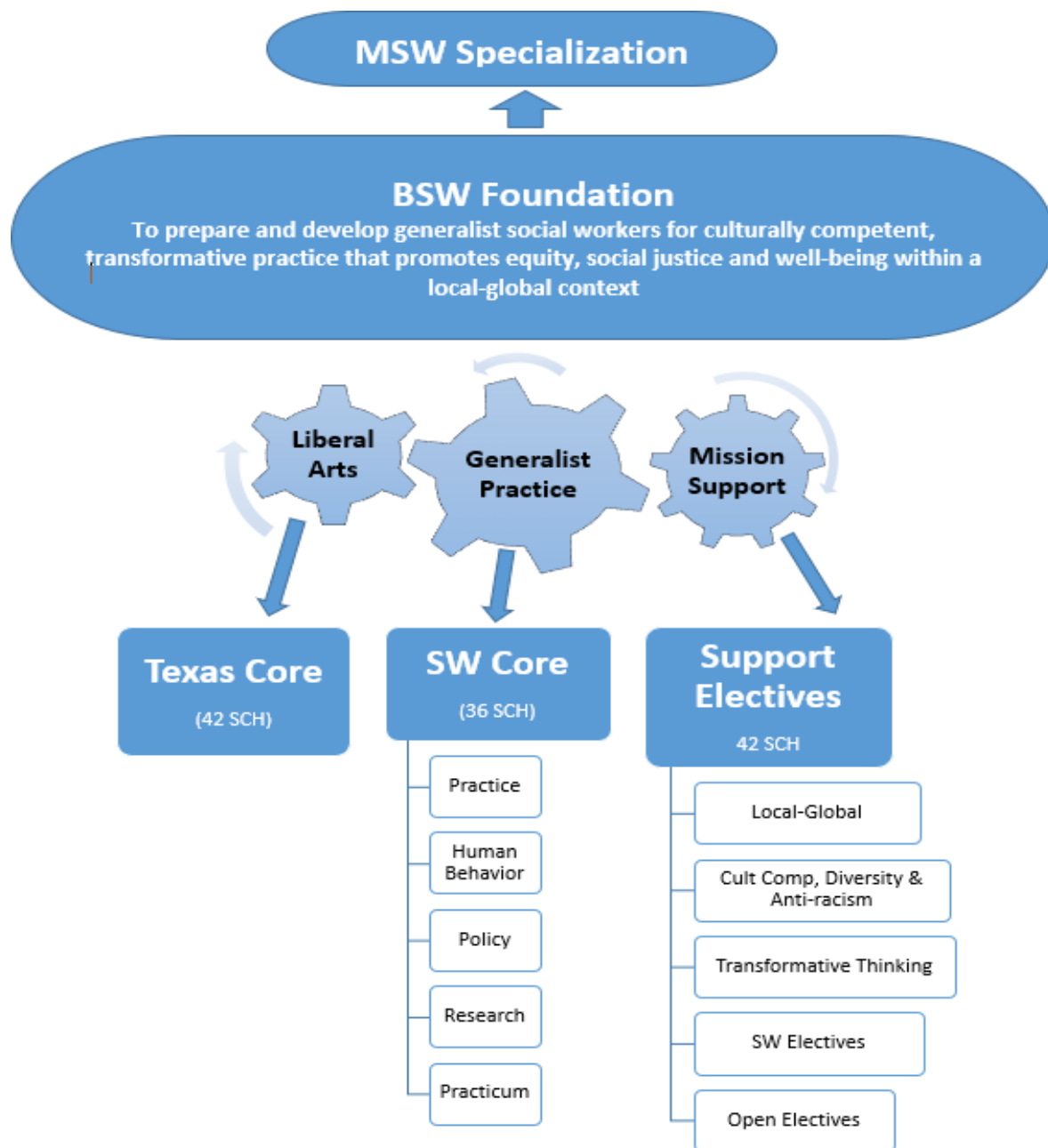
The purposeful, integrated, holistic design of our curriculum aligns with our mission in transformative, culturally competent social work along with our community context, student, and practice populations. As seen in the figure above, the BSW curriculum has been designed to capitalize on the strengths of generalist practice—fully preparing BSW students for professional practice--while at the same time serving as a foundation for further specialization in transformative, culturally competent practice.

The generalist curriculum has been structured around three pillars—liberal arts, generalist practice and mission support. The liberal arts component utilizes the core undergraduate courses to shape social workers prepared with broad-based knowledge and understanding of themselves and the world around them. The core social work courses are designed to meet CSWE accreditation requirements for generalist practice, with courses focused on practice, research, policy, and human behavior as well as the inclusion of a final 450-hour field practicum experience where students will put into real-world practice the competencies learned throughout the program. The mission-support electives represent a unique opportunity to focus on a wide range of courses that enhance students' understanding and capacity around cultural competency, diversity and anti-racism; transformative thinking; and thinking with a local-global lens—three central tenets of the BSW Program Mission. Students are able to choose from a wide range of courses offered across UTSA, taking 2 electives in each of the above mission-support categories. In this way, students coming from diverse backgrounds and perspectives can follow their own interests, but channeled into courses that build up greater integration of the Program Mission.

In addition to the three pillars above, students are also required to take two social work-specific electives, further expanding their social work thinking. Students also have the opportunity to take three to four open electives in topics that interest them and relate to their social work studies.

BSW Generalist Curriculum Structure

The generalist curriculum is guided by theoretical perspectives of ecological systems and the empowerment/strengths perspective, with key processes of social responsibility and critical inquiry. The curriculum degree path is provided below:

Bachelor's in Social Work (BSW) Course Requirements	Required Credit Hours
Texas Core **Students Expected to include the following courses as part of Core:** • **STA 1053 Basic Statistics** (expected course for Math Core) (3 SCH) • **SWK 1013 Intro to Social Work** (recommended course for Social & Behavioral Sciences Core AND *required Gateway course for SWK*. Open to all UTSA students (3 SCH)	42
Social Work Core • **Diversity and Social Justice (3 SCH)** ○ **SWK 2013** Diversity and Social Justice in San Antonio and Beyond	42

▪ *Required Gateway course for SWK* & Open to all UTSA students (3 SCH)
 	
• **Policy (3 SCH)**
   o **SWK 2103 Social Welfare Policy Analysis**
 	
• **Human Behavior (6 SCH)**
   o **SWK 3013 Human Behavior and the Social Environment I (Micro)**
   o **SWK 3023 Human Behavior and the Social Environment II (Mezzo/Macro)**
 	
• **Research (3 SCH)**
   o **SWK 3203 Applied Social Work Research**
 	
• **Practice Courses (15 SCH)**
   o **SWK 3403 Ethics and Professionalism in Social Work**
   o **SWK 3413 Generalist Social Work Practice**
   o **SWK 3423 Social Work Practice Skills: Interviewing and Documentation**
   o **SWK 4103 Social Work Methods I**
   o **SWK 4113 Social Work Methods II**
 	
• **Culminates in 450 hour practicum (6 SCH)**
   o **SWK 4303 Field Practicum I**
   o **SWK 4313 Field Practicum II**
 	
• **Seminar courses concurrent with practicum placement (6 SCH)**
   o **SWK 4203 Field Seminar I**
   o **SWK 4213 Field Seminar II**	

Support Electives • **Electives in Social Work (6 SCH); Transformative Thinking (6 SCH); Cultural Competence, Diversity and Anti-racism (6 SCH) and Local-Global Thinking (6 SCH); as well as related fields (12 SCH), selected with approval of program advisor**	**36**
MAJOR TOTAL	**81**
DEGREE TOTAL	**120**

The full degree consists of 120 credit hours. The recommended 4-year degree plan is below:

Year 1	Fall	Spring	Credits
	SWK 1013 Intro to Social Work (Social and Behavioral Sciences Core)	STA 1053 Basic Statistics (Math Core)	
	Texas Core Course	Texas Core Course	
	Texas Core Course	Texas Core Course	
	Texas Core Course	Texas Core Course	
	Texas Core Course	ELECTIVE	
			(30)
Year 2	Fall	Spring	
	SWK 2013 Diversity and Social Justice in San Antonio and Beyond	SWK 2103 Social Welfare Policy Analysis	
	Texas Core Course	Texas Core Course	
	Texas Core Course	Texas Core Course	
	Texas Core Course	ELECTIVE	
	ELECTIVE	ELECTIVE	
			(30)
Year 3	Fall	Spring	
	SWK 3013 Human Behavior and the Social Environment I (micro)	SWK 3023 Human Behavior and the Social Environment II (mezzo/macro)	
	SWK 3403 Ethics and Professionalism in SWK	SWK 3203 Applied Social Work Research	
	SWK 3413 Generalist Social Work Practice	SWK 3423 Social Work Practice Skills: Interviewing and Documentation	
	ELECTIVE	ELECTIVE	
	ELECTIVE	ELECTIVE	
			(30)
Year 4	Fall	Spring	
	SWK 4103 Social Work Methods I	SWK 4113 Social Work Methods II	
	SWK 4203 Field Seminar I	SWK 4213 Field Seminar II	
	SWK 4303 Field Practicum I	SWK 4313 Field Practicum II	
	ELECTIVE	ELECTIVE	
	ELECTIVE	ELECTIVE	
			(30)
DEGREE TOTAL CREDIT HOURS			120

Sample degree plan--subject to change. Please consult the BSW Program Director and UGAR for the most recent version.

<h1 style="text-align:center">BSW PROGRAM POLICIES AND PROCEDURES</h1>

Credit for Life and Work Experience

The UTSA BSW program will not grant academic social work course credit for life experience or previous work experience.

BSW Admission Criteria

Any student admitted to UTSA as an undergraduate student may select social work as their major. UTSA students and students transferring from another program who have successfully completed at least 42 hours of coursework, including the majority of their Texas Core Curriculum, may apply for formal admission to the **BSW Upper Level Practice Sequence**. Only students formally admitted to the BSW Practice sequence will be eligible to continue on to take upper division Social Work Core Curriculum courses.

UTSA Admissions

University-wide admissions criteria and processes are articulated through the UTSA Admissions website with specific sites for Freshman Admissions https://future.utsa.edu/freshman/admissions/), and Transfer Admissions (https://future.utsa.edu/transfer/admissions/). In both of these sites, information for students is communicated through distinct sections including:

Before you Apply: Providing key details students need to consider before applying
How to Apply: Detailing the specific steps needed in order to apply, along with admission requirements
When to Apply: Providing applicants with application and admission timelines and deadlines
After you Apply: Providing applicants with information on how to check their application status, how they will be notified of their admissions decision, how to apply for scholarships, and more.

The admissions processes and policies are also outlined in the *Undergraduate Catalog* (https://catalog.utsa.edu/policies/admission/).

BSW Practice Sequence Application Requirements

In order to be formally admitted to the BSW Practice Sequence, students must at minimum meet the following criteria:

- Complete at least 42 hours of coursework, including the majority of the Texas Core Curriculum
- Attend a BSW Program Information Session
- Submit a completed application for admission to the UTSA BSW program
- An overall cumulative GPA of 2.5 or higher
- Complete SWK 1013 with a "C-" or better

- Complete <u>SWK 2013</u> with a "C-" or better either prior to admission or during a student's first semester in the BSW Program
- Complete <u>STA 1053</u> Basic Statistics course with a "C-" or better
- Submit 2 Professional or Academic References

Applying to the BSW Practice Sequence:

Students who have successfully completed at least 42 hours of coursework, including the majority of their Texas Core Curriculum, may apply for formal admission to the BSW Upper Level Practice Sequence. The application window for admission to the Practice Sequence opens each year in early spring. BSW Program Information Sessions are held throughout the fall and spring semesters for both current UTSA students and potential transfer students in order to prepare students for the application process and requirements.

Applications are evaluated by the BSW Committee using a standard evaluation rubric to determine admission status. The BSW Committee is made up of the BSW Program Director, at least one BSW faculty member, a representative of the Field Office (Field Director or Field Coordinator), a program alum/community member and at least one BSW student member and one MSW student member. In a process similar to the university-wide Holistic Review Committee, each application is reviewed by two readers. The readers may include any member of the BSW Committee with the exception of the student member(s), who will not review applications in order to maintain boundaries with potential colleagues. If the two readers do not agree on the decision, a 3rd reader will review as well in order to determine the final decision.

Transfer Student Admission Criteria

Students apply for admission as transfer students if they have previously completed any credit courses at the college level after high school graduation, with the exception of those who attend college during the summer immediately after high school graduation (first-time freshmen). Applicants may be attending another college or university and may have coursework in progress at the time of their application to UTSA.

Successful applicants for admission as transfer students must have at least a 2.25 cumulative grade point average on a 4.00 scale. When calculating the grade point average to determine eligibility for admission for transfer students, all transferable college-level courses attempted are used in the calculation (grades are not replaced when courses are repeated).

Transfer applicants are guaranteed admission under the following criteria:

Transferable Credits	Minimum GPA (4.0 Scale)
< 12 hours	2.25 Transfer GPA & must meet freshmen requirements

12-29 hours	2.75 Transfer GPA or 2.25 Transfer GPA & must meet freshment requirements
≥ 30 hours	2.25 Transfer GPA

Application Procedures
An application, nonrefundable application processing fee, and official college transcripts from each and every institution where college-level work was ever attempted must be received by the appropriate application deadline. The official transcripts are to be requested and sent from each institution from which college coursework was attempted and/or earned. For applicants (transfer applicants with 1 to 29 semester credit hours completed), a final high school transcript and an official copy of the SAT or ACT score (sent directly from the testing service) must also be provided to the Office of Undergraduate Admissions by the appropriate deadline. Students with college level credits from a foreign country must submit the official transcript, English translation and foreign credential evaluation for each and every institution.

Admission is conditional for students who are admitted with work in progress (WIP) from another institution. An official transcript reflecting the work in progress and any subsequent work must be submitted upon completion of the work. Financial aid can be applied toward tuition and fees upon

submission of the complete college transcript(s) indicating all college coursework attempted. Registration for future semesters is also contingent upon receipt of the college transcript(s).

Transfer Applicants with fewer than 12 Semester Credit Hours Completed
Applicants for admission who have completed fewer than 12 college-level transferable semester credit hours (not including dual credit) at the time of application must:

- Meet the guaranteed admission rank-in-class and SAT/ACT requirements that apply to first-time freshmen;

- Have a minimum 2.25 cumulative grade point average on a 4.00 scale on college-level transferable coursework attempted

- Be academically eligible to return to the most recently attended institution. Transcripts or additional documentation may be required to demonstrate that this requirement has been met; and

- Not be ineligible to return to the most recently attended institution for disciplinary reasons. By applying to UTSA, applicants affirm that they meet this requirement.

Transfer Applicants with 12 to 29 Semester Credit Hours Completed
Applicants for admission who have 12 to 29 college-level transferable semester credit hours (not including dual credit) at the time of application must:

- Have a minimum 2.75 cumulative grade point average on a 4.0 scale on college-level transferable coursework attempted; or

- Have a minimum 2.25 cumulative grade point average on a 4.0 scale on college-level transferable coursework attempted and meet the guaranteed admission rank-in-class and SAT/ACT requirements that apply to first-time freshmen;

- Be academically eligible to return to the most recently attended institution (transcripts or additional documentation may be required to demonstrate that this requirement has been met); and

- Not be ineligible to return to the most recently attended institution for disciplinary reasons. By applying to UTSA, applicants affirm that they meet this requirement.

Transfer Applicants with 30 or More Semester Credit Hours Completed
Applicants for admission to UTSA who have completed 30 or more college-level transferable semester credit hours at the time of application must:

- Have a minimum 2.25 cumulative grade point average on a 4.00 scale on college-level transferable coursework attempted;

- Be academically eligible to return to the most recently attended institution. Transcripts or additional documentation may be required to demonstrate that this requirement has been met; and

- Not be ineligible to return to the most recently attended institution for disciplinary reasons. By applying to UTSA, applicants affirm that they meet this requirement.

Applicants for admission to UTSA who have completed 30 or more college-level transferable semester credit hours with a 2.00 – 2.24 cumulative grade point average on a 4.00 scale may be offered admission on academic probation. Academic probation has minimum GPA requirements and registration limitations

for the first semester of enrollment. For more information on academic probation, refer to the Academic Standing section of *UTSA Student Policies*.

Social Work Course Credit Transfer Policy

In addition to following the standard guidelines of UTSA transfer policy, which can be found here: Transferring Courses < The University of Texas at San Antonio (utsa.edu), social work courses submitted for transfer must also be approved by the BSW Program Director in order to be applied toward the BSW Degree. The student making the request must submit a copy of the course syllabus for each social work course they are attempting to transfer. Upon receipt of a transfer of social work credit request, the BSW Program Director reviews the syllabus to determine whether it meets the requirements of the degree. The BSW Director then notifies the student's academic advisor so that it can be incorporated into the degree plan.

Incompletes

The grade "IN" is given by an instructor to indicate that some part of the work of a student in a course has, for good reason, not been completed, while the remainder of the student's work in the course was satisfactorily completed. The Incomplete allows a student to complete the course without repeating it. In order to remove a grade of incomplete in a class, a student cannot re-take the course; the original class where the "IN" grade was received must be completed with a grade. A grade of Incomplete may not be assigned when a definite grade can be given for the work done. The student must have been in attendance at least three-fourths of the semester to receive a grade of "IN."

Whenever a grade of Incomplete is assigned, the instructor is required to submit requirements for removal of the Incomplete. During the regular grading period this is done electronically. After the grade submission deadline, a Requirements for Removal of Incomplete form must be submitted with a Change of Grade form to the Dean's office. The Dean's office will then submit the forms to the Office of the Registrar.

In undergraduate courses, incomplete work must be made up no later than the end of the final examination period one year from the semester the Incomplete was received and before the student's graduation. If the work is not completed within this time, the "IN" is automatically changed to a grade of "F" or "NC."

Under no circumstances will grades be changed after one calendar year.

Readmission

Former UTSA students who have not been in attendance for more than three consecutive semesters (Summer term included) must reapply for admission by submitting an application by the deadline. The application should be submitted electronically through Apply Texas or Common App. International students who have not been in attendance for one semester, excluding the summer semester, must reapply for admission.

When reapplying for admission to UTSA, students are not at liberty to disregard previous college work attempted. All former students returning to UTSA who have attended other institutions of higher education since they were last enrolled at UTSA must submit an official transcript from each institution.
Eligibility for readmission depends on the student's academic status at the conclusion of the last UTSA semester of enrollment and performance on any subsequent college or university work attempted since last enrolled at UTSA.

Evaluation of any subsequent coursework attempted is based on a requirement of a 2.0 grade point average using a four-point grade scale. The only transferable college-level work evaluated is that earned since last enrolled at UTSA. A former student applying after a first dismissal with work in progress at the time of the application will be deferred for receipt of grades from the work in progress. Former UTSA students who were academically dismissed during their previous period of enrollment and wish to return to UTSA, **must** follow the guidelines outlined in the "Academic Standing/Academic Dismissal and Reinstatement Policy and Procedures" section of this publication.

Students who are readmitted for any semester and do not register for courses or withdraw from all courses prior to census date must submit a new application and a nonrefundable application processing fee for any future term. If additional college-level work from an accredited institution is attempted, an official transcript reflecting that work also is needed.

Students who withdrew from UTSA to perform military service (not including Texas National Guard training exercises) will not have to requalify for admission and may be readmitted by the Office of the Registrar upon a request made within one year of being released from active military service. A returning student may be eligible for the same financial assistance provided before the student's withdrawal.
Undergraduate Admissions reserves the right to require students to resubmit official documents from former institutions at the time of applying for readmission.

Academic Advising

UTSA BSW students are provided academic advising support through UTSA's formal Academic Advising team, as well as receiving additional support from the BSW Program Director, who also serves as the Undergraduate Advisor of Record (UGAR).

At the University of Texas at San Antonio academic advising is an essential part of teaching and research. Advisors engage students in their planning, teach them how to navigate relevant academic resources, and encourage them to take responsibility for decisions about their academic progress. Academic advising is a partnership between students and academic advisors.

UTSA Academic Advisors offer academic advising and guidance to empower students to realize their full potential. For this reason, each student has an assigned professional academic advisor so the student can establish a strong mentoring relationship with her or his advisor, whom he or she may consult on all academic and curricular issues.

Academic advisors are assigned based on a student's academic major, allowing the assigned advisors to develop specialized familiarity with the BSW Program requirements. Students are encouraged to meet with their assigned advisor to ensure they remain on track with their intended degree plan. Students can meet with their advisors virtually or in-person. Students are also given access to the Degree Works program, which allows them to track their own academic progress toward BSW degree

completion requirements.

Students in the BSW Program also receive advising support through the BSW Program Director for discipline-specific questions beyond the scope of the university academic advisors.

Program Mentoring and Professional Advising

UTSA BSW students are diverse, with a wide range of educational backgrounds, professional and life experiences, outside obligations, and learning needs. In order to fully support these students, the UTSA Social Work Program uses a four-level developmental approach to advising:

1. Transition, beginning where the student is and facilitating the transition to higher education and the social work program and profession, understanding the learning environment and context, and focusing on available resources;
2. Professional identity, which begins with the very first "Intro to Social Work" course and intensifies throughout the generalist coursework, focusing on a beginning awareness of social work and identification with the profession, beginning to think about field practicum options, professional interests, and learning needs;
3. Professional interests and goals, which usually takes place as the student moves through the generalist coursework toward their field placement; an assessment of strengths and learning needs/identified gaps and plans to address them; and exploration of field placement ideas and future career options; and
4. Graduation and life-long learning, which occurs during the student's last semesters in the program and focuses on life-long learning, career goals and interests, job search and/or graduate education, preparation for the licensing exam, and making the transition to becoming a transformative, culturally competent social work practitioner.

All BSW students receive academic and professional advising services by the BSW Program Director and Undergraduate Advisor of Record. The current BSW Director is a Professor of Practice and a Licensed Clinical Social Worker. Consistent with the transformational pedagogy of the program, professional socialization and advising are structured into student orientation as well as course content throughout a student's time in the BSW program. Students are also exposed to practicing social workers to be able to ask questions and learn through panels, classroom speakers and more.

BSW Program Director and Undergraduate Advisor of Record

The BSW Program Director and Undergraduate Advisor of Record (UGAR), in coordination with the BSW Committee, is responsible for advising policies and procedures for all social work students, particularly in terms of developing and implementing a student degree plan to ensure timely completion of the program's requirements. Together with the University's assigned Academic Advisor, the Program Director has the major responsibility for technical advising and participates in professional advising. The Program Director serves as the main point of contact for admissions, student advisement, student conduct, student records administration, and the Department representative in most matters

pertaining to undergraduate student progress through the program.

BSW Student Academic Evaluation

The Department of Social Work administrators and faculty are committed to ensure the success of undergraduate social work students upon admission to the BSW program. The faculty and administrators also have a responsibility to determine a student's readiness to enter the social work profession. Professional social work learning is an ongoing developmental process. The National Association of Social Workers, the national organization of the social work profession, sets forth a Code of Ethics for the profession, and a process for sanctioning social workers if they are found to have violated the code. Thus, it is critical that social work education programs serve as both socializers to and gatekeepers of the profession. Students are not expected to meet the criteria set forth in the Standards at the same performance level when they begin the program as when they leave it. Students, however, will continuously strive to achieve the academic (scholastic and professional) performance standard criteria appropriate for their respective developmental level.

Students are evaluated in individual courses and the field practicum. Grades of A-F are assigned for each course based on student performance on the assignments and expectations outlined in each course syllabus. Additionally, students, faculty, and field instructors assess student ability to master competencies and component behaviors delineated by the Program each semester that the student is in the Program. An assessment of all nine competencies and 20 generalist component behaviors is completed at the end of the student's tenure in generalist coursework. Mastery of competencies and component behaviors is based on student's completion of competency assignments in each BSW course.

The Social Work Department follows the UTSA undergraduate grading system, outlined next. Further information is available through the Undergraduate Catalog online at: https://catalog.utsa.edu/policies/generalacademicregulations/grades/

Grade Points and Symbols for Undergraduate Students

Grade Symbol	Grade Points	Meaning of Grade Symbol
A+	4.00	Outstanding and Noteworthy
A	4.00	Outstanding
A-	3.67	Excellent
B+	3.33	Well Above Average
B	3.00	Above Average
B-	2.67	Slightly Above Average

C+	2.33	Average
C	2.00	Slightly Below Average
C-	1.67	Below Average
D+	1.33	Well Below Average but Passing (see credit/no-credit grading policy)
D	1.00	Well Below Average but Passing (see credit/no-credit grading policy)
D-	0.67	Well Below Average but Passing (see credit/no-credit grading policy)
F	0	Failure

Evaluation of student performance is an essential aspect of facilitating student learning. It serves the purpose of providing feedback to students, instructors and the program on areas of strength and areas where growth is needed. In the UTSA BSW Program, students are assigned a letter grade for course assignments as detailed in the course syllabus. These grades are entered by the instructor into the University's LMS system, Canvas, which allows students to see individual and cumulative grades throughout the semester. At the end of each term, students are assigned a final course letter grade based on their work through the semester. This final grade is also entered into the Canvas system and also submitted as an official grade into the Automated Student Access Program (ASAP). In addition to receiving course grades, emphasis is placed on providing students with verbal or written feedback on assignments where possible, to further increase learning opportunities.

As an applied field, evaluation of academic performance in social work education also includes an evaluation of mastery of the competencies and component behaviors designated by the Council on Social Work Education and the UTSA BSW Program. Each course in the program includes at least one competency assignment—a core assignment of the course that is designed to address student mastery of specific competencies and component behaviors relevant to the course. Assignment grades and feedback provide students with a clear measure of their progress toward mastery of these essential knowledge, values, skills and cognitive or affective processes. In addition, as students near completion of the BSW Program, they complete a self-evaluation on all nine competencies and 20 generalist component behaviors. This learning assessment is not tied to a course grade, which allows students more freedom to engage in self-reflection on their own learning.

BSW Student Professional Performance Evaluation

In addition to the expectation of following the university-wide Student Code of Conduct (see: https://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentcodeofconduct/), students in the UTSA Department of Social Work are expected to follow the policies and procedures of the Program. The policy for evaluating a student's professional performance is outlined in detail in the UTSA Department of Social Work Student Standards, which is included as an appendix within the Student Handbook and Field Manual.

Student professional performance is evaluated in two ways: through a performance evaluation in field, assessing competence and mastery of the specific component behaviors and competencies designated by CSWE and by the Program, and through an ongoing assessment of professionalism and fitness to practice throughout a student's time in the program.

Evaluation of Professional Performance in Field

Field instructors and faculty liaisons collaboratively evaluate students on their mastery of relevant component behaviors and competencies at the end of each semester in field. Based on their performance in field, students are assigned ratings on a five-point scale ranging from Unacceptable to Exemplary. By the end of Field II, students are evaluated on their performance for all generalist competencies. This provides students with a clearly articulated evaluation of their practice performance related to core and specialized social work knowledge, values and skills.

In addition to evaluating student performance on competencies, the final evaluation of students at the end of each semester in field includes a review of social work professionalism, where students are rated on their professional behaviors in field specifically, using the same rating scale as used in evaluating professional performance on competencies.

The process begins as a collaboration between the student, field instructor and faculty liaison in which they work together to develop a detailed educational plan for field, including specific examples of how the student will demonstrate competency for each of the component behaviors for that semester. The initial field liaison visit provides an opportunity to use the All-in-One Field Educational Agreement and Final Evaluation form to solidify this plan and provide further clarification of professional expectations for the student.

At the culmination of the semester, the faculty liaison conducts a final evaluation visit. The field instructor and faculty liaison jointly complete a performance evaluation for each of the assigned component behaviors and competencies, using the same All-in-One form. Students are given the opportunity to articulate evidence to support how they believe they demonstrated each competency, although the final ratings are determined by the field instructor and faculty liaison. The All-in-One form also includes a review of the student's social work professionalism throughout the semester, which means that this review of professionalism is built into each final evaluation visit as well.

Fitness to Practice and Ongoing Professional Performance Assessment

All BSW students are expected to meet and comply with social work academic standards that include both scholastic and professional performance expectations. This includes, and is not limited to, demonstration of meeting competencies that reflect the Program's mission, goals and objectives in the field practicum and classroom environments as well as maintaining good academic/scholastic standing as defined by UTSA Student Policies. In addition, BSW students are expected to demonstrate competency in the following six core standard areas identified by the Program that relate to a student's

fitness to practice social work: communication skills, interpersonal and professional relationship skills, critical thinking skills and openness to learning, self-awareness, work habits and behaviors and ethics.

Faculty (including adjunct instructors), field faculty, administrators, field instructors, and liaisons will evaluate undergraduate social work students according to the standards outlined in the Department of Social Work Student Standards in a variety of settings, which include and are not limited to: classroom, advising, and field practicum settings, as well as formal and informal conversations and electronic communication, utilizing the Fitness to Practice Evaluation Form where necessary (see below). The Department of Social Work will emphasize early intervention and use three levels of review to address a student's professional performance. The level of review will coincide with the severity of the concern, with a Level III Review as the most serious. All information discussed during these review meetings among students, faculty, and administrators will be kept confidential unless the shared information raises concerns about professional performance. Faculty members and Program mentors will exchange information in an effort to identify a pattern of problems or concerns with a student in order to attempt to resolve issues with a student. This policy will also follow University procedures regarding student conduct.

Circumstances which can lead to a student review include, but are not limited to the following:

1. Failure of a student to maintain good academic standing
2. Scholastic dishonesty, including but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts
3. Behavior which is determined to violate the NASW Code of Ethics
4. A pattern of unprofessional behavior during instruction time or while in field practicum placement
5. Committing a crime which violates societal laws and/or professional social work standards at any point after being admitted as a student to the UTSA BSW Program or a serious crime prior to becoming a student that is not known by the Department until after the student enters the Program
6. A threat to hurt oneself or anyone else
7. Inconsistent or little to no demonstration of adherence to the standards outlined in this document, including the additional policy documents referenced in this document.

Professional social work learning is an ongoing developmental process. The National Association of Social Workers, the national organization of the social work profession, sets forth a Code of Ethics for the profession, and a process for sanctioning social workers if they are found to have violated the code. Thus, it is critical that social work education programs serve as both socializers to and gatekeepers of the profession. Students are not expected to meet the criteria set forth in the standards at the same performance level when they begin the program as when they leave it. Students, however, are expected to continuously strive to achieve the professional performance standard criteria appropriate for their respective developmental level. For this reason, the evaluation of student professional performance within the UTSA Department of Social Work is designed to

set clear expectations and provide a developmental framework for correction and accountability.

The procedure for evaluating a student's professional performance has been carefully designed as a developmental process intended to support professional growth in students. The structure of this process is built around clarity and transparency--establishing expectations, articulating behavioral or performance concerns and providing clear communication on steps for addressing concerns and consequences if they are not addressed.

Expectations for professional performance for UTSA BSW students are derived from the NASW Code of Ethics, the Texas State Board of Social Work Examiners Code of Conduct, the NASW Standards for Cultural Competence in Social Work Practice, and the values of the Program. Students are introduced to these standards during the New Student Orientation, and they are expected to familiarize themselves with each one.

In order to provide additional clarity, the Social Work Student Affairs Committee revised the core standards emphasized by the program. The Program identified six core standards for professional performance and fitness to practice social work: communication skills, interpersonal and professional relationship skills, critical thinking skills and openness to learning, self-awareness, work habits and behaviors and ethics. The Department of Social Work Student Standards includes a description and examples of each standard, as well as references to the sections of the professional social work codes that are relevant to the standard.

As part of the revision of core standards, the Student Affairs Committee also created the UTSA Department of Social Work Fitness to Practice Competency Review and Fitness to Practice Review form, used by both the BSW and MSW Programs. This form (included below) and the fitness to practice review process were developed over the course of two years utilizing feedback from students and faculty as well as UTSA university specialists within Disability Services, Student Conduct and Community Standards and Legal Affairs. The front side of the Fitness to Practice form—the Fitness to Practice Competency Review—clearly operationalizes each of the core standards, including a description of what it looks like in behavioral terms when competency is achieved in this area and what it looks like when competency is not achieved. In this way, the standards are made more accessible for students at a glance. Each student is given a copy of this form during the BSW Orientation, where the BSW Program Director introduces the standards and relates concrete examples to the form.

University of Texas at San Antonio Department of Social Work
Fitness to Practice Competency Review

All standards are evaluated based on student performance in programmatic, academic, clinical, supervisory, and interpersonal contexts.

*Competence Achieved	Competence Not Achieved
Core Standard 1: Communication	
1.a Expresses *own* feelings effectively and appropriately to the setting	1.a.1 Does not express *own* feelings appropriately 1.a.2 Acts out negative feelings (through negative behaviors) rather than articulating them
1.b Acknowledges *others* feelings	1.b.1 Does not recognize or acknowledge feelings of *others*
1.c Shows reasonable effort to adjust behaviors in response to changes in professional and interpersonal contexts	1.c.1 Shows little or no effort in adjust behaviors in response to changes in professional and interpersonal contexts
1.d Expresses tolerance of change in programmatic, academic, clinical or supervisory settings	1.d.1 Expresses intolerance of changes in programmatic, academic, clinical, or supervisory settings
1.e Thoughtful and reflective in response	1.e.1 Reactionary and defensive in response
1.f Appropriately participates and compromises in cooperative activities	1.f.1 Shows little or no engagement or compromise in cooperative activities
1.g Acts professionally while experiencing difficult emotions	1.g.1 Allows emotions to interfere with professional behavior
1.h Communicates respectfully and effectively with people from different ethnic, cultural and linguistic backgrounds	1.h.1 Demonstrates lack of respect or understanding in communication with people from different backgrounds
1.i Demonstrates professionalism in written, oral and electronic communication	1.i.1 Displays lack of professionalism in written, oral or electronic communication (including email correspondence)
Core Standard 2: Interpersonal/Professional Relationships	
2.a Avoids blaming others and examines own role in problems	2.a.1 Blames others for problems without self-examination
2.b Respectful toward peers, supervisors, and/or instructors	2.b.1 Disrespectful toward peers, supervisors, and/or instructors (e.g., monopolizes discussion, gossips, uses derogatory language)
2.c Actively examines and acknowledges own role in conflict	2.c.1 Shows minimal willingness to examine own role in conflict
2.d Actively participates in problem-solving efforts	2.d.1 Shows minimal effort and/or ability at problem-solving
2.e Appropriately expresses emotions when conflicts are addressed	2.e.1 Displays hostility when conflicts are addressed
2.f Addresses conflict directly with individuals involved	2.f.1 Does not address conflict directly with individuals involved and addresses with others instead
Core Standard 3: Critical Thinking/Openness to Learning	
3.a Open to new ideas	3.a.1 Dogmatic about own perspective and ideas
3.b Responsive, open, and receptive to feedback and supervision	3.b.1 Responds to feedback with defensiveness, anger, and/or denial
3.c Appropriately incorporates feedback to enhance professional development	3.c.1 Shows little or no evidence of incorporating feedback
3.d Demonstrates ability to process information and apply it to appropriate situations in classroom and field practice	3.d.1 Demonstrates an inability or unwillingness to process information and apply it to appropriate situations in classroom and field practice
Core Standard 4: Self-Awareness	
4.a Applies appropriate stress management strategies to keep stress from interfering with performance and/or learning	4.a.1 Fails to recognize or address potential impairments due to stress, leading to significant negative impact on performance and/or learning
4.b Accepts own mistakes and responds to them as opportunity for self improvement	4.b.1 Refuses to admit mistakes or examine own contribution to problems
4.c Recognizes how own words and actions impact others	4.c.1 Fails to recognize or address how own words and actions impact others
4.d Accurate and honest in describing own and others roles in problems	4.d.1 Lies, minimizes, or embellishes truth to extricate self from problems
4.e Openly discusses, respects and considers perspectives other than own	4.e.1 Unable/unwilling to consider or show respect for others' points of view
4.f Recognizes and effectively obtains assistance and/or utilizes support and resources available for emotional, physical, substance abuse or mental health needs that are negatively impacting academic or professional progress	4.f.1 Fails to recognize or address potential impairments such as those related to emotional, physical, mental health or substance abuse needs, leading to significant negative impact on performance and/or learning
Core Standard 5: Work Habits and Behaviors	
5.a Dependable in meeting expectations and obligations	5.a.1 Regularly fails to meet program expectations and obligations
5.b Satisfactorily meets attendance requirements and notifies others in advance regarding absences	5.b.1 Absent from scheduled program obligations (e.g., class, supervision, field site) and does not notify others in advance
5.c Arrives on-time for scheduled obligations	5.c.1 Arrives late for scheduled obligations
5.d Meets deadlines and satisfactorily completes paperwork	5.d.1 Rarely meets deadlines (i.e., practicum and internship paperwork, timesheets, client notes, other classroom assignments) or paperwork is incomplete when submitted
5.e Demonstrates a positive attitude	5.e.1 Demonstrates a consistently negative attitude
5.f Responsive, adaptable, and cooperative	5.f.1 Rigid, inflexible or divisive
5.g Exhibits appearance, dress and demeanor appropriate to roles and settings	5.g.1 Dresses/presents in a manner inappropriate/incongruent with setting
5.h Exhibits behaviors in the classroom, field, use of technology and community environments that are in compliance with Program and institutional policies, professional ethical standards and societal laws	5.h.1 Engages in behaviors in the classroom, field, use of technology or community environments that violate Program and institutional policies, professional ethical standards or societal laws
5.i Exhibits sufficient motor and sensory abilities to attend and participate in class and field with or without accommodations	5.i.1 Lacks sufficient motor or sensory abilities to attend and participate in class or field with or without accommodation
Core Standard 6: Ethics	
6.a Maintains appropriate and respectful boundaries with clients, faculty, supervisors, or peers	6.a.1 Displays inappropriate or disrespectful boundaries with clients, faculty, supervisors, or peers
6.b Demonstrates awareness of personal values and does not impose personal values on others	6.b.1 Does not demonstrate awareness of personal values or imposes personal values on others
6.c Follows applicable professional social work ethical codes and laws	6.c.1 Breaches applicable professional social work ethical codes and laws
6.d Demonstrates honesty and integrity in work, documentation and scholarship	6.d.1 Commits plagiarism, falsifies or misrepresents information or otherwise demonstrates lack of honesty or integrity
6.e Exhibits a strong commitment to the mission, goals and core values of the Dept. of Social Work	6.e.1 Engages in behaviors contrary to the commitment of the mission, goals and core values of the Dept. of Social Work

Manual

*Further definition of standards can be found in the MSW Student Handbook and Field Manual

The second side of this document, the Fitness to Practice Review Form, is incorporated into the Department's level review system for evaluating student fitness to practice and professional performance concerns. It serves the purpose of facilitating the process of articulating behavioral or performance concerns and providing clear communication on steps for addressing concerns and consequences if they are not addressed. This Fitness to Practice Review Form is found below.

Department of Social Work

Fitness to Practice Evaluation Form

Student Name: _____ Student ID: _____

Evaluator: _____ Date: _____

This is to notify you that your professional performance has been evaluated according to the Fitness to Practice Review policy in the Student handbook:

Core Standards	**Almost Never**	**Sometimes**	**Almost Always**
Appropriate Communication			
Appropriate Interpersonal/Professional Relationships			
Demonstrates Critical Thinking and Openness to Learning			
Demonstrates Self-awareness			
Strong Work Habits and Behaviors			
Demonstrates Ethical Behavior			

Describe the specific behavior(s) indicating competence not achieved (attach additional documents if necessary):

What will happen next if behavior continues?

Failure to follow steps outlined above could result in further Level Review

Signatures (acknowledges receipt and understanding of this evaluation):

_____

Student   Date   Evaluating Faculty   Date

_____

Others in attendance (sign and state role)   Date

                                                      GAR_____
                                                 Student_____
                                                     Other_____

                                                                                    _____
                                                                                    Manual

                                                       Form Final Approval 5/6/16

From the moment students begin the program, their professional performance is continually evaluated for fitness to practice by faculty, field staff, administrators, field instructors, and liaisons according to the standards outlined above. When concerns arise, the Social Work Program emphasizes early intervention, and utilizes a system of three levels of review to address concerns.

Early Intervention

When possible, faculty, instructors and field instructors are encouraged to dialogue with students in person or through email at the first sign of any possible unprofessional behavior or academic concerns. This conversation serves the purpose of notifying the student of the potential concerns and providing guidance for improvement or possible corrections. The faculty member, instructor or field instructor documents the conversation and maintains a copy of the record.

Level I

This level of review includes the student and a faculty member. When a faculty member has academic concerns about possible unprofessional behavior or scholastic performance of a student, then the faculty member does the following:

- Contact the student for a meeting to discuss the concerns and attempt to resolve the issue
- Document the content of the meetings with the student, utilizing the Fitness to Practice Evaluation Form.
- Relay information of the concerns, plan of resolution, and outcome to the student's program mentor and BSW Program Director so the information and Fitness to Practice Evaluation Form will be placed in the student's file.

If concerns arise during the student's field practicum, then the agency field instructor discusses the concern(s) with the field liaison. The agency field instructor and the field liaison decide who will discuss the concern(s) with the student. The Fitness to Practice Evaluation Form is utilized to document the conversation. The field liaison communicates the information to the Office of Field Education, and the Field Office will submit a copy of the Fitness to Practice Evaluation Form to the BSW Program Director so these concerns can be documented in the student's file. Most concerns can be resolved during this type of student review.

Level II

This level of review occurs if a student's behavior persists, there is a lack of academic progress, a student goes through more than one Level I review related to similar concerns or a student fails to receive a passing grade in any field practicum course. The faculty member and the student's Program mentor, and/or BSW Program Director in cases where there is a conflict of interest, do the following:
- Contact the student and hold a joint meeting with the student to discuss the concern(s)
- The BSW Program Director will gather information and develop a corrective plan if necessary

with the student
- The student might be asked to modify behavior or to seek further assistance, including professional assessment and intervention, if appropriate, to address the behavior
  - The BSW Program Director documents the content of the meeting along with the plan, utilizing the Fitness to Practice Evaluation Form or another performance improvement plan and the form will be placed in the student's file

If more severe concerns arise or the behavior persists while the student is completing the field practicum, then the agency field instructor and the field liaison, under the guidance of the Director of Field Education, meets with the student to discuss and address the concern(s). The Field Director documents the content of the meeting along with the plan, utilizing the Fitness to Practice Evaluation Form or another performance improvement plan and a copy of the form is forwarded to the BSW Program Director to be placed in the student's file. The Director of Field Education also consults with the Chair of the Social Work Department to determine if the circumstance warrants further review.

Level III

This type of review occurs when the previous reviews have not been effective at resolving the student's issues, or if concerns have been raised about a student's conduct that are serious enough to justify disciplinary action or possible dismissal from the UTSA BSW Program This review includes the Chair of the Social Work Department and other faculty as deemed appropriate. During this type of review the Chair of the Social Work Department does the following:

- Inform the student in writing with advance notice of a date and time for a review meeting
- Conduct a meeting with the student, faculty member, BSW Program Director, Field Director, field liaison or other faculty member who has direct experience with the student. The student's mentor also accompanies them to the review, and the student is encouraged to meet with their faculty mentor prior to the review to receive information and clarification on the review process. The student also has the option to choose a different social work faculty member to serve in the mentor role if needed.
- Determine the issue and ensure that the student fully understands the severity of the matter
- Facilitate the identification of alternate solutions to present to the Associate Dean of the College for Health, Community and Policy

After this meeting, the Chair of the Social Work Department consults with the Associate Dean of the College for Health, Community and Policy to discuss the situation and the alternate solutions recommended at the conference with the student. Both parties come to an agreement in order to make a recommendation about the student. The Chair of the Social Work Department has ten working days to inform the student in writing about the final recommendation. The recommendation may include, but not be limited to, the following:

- Continuation in the Social Work Program without conditions.

- Continuation in the Social Work Program with conditions. If this is the case the student meets with the Chair of the Social Work Department again to fully understand the conditions and sign a statement of agreement. This agreement is placed in the student's file and monitored by Chair, BSW Program Director, and faculty.
  - The student is recommended for dismissal from the Department of Social Work Program.

At each stage of this review process, emphasis is placed on clarifying expectations and helping students to correct behavior and meet the core standards of the Department and the profession.

Student Termination from the Program

The UTSA BSW Program follows university-wide standards regarding academic dismissal.

Per the UTSA Undergraduate Catalog, undergraduate students on academic probation whose overall UTSA grade point average remains below 2.0, and whose term grade point average falls below 2.0, will be placed on academic dismissal.

Students are assigned grades for each course in which they are enrolled at the end of each semester, based on their academic performance. In the event that a student fails to meet satisfactory academic standards as outlined in the policy above, the student is subsequently dismissed from the program and the University. Students are notified of their dismissal by the University and by the College. At the time of their dismissal, students are also provided information on the process for applying for reinstatement.

There are two avenues by which a student may be terminated from the Social Work Program based on professional performance—as a result of significant violations of the UTSA Student Code of Conduct, including scholastic dishonesty, or as a result of significant violations of Social Work Department professional or fitness to practice standards.

UTSA Code of Conduct

As outlined in the Student Code of Conduct, students who have been found to have committed a serious violation of the Student Code of Conduct through a disciplinary hearing by the Office of Student Conduct and Community Standards may face expulsion from the Program and University.

Department of Social Work Professional and Fitness to Practice Standards

The policy for termination based on professional performance within the Social Work Program is found in the Student Standards appendix of the Student Handbook and Field Manual. The Level Review system within the Social Work Program is designed to help students address behavioral or performance concerns. The only level of review that can result in dismissal from the Program is a

Level III Review.

As outlined in the previous section, performance that may result in possible dismissal from the Department of Social Work includes:
- Failure of a student to maintain good academic standing
- Scholastic dishonesty, including but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts
- Behavior which is determined to violate the NASW Code of Ethics
- A pattern of unprofessional behavior during instruction time or while in field practicum placement
- Committing a crime which violates societal laws and/or professional social work standards at any point after being admitted as a student to the UTSA BSW Program or a serious crime prior to becoming a student that is not known by the Department until after the student enters the Program
- A threat to hurt oneself or anyone else
- Inconsistent or little to no demonstration of adherence to the standards outlined in this document, including the additional policy documents referenced in this document.

If the concern is significant enough to warrant a Level III Review, then after the meeting, the Chair of the Social Work Department will consult with the Associate Dean of the College for Health, Community and Policy to discuss the situation and the alternate solutions recommended at the conference with the student. Both parties will come to an agreement in order to make a recommendation about the student. The Chair of the Social Work Department will have ten working days to inform the student in writing about the final recommendation. If the Chair and Associate Dean determine that the performance concern requires dismissal, then this is communicated to the student with a formal notification by the Department Chair.

When a student is found to have violated the UTSA Student Code of Conduct, they are sent a notice to appear before the Office of Student Conduct and Community Standards to discuss the violation. The disciplinary actions assessed in a particular case will be dependent upon the nature of the conduct involved, the circumstances and conditions which existed at the time the student engaged in this conduct, and the results which followed as a natural consequence of the conduct. If the violation is found to be severe, Student Conduct may recommend expulsion from the Program and University. In this instance, the student is formally notified by Student Conduct of the decision, and the student is officially expelled.

The vast majority of issues related to concerns with professional performance are successfully managed through early intervention and the Level Review system within the Department. When the previous reviews have not been effective at resolving the student's issues, or if concerns have been raised about a student's conduct that are serious enough to justify disciplinary action or possible dismissal from the UTSA BSW Program, then the student is notified by the Department Chair of

the need for a Level III Review, following the procedure for professional performance and fitness to practice review outlined previously.

The Level Review meeting serves the purpose of gathering information, soliciting perspectives from relevant parties (including providing multiple opportunities for the student involved to express themselves), and exploring possible next steps. After the meeting concludes, the Department Chair makes a determination of any possible disciplinary action and consults with the Associate Dean of the College regarding this decision. In the rare instances when the decision is for a student to be dismissed, this decision is formally communicated to the student through email and a letter mailed to the address on file for the student. This notification is sent to the student within 10 working days and the student is dismissed from the Program. Once this letter is sent, the Registrar's Office dismisses the student from the University as well.

Academic Performance Due Process

Students in the UTSA BSW Program are expected to follow University academic grievance procedures, as detailed in the UTSA Student Policies. This policy emphasizes that students must begin by making an effort to resolve the issue with the faculty member with whom the grievance originated. If the situation is not resolved, a formal grievance may be filed with the Department Chair by submitting an Academic and Grade Grievance Form within 90 calendar days from the end of the semester in which the grade was assigned or the other concern or incident occurred. The faculty member's judgment regarding grades and evaluations is considered final unless compelling evidence shows discrimination, differential treatment, factual mistake, or violation of a relevant University policy. If the student is not satisfied with the resolution of the grievance at that level, the next step is to submit a formal appeal to the Office of the Dean of the College for Health, Community and Policy (HCaP), and finally, the Senior Vice Provost of Academic Affairs, who represents the final level of appeal. Appeals to each subsequent level after the Chair must be submitted using the Grievance Form and submitted within 30 calendar days of the decision of the previous administrative level. Under no circumstances will a grade be changed after one calendar year.

BSW students are introduced to policies and procedures regarding academic performance during the BSW Orientation. Students are also informed of evaluation criteria at various points in their time in the program. Syllabi for all courses taken delineate criteria for evaluating academic and professional performance, including attendance and participation policies, expectations about scholastic dishonesty, and grading criteria for assignments. Master competency assignments developed by curriculum committees that are linked to specific competencies and component behaviors are incorporated in each syllabus, with clear criteria regarding grading policies and evaluation of student performance given to students prior to assignments being completed.

Students are informed of grievance policies and procedures in multiple ways as well, including as part of the Student Handbook and Field Manual and the UTSA Student Policies. Students are provided access to and required to review both the Student Handbook and Field Manual and the UTSA Student Policies upon beginning the program.

As part of individual academic advising and consultation, the BSW Program Director regularly informs students of their rights within the grievance policy and explains the grievance procedures whenever a student expresses concerns regarding their grades or other academic or professional evaluations. Individual faculty also discuss the grievance policy with students when a student brings up a concern.

Professional Performance Due Process

As with an academic performance grievance, students in the UTSA BSW Program are expected to follow University academic grievance procedures, as detailed in the UTSA Student Policies. This policy emphasizes that students must begin by making an effort to resolve the issue with the faculty member with whom the grievance originated. If the situation is not resolved, a formal grievance may be filed with the Department Chair by submitting an Academic and Grade Grievance Form within 90 calendar days from the end of the semester in which the evaluation was completed or the other concern or incident occurred. The faculty member's judgment regarding evaluations is considered final unless compelling evidence shows discrimination, differential treatment, factual mistake, or violation of a relevant University policy. If the student is not satisfied with the resolution of the grievance at that level, the next step is to submit a formal appeal to the Office of the Dean of the College for Health, Community and Policy (HCaP), and finally, the Senior Vice Provost of Academic Affairs. The Senior Vice Provost of Academic Affairs is the final level of appeal. Appeals to each subsequent level after the Chair must be submitted using the Grievance Form and submitted within 30 calendar days of the decision of the previous administrative level.

In the case of a Level III Review, the procedure is slightly different, as the student has the right to appeal the decision to the Dean of the College for Health, Community and Policy within ten calendar days of the date the decision is emailed to the student, otherwise following UTSA grievance and appeal procedures.

Student Termination Due Process

The policies and procedures for termination based on professional or academic performance or are posted online in the *Student Handbook and Field Manual* and in the UTSA Student Policies.

Students, other than those classified as provisional students, who are placed on academic dismissal, may petition for readmission only after sitting out the required time (one semester - fall, spring, or summer - for first dismissals, and one calendar year for second dismissals) and completing all paperwork necessary to be considered for readmission by the appropriate deadline. Students who have been dismissed three times are not eligible for reinstatement into the University. Students seeking reinstatement must apply for admission with the Admissions Office by June 15 for Fall Semester, October 15 for the Spring Semester, and March 15 for the Summer Semester. Students on academic dismissal from UTSA may attend other institutions and transfer appropriate completed coursework to UTSA, but grades earned cannot count toward or be used to improve their UTSA

grade point average. If a student does enroll at another institution, an admission decision will be made upon receipt of an official transcript that reflects grades on coursework taken at that institution during the period of dismissal from UTSA. For reinstatement to be considered, transfer work requires at a minimum a 2.0 grade point average using a four-point grade scale.

Typically, a student subject to dismissal will be dismissed. A student who wishes to appeal a first dismissal should contact the student's assigned academic advisor or One Stop for processes and deadlines. Students subject to dismissal are not guaranteed readmission into UTSA. The admission decision for students who have been academically dismissed for the first time is made at the College level, and will be communicated to students by the College. The admission decision for students who have been academically dismissed for the second time is made by the Reinstatement Committee and will be communicated to students by the Associate Vice Provost for Undergraduate Students who serves as the chair of the committee.

Length of Academic Dismissal

Prior to applying for readmission into the University after an academic dismissal, students must sit out of UTSA classes for the required time:

- A student must sit out one semester (fall, spring, or summer) after a first dismissal.
- A student must sit out one calendar year after a second dismissal.
- A student who has been dismissed three times from UTSA is not eligible for readmission.

Procedures and Requirements following Petitions for Reinstatement

If the student's Petition for Reinstatement is approved by the Dean (for first dismissals) or the Reinstatement Committee (for second dismissals), the Office of Admissions will process the application for admission for the requested semester of enrollment. If the petition for reinstatement is disapproved, a student may not file another petition until the following semester. Appeal of a denial for reinstatement may be made to the Senior Vice Provost of Academic Affairs and Dean of University College within two weeks after notice of the denial is dated. The decision of the Senior Vice Provost of Academic Affairs and Dean of University College is final.

All students who are reinstated from academic dismissal are placed on academic probation and must maintain a minimum semester 2.0 grade point average every semester until they reach a UTSA cumulative grade point average of 2.0. Students who have been reinstated following an academic dismissal must be advised prior to registration. At that time, the student and the advisor will develop a remedial plan specifying expectations the student will be required to meet during the semester. Students who fail to follow the requirements set by the Dean will be subject to academic dismissal.

Students who are dismissed through the Level Review Process follow the guidelines for academic grievances.

Student Rights and Responsibilities

UTSA student rights and responsibilities include: constitutional rights, academic procedures, discipline procedures, and student records. The UTSA Student Code of Conduct may also be found online: https://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentcodeofconduct/ . The Code of Conduct includes: general provisions, student standards of conduct, disciplinary penalties, initiation of disciplinary charges, hearing, disciplinary records and appeals and more. The student grievances section of the University Catalog is available here: https://catalog.utsa.edu/search/?P=student%2Bgrievances and includes: general grievance procedures, grade grievance procedures, and counseling services.

Students' Participation in Formulating and Modifying Policies

In order to ensure student participation in the creation and modification of academic and student affairs policies, the two key Social Work Department committees (BSW Committee and Field Committee) that deal with these policies for BSW students maintain at least one active student member as a voting member in each committee. The BSW Committee in particular includes both one MSW student and two BSW students to provide a larger breadth of student perspective. Both of these committees—the BSW Committee and the Field Committee—are explicitly focused on both implicit and explicit curriculum and directly affect students. Among other roles, the BSW Committee is charged with developing, recommending, and reviewing policies and initiatives related to enhancing student engagement in the social work BSW program. This includes issues concerning enrollment, admissions, standards, recruitment, orientation, mentoring, advising, professional socialization, student conduct, student organizations, and special events. The Field Committee is charged with developing, recommending and reviewing policies related to the field education component of the program.

As educational consumers and active participants investing time, resources and trust in the BSW Program, students are well positioned to provide unique perspective on the implicit and explicit curriculum of the Program. The UTSA Department of Social Work seeks out and incorporates student input and feedback regarding policies affecting academic and student affairs in a variety of ways.

At the beginning of each academic year, the BSW Program Director invites volunteers from the BSW Program to participate in one of these committees. A random drawing is then conducted from the interested students to determine who will fill the roles. The student member is then confirmed as a full voting member of the committee. In order to avoid a role conflict, the only issues where the student member is excluded are issues involving confidential information involving specific other students, such as scholarships and student awards. Both committees regularly develop and modify student policies as part of a process of continual improvement. The student members serve an essential role as a direct conduit to

the social work student organization and the student body as well as providing feedback and ideas from a student perspective.

While participation as a member of the committees charged with creating and modifying academic and student affairs policies is the most direct opportunity, there are also other significant ways for students to provide feedback and input. At least once per year, the Department Chair, Field Director, MSW Program Director and BSW Program Director hold a joint town hall in order to solicit feedback from students on specific issues and listen to new ideas. The Program Director also conducts periodic check-ins with students by visiting BSW classes and discussing students experiences and needs.

Another opportunity for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum is to solicit student feedback in each social work course. In one such example, the BSW Program participated in the national Student Experience Project, dedicated to creating a more inclusive and student-centered educational experience within the program and each classroom environment.

As detailed above, student representatives are an essential part of the BSW Committee, the primary committee charged with development and care of the BSW explicit curriculum. In addition to student representation within the committee itself, students have played an essential role in providing input into the creation and development of the curriculum structure and the content of each course syllabus. The program utilized both virtual and in-person opportunities for students to provide input on the structure of the BSW Program and curriculum. The process for creating each course syllabus also includes presenting a draft of each syllabus to students through a focus group, open to all BSW students, and often co-led by the student committee member or another faculty member. Input provided through the focus groups is utilized to improve course content, assignments, structure and more in order to better represent the diverse needs of students. Students are also encouraged to discuss concerns and ideas with their course instructors and the BSW Program Director. This feedback is also utilized to continue to improve the program. Students are also encouraged to provide feedback as part of an implicit survey conducted at the end of each academic year.

Social Work Student Organizations

Social Work Student Organization
The Social Work Department is working together with the Student Activities Office to formally create an undergraduate registered student organization for social work.

STUDENT FIELD EDUCATION MANUAL

Introduction

Field education provides opportunities for the developing social work professional to connect the theoretical and conceptual knowledge gained in the classroom with a practice setting, providing an organizational and community context for and opportunities to develop skills in evidence-informed practice. As the signature pedagogy, field brings to life transformative culturally competent social work practice and is an integral part of curriculum design, implementation, and evaluation. It is anchored in the Program's vision, mission, values, goals, competencies, and component behaviors.

The field practicum experience provides students with generalist practice opportunities for applying curriculum content in a "real world" practice setting. Within this teaching and learning environment, the student has opportunities for socialization into the social work profession, which includes identification with social work's purpose, values and ethics; application of critical thinking in making and communicating professional judgments; advancing human rights and social, racial, economic and environmental justice issues; affirming an antiracism perspective and demonstrating understanding, affirmation, and respect for people from diverse backgrounds; analysis of the effect of social welfare policy on programs and services; opportunities for the development of research questions in relation to practice efforts and community engagement; critical reflection of the interactions and impact of the social environment on human behavior; responding to contexts that shape and inform practice; engaging, assessing, intervening and evaluating individuals, families, groups, organizations, and communities in social change processes; and opportunities for evaluation of self and practice interventions.

Field Administration
The Office of Field Education is comprised of the Director of Field Education, BSW Coordinator of Field Education, and an additional Field Coordinator supporting both the MSW and BSW Programs. The Department Chair and the BSW Program Director work closely with the Field Office.

The BSW Committee, The Field Committee and the Field Education Advisory Committee advise the Field Program with respect to policies, procedures, and the planning of special programs, trainings, services, and field practicum experiences for students, service recipients, faculty, staff, field instructors, preceptors, and the community at large. Meetings are held at least quarterly.

Structure of Field Education
Students in the UTSA BSW Program are required to complete a minimum of 450 hours of field education. Below are the two generalist field practicum courses. Each course has a minimum requirement of a minimum of 225 clock hours:

SWK 4303 Field Practicum I
SWK 4313 Field Practicum II

It is expected that students will be assigned at one practicum site for two semesters as they complete generalist field

Field Practicum Models: 225 Clock Hours per Semester		
Semester	Fall August – December Fifteen Weeks	Spring January – May Fifteen Weeks
Weekly Clock Hours	15	15

Students enter generalist field in the fall and continue through the spring semester (August through May). In some cases, students may be approved for a Block field placement in the spring semester, in which case students would complete all 450 hours (both Field I and Field II) during the spring term.

An Integrative Seminar component of the field practicum will begin with UTSA's first day of class schedule. The Integrative Seminar is a structured class with its own syllabus and assignments that are designed to integrate the practicum experience with classroom theory. Time spent in seminar and related assignments does not count towards practicum hours.

Another structure within field education is supervision of the student by the field instructor. The student will meet with the approved field instructor for at least one clock hour per week. This weekly hour must be noted on the time sheet, and it is counted toward field hours.

THE FIELD PLACEMENT POLICIES

Starting Field Early

In between consecutive semesters of field, the student is encouraged to accumulate hours before the official start of UTSA classes with special permission from the Office of Field Education. Prior to start of the second semester, the student may accumulate no more than 50 (fifty) clock hours.

Requirements for Starting Field Early:
- o The agency and field instructor must be in agreement;
- o Student must submit all required documents to the Office of Field Education including the starting field hours early form;
- o Student must be approved to enter field by social work faculty;

- Student must be in good academic standing without incompletes; and
- Student must be supervised by field instructor during "early" time period.

Starting field early does not allow the student to finish field early. Field education is closely tied to the concurrent courses taken by students with assignments due until the published last day of field.

Clock Hours Ending Beyond the Published Due Dates
Occasionally, students are unable to complete the clock hours, demonstrate competencies by the end of the academic semester, or schedule the final evaluation. In these instances, the student will initiate the Projected Completion Form and submit it to the Office of Field Education. This form requires the student to complete a plan and timeframe for completing the competencies and component behaviors as well as the required field hours. Once student complete the form, the student will sign and obtain signatures from field instructor and liaison. In these instances, the student will receive an incomplete grade until the competency corresponding assignments and field hours are completed. If the student is in between field semesters, the student may not begin the next field semester (i.e. Field II) until the incomplete grade has been cleared.

Professional and/or Agency Training
The agency may require the student to attend an orientation or specialized trainings. These hours may be counted towards the clock hours, as they are seen as preparation for direct client contact. Additionally, the student may participate in social work professional training, but may only count a limited number toward clock hours. These trainings must be indicated in the All-In-One. The student may not count work done on classroom assignments, readings, or projects that are not directly related to field. Hours spent working at home or not at the field site are rare and must be approved in advance by the Field Office.

The All-In-One
The All-In-One is an instrument that combines the Educational Agreements and Final Evaluations for all 450 clock hours. Please refer to the *A Field Education Guide for BSW Students, Field Instructors, Faculty, and Staff*. This Guide gives a step by step process for completion of this document as well as providing examples of generalist/assignments/work plan. It is organized by competencies and component behaviors. The competencies and generalist component behaviors are established by The Council on Social Work Education.

Placing and Monitoring Students

Entry into Generalist Field Practicum
As part of the field application process, each student must submit the following to the Office of Field Education in order to be considered for entry into field education:

1. Field Practicum Application
2. Field Readiness Verification Form
3. Résumé
4. Documentation of Student Professional Liability Insurance (Limits of Liability at $1,000,000/$5,000,000)
5. Student must be in good academic standing
   a. Completion of all generalist coursework other than those take concurrently with field
   b. Free of incomplete grades
6. If a student is on academic probation, the BSW Program Director must recommend him/her to enter field practicum.
7. "Field Readiness Review" by faculty and Field Office
   a. Each semester, the Field Director and Coordinator present a list of the students who have applied for field entry to the faculty. Each student is reviewed by faculty who collectively recommend entry into field, making recommendations that they believe will support the student's success. Students who are identified as having potential challenges are asked to meet with the Field Director, Field Coordinator, or with their faculty advisor to establish criteria for student success in field, as needed.
8. *Applying for Field Session*. Prior to beginning Field Practicum I students must complete this session. This online training is mandatory and includes, but is not limited to, an introduction of field administrators, faculty, and staff; field placement process (application with supplementary materials, deadlines, and interview process and final assignment). Students are also required to submit the "Terms of Agreement" as part of this training in order to be eligible for field.
9. *Starting Field Session*. Prior to beginning Field Practicum I, all students are required to attend a starting field session. This session includes, but is not limited to, discussion of the structure of field education, field policies and procedures, *All-In-One* (educational agreement and final evaluation), Integrative Seminar, grading procedures, and liaison system.
10. *Prerequisites*. Prior to beginning Field Practicum I, students must successfully complete the majority of the core social work courses and receive approval from the BSW Program Director. In addition, SWK 4203 must be taken concurrent with Field I.

   Students who do not meet the criteria specified above or are deemed by faculty and/or field administrators to not be "field ready" either delay field until they meet criteria, or, in some instances, go through a level review process to determine what additional conditions must be met prior to field entry.

   Starting Field and Incompletes:
   - Students may not begin field with an Incomplete in any class
   - Students must verify that they do not have any outstanding incompletes by signing the "Field Readiness Verification Form" during the Starting Field training prior to placement.
   - If a student is scheduled to begin field and then receives or has an incomplete as of

the 1st official day of field, the student may not begin to log field hours without verification that the incomplete has been resolved (letter/email from the professor or transcript showing the change of grade).

- If a student still has an incomplete in a non-field class two weeks past the official start date of Field I, the student will need to drop field for the semester, will be considered ineligible for field, and will be required to reapply for field for the next available semester.

Entry into Field Practicum II is contingent upon successful completion of Field Practicum I.
o Enrollment in Field Practicum I also requires concurrent enrollment in SWK 4203 Field Seminar I. Concurrent enrollment in SWK 4103 Social Work Methods I is recommended, but not required.
o Enrollment in Field Practicum II also requires concurrent enrollment in SWK 4213 Field Seminar II. As above, concurrent enrollment in SWK 4113 Social Work Methods II is recommended, but not required.
o Enrollment in Block Practicum (Combined Field Practicum I & II) requires concurrent enrollment in both SWK 4203 and SWK 4213.

Additional Factors for Generalist Field Practicum Assignments

Some of the factors that may be considered in the placement of students include the following:

- Required generalist field practicum courses (SWK 4303 Field Practicum I, SWK 4203 Field Seminar I, and SWK 4313 Field Practicum II, SWK 4213 Field Seminar II) must be taken in consecutive semesters unless a student is approved for block field placement. The generalist field is one assignment in two consecutive semesters for a minimum of 450 clock hours.
- Office of Field Education authorizes the lifting of departmental holds after all field materials have been submitted, thus enabling students to register for classes once the Social Work Office has removed the hold.
- Due to the demands of potential field instructors and the requirements of field education, students are not allowed to contact or visit field instructor/agencies for the purpose of creating a field placement.
- Specific hours required by the agency. Typically, social service organizations offer field practicum during the Monday – Friday work week. The hours are 8 AM to 5 PM.
- Student's availability for field practicum. As noted above, it is expected the student will have hours during the day to complete the field practicum requirement of the curriculum.
- Options for evening and weekend placements are limited; therefore, students are advised to have flexibility regarding availability of time to complete field practicum hours. There is no guarantee of a field placement offering during evening/weekend hours.
- Language ability.
- The number of field instructors available in a particular setting.
- Practicum site and field instructor meet the policies, criteria, and procedures established by the Office of Field Education and are willing to participate in practicum instruction and

training in a given semester.

- University of Texas System Educational and Program Affiliation Agreements must be completed and approved by all parties before a student's practicum assignment is finalized.
- Special needs that require accommodation.
  - The Office of Field Education will work closely with the student and the UTSA Disability Services (DS) to ensure equal access. Eligible students should contact DS before the beginning of the semester to discuss their needs and make appropriate arrangements. A disability verification letter and an interview with the Director of DS will begin the process for obtaining services. At the downtown campus, DS is located in Room 1.302 Buena Vista Building (BV). The hours are 8:00 a.m.-6:00 p.m. (Monday-Thursday); 8:00 a.m.-5:00 p.m. (Friday). The telephone numbers are: (210) 458-2945 Voice/TTY. The student will bring the disability verification letter to the Office of Field Education.
- Conflict of Interest. No social work student may be placed in an agency wherein she/he was, or is, a client or an immediate family member was, or is, a client or an employee. Students who are found attempting to secure or who secure a placement in an agency where they, or a member of their family, are or were a client may have their entry into field practicum delayed. Additionally, the field instructor must not be a family member, friend, spouse, partner, ex-spouse/partner, etc. Since the Social Work Department does not ascertain client or employee information from agencies or students, it is the responsibility of the student to decline (or not select) a placement based on conflict of interest.
- Background checks. Some field practicum sites may require background checks of social work students prior to placement and may require the student to obtain this report her/himself. The outcome of this action may result in a student being accepted or denied by the field practicum setting. Students may be responsible for covering the cost of the background check, depending on the agency.
- Prior felony convictions. The department expects students with prior felony convictions to inform the Field Director or Coordinator of such convictions prior to assignment. Given the laws governing work with children and other vulnerable populations, persons with felony convictions are not allowed to work or be placed in certain agencies or situations. A prior felony conviction will limit or result in no practicum site availability. Additionally, a prior felony conviction may affect one's application for social work licensing. It is the responsibility of the student to contact the Texas Department of State Health Services Texas State Board of Social Work Examiners to determine applicability of social work licensing. The web site is http://www.dshs.state.tx.us/socialwork/default.shtm
- Physical and emotional wellness. It is imperative that students have good physical and emotional wellness prior to entry into field. The obligations of field, additional course work, employment, family, etc., may impact the student's performance; therefore the student would be prudent to notify the Office of Field Education of such issues prior to placement. A practicum site may require psychological testing prior to approval. If you prefer not to participate in such testing, please advise the Field Office.
- A field practicum site may require preventive health measures such as a physical examination, immunizations, or drug tests. Some sites may also require the student to carry

health insurance. Students have a right to decline these tests or obligations, but they must discuss this issue with the Office of Field Education.

• Stipends are offered on a very limited basis. Upon learning of a stipend opportunity, the Field Office will notify eligible students about the opportunity and the application process. The field instructor has the final say as to the candidate who will be awarded the stipend. In giving a stipend, the agency may require more than 450 clock hours.

Generalist Field Practicum

The generalist field practicum, typically completed concurrently over two semesters affords the student the opportunity for experiential learning of generalist practice skills and application of generalist coursework completed previously. Prior to beginning generalist field, students must have completed generalist courses in policy, human behavior, generalist practice, and diversity and social justice.

Each field practicum also has a corresponding integrative seminar and a concurrent methods course. The integrative seminar serves as the mechanism to link field practicum with competencies and component behaviors that support the Program vision, mission, goals, and values. The seminar is an added assurance that the classroom content and experience in the practicum setting are strongly linked. This seminar is designed to provide a forum so that students may openly discuss field issues, integrate course assignments with field practicum experiences, process experiences "in the field," provide an orientation to various agency services and functions, provide students with a structure in which they can support and learn from one another, relate conceptual learning to practice, and increase the knowledge of other agencies' functions, services, policies, and issues.

The Program's core competencies and 20 generalist practice behaviors are used to measure the student's competency in the field setting, the integrative seminars, and the methods courses. These 20 practice behaviors are divided between the two field practicum semesters for emphasis, although all practice behaviors are assessed at the end of Field Practicum II.

Placement Procedure for Generalist Field Practicum

Generalist Practicum is designed to reflect the Social Work Program's emphasis on culturally competent social work practice. The Office of Field Education gives the final approval for assignments. The philosophy supporting the placement process is to develop an experience that will build upon and enhance existing strengths, as it prepares the student for future practice. The Field Office assigns generalist students to a generalist practice placement.

The assignment of a practicum site for Generalist Field Practicum is determined in the following manner:

• The Field Office will review the student's field practicum application packet. An individual session may be requested of the student from the Field Office to further explore the student's

options.
- Student responses to specific items on the application are reviewed and taken into consideration for a student assignment.
• If necessary, the student file is reviewed by the Field Office.
• Affiliated practicum sites are reviewed for the upcoming semester. Assignments will be made only to agencies that are formally affiliated with the University of Texas System.
• The agency and student will be advised of the respective contact information. The field instructor will be e-mailed the student's name and résumé. Students are e-mailed information from the Office of Field Education and are expected to set up an appointment with the agency within 48 hours.
- The generalist student arranges an introductory session with the field instructor. It is expected this referral will be the practicum assignment.
• After these sessions, the student and the field instructor each notify the Office of Field Education of acceptance or concerns about this session.
• The match is made and the practicum site and the student are officially informed of the practicum assignment by e-mail. All assignment information will be posted on IPT for both the student and the field instructor. All due dates are also posted on IPT. The liaison assignment is made in consultation between Department Chair and Director of Field Education.

In the event that a student is referred for an interview with an agency and the agency declines to accept the student, a referral will be made to another agency. If three different agencies decline to accept a student, the student will go through a faculty level review process to determine field readiness and next steps.

Use of Work Setting for Field Placement

There are occasions when a student must work while pursuing their Social Work degree. Some students request their field placements in their work setting or place of employment so that they can be paid for all or part of their practicum. The Social Work Program at UTSA makes available two options for Employment Based Practicums. Option 1 is a practicum at the employment site, but not the student's paid employment position with different duties. Option 2 is an "On the Job" practicum where a student, employed within a social service agency can count some of their work hours as practicum hours. For maximum educational growth, it is important that students be exposed to a range of diversity of practice experience to support their professional development.

The UTSA Social Work program recognizes that the activities of one's ongoing employment and learning are parallel, but there is an important difference between the goals of social work education and the delivery of service as a paid employee. Requests for Employment Based Practicums will be considered on a case-by-case basis. The agency and student must create and support an educationally based field learning experience. Students will indicate their desire for an Employment Based Practicum opportunity by discussing this with the UTSA Social Work Field Office. Once approved to explore this option, students and their employer must show that they will meet the required CSWE competencies at the appropriate level and that the supervision requirements can be met. This will be documented in the Employment Based Practicum agreement and signed and approve by the student, agency supervisor/field instructor, and the Director of Field Education.

Linking to the Nine Social Work Competencies
In order to function as an educational practicum placement, it is critical that student assignments and tasks are directly linked to the nine generalist social work competencies, therefore this must be established up front during the application process, during field through the use of the All-in-One Educational Agreement, and for students completing "On the Job" practicum placements, they also must complete a capstone assignment designed to demonstrate integration of these nine competencies throughout the practicum placement.

Employment Based Practicums
The following policy is designed to help students and agencies that wish to request an Employment Based Practicum, including requirements to be addressed and document adherence to CSWE accreditation standards. These have been developed to ensure accomplishment of the social work education goals and objectives while the student is placed in his/her employment setting. Therefore, this policy will apply to those students requesting an Employment Based Practicum of either option.

Eligibility requirements include the following:

• The student has permanent status with the employer and must be in good standing. The student must be past their probationary period.
• During the field practicum courses, the student must continue to perform at a satisfactory level in both employment and the field practicum setting;
• The organization meets the eligibility criteria for field practicum setting and has an Affiliation Agreement on file or is willing to complete the paperwork to qualify as a field practicum setting; The educational opportunities in place of employment must permit achievement of the 9 social work competencies and skills, including all systems levels, compatible with the student's social work practice classes.
• The organization must provide the social work student with a qualitatively different experience in knowledge and skills from that provided by regular employment

Complete description of employment and field practicum activities
• Must be new and different from current or past experiences; or, as in Option 2, be allowed to put a different lens on daily duties and include duties towards a capstone project (to be outlined in the proposal).
• Must demonstrate new knowledge and skills that support the 9 UTSA competencies and component behaviors;
• It is optimal that the agency has a qualified field instructor who is preferably <u>not</u> the supervisor for the regular employment and who will meet the responsibilities of a field instructor. However, CSWE has agreed that the employment supervisor and field instructor can now be the same person.

Field Instructor requirement
• For the BSW program, field instructor must have a BSW or MSW from accredited university with 2+ years of experience post-graduation.
• Employment supervision and practicum supervision must be separate and signified in the Employment Based Practicum proposal. Names of immediate supervisor and field instructor must also be included in the proposal.

- If the agency does not have a qualified social work field instructor on staff, they must arrange for an approved off-site field instructor to provide the required supervision and designate an on-site task supervisor to provide daily oversite and support.
- The employment supervisor and field supervisor must agree that the practicum evaluation will not impact the student's employment evaluation.

Additional Requirements

The field practicum must have a clearly identifiable educational focus unencumbered by workload and the administrative requirements of regular employment (For example, this may mean a lighter caseload, involvement in community-based assignments not typically assigned by the organization yet overseen by the field instructor, and additional hours beyond the normal work week.)

- The employment hours and practicum hours must be clearly differentiated and specified in the proposal.
- The student will articulate the clock hours for work and field practicum.
- If the student is meeting the field practicum clock hour requirement after employment hours, that must be clearly stated;
- If the employer allows an overlap in hours, this must also be articulated. Clear educational focus unencumbered by workload and administrative requirements of regular employment;
- Field instructor must designate one hour each week to educationally focused practicum supervision (separate from work supervision), which the student will document on their field timesheets.
- A student can only complete one placement at their place of employment. (ie. Only one practicum--BSW, Generalist, or Specialized). The second placement must be outside the place of employment with another Field Instructor. Exceptions to this policy may be considered by the Director of Field Education on a case-by-case basis when it can be demonstrated that the proposed practicum can provide a unique educational experience in a new program, or with a new focus, and with a new field instructor.

Approval Process

- It is the responsibility of the Field Office to determine that the field practicum at the place of employment is consistent with Department of Social Work curriculum and CSWE Accreditation Standards.
- The liaison, as part of her/his duties, will ensure the proposal is being adhered to as outlined.
- The student will take the initiative of coordinating a meeting with the immediate supervisor, potential field instructor, and representative from the Field Office. The student will also be present at this meeting;
- It is the responsibility of the student to submit a written proposal—the Employment Based Practicum Application--to the Office of Field Education, which addresses the above policy within the published deadlines. This proposal must include written documentation from the agency that explicitly addresses all the points above and must be submitted within the published deadlines. The Field Office has experienced the most successful Employment Based practicum assignments are accomplished when a Field Office representative visits the agency. The proposal must be signed by the student, work supervisor, prospective field instructor and agency executive. All deadlines are published on IPT.
- The completed proposal is submitted to the Office of Field Education within the published due dates. The Director or Coordinator of Field Education reviews the proposal and will notify the student whether the placement is acceptable or acceptable with adjustment. Approval of the proposal is documented in writing and distributed to all parties. The Employment Based Agreement may not be altered or amended unless agreed to by all persons (students, employer, and field office). Accordingly, if an agency alters the term of placement without informing the field office, the placement will be suspended and will not resume until a

revised agreement can be arranged in a timely manner. This revised agreement must be written and signed by the Executive Director of the agency (of their designee), the student/employee, the faculty liaison, and filed with the Field Office.

The Employment Based Practicum Application is included below:

Employment Based Practicum (EBP) Application

Steps for completing this application:

- Student completes mandatory Field training
- Student discusses EBP process and options with the Field Office
- Student and agency complete this proposal (work on draft for approval prior to getting all the signatures
- If this is a new partnership with UTSA Social Work Department, please ask your employer and/or Field Instructor to complete our (link Facility Info Form) in order to establish an Affiliation Agreement.
- Student is responsible for setting up a meeting with the employment supervisor, the proposed Field Instructor, and the Field Office to discuss eligibility as a practicum site. The student is also involved in this meeting.

Section 1 – Instructions for the Student:

1. First, determine if you will be applying for a **"Workplace Setting practicum"** or an **"On the Job practicum"** (only currently available for BSW level). Review all the requirements and discuss them with your employer. Let the Field Office know your intention.
    a. **Workplace Setting Practicum**:
        i. Your practicum duties must be totally different from your paid employment duties. Your employer supports you engaging in a completely new role/program within your agency for your practicum. In this case, we strongly encourage them to release the employee from some of their job responsibilities to complete their educational practicum hours.
        ii. There are further details about this option in the Field Manual. Please read through the policy for further requirements.
    b. **On the Job Practicum (currently only available for BSW level):**
        i. You are employed at a social service agency and your employer agrees to you counting no more than 16 hours/week towards your practicum. You will add a different social work lens to your present job and complete a Capstone Project over the two semesters.
        ii. Consult with the Field Office to determine if your job will meet the requirements.

   iii. There are further details about this option in the Field Manual. Please read through the policy for further requirements.

2. Complete this application in collaboration with your employment supervisor, proposed social work field instructor, and administrator with fiscal authority; they will all be required to participate in the placement process. If this is a new partnership with UTSA Social Work, please have your employer and/or Field Instructor complete this Facility Information Sheet

3. Complete Section 6 at the end of the application, which will outline how your EBP aligns with the 9 social work competencies.

4. Upload your job description if possible

5. Once all materials are submitted to the Field Office, you should set up a meeting with your employment supervisor, field instructor, the Field Office, and yourself to discuss eligibility as a UTSA practicum site.

Section 2 – Student Information Section:

Name:	
Phone #:	
Academic Level: (choose the appropriate box)	❑ BSW ❑ MSW Generalist ❑ MSW Specialized
EBP Option:	❑ Workplace setting practicum ❑ On the Job practicum

Section 3: Student Employment Information:

Information for the Employer: This student is applying for a UTSA Social Work Employment Based Practicum (EBP) option. The student has been provided with information regarding the requirements of this option which you are invited to review.

Your name and contact information on this application indicates that you are aware of your employee's application for an EBP, that you are aware of the program's criteria, and that you are willing to work with the Director of Field Education or Field Coordinator, toward developing appropriate field assignments and field supervision for the employee.

Your name and contact information also indicate your agreement that the student's practicum performance will not negatively influence their employment status or evaluations. Please note that any changes to this agreement must be pre-approved by the Field Office. Unapproved changes, including but not limited to, field instructor and learning opportunities, may be grounds for the Department of Social Worl to terminate eligibility.

Once the student has completed the application requirements, the student will set up a meeting with their employment supervisor, the proposed field instructor, the Field Office, and themselves to determine eligibility.

Employing Agency:	Program/Department (if applicable):
Address:	
Job Title:	
Length of Employment:	Full time or Part time

Direct Employment Supervisor Name:	
Direct Employment Supervisor Email:	Direct Employment Supervisor Phone:

Administrator Name (person with fiscal authority, if not direct employment supervisor):	
Administrator Email:	Administrator Phone:

Section 4 – Proposed Field Instructor and Task Supervisor:

- Field Instructors for BSW students must have a BSW or MSW from an accredited social work program plus 2 years post degree experience. (Social Work licensure preferred). This position is mandatory for a practicum site.
- Field Instructors for MSW students are required to have an MSW from an accredited social work program plus 2 years post degree experience. (Social Work licensure preferred). This position is mandatory for a practicum site.
- Task supervisors work in the agency or program and provide day-to-day support to the student when the field instructor is not available. Task supervisors are not required to have a social work degree.
- The field instructor and employment supervisor of a student may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment. Our goal is to ensure the role of the student as a learner while they are engaging in their paid employment position

Proposed Field Instructor Name:	Credentials/Degree:
Email:	Phone:

Proposed Task Supervisor (if applicable):	Credentials/Degree:
Email:	Phone:

Section 5 – Summary EBP Option:

Workplace Setting Option

Name of Paid Employment Program:	List Paid Employment duties:

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Name of Practicum Program (must be different than Employed role):	**List Practicum Duties** (must be different than the Paid Employment duties):

Provide a brief 2-3 sentence narrative summary of your proposed practicum and how it will align with the 9 Social Work Competencies

Plan for meeting the field education hour requirements (Fall & Spring 15 hrs/week; Summer 24 hrs/week):

We strongly encourage agencies to release the employee from some of their job responsibilities to complete their educational practicum hours.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Work Hours							
Practicum Hours							

On the Job Practicum Option (currently only available for BSW level)

Name of your paid position:	List your duties:
	What new elements will be included to address a fresh social work lens on your job:

Section 6 – Identifying Proposed Field Education Opportunities

Workplace Setting Practicum

- This plan should identify specific and concrete tasks separate from your employment duties. These must be different from your work responsibilities and also permit achievement of the competencies and skills compatible with your upcoming practicum (BSW or MSW) and your integrative seminar class.

On the Job Practicum (currently only available for the BSW level)

- This plan should identify specific and concrete employment activities/duties, linked to competencies, that you choose to use for the focus of your practicum.

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- It may also include new opportunities, outside of your job description, that are built into your learning opportunities. Any new opportunities must be considered part of the regular paid position and should not require you to commit additional hours beyond your current employment hours.

1. **Demonstrate Ethical and Professional Behavior**
   Proposed activities:

   ┌───┐
   │   │
   │   │
   │   │
   │   │
   └───┘

2. **Engage Diversity and Difference in Practice**
   Proposed activities:

   ┌───┐
   │   │
   │   │
   │   │
   │   │
   └───┘

3. **Advance Human Rights and Social, Economic, and Environmental Justice.**
   Proposed activities:

   ┌───┐
   │   │
   │   │
   │   │
   │   │
   └───┘

4. **Engage in Practice-Informed Research and Research-Informed Practice**
   Proposed activities:

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[blank box]

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

Proposed activities:

[blank box]

Section 8 – To be completed by the Field Office only:

EBP eligibility meeting completed (date): _____

Notes (list any substantive modifications to proposed EBP application and plan, participants, etc.):

Section 9 – Signatures:

_____   _____

Student   Date

_____   _____

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[blank box]

5. **Engage in Policy Practice**
Proposed activities:

[blank box]

6. **Engage with Individuals, Families, Groups, Organizations, and Communities**
Proposed activities:

[blank box]

7. **Assess Individuals, Families, Organizations, and Communities**
Proposed activities:

[blank box]

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**
Proposed activities:

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Employment Supervisor   Date

_____   _____

Field Instructor   Date

_____   _____

Administrator's Signature (if needed) ⌗   Date

_____   _____

UTSA Director of Field Education   Date

Loss of Employment during Employment-based Field Placement
In the event that a student becomes unemployed in an organization where field education has co-occurred with employment, the Field Office will support the student's continued learning following the standard Change of Placement procedure. The Field Director or Field Coordinator will work with the student to determine options to provide for the continuation of their learning, either through continued placement with the practicum agency, where appropriate, or the exploration of additional placement opportunities. In the event that the student is dismissed from the organization for reasons related to professional or ethical behavior, the Level Review Process may be initiated where appropriate.

Besides particular requirements of either Employment Based Practicums, these placements follow all the UTSA Field requirements in this manual.

Overview of the 2 Options for Employment Based Practicums:

Option 1: **Workplace Setting**	Option 2: **On the Job Practicum** (new)
• Student must be part time or full time employee in good standing with the agency and university. • Follow standard UTSA Field hour requirements • Practicum duties must be different than employment duties and in another area of the agency. • Field Instructor must be an MSW with 2+ years' experience post MSW. This person <u>must</u> be different than the student's employment supervisor. • Field Instructors for BSW Students must have a BSW or MSW from an accredited social work program plus 2 years post social work degree experience and be approved by the Field Office.	• Student must be a full-time employee with a social service agency and be in good standing with the University and the agency. • Can only count 16 hours/week (Fall & Spring) and 24 hours/week (Summer) toward practicum hours • Capstone project over two semesters • Field Instructor must be MSW with 2+ years' experience post MSW • Field Instructors for BSW Students must have a BSW or MSW from an accredited social work program plus 2 years post social work degree experience and be approved by the Field Office. • Field Instructor and employment supervisor can be same person, but supervisions (employment & practicum) must be separate.

Capstone project for On the Job Practicum:

Students completing the "on the job" employment-based practicum are expected to create a learning plan that contains at least one project that spans two semesters, that relates to the nine competencies, reflects attainment of social work values and ethics and demonstrates substantial professional growth and development.

Examples of topic areas include ideas such as racial equity, anti-racism within social work practice, a

service-learning project, trauma-informed practices within the agency, or other ideas.

Students will upload an update on their project at the end of the 1st semester liaison meeting and final evaluation. Reflection is acceptable. Students will also be required to write a reflection about how the project has allowed them to integrate course content with field. The student's field educator will evaluate and comment on the student's project at the mid and final placement evaluations.

Long Distance and International Field Placements
UTSA recognizes the importance of flexibility for students seeking internships in areas of expertise or geographic location. For that reason, the Field Office works closely with students who are seeking long distance practicum assignments. The Office of Field Education has primarily supported placements in sites within Texas within a 200 mile radius, however, at times it is possible for students to complete out-of-state and international field placements. Because a student expressed interest in an international placement, a Department International Committee was established to develop guidelines for international placements. There is no guarantee that sites are available; however, students are encouraged to discuss interests in these placements with their faculty advisors as soon as possible so options can be explored if realistic.

The following policies and procedures have been developed for UTSA BSW students interested in applying for an international field placement. As with all field placements, international field placements are coordinated by the UTSA Field Office. An interested student contacts the Field Office regarding the criteria and application process. Certain criteria must be met for the student to be eligible for an international field placement:

- The student must be in good academic standing with the University and have a 3.5 or above GPA. This good standing must be present throughout the field practicum assignment.
- The student cannot have any outstanding "incompletes" in courses.
- The student must have completed at least two semesters in the UTSA BSW program.
- The International Committee and Field Office review the student's field placement evaluation for suitability
- The student must have the written recommendation of at least one faculty member, including his/her advisor.
- The student must be available for a block placement.
- The student must submit an application and written essay by an established deadline.
- The student must register with the UTSA International Office and attend all required trainings and deadlines of that office.
- The student must attend all Field Office trainings pertaining to field.
- The student cannot have any felony or misdemeanor convictions.

Application Process
Due to the logistical needs of international placements, the application process begins at least

two to three semesters before the field practicum semester is to begin. The student submits an International Field Application to the Field Office along with an essay of no more than two pages that addresses the following: interest in an international field placement, country interested in and why, population interested in working with and why, career goals and how this experience will influence those goals.

Fees
An administrative fee of $800 has been proposed and is expected to be assessed for each international field placement. This fee will cover costs for faculty travel to the field site if necessary or other miscellaneous costs that may be associated with the placement, including technology support and software. Housing, transportation, immunizations, passport and costs for other expenses are the responsibility of the student. The UTSA Office of International Programs has an application requirement which includes additional fees. Students are also eligible to apply for funding from the Office of International Programs to support their practicum; students to date have received several thousand dollars each.
- The Field Office screens applicants for eligibility and forwards names of eligible applicants to the International Committee. The International Committee notifies students of preliminary eligibility.
- The student meets with the Field Office to discuss country of interest, availability of country and agencies, and goodness of fit with the student's interests and learning needs.
- Only selected countries are used by the UTSA Department of Social Work at this time.
- During the interview process, factors considered include the student's flexibility and adaptability, previous internship experiences and outcomes, motivation for placement and career goals, academic record, financial barriers, and travel experience of the student.
- The field practicum must occur in an agency with a qualified field instructor who is available for weekly supervision as well as day-to-day supervision as needed.
- The proposed field agency or proposed University must have an Affiliation Agreement and Program Agreement on file with UTSA or be willing to complete the necessary paperwork. All affiliation paperwork must be completed prior to the placement beginning.
- The Field Instructor must be willing to participate in Field Instructor training via ZOOM, teleconference, or internet. The Field Instructor must submit a Field Instructor profile prior to the field placement beginning and must meet the qualifications (or equivalent) of the BSW degree.

Related Courses
The student is expected to participate in Integrative Seminars I and II via Zoom if it is available. If not available, other arrangements are made with the Field Office. All other specialized coursework must be completed prior to the block field placement.

The student must notify the Field Office of interest in an international placement by the following dates:

- By May 1 for spring field (of the following academic year)

The student must submit a completed International Field Application by the following dates:

- By August 1 for spring field

The dates listed above are subject to change. It is highly advised that interested students contact the UTSA Field Office for further information.

Change of Field Placement
The Office of Field Education considers the placement of students as a serious process between the Director or Coordinator of Field Education, student, field instructor, and practicum site. Assignment of students to a field practicum site are made for the duration of the generalist assignment.

Conflict resolution and professional negotiation are essential skills for Bachelors-level social workers. BSW interns are expected to take responsibility for their own learning and for initiating problem-solving when issues arise at a practicum site. At times, however, circumstances may require that a student be changed to another agency. This is a serious step and is taken only after careful consideration and communication with everyone involved. Such changes may be made at the request of the field instructor, liaison, the student, or the Department of Social Work, and may occur at any point in the year depending on the reason for the disruption. A change in field placement may be granted for any of the following reasons:
- Change in personal circumstances (academic, finances, family, transportation, health, life circumstance);
- Field practicum site is not able to provide accessibility to students with differential abilities;
- Change in Department of Social Work policy;
- Internal matters of the agency;
- Field instructor resigns from the agency;
- Student's concern that her/his educational needs are not being met;
- Liaison recommendation;
- Concern about student's performance (such as ethical violations, academic performance, inappropriate dress/behavior, and/or repeated tardiness or absences);
- The proposal to do the field practicum at work setting is not being followed; and
- A mismatch has occurred between the student and the practicum setting or field instructor that was not apparent during the placement process.

Procedure for Change of Field Placement
The request to change field practicum assignment may be initiated by the student, field instructor, and/or the liaison.
- The student and field instructor must first discuss the desire for change of field placement. A careful delineation of the factors involved is required.

- If the issues are not resolved, the student and field instructor must discuss the concerns with the liaison.
- The liaison will advise the Office of Field Education of the situation and continue to assess the situation, mediate, and attempt to find a resolution. Once resolved, the liaison will advise the Director accordingly.
- If no resolution is found, the liaison will make a formal recommendation to the Office of Field Education.
- After consultation with the liaison, the Director of Field Education will make a decision regarding the requested change. The Director of Field Education has the option of requesting a meeting of all parties involved.
- A consensus of those involved will be required in order to proceed with the change of field placement and/or field instructor. If the situation is not resolved to the satisfaction of the student, she/he is free to pursue the grievance policy and procedures of the Department of Social Work that is in the UTSA *Social Work Student Handbook and Field Manual.*
- If it appears that a change of placement is necessary, the *Change of Field Placement Request Form* must be signed by the student and liaison.
- Upon receipt of the form, the Director of Field Education or the Field Coordinator will contact the student's liaison, faculty member teaching the respective integrative seminar, and field instructor to advise them of the process about to be undertaken. If appropriate, the field instructor and student will complete an abbreviated evaluation which will be approved by the faculty liaison.
- If it is deemed the student should continue in field, the Field Director or Field Coordinator will work with the student in determining another practicum site.

Depending on the circumstances for the change in field practicum site, a student may be immediately placed in a new agency, or the student may be required to delay her/his practicum until a practicum site is available that meets his/her educational needs. In situations where the practicum is delayed, the Director or Coordinator of Field Education will advise the Department Chair, faculty member teaching the Integrative Seminar, and BSW Program Director. A joint meeting with the student and any other appropriate individuals may be called to develop a plan for the student's progress in the program.

Removal of Student from Field Practicum Setting
A social work student may be removed from the field practicum setting by the field instructor and/or the liaison for documented unprofessional conduct or for demonstrable lack of progress in achieving field education objectives. A student may also be removed if it is recommended by the liaison and approved by the Director of Field Education and Department Chair if the setting is no longer educationally sound. If a student is removed from field for unprofessional conduct or lack of educational progress, a formal Level III Review will be held to determine the next steps.

There are two types of dismissal from the UTSA College for Health, Community and Policy and the Department of Social Work: academic and non-academic. The *UTSA Information Bulletin* has specific policies related to this issue, including the Student Code of Conduct, University policies, academic honesty and scholastic dishonesty. This document is available on- line at http://catalog.utsa.edu/policies/ .

Additionally, the Department of Social Work has established policies regarding Social Work Student Standards that are based on the National Association of Social Workers (NASW) Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp), Texas State Board of Social Worker Examiners Code of Ethics (http://www.dshs.state.tx.us/socialwork/), and the National Association of Social Workers (NASW) Standards for Cultural Competence in Social Work Practice (http://www.naswdc.org/sections/credentials/culturalcomp.asp).

The *Student Standards* policies and procedures also include due process for the student. (The Student Standards may be found in the Appendix of this *Student Handbook and Field Manual*)

Selection of Field Agencies and Field Instructors

Criteria for Selection of Field Agencies
Field Education is a collaborative endeavor between the Department of Social Work and social service related agencies in the education of BSW students for social work practice. Therefore, any human service organization is eligible for consideration to affiliate with the UTSA Department of Social Work to provide field instruction to students. The Department takes initiative in determining possible field placement sites given the concentration in cultural competence, student interests, and Program needs. The Department Field Committee also provides input regarding development of new placement sites, with careful attention to their fit with the Program's mission and emphasis on cultural competence.

If an agency is interested in becoming a field site, there is an affiliation process the agency must go through that includes the development of a formal affiliation agreement between the agency and UTSA. During the affiliation approval process, special consideration is given to those settings that most closely support the Social Work Program's cultural competence concentration and program policies, vision, mission, values, goals, competencies, and practice behaviors.

In order for agencies to be approved with the UTSA Department of Social Work for the purpose of providing field instruction, field education practicum sites must complete a facility information sheet, agency profile, and field instructor profile as well as meet the following criteria:
- have an administration and staff that demonstrate a respect for the UTSA BSW Program's philosophy, policies, vision, mission, values, goals, competencies, and practice behaviors in efforts to provide a positive learning experience for the student;
- be committed, able, and willing to incorporate the Department's emphasis on culturally

competent social work in the practicum setting;

- maintain a social welfare service as a recognized function of the agency/organization or have a planning function relevant to providing services that will contribute culturally competent social work practice;
- be clear about their programs and service delivery methods;
- have a volume and flow of agency programs that will offer students a wide range of learning opportunities, including working within and outside systems of different sizes and diverse populations;
- have qualified field instructors;
- provide release time for field instructors to carry out Social Work Departmental responsibilities, including weekly supervision with student(s), and participation in field related orientation, training, and meetings;
- have a staff that is large enough to ensure that the basic agency program is developed and maintained sufficiently without reliance on students;
- make available suitable desk space, telephones, basic office equipment (includes supplies), agency-related transportation/travel reimbursement, clerical support, and access to confidential interviewing facilities;
- agree to the execution of an Educational Experience and Program Affiliation Agreement with The University of Texas System;
- provide necessary measures to protect students' safety;
- support The University of Texas at San Antonio and Department of Social Work policies on nondiscrimination and human diversity, to include but not limited to: Equal Employment Opportunity/Affirmative Action and Persons with Disabilities;
- support the student's obligations to UTSA and the Department of Social Work for completion of assignments and attendance in Integrative Seminars and other courses;
- have a commitment to continuous quality improvement, such as having a representative board of directors, fiscal accountability via annual audit, commitment to strategic planning, and be subject to periodic review by an accrediting agency or funding entity; and
- communicate changes in field instructors to the Office of Field Education as soon as possible in order to make the necessary arrangements for student supervision.

In the case of significant concerns about a field practicum site once it has been selected, problem solving will be used to help the setting meet required standards. If this is not successful, the Director of Field Education will bring the issue to the Department Chair for consultation for one of two actions: (1) to decline to use the practicum site or field instructor; or (2) continue to use the site or field instructor with plans for strengthening the site.

Criteria for the Selection of Field Instructors
The significant and central role played by field instructors in the educational experience of the

student requires that they are carefully screened, selected, trained, and evaluated. In order to be approved by the Department of Social Work as a field instructor, she/he must meet the criteria below. Upon receipt of an application, the Director or Coordinator of Field may make an initial site visit to determine whether the organization and field instructors meet the criteria for selection. At this initial site visit, the Field Office will approve the field instructor.

Field instructors must:
- possess a Bachelor of Social Work or a Master of Social Work degree from a CSWE- accredited social work program and a demonstrated competence in practice;
- have at least two years of social work experience following their BSW or MSW degree;
- be employed or associated with the agency for a minimum of one year (full-time equivalent);
- have the full support of the agency's executive officer and the administration to actively participate in the social work field instructor educational obligations, such as supervision, trainings, and other field processes;
- have ability in and knowledge of areas of social work practice being taught by the Department of Social Work;
- have thorough knowledge of the agency in which they are employed or volunteer;
- attend a training seminar in field instruction provided by the Department of Social Work;
- complete continuing training obligations required by the Department of Social Work;
- make use of support systems designed for field instruction;
- comply with the requirement to work closely with the Department of Social Work in coordinating course assignments and provide timely feedback to the Department through the liaison on the progress of the individual student;
- participate in the ongoing mutual exchange of ideas with the Department of Social Work; and
- demonstrate interest in teaching, supervision, staff development, and continuous quality improvement.
- agree to provide individual weekly supervision. Field instructors working with multiple students must provide individual supervision a minimum of every other week, with group supervision as an option during the in-between weeks.
- Due to the possible conflict of interest and to provide more avenues of support for the practicum student, full-time Faculty/Staff may not serve a Field Instructors. In rare instances, the Field Director or Field Coordinator (full—time Field Staff), may assume the role of Field Instructor. This would apply only when a student is already placed with an agency and the agency Field Instructor is no longer able to provide supervision and no other field instructor is available.

Procedure for Supervision of Student Interns when the BSW Supervisor Leaves the Agency

In the event that a field instructor providing supervision to a BSW student intern leaves the agency or becomes unavailable to continue providing field instruction, the following procedure will be taken:
1. The student will be placed with another social worker within the organization. When possible, the field instructor is expected to facilitate the process of seeking out and transferring the student to another social worker within the organization.
2. When there is not another social worker available within the organization willing or able

to provide supervision, the following options will be considered by the Field Office, with decisions made on a case-by-case basis:

    a. The student may have the option of following the field instructor to a new agency;

    b. The student may have the option of staying at the agency and receiving instruction from an external field instructor who meets the requirements to be a UTSA field instructor, including but not limited to agency board members, a social worker from a partner organization, or a Field Office staff or faculty member, if necessary.

    c. The Field Office may move the student to a new agency with a new field instructor.

Continuing Dialogue with Agencies

Contacts are maintained with field education settings in three ways: field liaisons, integrative seminars, and field instructor training/contact with field instructors by the Field Office. The field liaison supports and enhances continuing dialog with agencies, serving as a link between the agency and the Department. Each student is assigned a liaison from the Department of Social Work.

Liaison System Goals and Objectives

The goal of the liaison system is to ensure a cohesive and progressive training experience in the field practicum. Specific objectives include:

-To provide a mechanism by which the department can meet its primary responsibility for the student's educational progress; and

-To provide a structure that maintains the educational integrity of the department/practicum site/student collaboration through consistent communication and feedback.

Liaison Roles and Responsibilities

The liaison contributes to the development of the student's educational agreement, focuses on monitoring the student's educational progress and performance, and consistently maintains a positive working relationship between the Department and the practicum site. The relationship between the liaison and the practicum site is expected to extend over the period of the practicum assignments.

Responsibilities of the liaison include:

- Assuring the field practicum setting and field instructor have the ability or potential to provide educational opportunities congruent with the Department of Social Work curriculum that allow students to demonstrate mastery of competencies and component behaviors;
- Maintaining a continuing relationship with the practicum setting, the field instructor(s), and the student(s) in the site during the placement period;
- Serving as the first point of contact for the field instructor and student;
- Consulting with the Director of Field Education regarding issues that may need

attention;
- Participating in the development of field practicum sites through
    - generation of ideas regarding practice tasks for respective competencies and component behaviors;
    - offering constructive feedback to the field instructor regarding teaching and supervision;
- Reviewing the Educational Agreement to assure component behaviors are parallel to selected program objectives and practice indicators;
    - Providing consultation regarding linking classroom theory and/or assignments to field practicum experience;
- Assuming primary responsibility for meeting with the designated field instructor and student during the semester to review student progress and providing on-going evaluation,
    - At the beginning of the first semester, the liaison will meet with the student and the field instructor on site by the fourth week of the semester to review the Educational Agreement portion of the *All-In-One*;
    - At the end of the first semester, the liaison will meet with the student and field instructor on site for an evaluation and preparation of the Educational Agreement for the second semester;
    - At mid-point of the second semester, the liaison will contact the field instructor and student;
    - At the end of the second semester, the liaison will make a site visit to review the final evaluation;
- Communicating the Department's curriculum and policies to the field instructor and student;
- Conferring with the Director of Field Education in relation to initiating, continuing, or terminating the field placement with which she/he consults;
- Assuming responsibility for recommending the student's final grade--
    - Grade is based on the student's performance in the field and mastery of selected practice behaviors. The student must perform at a "B-" level (80) or better to receive a passing grade for the course for credit toward the degree.
    - Reflects the assessment and recommendation of the field instructor
    - In instances where the student's performance is deemed less than satisfactory by the Field Instructor, the Liaison consults with the field instructor and student regarding a satisfactory resolution of the relevant issues and advises the Director of Field Education of the situation and outcome.
- Addressing issues that are related to the educational and professional progress of student, and participating in the resolution of conflict between field instructor and student(s);
- Participating in the continuous quality improvement by assessing field practicum sites and field instructors.

Evaluation of Student Performance and Grading

Student evaluation in the field practicum setting for all field courses is on a continual basis during weekly supervision between the student and the field instructor. The liaison joins this evaluation process during the visits throughout the practicum semester(s). This model of evaluation prevents "surprises" at the final evaluation since progress should be an on-going mutual exercise. This evaluation process is formalized as a written evaluation at the end of each semester that includes a recommended grade from the liaison and a final grade from the faculty member teaching the respective integrative seminar.

The *All-In-One* is an instrument that combines the Educational Agreements and Final Evaluations for all 450 clock hours. The *Field Education Guide* gives a step by step process for completion of this document as well as providing examples of generalist tasks/assignments/work plan. It is organized by competencies and generalist component behaviors. The competencies and generalist component behaviors were suggested by CSWE and adopted by UTSA social work faculty.

The evaluation criteria are based on the educational agreement, student evaluation, and assignments within the integrative seminar. The *All-In-One* is available on IPT to students, field instructors, and liaisons so that they may be aware of the criteria used before the actual completion of the instrument. All evaluation forms outline the purpose of the evaluation, student evaluation rating scales, the recommendation of grade, and the processes to be followed.

The process of completing student performance evaluations should be a joint one between the student and field instructor. Students are encouraged to complete their own self- evaluation and discuss it in supervision as a means of actively participating in the evaluation process. The evaluation process is an opportunity to:
- explore and determine where the student is now and where she/he needs to go within a specified period in the future; and
- teach and provide guidance in overall professional growth.

The *All-In-One* is designed to show the student's progress from the beginning of the field experience to the end of the field experience. In this light, all parties will be able to see the scaffolding of student learning.

In the event of a serious performance issue, the liaison will be notified immediately. Written documentation will be required and should reflect situations where the concern exists in relation to a student's performance. The field instructor, student, and liaison will agree upon an ongoing monitoring of the issue through resolution. The Director of Field Education will be advised of the situation and a performance improvement plan will be developed when necessary. In the event that the student issue or concern is not resolved, field policies and procedures will be followed as outlined in the *UTSA Student Handbook and Field Manual.*

The field instructor is responsible for completion of all evaluations with input from the student. Performance evaluations are to be written and submitted upon completion of the required number of hours designated for each semester of field practicum. The grading system for all field practicum and integrative seminar courses are based on a letter grade (A+, A, A-, B+, B, B-,

etc.). The student must perform at a "B-" level (80 using the numerical grade) or better in order to obtain a passing grade for the course for credit toward their degree. During this process, the student has a right to express difference and have this difference recorded (as an attachment, if desired). The *All-In-One* is submitted to the Field Office with respective signatures. The final field grade is then forwarded to the integrative seminar faculty member for the purposes of calculating a final course grade.

The grade assigned by the liaison cannot be submitted as a final grade until the required number of clock hours is completed. If the hours are not completed by the end of the semester due date, a grade of incomplete can be assigned with the permission of the liaison and the Field Director. If the student is completing Field I, all hours must be completed prior to the beginning of the next semester in order for the student to be able to move into Field II.

The student must earn a grade of "B-" (80) or better in the field practicum in order to receive a passing grade for the course for credit toward their degree.

Assessment of Student Learning - Mastery of Competencies and Practice Behaviors
The Field Practicum provides multiple opportunities for assessment as to whether students in the Program are mastering competencies and component behaviors. The educational agreement, developed using the *All in One*, is organized by competencies and component behaviors. Students and field instructors develop a list of ways that the student will be able to be assessed for each competency/component behavior. The faculty liaison then reviews the agreement, discusses recommendations for change with the student and the field instructor, and then all parties sign the agreement. At the end of the semester, the student completes a self-reported rating of progress toward mastery of component behaviors, then meets with the field instructor, who also rates the student. The faculty liaison then meets with both the student and the field instructor to conduct a review of the student's progress and assigns a grade based on the recommendation of the field instructor and how well the student has mastered the component behaviors and competencies.

The faculty member teaching the integrative seminar provides a similar rating of component behaviors, providing three measures each semester that are field-related: one from the student, one from the integrative seminar instructor, and one from the field instructor. At the end of Field I, the student, the field instructor, and the integrative seminar instructor rate the student on all component behaviors for generalist (Field I). This information is used by the Field Office and the faculty to determine what changes need to be made in the curriculum and the field program to increase student success at mastery of competencies and component behaviors. These same component behaviors and competencies are then strengthened and deepened throughout Field II.

Evaluation of Field Instructor and Field Practicum Site
The student's liaison is encouraged to provide feedback to the Director of Field Education regarding the experiences with the field instructor and the field practicum site at the end of the

Field Practicum II (SWK 4313). The evaluation instrument includes items related to requirements of the practicum site, field instructor, liaison, and overall educational experience. It is distributed to students, field instructors, and field liaisons during the orientation/ informational/training sessions. At the end of these sessions, the evaluations are compiled and reviewed by the Director and Coordinator of Field Education. The evaluations are shared with the Social Work Program Evaluation Committee.

The student completes the Evaluation of Field Practicum and submits it to the Director of Field Education. Compiled results of evaluations of an agency and Field Instructor may be shared with the Field Instructor and the agency after student grades have been filed. Information is shared in a manner that insures student anonymity.

The Director of Field Education uses the evaluation data to assess success and the appropriateness of continued use of the site and/or field. In the case of significant concerns, problem solving will be used to bring the setting into required standards. If this is not successful, the Director of Field Education will bring the issue to the Department Chair for consultation for one of two actions: (1) to decline to use the practicum site or field instructor; or (2) continue to use the site or field instructor with plans for strengthening the site.

Liaison Evaluation of the Agency Setting
Liaisons provide feedback to the Director of Field Education in reference to changes, progress, and/or issues encountered. An evaluation instrument is used for this purpose.

Evaluation of the Office of Field Education
The evaluation process of the Office of Field Education begins with an evaluation instrument given to participants at the Field Practicum Applying for Field Meeting, the Field Practicum Starting Field Meeting, and the Field Instructor training. The evaluation instrument is distributed to students, faculty, liaisons, and field instructor participants to give the Director of Field Education feedback regarding content, structure, benefit, and recommendations for future training sessions. A content analysis is then conducted to assist the Director of Field Education in planning of future training sessions. The content analysis includes recommendations for changes that are shared with the Department of Social Work governing body or Curriculum Committees, students, field instructors, and Professional Advisory Committee on an annual basis. At this annual presentation, the Director will be open to receiving recommendations for the betterment of the activities of the Field Office.

Throughout the semester, there will be opportunities for the field instructors and students to offer feedback on an informal basis during the site visits by liaisons or meetings with the Field Office.

Administrative Field Policies

Cell Phone and Computer Use
Students are expected to follow the workplace policies and procedures at the agency where they

are placed. This includes all rules regarding use of agency equipment, such as telephones, computers, and fax machines. In addition, students should not give their personal cell phone number to clients. Students should not use time at the agency for personal texting, excessive personal phone calls, or completion of classroom assignments.

Students are expected to refrain from personal use of the agency computer, including checking personal e-mail, use of social networking sites such as Face Book, and use of agency computers for homework assignments.

Employment Offer
Occasionally, an agency will offer a student a paid position during the practicum. If this should occur, the student is required to immediately contact the Field Office for guidance. Each situation will be assessed on an individual basis, with factors, such as the student's progress in the program, length of time until graduation, and progress in field taken into consideration. In some situations, the student may accept the employment, but be required to complete the field hours at another agency.

Inclement Weather
Students are expected to attend field practicum during inclement weather if the practicum site is open, unless the student lives in an area where inclement weather is hazardous. In this case, the student must contact the field instructor immediately. The University may also close for business due to inclement weather. Students may telephone (210) 458-SNOW for information regarding University closure, or they may access information through the University's "SafeZone" mobile app. If the site closes due to inclement weather when a student is scheduled to be in attendance, students are not required to attend practicum. Student will make arrangements with the field instructor to make up these lost clock hours.

Holidays and Semester Breaks
Students are entitled to observe UTSA holidays. However, during prolonged semester breaks, the student's absence from the agency may create problems in terms of continuity of service to clients. Therefore, students and field instructors should determine, as part of the Educational Agreement, the student's holiday schedule, including expectations for holidays such

as spring break. Students may choose to attend field practicum during semester breaks, but these hours may not be used to complete the practicum early. Rather, these hours may be used to reduce the weekly hours expected during the remainder of the semester. It is critical for students to be in field practicum while classes are in session so that they will continue to have the learning opportunities needed to support classroom assignments and so agencies can assign professional duties within known temporal parameters.

Sick Family/Leave
In case of illness or other medical conditions necessitating absence from the field practicum setting, students shall notify the field instructor and take responsibility for canceling or

rescheduling appointments and/or meetings. Hours missed must be made up at a time agreed upon by the student and field instructor. If the student's absence exceeds two consecutive days, the liaison should be notified.

Supervision of Student Activities
Field instructors must be on site with the student for the majority of the time. Accessibility of the field instructor by student and liaison is paramount to success of the student's field experience. Contingencies should be arranged for contact with the field instructor when she/he is off site.

Students should not be left alone in the agency without professional staff. Students, no matter how experienced or skilled, are not prepared to take on those types of staff activities.

Travel
It is the student's responsibility to secure transportation to and from the field practicum setting, and to pay any parking costs associated with the site. It is also the student's responsibility to provide his/her own automobile liability insurance coverage for practicum site-related travel. "On the job" travel to make home visits or travel to and from meetings or multiple agency sites should be the responsibility of the agency, and should be congruent with the agency reimbursement policies and rates for their employees.

The student must ask the field instructor if the agency will reimburse the student for mileage that is associated with the practicum experience. University policy requires that students inform the Office of Field Education when they plan to travel outside of San Antonio for field- related activities. The travel must be related to the field practicum assignment. A Request for Travel Authorization form must be completed and approved prior to this travel through the Social Work Department Administrative Associates.

Transporting Clients
Students may not transport clients during their field practicum experience either in their own or agency vehicles. They may accompany clients using public transportation. It is imperative that students feel safe in order to carry out their responsibilities in field.

Practicum sites should provide reasonable measures to protect students' safety. Agencies lacking a safety policy or procedure should work with the field instructor and student to develop a safety plan. Each agency is responsible for orienting field students to the safety policies and procedures of that setting during the agency orientation, as well as in the supervision. Students should be made aware of and have access to any technological resources the agency utilizes to enhance the safety of students. This includes systems internal to the agency, as well as mobile and personal safety devices. Each student is responsible for discussing safety concerns with his or her Field Instructor. It is important to discuss guidelines for prevention, as well as crisis/safety plans. Such discussions should also include, but not be limited to, safety issues in the community, during home visits, within the agency building and vicinities, with particular clients prone to violent behavior, and the security of personal belongings. In any event, students cannot be required to

transport clients in their automobiles. If safety concerns arise for a student, it is important that the student discuss these safety concerns with their field instructor. If, after gathering information to realistically assess the situation and learn how to provide appropriate protection, the student still does not feel safe, they may consult with the filed liaison for assistance. Students should not be left to staff an office or see clients when no other staff are present in the agency. Students should refer to the UTSA Social Work Department's safety training resource annually and as needed to remain informed and educated on safety in the practicum setting.

If a student is threatened or injured while in field instruction or involved in an incident where their safety is compromised, the incident should be reported immediately to the field liaison and the field office.

Policy on Student Safety in the Field

It is imperative that students feel safe in order to carry out their responsibilities in field. Practicum sites should provide reasonable measures to protect students' safety. Agencies lacking a safety policy or procedure should work with the field instructor and student to develop a safety plan. Each agency is responsible for orienting field students to the safety policies and procedures of that setting during the agency orientation, as well as in the supervision. Students should be made aware of and have access to any technological resources the agency utilizes to enhance the safety of students. This includes systems internal to the agency, as well as mobile and personal safety devices. Each student is responsible for discussing safety concerns with his or her Field Instructor. It is important to discuss guidelines for prevention, as well as crisis/safety plans. Such discussions should also include, but not be limited to, safety issues in the community, during home visits, within the agency building and vicinities, with particular clients prone to violent behavior, and the security of personal belongings. In any event, students cannot be required to transport clients in their automobiles. If safety concerns arise for a student, it is important that the student discuss these safety concerns with their field instructor. If, after gathering information to realistically assess the situation and learn how to provide appropriate protection, the student still does not feel safe, they may consult with the filed liaison for assistance. Students should not be left to staff an office or see clients when no other staff are present in the agency. Students should refer to the UTSA Social Work Department's safety training resource annually and as needed to remain informed and educated on safety in the practicum setting.

If a student is threatened or injured while in field instruction or involved in an incident where their safety is compromised, the incident should be reported immediately to the field liaison and the field office (Field Director) 210-458-3009.

Policy on Home Visits

It is not uncommon for social workers in a variety of settings to conduct home visits. Such visits

expose you to risks. Students should not to make home visits alone unless the field instructor has an in-depth knowledge of the client and community, and had determined risk appears minimal. Students may make home visits in pairs. It is important that all home visits be made with the full knowledge of your field instructor, including time of departure, time of return, as well as other activities while on the trip. Take steps to reduce risk prior to the home visit. This includes being mindful of neighborhood, dynamics, and recent conflicts in the setting. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs, other household pets and other dangers that might be a threat. Suspend the home visit if the use of alcohol or substances is detected. It may be appropriate for you to make visits accompanied by your field instructor. Do not take risks.

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APPENDICES

CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

NASW CODE OF ETHICS

NASW STANDARDS AND INDICATORS FOR CULTURAL COMPETENCE IN SOCIAL WORK PRACTICE

TEXAS STATE BOARD OF EXAMINERS CODE OF CONDUCT

UTSA DEPARTMENT OF SOCIAL WORK STUDENT STANDARDS

UTSA SOCIAL WORK COMPETENCY REVIEW AND EVALUATION FORM

SELECTED UTSA POLICIES

BACHELOR OF SOCIAL WORK REQUIREMENTS AND COURSE DESCRIPTIONS

2022 CSWE Educational Policy and Accreditation Standards

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 (EPAS 1.0), (2) anti-racism, diversity, equity, and inclusion (EPAS 2.0) (3) explicit curriculum (EPAS 3.0), (4) implicit curriculum (EPAS 4.0), and (5) assessment (EPAS 5.0). 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.

Program Mission

Educational Policy 1.0: Program Mission

The program mission reflects a process informed by a commitment to student attainment of the nine social work competencies. It is grounded in the profession's purpose and in the core values of the social work profession and informed by the program's context.

Purpose

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, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally.

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, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.

Program Context

Program context encompasses the needs and opportunities of practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, institutional, 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

1.0.1   The program has a program-level mission statement that is consistent with the profession's purpose and values. Institutions with accredited baccalaureate and master's programs have a separate mission statement for each program.

   A. The program provides the program-level mission statement.

   B. The program describes how the program's mission statement is consistent with the profession's purpose and values, as described in Educational Policy 1.0.

   C. The program addresses all program options.

1.0.2   The program's mission statement is consistent with the program's context.

   A. The program describes its context, including a description of its program options.

   B. The program describes how the program mission statement is consistent with the program's context, as described in Educational Policy 1.0.
   C. The program addresses all program options

Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

Social work programs integrate anti-racism, diversity, equity, and inclusion (ADEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of White supremacy and privilege and prepare students to have the knowledge, awareness, and skills necessary to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important ADEI discourse. The program's commitment to ADEI is reflected in its explicit and implicit curriculum. Together the implicit and explicit curricula are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity, and inclusion, and the development of cultural humility. The program has an inclusive approach to addressing the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. Students are responsible for their learning, collaborating with peers and colleagues, and practicing with historically and currently oppressed populations through an anti-racist lens.

Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

2.0.1   The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.
A. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0.
B. The program addresses all program options.

2.0.2   The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.
A. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0.
B. The program addresses all program options.

Explicit Curriculum Educational Policy 3.0: Explicit Curriculum

The explicit curriculum is the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options. Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design. The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum includes anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research.

Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master's levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master's programs provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities.

The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporate experientially based learning opportunities informed by teaching that includes digital and information literacy and technology-supported learning. The program's commitment to continuous curriculum improvement is guided by evolving contemporary science and interprofessional research.

Educational Policy 3.1: Generalist Practice

The baccalaureate and master's programs in social work prepare students for professional practice at a generalist level. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors indicative of competence at a generalist level of 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, racial, economic, and environmental 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.

Accreditation Standard 3.1: Generalist Practice

3.1.1   The program's generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.

A. The program provides a rationale for its generalist practice curriculum design.

B. The program describes how its generalist practice curriculum integrates classroom and field.

C. The program describes how its generalist practice curriculum is informed by the professional practice community.

D. The program addresses all program options.

3.1.2   The program's generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

A. The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable).

B. The program submits Form AS 3.1.2.

C. The program provides a syllabus in Volume 2 for each course listed on Form AS 3.1.2 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice.

D. The program addresses all program options.

Educational Policy M3.2: Specialized Practice

The master's program in social work prepares students for specialized practice. Specialized practice builds on generalist practice as described in Educational Policy 3.1 by integrating the nine social work competencies that manifest in holistic professional practice. Specialized practitioners extend and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention. In each area of specialized practice defined by the program, the program extends and enhances the nine social work competencies that are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice. Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values. They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery.

Accreditation Standard M3.2: Specialized Practice

M3.2.1 The program has at least one area of specialized practice. For each area of specialized practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).

A. The program provides its area(s) of specialized practice, as described in Educational Policy M3.2.

B. The program provides its extended and enhanced nine social work competencies and

corresponding behaviors (and any additional competencies added by the program) for each area of specialized practice.
C. The program addresses all program options.

M3.2.2 The program's area(s) of specialized practice build on elements of generalist practice.

A. The program explains how each area of specialized practice, as described in Educational Policy M3.2, builds on the elements of generalist practice, as described in Educational Policy 3.1.
B. The program addresses all program options.

M3.2.3 The program's specialized practice curriculum integrates classroom and field and is informed by the professional practice community.
A. For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design.
B. For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field.
C. For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community.
D. The program addresses all program options.

M3.2.4 The program's specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).
A. For each area of specialized practice, the program submits Form AS M3.2.4.

B. The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice.
C. The program addresses all program options

Educational Policy 3.3: Signature Pedagogy -- Field Education

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, 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

and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education

Accreditation Standard 3.3: Field Education

3.3.1   The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.
A. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:
i. individuals,

ii. families,

iii. groups,

iv. organizations, and

v. communities.

B. The program addresses all program options.

M3.3.2 The field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice.
A. The program identifies the relevant system level(s) for each area of specialized practice.
B. For each area of specialized practice, the program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings with each identified system level.
C. The program addresses all program options.

3.3.3   The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master's programs.
A. The program describes how it ensures the accrual of a minimum of 400 hours of field

education for baccalaureate programs or a minimum of 900 hours of field education for master's programs.
B. The program describes how its field hour requirement is articulated to students and field personnel.
C. The program addresses all program options.

3.3.4 The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.
A. The program describes the field education program's process for:

i. identifying, approving, and engaging with field education settings;

ii. orienting and engaging with field instructors; and

iii. evaluating field instructor and field education setting effectiveness.

B. The program describes how these processes are articulated to students and field personnel.
C. The program addresses all program options.

3.3.5 The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).
A. The program describes the field education program's process for:

i. orienting students;

ii. placing students;

iii. monitoring and supporting student learning;

iv. implementing student safety protocols; and

v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).
B. The program describes how these processes are articulated to students and field personnel.
C. The program addresses all program options.

B3.3.6 The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE accredited program1 and who has at least two years of post-social work degree practice experience in social work.
A. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.
B. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.

C. The program describes how these processes are articulated to students and field personnel.

D. The program addresses all program options.

M3.3.6 The program ensures that all master's students receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work.

A. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.

B. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.

C. The program describes how these processes are articulated to students and field personnel.

D. The program addresses all program options.

3.3.7 The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

A. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program's policy includes:

i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);

ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and

iii. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

B. The program describes how these policies are articulated to students and field personnel.

C. The program addresses all program options

Implicit Curriculum Educational Policy 4.0: Implicit Curriculum

The implicit curriculum consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development,

admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program's commitment to anti-racism, diversity, equity, and inclusion (ADEI). 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. These elements are manifested through policies that are equitable and transparent in substance and implementation, the qualifications of the faculty, and the distribution of resources. The student learning experience and environment are as important as the academic curriculum in shaping the professional character and competence of the program's graduates.

Educational Policy 4.1: Student Development

Programs recognize the need to support student development both in and out of the classroom. Both aspects of the learning environment manifest holistic characteristics that communicate the values, commitments, priorities, and culture of the program and the institution. Thus, a program's commitment to student development includes program structures and resources that facilitate student participation and input into the development and delivery of the explicit and implicit curriculum. The professional development of the student requires a program's commitment to adequate resources from admission through graduation. These resources include clear admissions, advising, retention, and termination policies that reflect the program's commitment to ADEI. Programs also recognize the need to resource student-centered activities and initiatives designed to further student professional identity and comportment as well as student preparation for professional practice. These resources include but are not limited to academic advising, career services, alumni services, networking and mentoring opportunities, licensure preparation, and community engagement and advocacy opportunities.

Accreditation Standard 4.1: Student Development— Admissions; Advisement, Retention, and Termination; and Student Participation

Admission

4.1.1   The program's admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.
A. The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.
B. The program addresses all program options.

B4.1.2 The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.
A. The program provides its:

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i. criteria for admission;

ii. process for the evaluation of applications;

iii. admission decision types; and

iv. process for the notification of each decision type.

B. The program describes how the admission criteria and processes are articulated.

C. The program addresses all program options.

M4.1.2 The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. 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 organization.
A. The program provides its:

i. criteria for admission, which include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization;
ii. process for the evaluation of applications;

iii. admission decision types; and

iv. process for the notification of each decision type.

B. The program describes how these admission criteria and processes are articulated.

C. The program addresses all program options.

M4.1.3 The program offers advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE. The program has a policy to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.
A. The program provides its policy for awarding advanced standing.

B. The program provides its policy for ensuring that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.
C. The program describes how these policies are articulated.

D. The program addresses all program options.

4.1.4 The program has policies for the transfer of social work course credit.

A. The program provides its policies for the transfer of social work course credit.

B. The program describes how the policy is articulated.

C. The program addresses all program options.

4.1.5 The program does not grant social work course credit for life experience or previous work experience.
A. The program provides the policy indicating that it does not grant social work course

credit for life experience or previous work experience.
B. The program describes how this policy is articulated.

C. The program addresses all program options.

Advising, Retention, and Termination

4.1.6 The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.
A. The program provides its policy for academic advising.

B. The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff.
C. The program describes how these policies are articulated.

D. The program addresses all program options.

4.1.7 The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program.
A. The program provides its policies for evaluating academic performance.

B. The program provides its policies for evaluating professional performance.

C. The program provides its policies for student termination from the program.

D. The program provides its policies related to due process for reasons of academic performance.
E. The program provides its policies related to due process for reasons of professional performance.
F. The program provides its policies related to due process for reasons of student termination from the program.
G. The program describes how these policies are articulated.

H. The program addresses all program options.

Student Participation

4.1.8 The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.
A. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum.
B. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum.
C. The program describes how these policies are articulated.

D. The program addresses all program options.

Educational Policy 4.2: Faculty

Appropriate and qualified faculty representing diverse perspectives 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 model the behavior and values expected of professional social workers in the context of ADEI. Faculty are available to function as appropriate role models for students in their learning and socialization into the discipline and profession. Faculty incorporate recognition of the program's essential functions, which may include recruitment; enrollment; advising; student engagement; retention; curriculum development; teaching; research; scholarship; mentorship; oversight of student research; assessment; service on institutional or program committees; field education support and program management; appropriate class sizes and sufficient course offerings to meet program aims; and monitoring and evaluation of student progress.

Faculty demonstrate sufficient educational qualifications and experience related to the nine social work competencies. Programs demonstrate that faculty are qualified to teach the courses to which they are assigned. Learning experiences are to be designed, delivered, and assessed by faculty (fullor part-time) or other appropriate professionals who are qualified for the positions they hold and the work they do. Faculty are provided with opportunities, resources, and support for professional growth and innovation.

Accreditation Standard 4.2: Faculty

B4.2.1 The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master's degree in social work from a CSWE-accredited program.
A. The program submits Form AS 4.2.1.

B. The program submits a Faculty Data Form for each full- and part-time baccalaureate social work program faculty member.
C. The program identifies the total number of full-time faculty whose principal assignment is to the baccalaureate program. Of those faculty, the program identifies the number that have a master's degree in social work from a CSWE-accredited program.
D. The program includes faculty for all program options.

M4.2.1 The master's social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master's program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master's program have both a master's degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.
A. The program submits Form AS 4.2.1.

B. The program submits a Faculty Data Form for each full- and part-time master's social work program faculty member.

C. The program identifies the total number of full-time faculty whose principal assignment is to the master's program. Of those faculty, the program identifies the number that have a master's degree in social work from a CSWE-accredited program and a doctoral degree.

D. The program includes faculty for all program options.

4.2.2 Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work.

A. The program identifies their social work practice courses.

B. The program identifies the faculty who teach each social work practice course and affirms that they have the requisite experience and credentials.

C. The program includes faculty and practice courses for all program options.

B4.2.3 Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence (AS 5.0.1) and program outcomes (AS 5.0.3).

A. The program provides their full-time equivalent faculty-to-student ratio.

B. The program describes how this ratio is calculated.

C. For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence (AS 5.0.1) and program outcomes (AS 5.0.3).

D. The program's calculation is inclusive of all program options.

M4.2.3 Inclusive of all program options, the master's program has a full-time equivalent Faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence (AS 5.0.1) and program outcomes (AS 5.0.3).

A. The program provides their full-time equivalent faculty-to-student ratio.

B. The program describes how this ratio is calculated.

C. For programs that do not meet the 1:12 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence (AS 5.0.1) and program outcomes (AS 5.0.3).

D. The program's calculation is inclusive of all program options.

Educational Policy 4.3: Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions about the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure that reflects and

affirms respect for anti-racism, diversity, equity, and inclusion. Faculty develop curriculum and formulate and implement policies that support the education of culturally competent social workers.

Administrative sufficiency includes distribution of resources across program options and program levels, and numbers of students enrolled in social work programs and registered in field practicum, modalities, and locations in order to carry out the program's mission. In recognition of the importance of field education as the signature pedagogy, programs implement administrative structures for the field program that provide adequate and equitable resources, based on the number of students in field practicum, for systematically designing, supervising, coordinating, and evaluating the quality of the field education curriculum within all program options.

Accreditation Standard 4.3: Administrative and Governance Structure

4.3.1 The program has the necessary autonomy to achieve its mission.

>   A. The program provides

>   an organizational chart of its administrative structure.

>   B. The program describes how it has the necessary autonomy to achieve its mission.

>   C. The program addresses all program options.

4.3.2 The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).
A. The program describes how the social work faculty has responsibility for defining program curriculum consistent with the EPAS.
B. The program addresses all program options.

4.3.3 The program's administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.
A. The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the:

>   i. recruitment and hiring of program personnel;

>   ii. retention of program personnel;

>   iii. promotion of program personnel; and

>   iv. tenure of program personnel (if applicable).

>   B. The program addresses all program options.

4.3.4(a) The program has a program director2 who administers all program options. The program director has a full-time appointment to social work, with a primary assignment to the program they administer. Institutions with accredited baccalaureate and master's social work programs have a separate director appointed for each program.
A. The program identifies the program director who administers all program options.

B. The program provides documentation that the program director has a full-time appointment to the baccalaureate or master's social work program.

C. Institutions with accredited baccalaureate and master's programs identify the separate directors appointed to each program.

B4.3.4(b) The baccalaureate program director has a master's degree in social work from a CSWE accredited program. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

A. The program attests that the program director has a master's degree in social work from a CSWE-accredited program.

B. The program describes the program director's ability to provide leadership to the social work program.

M4.3.4(b) The master's program 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. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

A. The program attests that the program director has a master's degree in social work from a CSWE-accredited program.

B. The program describes the program director's ability to provide leadership to the social work program.

B4.3.4(c) The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.

A. The program provides the program director's workload.

B. The program describes the procedures for calculating the program director's assigned time to administer the baccalaureate social work program.

C. The program provides the program director's percentage of assigned time to administer the baccalaureate social work program.

D. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.

M4.3.4(c) The master's program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program.

A. The program provides the program director's workload.

B. The program describes the procedures for calculating the program director's assigned time to administer the master's social work program.

C. The program provides the program director's percentage of assigned time to administer the master's social work program.

D. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.

4.3.5(a) The program has a field education director3 who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master's social work programs may have the same field education director appointed to both programs.

> A. The program identifies the field education director, who administers all program options.
> B. The program provides documentation that the field education director has a full-time appointment to social work.
> C. Institutions with both accredited baccalaureate and master's social work programs identify the field education director for each program.

B4.3.5(b) The baccalaureate field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master's social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.

> A. The program attests that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master's social work degree practice experience in social work.
> B. The program describes the field director's ability to provide leadership to the field education program.

M4.3.5(b) The master's field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and/or administrative or other relevant academic and professional activities in social work.

> A. The program attests that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work.
> B. The program describes the field director's ability to provide leadership to the field education program.

B4.3.5(c) The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.

> A. The program provides the field education director's workload.
>
> B. The program describes the procedures for calculating the field education director's assigned time to administer the field education program.
> C. The program provides the field education director's percentage of assigned time to administer the field education program.
> D. The program describes whether this time is sufficient to administer the field education

program, inclusive of all program options.

M4.3.5(c) The master's field director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 50% assigned time to administer the field education program.

A. The program provides the field education director's workload.

B. The program describes the procedures for calculating the field education director's assigned time to administer the field education program.

C. The program provides the field education director's percentage of assigned time to administer the field education program.

D. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.

4.3.6 The program has sufficient personnel and technological support to administer the field education program.

A. The program provides an organizational chart for the administration for field education.

B. The program describes whether its resources are sufficient to administer field education, including: i. personnel, and ii. technological support.

C. The program addresses all program options.

Educational Policy 4.4: Resources

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

Accreditation Standard 4.4: Resources

4.4.1 The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission.

A. The program describes the process for budget development and administration it uses to: i. achieve its mission, and ii. continuously improve the program.

B. The program submits a program-level Form AS 4.4.1 for the baccalaureate or master's social work program.

C. The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program.

D. The program addresses all program options.

4.4.2 The program has sufficient support staff to carry out its educational activities and achieve its mission.

A. The program describes its support staff or other personnel structure.

B. The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission.
C. The program addresses all program options.

4.4.3 The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.

A. The program submits Form AS 4.4.3 to demonstrate access to social work and other informational and educational resources.
B. The program describes whether its library resources are sufficient to achieve its mission.
C. The program addresses all program options.

4.4.4 The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.
A. The program describes its:

i. technological access;

ii. technology support; and

iii. office and classroom space (if applicable).

B. The program describes whether these resources are sufficient to achieve its mission.

C. The program addresses all program options.

4.4.5 The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.
A. The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:
i. supportive technology,

ii. student services, and

iii. physical spaces (if applicable).

B. The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students.
C. The program addresses all program options.

Assessment

Educational Policy 5.0: Assessment

Assessment is an integral component of competency-based education and continuous programmatic improvement. Assessment involves the systematic gathering of data that serve as evidence of student learning outcomes; anti-racism, diversity, equity, and inclusion (ADEI); and program outcomes through demonstration of the nine social work competencies at both the generalist and specialized levels of practice. Assessment reflects the intentional and continuous improvement that is anchored in competency-based research, student learning outcomes, student

learning experience feedback, professional practice community, and higher education practices.

Assessment of student learning outcomes 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 demonstration of multiple competencies simultaneously; therefore, assessment of those competencies is optimally carried out at the same time.

Programs assess students' demonstration of the nine social work competencies through the use of multiple and effective assessment methods. Effective assessment incorporates internal and external input relevant to the knowledge, values, skills, and cognitive and affective processes that students have developed and demonstrated and uses recognized methods of evaluating explicit and implicit criteria. Field education curriculum data are included in the overall data collection methods that will help programs make decisions about the delivery of social work education.

Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program's efforts to foster ADEI in the student learning environment. Data from ADEI assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of nine social work competencies.

Program outcomes are assessed as evidenced by the program's graduation rates and at least one additional outcome. Data related to program outcomes are used to foster ongoing program evaluation, informing decision making for continuous program improvement.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum and program overall, and strengthen the assessment methods used. Program assessment methods and data are transparent and publicly available. Data are recent and presented clearly for stakeholders to make informed decisions about the program.

Accreditation Standard 5.0: Assessment

5.0.1(a) The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master's social work programs. The program assesses each competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.
A. The program submits Form AS 5.0.1(a).

B. The plan includes:

i. a description of at least two instruments that assess each competency (and any

additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education;

ii. how each instrument is implemented;

iii. when each competency is assessed;

iv. by whom each competency is assessed;

v. an explanation of the expected level of student achievement, including:

• the expected level of achievement of each competency for each instrument;

• how the program calculates student achievement for each instrument; and

• how the program calculates student achievement for each competency, including all instruments used; and
vi. copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials; and c. the program addresses all program options.

5.0.1(b) The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan.
A. The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a).
B. The program provides the calculations for the nine social work competencies (and any additional competencies added by the program), including all instruments.
C. The program provides its outcomes in relation to its expected level of student achievement for each competency.
D. The program provides outcomes for each program option and in aggregate.

5.0.1(c) The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.
A. The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program).
B. The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data.
C. The program addresses all program options.

5.0.1(d) The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.01(d). The findings are updated every two years, at minimum.
A. The program submits Form AS B5.01(d) or Form AS M5.01(d) to report its assessment plan and most recent assessment summary outcomes.
B. The program provides a hyperlink to the program's webpage where the assessment

plan and summary outcomes are publicly displayed.
C. The program provides outcomes for each program option and in aggregate.

5.0.2(a) The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program's implicit curriculum.
A. The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2.
B. The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.
C. The program explains its data collection procedures.

D. The program provides copies of all instruments used to assess ADEI efforts. e. The program addresses all program options.
5.0.2(b) The program has a process to formally review its ADEI assessment plan and outcomes.

The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.
A. The program presents its ADEI assessment outcomes from the most recent year.

B. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a).
C. The program describes the processes used to formally review its ADEI assessment outcomes.
D. The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(a), with clear links to the data.
E. The program addresses all program options.

5.0.3 The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.
A. The program submits Form AS 5.0.3.

B. The program identifies the program outcome(s) it monitors.

C. The program provides the program-determined benchmark for its graduation rates and identified program outcome(s).
D. The program provides the benchmark rationale for its graduation rates and identified program outcome(s).
E. The program explains how it calculates its graduation rates and identified program outcome(s).
F. The program provides a minimum of the three most recent years of available graduation rates and identified program outcome(s) and presents the data.
G. Data are reported for each program option and in aggregate, including all program options.
H. The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s).

National Association of Social Workers NASW Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2021 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's 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, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

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

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

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

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

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

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

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

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge

about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

NASW Code of Ethics: Ethical Standards

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 Competence

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

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

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

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

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

1.06 Conflicts of Interest

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

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

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

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

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

(d) 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

NASW Code of Ethics: Ethical Standards

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

NASW Code of Ethics: Ethical Standards

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

NASW Code of Ethics: Ethical Standards

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

NASW Code of Ethics: Ethical Standards

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

NASW Code of Ethics: Ethical Standards

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.

For electronic version of the NASW Code of Ethics, see https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English#purpose

National Association of Social Workers
Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice
Standards for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values

Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) Code of Ethics. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Standard 2. Self-Awareness

Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Standard 3. Cross-Cultural Knowledge

Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Standard 4. Cross-Cultural Skills

Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Standard 5. Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address, service gaps affecting specific cultural groups.

Standard 6. Empowerment and Advocacy

Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Standard 7. Diverse Workforce

Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and organizations to ensure diversity within the profession.

Standard 8. Professional Education

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

Standard 9. Language and Communication

Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Standard 10. Leadership to Advance Cultural Competence
Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

Prepared by the NASW National Committee on Racial and Ethnic Diversity
NASW, 2015

Introduction

This revision of the "Standards and Indicators for Cultural Competence in the Social Work Practice" (the Standards) reflects the growth in the understanding of cultural competence since the development of both the NASW "Standards for Cultural Competence in Social Work Practice" published in 2001 and the "Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice" (NASW, 2007). These revised standards are anchored in the policy statement "Cultural and Linguistic Competence in the Social Work Profession" published in "Social Work Speaks: National Association of Social Workers Policy Statements" (NASW, 2015) and the NASW (2008) Code of Ethics, which charges social workers with the ethical responsibility to be culturally competent. The "Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice" was developed in 2007 as an extension of the standards to provide additional guidance on the implementation and realization of culturally competent practice.

This revision, developed by the 2015 NASW National Committee on Racial and Ethnic Diversity, builds on the previous work to introduce new concepts and expand on others. These standards reinforce the concept of "culture" as being inclusive beyond race and ethnicity; inclusive of, but not limited to, sexual orientation, gender identity or expression, and religious identity or spirituality. Similarly, they reinforce the intended audience for these standards to be the broad spectrum of social work practice at the micro, mezzo, and macro levels. The revised standards retain the concept of "competence" as an indicator of attitudes, knowledge, and skills that enable effective cross-cultural practice. As with any competency, there is the expectation of continual growth and learning. The revised standards introduce concepts of "cultural humility," as a guiding stance vis-à-vis cultural differences, and "intersectionality," as a way of understanding the complexity of the experiences of those at the margins of our society. In addition, the revision introduces "language and communication" to address a range of communication issues including limited English proficiency, low literacy, and disabilities. Finally, the revisions revisit the way the social work profession engages in leadership to advance cultural competence within the profession, human services, and society at large and to challenge structural and institutional oppression.

NASW "promotes and supports the implementation of cultural and linguistic competence at three intersecting levels: the individual, institutional, and societal. Cultural competence requires social workers to examine their own cultural backgrounds and identities while seeking out the necessary knowledge, skills, and values that can enhance the delivery of services to people with varying cultural experiences associated with their race, ethnicity, gender, class, sexual orientation, religion, age, or disability [or other cultural factors]" (NASW, 2015, p. 65).

The United States is constantly undergoing major demographic changes. The demographic shift is projected to continue with increased diversity in our population — American born and immigrants and refugees. In 1980, 80 percent of the population was white; in 2014, the proportion had decreased to 63 percent and is projected through 2050 to continue this decline to 44 percent (Ortman & Guarneri, n.d.). Shifts in the growth of black, Hispanic, Asian and Pacific Islander, and American Indian/Alaskan Native populations are projected to continue to increase, with more than 50 percent of Americans expected to belong to one of these groups by 2044 (Colby & Ortman, 2015). These demographic changes increase the diversity that social work practitioners, administrators, and executives encounter daily in their settings. These changes affect the social work policy agenda at organizational, community, county, state, and national levels. They challenge social work educators to effectively recruit, retain, and graduate a diverse student body, and to deliver a robust curriculum that embeds the implications of cultural diversity in all aspects of social work practice. Finally, these demographic changes challenge social work researchers to examine questions of relevance to culturally diverse populations and engage in culturally competent

research practices. The social work profession, with contributions of pioneers such as Richmond (1922), Reynolds (1935), and Bartlett (1970), traditionally has emphasized the importance of the person-in-environment (PIE) model to address social functioning, in which individuals experience relationships influenced by interrelated factors of environmental, physical, and emotional challenges; Karls and O'Keefe (2008) have advanced the PIE concept to address functionality. Social workers using this ecological perspective for assessment recognize the need to attend to important cultural factors that have meaning for clients.

Diversity, more than race and ethnicity, includes the sociocultural experiences of people inclusive of, but not limited to, national origin, color, social class, religious and spiritual beliefs, immigration status, sexual orientation, gender identity or expression, age, marital status, and physical or mental disabilities. The social work and human services literature include content areas that address culturally appropriate and culturally competent interventions. These include addressing racial identity formation for people of color as well as for white people; the interrelationship among class, race, ethnicity, and gender; working with low-income families; working with older adults; the importance of religion and spirituality in the lives of clients; the development of gender identity and sexual orientation; immigration, acculturation, and assimilation stressors; biculturalism; working with people with disabilities; empowerment skills; community building; reaching out to new populations of color; conscious and unconscious bias; cultural humility, culture-specific and culturally adapted interventions; and training in culturally competent models of practice.

Cultural competence in social work practice implies a heightened consciousness of how culturally diverse populations experience their uniqueness and deal with their differences and similarities within a larger social context.

Concurrently, cultural competence requires social workers to use an intersectionality approach to practice, examining forms of oppression, discrimination, and domination through diversity components of race and ethnicity, immigration and refugee status, religion and spirituality, sexual orientation and gender identity and expression, social class, and abilities. Furthermore, it requires social workers to acknowledge their own position of power vis-à-vis the populations they serve and to practice cultural humility (Tervalon & Murray-Garcia, 1998). The achievement of cultural competence is an ongoing process.

Cultural competence is not just a statement of quality practice. Cultural competence also requires advocacy and activism. It is critically important to provide quality services to those who find themselves marginalized; and it is also essential to disrupt the societal processes that marginalize populations. Cultural competence includes action to challenge institutional and structural oppression and the accompanying feelings of privilege and internalized oppression. Although these standards and their accompanying indicators describe an ideal state, the National Committee on Racial and Ethnic Diversity (NCORED) encourages social work practitioners and agency leaders to put forth good faith efforts to use them.

Definitions
In 2015 NCORED revised the definitions of culture and cultural competence and added definitions of cultural humility and intersectionality that are important to social work practice at the micro, mezzo, and macro levels. Definitions are drawn from the NASW (2008) *Code of Ethics*, the 10th edition of *Social Work Speaks* (2015), the 6th edition of *The Social Work Dictionary* (Barker, 2013), and other academic sources.

Areas of Practice
In these standards, "practice" refers to at all levels of practice—micro, mezzo, and macro.

Macro Practice
Social work practice "aimed at bringing about improvement and changes in the general society. Such activities include some types of political action, community organization, public education campaigning, and the administration of broad-based social services agencies or public welfare departments" (Barker, 2013, p. 253).

Mezzo Practice
Refers to "social work practice primarily with families and small groups. Important activities at this level include facilitating communication, mediation, and negotiation; educating; and bringing people together" (Barker, 2013, p. 269).

Micro Practice
"The term used by social workers to identify professional activities that are designed to help solve the problems faced primarily by individuals, families, and small groups. Usually, micro practice focuses on direct intervention on a case-by-case basis or in a clinical setting" (Barker, 2013, p. 269).

Cissexism
Cissexism is discrimination against individuals who identify with and/or present as a different sex and gender than assigned at birth and privilege conveyed on individuals who identify with and/or present as the same sex and gender as assigned at birth. It is a form of sexism based on sexual and gender identity and expression (Hibbs, 2014).

Culture
Culture is a universal phenomenon reflecting diversity, norms of behavior, and awareness of global interdependence (Link & Ramanathan, 2011).

The word "culture" implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group (Gilbert, Goode, & Dunne, 2007). Culture often is referred to as the totality of ways being passed on from generation to generation. The term "culture" includes ways in which people with disabilities or people from various religious backgrounds or people who are gay, lesbian, or transgender experience the world around them. Culture includes, but is not limited to, history, traditions, values, family systems, and artistic expressions of client groups served in the different cultures related to race and ethnicity, immigration and refugee status, tribal status, religion and spirituality, sexual orientation, gender identity and expression, social class, and abilities.

The Preamble to the NASW (2008) Code of Ethics states, "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" (p. 1). And it continues, "Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice" (p. 1).

Cultural and ethnic diversity is mentioned in two ethical standards:

1. Value: *Social Justice*
Ethical Principle: *Social workers challenge social injustice.*
Social workers' social change efforts are focused on issues of social injustice.
These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity.

2. Value: *Dignity and Worth of the Person*
Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*
This value states that social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.

Cultural Competence
Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, spiritual traditions, immigration status, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (Fong, 2004; Fong & Furuto, 2001; Lum, 2011). "Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or amongst professionals and enable the system, agency, or those professions to work effectively in cross-cultural situations" (National Center for Cultural Competence, n.d., p. 1).

Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (Davis & Donald, 1997). Competence in cross-cultural functioning means

learning new patterns of behavior and effectively applying them in appropriate settings. Gallegos (1982) provided one of the first conceptualizations of ethnic competence as "a set of procedures and activities to be used in acquiring culturally relevant insights into the problems of minority clients and the means of applying such insights to the development of intervention strategies that are culturally appropriate for these clients" (p. 4).

This kind of sophisticated cultural competence does not come naturally to any social worker and requires a high level of professionalism and knowledge. Other culturally related terms exist, such as "cultural responsiveness," "cultural proficiency," and "cultural sensitivity." Note that the definitions of some of these terms are similar to the definitions of cultural competence. However, others, such as "cultural sensitivity," do not incorporate an expectation of skillful or effective action.

On the organizational level, there are five essential elements that contribute to a culturally competent system (Cross, Bazron, Dennis, & Isaacs, 1989). The system should (1) value diversity, (2) have the capacity for cultural self-assessment, (3) be conscious of the dynamics inherent when cultures interact, (4) institutionalize cultural knowledge, and (5) develop programs and services that reflect an understanding of diversity between and within cultures. These five elements must be manifested in every level of the service delivery system. They should be reflected in attitudes, structures, policies, and services. The specific ethical standard for culturally competent social work practice is contained under Section 1 of the NASW (2008) Code of Ethics: Social Workers' Ethical Responsibilities to Clients.

1.05 Cultural Competence and Social Diversity
- Social workers should understand culture and its functions in human behavior and society, recognizing the strengths that exist in all cultures.
- 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.
- 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 disability.

Finally, the NASW (2008) Code of Ethics reemphasizes the importance of cultural competence in Section 6: Social Workers' Ethical Responsibilities to the Broader Society.

6.04 Social and Political Action
- Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- 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. 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 disability.
- Cultural competence is never fully realized, achieved, or completed; it is a lifelong process for social workers who will always encounter diverse clients and new situations in their practice. Supervisors, colleagues, and workers should have the expectation that cultural competence is an ongoing learning process integral and central to daily supervision.

Cultural Humility
For development of cultural competence knowledge, training, acquiring, and use of skill sets to be effective, we need to be both aware and attentive to the dynamic quality of culture and be committed to the practice of cultural humility. Cultural humility is an important facet of professional identity that encourages self-evolvement and evolvement of self through one's professional life. It also includes evolvement of the profession's identity that bridges social distance as well as power differential between the social worker and client systems (Ramanathan, 2014).
Cultural humility refers to the attitude and practice of working with clients at the micro, mezzo, and macro levels with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.

According to Tervalon and Murray-Garcia (1998), "Cultural humility incorporates a lifelong commitment to self-evaluation and self-critique, to redressing the power imbalances in the patient–physician dynamic, and to developing mutually beneficial and non-paternalistic clinical and advocacy partnerships with communities on behalf of individuals and defined populations" (p. 117). As Hook, Davis, Owen, Worthington, and Utsey (2013) suggested, cultural humility is a way of maintaining an interpersonal stance that is other-oriented.

Intersectionality
Intersectionality theory (grounded in a feminist perspective) examines forms of oppression, discrimination, and domination as they manifest themselves through diversity components (Crenshaw, 1989; Hancock, 2007; Hunt, Zajicek, Norris, & Hamilton, 2009; Viruell-Fuentes, Miranda, & Abdulrahim, 2012). These diversity components include such multiple identities as race and ethnicity, immigration, refugee and tribal status, religion and spirituality, sexual orientation, gender identity and expression, social class, and mental or physical disabilities. An intersectionality approach to social work practice at the micro, mezzo, and macro levels includes integrating the various diversity components and identities and approaching practice from a holistic point of view. For example, a social worker would approach a first-generation client in the context of the client's family and with recognition of the person's race and ethnicity, religion and spiritual expression, social class, sexual orientation, abilities, and other factors. Intersectionality theory is reinforced by critical race theory and social systems theory, emphasizing human behavior in the social environments. Thus, intersectionality perspective provides a comprehensive approach with a commitment to social justice and captures transactions in the PIE configuration that form the common base for social work knowledge and practice.

Goals and Objectives
 These standards provide focus for the development of culturally competent social work practice. These standards provide guidance to social workers in all areas of social work practice in responding effectively to culture and cultural diversity in policy and practice settings.

These standards, revised in 2015, incorporate updated literature in culturally competent practice. These revised standards are intended to be inclusive of all populations served and focused on self-awareness, cultural humility, and the dynamics of power and privilege. Cultural humility, which is integral to culturally competent practice, is described and highlighted in this revision of the standards.
The specific goals of the standards are to:
- enhance knowledge, skills, and values in practice and policy development relative to culturally diverse populations
- articulate specific standards to guide growth, learning, and assessment in the area of cultural competence
- establish indicators so that social workers in all areas of practice can monitor and evaluate culturally competent practice and policies in relationship to these standards
- educate consumers, governmental regulatory bodies, insurance carriers, and others about the profession's standards for culturally competent practice
- maintain or improve the quality of culturally competent services provided by social workers in agencies, programs, and private practice settings
- inform specific ethical guidelines for culturally competent social work practice in agency and private practice settings
- document standards for agencies, peer review committees, state regulatory bodies, insurance carriers, and others.

Standards and Indicators for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values
Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) Code of Ethics. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Interpretation
A major characteristic of a profession is its ability to establish ethical standards to help professionals identify ethical issues in practice and to guide them in determining what is ethically acceptable and unacceptable behavior (Reamer, 1998). The NASW (2008) Code of Ethics speaks directly to cultural competence in section 1.05, Cultural Competence and Social Diversity. The

Code of Ethics includes a mission statement, which sets forth several key elements in social work practice, mainly the social workers' commitment to enhancing human well-being and helping meet basic human needs of all people; client empowerment; service to people who are vulnerable and oppressed; focus on individual well-being in a social context; promotion of social justice and social change; and sensitivity to cultural and ethnic diversity. Social workers clearly have an ethical responsibility to be culturally competent. The NASW (2008) Code of Ethics also identifies service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence—all values that provide a foundation for culturally competent practice.

Regarding cultural competence the NASW (2008) Code of Ethics states,

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

- 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.

- 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 disability.

The term "cultural humility" (Tervalon & Murray-Garcia, 1998) has been introduced in these standards to underscore its importance in culturally competent practice. In relationship to child welfare practice, Ortega and Faller (2011) described a cultural humility perspective as one that "encourages workers to take into account an individual's multiple identities and the ways in which their social experiences impact their worldview, particularly as it related to their expression of their culture. This perspective has the benefit of placing the worker in a learning mode as opposed to maintaining power, control and authority in the working relationship, especially over cultural experiences about which the client is far more knowledgeable" (p. 33). The practice of cultural humility provides greater focus on the role of the social worker as learner and listener, empowering clients as "expert" in their own lives. In this context, cultural humility is viewed as both a value and practice.

Culture may affect how individuals cope with problems and interact with each other. What is assessed as behaviorally appropriate in one culture may be assessed as problematic in another. Accepted practice in one culture may be prohibited in another. To fully understand and appreciate these differences, social workers must be familiar with varying cultural traditions and norm.

Clients' cultural backgrounds may affect their help-seeking behaviors. The ways in which social services are planned and implemented must be culturally sensitive and responsive to client needs to be effective. Cultural competence builds on the profession's ethics and values relative to self-determination and individual dignity and worth and embraces the practices of inclusion, tolerance, cultural humility, and respect for culture and diversity, broadly defined. Social workers are required to address the struggle with ethical dilemmas arising from value conflicts or special needs of marginalized clients (such as helping clients enroll in mandated training or mental health services that are culturally insensitive). Cultural competence requires social workers to recognize the strengths that exist in all cultures while renouncing cultural practices that violate human rights and dignity. For example, some cultures subjugate women, oppress people based on sexual orientation, or value the use of corporal punishment and the death penalty. Cultural competence in social work practice must be informed by and applied within the context of NASW's Code of Ethics and the United Nations Declaration of Human Rights.

Indicators

Culturally competent social workers shall demonstrate

1. knowledge and practice of the NASW Code of Ethics

2. understanding of cultural humility as integral to client self-determination and worker self-awareness

3. commitment to social justice and human rights

4. ability to describe and negotiate areas of conflict and congruity between their personal and professional values and those of other cultures.

5. ability to recognize the convergence and disparity between the values and practices of the dominant society and the values and practices of the historically oppressed, underrepresented, and underserved populations

6. respect for cultural differences and affirmation of cultural strengths

7. capacities to manage and effectively negotiate the ethical dilemmas encountered in work with marginalized groups in relation to

   - boundaries
   - conflicts in values and expectations
   - power and privilege
   - norms of behavior
   - styles of advocacy
   - diverse values and beliefs
   - dual relationships
   - styles of conflict management

Standard 2. Self-Awareness

Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Interpretation

Cultural competence requires social workers to examine their own cultural backgrounds and identities to increase awareness of personal assumptions, values, stereotypes, and biases. The workers' self-awareness of their own cultural identities is as fundamental to practice as their informed assumptions about clients' cultural backgrounds and experiences. This awareness of personal values, beliefs, stereotypes, and biases informs their practice and influences relationships with clients. Social workers must also be aware of occupying a role of privilege and power by the nature of their professional role and cultural identities and must acknowledge the impact of this privilege and power on oppressed populations. Cultural competence includes knowing and acknowledging how fears, ignorance, and the "isms" (for example, racism, sexism, ethnocentrism, heterosexism, homophobia, cissexism, ageism, ableism, xenophobia, classism, among others) have influenced their attitudes, beliefs, and feelings.

Social workers need to be able to move from being aware of their own cultural heritage to becoming aware of the cultural heritage of others. This cultural awareness enables them to value and celebrate differences in others as well as to demonstrate comfort with cultural differences. Although they strive to obtain the knowledge and skills necessary to serve a multicultural clientele, they have an awareness of personal and professional limitations that may warrant the referral of a client to another social worker or organization that can best meet the clients' needs. Self-awareness and self-reflection also helps in understanding the process of cultural identity formation and helps guard against stereotyping. As one develops understanding of the diversity within one's own cultural groups, one can be more open to the diversity within other groups.

The development of cultural competence requires social workers to move from cultural awareness to cultural

sensitivity and to evaluate growth and development throughout these different levels of cultural competence in practice.

Self-awareness becomes the basis for professional development and should be supported by professional supervision and organizational administration. Administrators and public policy advocates also need to develop strategies to reduce their own biases and expand their self-awareness

Indicators

Culturally competent social workers shall

1. examine and describe their cultural identities, to increase awareness of assumptions, values, beliefs, stereotypes, and biases, and to recognize how these affect services, and influence relationships and interactions with clients.

2. identify how their own knowledge, fears, and "isms" (such as racism, sexism, ethnocentrism, 24 heterosexism, homophobia, cissexism, ageism, ableism, xenophobia, and classism) influence their attitudes, beliefs, and feelings

3. develop and apply strategies to inform and change their detrimental attitudes, beliefs, and feelings

4. demonstrate an awareness of personal or professional limitations that may warrant the referral of a client or organization to another resource that can better meet the client's needs, along with the skills to make such referrals effectively

5. demonstrate comfort with self- and other-awareness about different cultural customs and views of the world

6. use relationships with supervisors, mentors, and colleagues to enrich self-awareness and self-reflection

7. practice cultural humility to balance the dynamics of power and privilege inherent in the social work position and the practitioner's multifaceted cultural identity.

Standard 3. Cross-Cultural Knowledge

Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Interpretation

Culture is a universal phenomenon, and everyone is part of multiple cultures. Cultural education begins with social workers understanding their own roots and cultures, and with such a sense of grounded identity, they can learn and value others. To have a grounded understanding of diversity, awareness of global interdependence is critical, whether the social worker is engaged in social work assessment, intervention, or evaluation. To be effective social work practitioners, educators, policymakers, administrators, and researchers, there is a need to focus on cultural awareness as well as cross-cultural transactions. Unprecedented movement of people across the globe, globalization of labor, and concerted attention to educational exchanges to prepare practitioners for an interdependent world increases the importance of cultural competence and cross-cultural knowledge (Link & Ramanathan, 2011). This global interdependence is an integral part of the multicultural knowledge base of social workers.

Cultural competence is dynamic and requires frequent learning, unlearning, and relearning about diversity. Social workers need to expand their cultural religious traditions, spiritual belief systems, knowledge, and expertise by expanding their understanding of the following areas: "the impact of culture on behavior, attitudes, and values; the help-seeking behaviors of diverse client groups; the role of language, speech patterns, religious traditions, spiritual

belief systems, and communication styles of various client groups in the communities served; the impact of social service policies on various client groups; the resources (agencies, people, informal helping networks, and research) that can be used on behalf of diverse client groups; the ways that professional values may conflict with or accommodate the needs of diverse client groups; and the power relationships in the community, agencies, or institutions and their impact on diverse client groups" (Gallegos, 1982, pp. 7–8).

Cultural competence refers to social workers' ability to identify their own affiliations to culture and recognize and respect differing traditions of culture in others in ways that influence styles of communication and expressions of respect. Recognition of and respect for others' cultural traditions implies deep understanding of the intrapersonal layers that are built through cultural heritage and norms of behavior. People in parallel cultures may not share norms, and caution is advised because the word "normal" could become a trap for judging others (Link & Ramanathan, 2011). Naturally, to have this frame of reference will require that we approach this understanding with cultural humility.

Social workers need to possess specific knowledge about the culture of the providers and client groups with whom they work. This includes, among other considerations, historical experiences, religious traditions, spiritual belief systems, individual and group oppression, adjustment styles, socioeconomic backgrounds, life processes, learning styles, worldviews and specific cultural customs and practices, definitions of and beliefs about wellness and illness or normality and abnormality, and ways of delivering services.

They also must seek specialized knowledge about domestic and global social, cultural, and political systems. Knowledge of how the systems operate and how they serve or fail to serve specific client groups is important. This includes knowledge of institutional barriers that prevent marginalized groups from using services.

Culturally competent social workers need to know the limitations and strengths of current theories, processes, and practice models, and which have specific applicability and relevance to the service needs of culturally, religiously, and spiritually multicultural clientele

Indicators

Culturally competent social workers will

1. expand their cultural knowledge, expertise, and humility by studying

   - the help-seeking behaviors and pathways of diverse client groups

   - the historical context of marginalized communities

   - the role of language and communication styles of various cultural groups

   - the impact of social policies on marginalized groups served the resources such as organizations, people, informal helping networks, and research that can be mobilized on behalf of various cultural group

2. possess specific knowledge about traditional and nontraditional providers and client groups that they serve, including

   - understanding historical experiences, immigration, resettlement patterns, individual and group oppression, adjustment styles, socioeconomic backgrounds, and life processes

   - learning styles, cognitive skills, worldviews, and specific cultural concerns and practices

   - definitions of and beliefs about service-related concepts such as the causation of wellness and illness, physical and psychological disorders, normality and abnormality, family roles and responsibilities, child rearing practices, birth, marriage, death and dying, and so forth

   - beliefs and practices related to how care and services should be delivered, including diverse approaches to service delivery and alternative healing options

- factors associated with acculturation and assimilation

3. demonstrate knowledge of the power relationships in the community and in institutions, and how these affect marginalized groups

4. possess specific knowledge about U.S., global, social, cultural, and political systems—how they operate and how they serve or fail to serve client groups; include knowledge about institutional, class, cultural, and linguistic barriers to service

5. identify the limitations and strengths of contemporary theories and practice models and those that have applicability and relevance to their specific client population

6. recognize the heterogeneity within cultural groups and similarity across cultural groups

7. describe how people within different groups manifest priviledge

8. describe the effects that dominant and nondominant status has on interpersonal relations and group dynamics in the workplace

9. distinguish between intentional and unintentional assertion of privilege related to race, class, and other cultural factors

10. recognize the intersection of "isms" (for example, racism with classism) and their institutionalization

11. acknowledge the ways in which their membership in various social groups influences their worldview and contributes to their own patterns of privileged behavior or internalized oppression

12. understand the interactions of cultural systems of the social worker, client, the service setting, and the community

13. demonstrate cultural humility and empathy toward clients from different cultural groups.

Standard 4. Cross-Cultural Skills

Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Interpretation

Practice in an increasingly multicultural and globally interconnected world requires social workers to continuously hone new skills for practice, research, education, administration, and policy development while enhancing the knowledge base that informs their skills. Most specifically, active listening, empathy, and strengths-based interventions are essential in culturally competent practice. In addition, critical thinking and comfort in both asking questions and "not knowing" open communication and build the relationships critical to helping clients and advancing social justice.

Cultural humility is described as a complement to cultural competence (Ortega & Faller, 2011). Cultural humility actively involves multicultural clientele in the delivery of services, research, and policy making, thereby mitigating the expectation that social workers should know about all cultures. Social workers should demonstrate the ability to work sensitively and effectively at counteracting biases based on their own positions of power and privilege.

Skills in cross-cultural practice include the ability to convey and communicate authenticity, genuineness, empathy, and warmth and to engage culturally relevant community resources. Engaging the client in finding solutions requires the flexibility to consider what is best for the client. Second-language acquisition and expertise are included here as cross-cultural skills.

Furthermore, social workers should demonstrate the ability to critique and assess policies and research for cultural

appropriateness, sensitivity, relevance, and inclusiveness, to ensure that outcomes benefit client groups or populations. This includes engaging client groups in the design of policy and research.

More specifically, social workers with cross-cultural skills

- work with people and groups of different cultures, taking responsibility for learning about differences and recognizing the multiple identities that are inherent in understanding people and their cultural contexts

- assess the cultural context for clients and client groups, encouraging open discussion of difference while maintaining a stance of curiosity and openness to learning

- respond skillfully to cultural bias in both themselves and others

- practice interview techniques that appreciate the role of diverse languages and meanings in the client's culture

- demonstrate sensitivity to challenges in the use of interpreters and translated materials

- conduct culturally effective assessments and culturally appropriate intervention plans, collaborating with and empowering clients by soliciting and prioritizing their perspectives and service goals

- select and develop appropriate methods, skills, and techniques that are attuned to their clients' cultural, bicultural, or marginal experiences in their environments

- recognize the verbal and nonverbal communication skills of marginalized clients and groups and respond in culturally empathic ways

- understand the interaction of the cultural systems of the social worker, the client, the particular organizational setting, and the community

- effectively use clients' natural support systems in resolving problems—for example, folk healers, storefronts, religious and spiritual leaders, families of choice, and other community resources

- demonstrate advocacy and empowerment skills in work with clients, recognizing and combating the isms, stereotypes, and myths held by individuals and institutions

- identify service delivery systems or models that are appropriate to the client population of focus and make appropriate referrals when indicated

- consult with supervisors and colleagues for feedback and monitoring of performance and identify features of their own professional skills that impede or enhance their culturally competent practice

- evaluate the validity and applicability of new techniques, research, and knowledge for work with specific client groups.

Indicators

Culturally competent social workers will

1. interact with people from a wide range of cultures, religions, and spiritual belief systems and take responsibility for learning what they do not know

2. display proficiency and comfort in discussing cultural difference with colleagues and clients

3. demonstrate skill in conducting a comprehensive assessment of clients in which culturally normative behavior is differentiated from potentially problematic or symptomatic behavior

4. assess cultural strengths and challenges and their impact on individual and group functioning, and integrate this understanding into intervention plans

5. select and develop appropriate methods, skills, and techniques that are attuned to their clients' cultural, bicultural, multicultural, or marginal experiences in their environments

6. adapt and use recognized culturally appropriate models

7. communicate effectively with clients through language acquisition, proper use of interpreters, professionally translated materials, verbal and nonverbal skills, and culturally appropriate protocols

8. advocate for the use of, and work effectively with, interpreters who are both linguistically and culturally competent and prepared to work in the specified service environment

9. demonstrate cultural humility in engagement with all clients and client groups

10. effectively engage clients' natural support systems in resolving problems; for example, work with folk healers, indigenous remedies, religious leaders, friends, family, and other community residents and organizations

11. use empowerment skills in their work with clients

12. identify features of their own professional style that impede or enhance their culturally effective practice and consult with supervisors and colleagues for feedback and monitoring of performance and learning needs

13. conduct supervision and other professional responsibilities with cultural humility and sensitivity to culture, language, and difference

14. convey empathy, curiosity, and a willingness to learn.

Standard 5. Service Delivery
Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address, service gaps affecting specific cultural groups.

Interpretation
Organizations need to support the evaluation of culturally appropriate service delivery models and setting standards for cultural competence. Culturally competent social workers need to be vigilant about the dynamics that result from cultural differences and similarities between workers and clients. This includes monitoring cultural competence among social workers (agency evaluations, supervision, in-service training, and feedback from clients).

Social workers need to detect and prevent exclusion of underserved clients from service opportunities and seek to create opportunities for clients, matching their needs with culturally appropriate service delivery systems or adapting services to better meet the culturally unique needs of clients. Furthermore, they need to foster policies and procedures that help ensure access to care and accommodate varying cultural beliefs.

Direct practitioners, policymakers, and administrators should
▪   recruit and retain multicultural staff and include cultural competence and cultural humility as requirements in job descriptions and performance and promotion measures
▪   review the current and emergent demographic trends for the geographic area served by the organization to determine service needs and requirements for interpretation services
▪   integrate and create (or advocate for or the creation of) service delivery systems or models that are more appropriate to targeted clients who are underserved
▪   include clients and constituents as major stakeholders in the development of service delivery systems and policy and research agendas
▪   ensure that program design is reflective of the cultural heritage of clients and families using the service
▪   attend to social issues (for example, housing, education, policing, and social justice) that concern clients or constituents
▪   confront staff remarks that demean the culture of clients, constituents, and colleagues
▪   support the inclusion of cultural competence standards in accreditation, organizational policies, and licensing and certification examinations
▪   develop staffing plans that reflect target populations served and those populations the agency wishes to serve (for example, hiring, position descriptions, performance evaluations, training)
▪   develop performance measures to assess culturally competent practice engage client groups in the development of research and intervention protocols

Indicators
Culturally competent social workers will
1. identify the formal and informal resources in the community, describe their strengths and weaknesses, and facilitate

referrals as indicated, tailored to the culturally relevant needs of clients and client groups
2. advocate for and promote efforts to create culturally competent services and programs by
   - recruiting multicultural staff and including cultural competence requirements in job descriptions and measures of performance and promotion
   - reviewing current and emergent demographic trends for the geographic area served by the organization to determine needs for the provision of interpretation or other culturally relevant services
   - integrating and creating service delivery systems or models that are appropriate to targeted client populations or advocate for the development and implementation of such services
   - including clients as major stakeholders in the selection, decision making, and evaluation of service delivery systems ensuring that program design reflects the culture of clients and families using the service
   - attending to social issues (for example, housing, education, policing, and social justice) that concern clients and constituents of diverse backgrounds
   - using effective strategies for confronting staff remarks that insult or demean clients and their culture
   - supporting the inclusion of cultural competence standards in accreditation bodies and organizational policies as well as in licensing and certification examinations
   - developing staffing plans that reflect the targeted client population (for example, hiring, position descriptions, performance evaluations, training)
   - developing performance measures to assess culturally competent practice
   - supporting participation of client groups in the development of research and intervention protocols
3. building culturally competent organizations through the following policies and practices:
   - an administrative mission and purpose that embodies cultural competence and cultural humility in the values, goals, and practices
   - effective recruitment of multilingual and multicultural staff
   - sensitivity to and respect for cultural and religious calendars as they relate to our employees and people served
   - staff composition reflecting the diversity of the client population
   - service planning strategy that includes an assessment/analysis of the client demographics compared with the demographic trends of the service community
   - expanded service capacity to improve the breadth and depth of services to a greater variety of cultural groups
   - meaningful inclusion of clients and community members representing relevant cultural groups in decision-making and advisory governance entities, program planning, program evaluation, and research endeavors
   - physical surroundings designed and decorated in a manner that is welcoming to the diverse cultural groups served
   - engagement in advocacy to improve social issues relevant to targeted client groups
   - a work climate that addresses workforce diversity challenges and promotes respect for clients and colleagues of different backgrounds
   - advocacy for culturally competent policies and procedures from accrediting, licensing, and certification bodies and contracting agencies
   - inclusion of cultural competence and cultural humility in job descriptions, performance evaluations, promotions, and training

Standard 6. Empowerment and Advocacy

Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Interpretation

Culturally competent social workers should be aware of and take action to confront and change the deleterious effects of bias, fears, and isms, including, but not limited to, racism, sexism, ethnocentrism, heterosexism, homophobia, cissexism, ageism, ableism, xenophobia, classism, and other forms of oppression on clients' lives. Social advocacy and social action should be directed at empowering marginalized clients and strengthening communities. Social workers should advocate for anti-isms and social justice when colleagues and clients express biases and stereotypes based on culture.

Empowerment has been defined as an intervention, a skill, and a process. Hegar and Hunzeker (1988) and McDermott (1989)

described empowerment as an effective intervention with oppressed populations. Pinderhughes (1983) defined empowerment as an individual feeling of increased power and the capacity to influence forces that affect a person. Empowerment refers to enhancing a client's ability to do for himself or herself. Empowerment is closely related to advocacy. When engaging in advocacy, social workers must be careful not to impose their values on clients and must seek to understand what clients mean by advocacy. Respectful collaboration needs to take place to promote mutually agreed-on goals for change.

Social workers need commitment and skill to advocate for and with clients against conscious and unconscious devaluation of cultural experiences related to difference, oppression, power, and privilege domestically and globally. The empowerment tradition in social work practice suggests a promotion of the combined goals of consciousness raising, education, self-awareness, and the development of a sense of personal power and skills while working toward social change. Best practice views this as a process and outcome of the empowerment perspective (Gutiérrez, 1990; Simon, 1994). Social workers using this standard will apply an ecosystems perspective and a strengths orientation in practice and policy development. This means that in describing client needs, workers consider client situations as transitory challenges rather than fixed problems. According to Gutiérrez and Lewis (1999), empowerment is a model for practice, a perspective, and a set of skills and techniques. Culturally competent social workers reflect these concepts in their practice.

Indicators
Culturally competent social workers will
1. advocate for public policies that respect the strengths, cultural values, norms, and behaviors of multicultural groups and communities
2. advocate for policies that address social injustice and institutionalized isms
3. select appropriate strategies to intervene with colleagues, collaborating partners, and institutional representatives, helping them examine their levels of awareness and the consequences of fears and isms, such as exclusionary behaviors or oppressive policies, by
   ▪ assessing dominant group members' level of readiness for feedback and intervention
   ▪ adopting strategies including developing allies, education, dialogue, increased intergroup contact, or social action
   ▪ participating in antidiscriminatory activities and social action to better empower diverse clients and communities at the local, state, and national levels
4. use practice approaches that help clients facilitate a connection with their own power in a manner that is appropriate for their cultural contexts
5. provide support to marginalized cultural groups who are advocating on their own behalf
6. partner, collaborate, and ally with client groups in advocacy efforts
7. work to increase each client group's skills and sense of self-efficacy as social change agents
8. demonstrate intentional effort to ensure that they do not impose their own personal values in practice
9. respect and foster client rights to self-determination.

Standard 7. Diverse Workforce
Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and organizations to ensure diversity within the profession.
Interpretation
Increasing cultural competence within the profession requires recruitment and retention of a multicultural cadre of social workers, many of whom would bring some "indigenous" cultural competence to the profession as well as demonstrated efforts to increase avenues for the acquisition of culturally competent skills by all social workers. Cultural diversity should be evident within all organizational levels, and not just among direct practitioners.

The social work profession has espoused a commitment to diversity, inclusion, and affirmative action. However, available statistics indicate that in the United States social workers are predominantly white and female (86.0 percent), 8 percent are African American, 3 percent are Latinas, and 3 percent identify as other (NASW, Center for Workforce Studies [CFWS], 2006a); male social workers are 85 percent white, 8 percent African American, 5 percent Latino, and 2 percent other (NASW, CFSW, 2006b).

The proportion of people of color has increased in NASW's membership over a period of several years: 8.5 percent identify themselves as African American; Hispanics, including Mexican Americans, Puerto Ricans, and other Hispanic groups,

constitute about 4.5 percent of the membership; Asians and Pacific Islanders 1.9 percent; and American Indians/First Nations People 0.5 percent (personal communication with T. Chang, database administrator, NASW, Washington, DC, March 16, 2015).

Major demographic shifts in the U.S. population "will affect the social work workforce, their clients, agencies, organizations, communities and service delivery systems" (NASW, CFSW, 2011, p. 1). Social work client populations are more diverse than the social work profession itself. In many instances, services to clients are targeted to marginalized communities and special populations, groups that typically include disproportionately high numbers of people of color, older adults, people with disabilities, and clients of lower socioeconomic status.

The discrepancy between the social work labor force racial and ethnic makeup and the changing demographics of the populations they serve guided the profession to respond to the need for social workers to increase cultural competence (Gibelman, 2005; Whitaker, Weismiller, Clark, & Wilson, 2006). To meet this identified need for increased diversity in the workforce, the federal government has taken steps through the funding of education and training programs for health and mental health workers, including social workers from communities of color (U.S. Department of Health and Human Services, Health Resources and Services Administration, Bureau of Health Workforce, National Center for Health Workforce Analysis [HRSA], 2015).

Aligning workforce demographics to client populations can be an effective strategy for bridging cultural differences between social workers and clients, although it cannot be the only strategy. The assumption is that individuals of similar backgrounds can understand each other better and communicate more effectively (Jackson & López, 1999). Yet an equally compelling fact is that "the majority of clinicians from the mainstream dominant culture will routinely provide care for large numbers of patients of diverse ethnic and/or cultural backgrounds. Clearly, increasing the numbers of culturally diverse social workers is not sufficient. Even these professionals will need to be able to provide care for patients who are not like themselves" (Jackson & López, 1999, p. 4). In addition, culturally competent social workers who bring knowledge or special language skills to the profession, like bicultural or bilingual skills, are entitled to professional equity and should not be exploited for their expertise but should be appropriately compensated for skills that enhance the delivery of services to clients.

Indicators
Culturally competent social workers will
1. advocate for and support human resource policies and procedures that ensure diversity and inclusion within their organization
2. work to achieve a multicultural workforce throughout all levels of the organization that reflects the demographics of both the population served and other potential clientele
3. advocate for and support policies that assure equity and appropriate compensations for social workers who bring special skills or knowledge to the profession, such as bicultural or bilingual skills
4. advocate for and support recruitment and retention and promotion strategies that increase the diversity within the profession through social work programs and schools of social work
5. promote and maintain the expectation that all staff, regardless of cultural membership, continuously engage in the process of improving cultural competency and the capacity to serve a variety of populations.

Culturally competent organizations will
1. develop and implement organizational policies, procedures, and practices that support staff multiculturalism at all levels of the organization
2. develop and implement policies, procedures, and practices that effectively address the dynamics of a multicultural workforce
3. regularly monitor the extent to which their management and staff composition reflect the diversity of the client population and the community
4. review organizational selection and hiring policies for inclusion and inadvertent exclusion of the underrepresented, underserved, and oppressed cultural groups and the community
5. regularly monitor and take remedial action as needed to ensure that all client groups can access services and communicate in their preferred language by

- actively recruiting and seeking to retain multilingual staff who are qualified to perform their work tasks in the indicated language(s)
- providing "second language" and certification courses and testing to existing staff
- providing appropriate compensations for social workers who bring special language skill or knowledge to the profession, such as bicultural or bilingual skills

6. include cultural competence as a requirement for job performance, by including it in job descriptions, performance evaluations, promotions, and training
7. foster a work climate, through formal and informal means, that addresses workforce diversity challenges and promotes respect for groups, communities, clients, and colleagues of different backgrounds
8. establish cultural norms of openness and respect for discussion of situations in which insensitive or exclusionary behaviors were experienced intolerance of bias, discrimination, and marginalization within the organization and among colleagues.

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

Interpretation
Cultural competence is a vital link between the theoretical and practice knowledge base that defines social work expertise. Social work is a practice-oriented profession, and social work education and training need to remain current while anticipating future changes in professional practice, which includes the changing needs of multicultural client populations. Diversity and cultural competence need to be addressed in social work curricula and practice, and viewed as relevant to faculty, staff appointments, and research agendas.

The social work profession continues to take steps to ensure that cultural competence is a core component of social work education, training, and practice and to engage in research and scholarship that focus on culturally competent practice among social workers. This includes undergraduate, master's, and doctoral programs in social work as well as post-master's training, continuing education, and meetings of the profession. Practice settings should be encouraged to provide in-service training and other continuing education opportunities focused on cultural competence to staff.

In addition, the NASW (2008) Code of Ethics clearly states, "Social workers who provide supervision and consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries" (p. 14). This highlights the importance of providing culturally sensitive supervision and field instruction, as well as the pivotal role of supervisors and field instructors in promoting culturally competent practice among workers and students.

Educational content for professional practice and licensing should prepare social workers for culturally competent practice across the full spectrum of social work practice roles—direct practice, supervision, administration, policy, education, and research.

Indicators
Culturally competent social workers will
1. include cultural competence content as an ongoing part of their professional development
2. promote professional education that advances cultural competence within the profession
3. advocate for the infusion and integration of cultural competence in social work curricula and research at the BSW, MSW, and PhD levels
4. encourage and conduct research that develops conceptual, theoretical, and practice skills to enhance practice at all levels
5. advocate for professional education on social justice and inclusion
6. educate staff in cross-cultural skills and techniques for resolving conflicts that emerge from differences in communication, customs, values, norms, and behaviors between staff and the clients served.

Culturally competent organizations will
1. provide ongoing training, leadership, and support for improving cultural competence to all employees, including top management, middle management, immediate supervisors, direct staff, and administrative/custodial staff

2. resolve cultural conflicts between staff and the clients served and among employees
3. teach skills to conduct evaluation research to ensure effectiveness in serving and engaging with multicultural client groups
4. determine the demographics of their service area and assess potential service utilization gaps of underserved client groups in the geographic area.

Standard 9. Language and Communication

Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Interpretation

Social workers should accept each individual in totality and ensure access to needed services. Language is a source and an extension of personal identity and culture and, therefore, is one way that individuals interact with others in their families and communities and across different cultural groups. Individuals and groups have a right to use their preferred language.

Linguistic diversity is a resource for society, and as such, should be preserved and promoted. The essence of the social work profession is to promote social justice and eliminate discrimination and oppression based on linguistic or other diversities.

Title VI of the Civil Rights Act of 1964, Executive Order 13166 is titled "Improving Access to Services for Persons with Limited English Proficiency." The Executive Order, signed in August of 2000, "requires Federal agencies to examine the services they provide, identify any need for services to those with limited English proficiency (LEP), and develop and implement a system to provide those services so LEP persons can have meaningful access to them. It is expected that agency plans will provide for such meaningful access consistent with, and without unduly burdening, the fundamental mission of the agency. The Executive Order also requires that the Federal agencies work to ensure that recipients of Federal financial assistance provide meaningful access to their LEP applicants and beneficiaries" (LEP.gov, 2015).

Organizations and social work practitioners who receive federal funds are therefore required to facilitate quality language access at no charge to the consumer. Organizations may neither discriminate nor use methods of administering services that may subject individuals to discrimination. Organizations and social work practitioners are expected to take reasonable steps to provide services and information in appropriate languages, other than English, to ensure that people with LEP are informed and can effectively participate in and benefit from their programs. Similarly, the Americans with Disabilities Act requires communication accommodation for people with disabilities.

It is the responsibility of both social workers and organizations to provide services in each client's preferred language or to seek the assistance of professional interpreters. Social workers need to communicate respectfully and effectively with clients from different cultural and linguistic backgrounds. It is advantageous if the worker speaks the client's preferred language with the proficiency required for specific interaction one is having (for example, the language skill is different for casual conversation as compared with psychotherapy). Professional interpreters (for example, certified or registered sign language interpreters) should be used. Interpreters should be treated as members of the services provision team and offered orientation and training for the type of setting and services that are being provided (for example, health, legal, mental health, child welfare).

Such orientation and training would include guidelines regarding specialized terms and concepts, confidentiality, interpreter–client relationships, and social work ethics that may reinforce the interpreters' own professional ethics.

Written communication should be provided in the language and at the literacy level appropriate for the intended audience. Priority should be given to legal documents (for example, consent for treatment), informational and educational materials, and public awareness campaigns. Materials should be created in the appropriate language or translated by people with the knowledge and skills relevant to the organizational context, understanding of variations within a language (for example, multiple variations of Spanish based on national origin and region) and literacy level. Literacy level in English is a factor that should be accounted for in the development of any correspondence or written materials (Goode & Jones, 2009).

Indicators

Culturally competent social workers will

1. demonstrate an understanding that language is part of the social identity of a person
2. advocate for rights of individuals and groups to receive resources in their preferred language
3. provide and advocate for written and oral information, referrals, and services in the person's preferred language
4. provide jargon-free, easy-to-read material
5. use descriptive and graphic representations (for example, pictures, symbol formats) for individuals with LEP or with limited literacy
6. advocate for the preservation and appreciation of linguistic diversity among clients
7. provide and advocate for reasonable accommodations of clients' linguistic needs, including professional interpreters, professionally translated materials, assistive devices, and alternate communication strategies
8. improve their own ability to speak, read, write, and understand the languages and dialects of their clients without attempting to engage in dialogue that is beyond their own skill level
9. check to ensure accurate communication, realizing that there can be significant variations of word usage and colloquialisms within the same language family based on nationality or region
10. prepare themselves to work effectively with professional interpreters and translators:
    ▪ attend workshops
    ▪ seek consultation from interpretation services
    ▪ become familiar with standards for professional interpretation and translation
    ▪ become familiar with techniques of translation
    ▪ develop or advocate for appropriate organizational policies that
    ▪ support the effective use of standards for professional interpretation and translation support the effective use of and orientation and training for interpreters and translators

Standard 10. Leadership to Advance Cultural Competence

Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

Interpretation

Leadership has been described as an "activity" (Heifetz, 1994). Social workers should demonstrate responsibility to advance policies and practices related to cultural competence, with and without formal authority. Social workers should aspire to leadership in the service of helping organizations become diverse and inclusive. They should also help these organizations recognize and eradicate policies and practices that reflect structural and institutional oppression.

Social workers shall demonstrate the skill to facilitate difficult conversations that lead to understanding, growth, and organizational strength. They should be able to recognize, within themselves, the ways in which their own positions of power and privilege advance or impede progress relative to cultural competence in their own organizations. In areas such as recruitment, hiring, promotion, team building, and conflict management, social workers should be vigilant about colluding with forces that often reinforce a problematic status quo.

Social workers should lead by example, demonstrating leadership, self-reflection, and advocacy within their own organizations, promoting culturally competent practice at all levels of the organization. Concurrently, they should lead by demonstrating advocacy and activism to confront community, local, and societal policies and practices that reinforce the marginalization of oppressed populations. Rank and Hutchison (2000) identified, through a survey of social workers, diversity skills including sensitivity to diversity, multicultural leadership, acceptance and tolerance, cultural competence, and tolerance of ambiguity, core skills for successful social work leadership.

Advocating for increasing knowledge development about culturally competent practice with diverse client groups is paramount to social work leadership, as is being a change agent to address injustices with colleagues and peers. The social worker's responsibility is to advance cultural competence and social justice with clients and within organizations, the profession, systems, and society.

Social work leaders will understand cultural humility and the dynamics of privilege, power, and social justice as manifested in their own places of work, taking responsibility to educate others and, ultimately, advance social change within systems, organizations, and society.

Indicators

Culturally competent social work leaders shall

1. advance and promote culturally competent practice with clients and within organizations, the social work profession, and communities
2. create effective multicultural work teams
3. incorporate and disseminate information on cultural competence in professional activities (for example, committee work, scholarship, research) and in other appropriate arenas
4. work in partnership with marginalized clients and communities to strengthen these communities, encouraging the use of power and facilitating client–community empowerment
5. advocate both within and beyond the profession for fair and equitable treatment of clients and colleagues, especially those from marginalized cultural groups
6. serve in roles in which they can make a difference in advancing multiculturalism inclusion and cultural competence
7. develop the skill and confidence to engage in and facilitate difficult conversations about cultural differences
8. recognize and respect the strengths and differences in professional and personal relationships with others
9. address resistance to the adoption of culturally competent practice
10. engage colleagues in the identification and implementation of strategies that strengthen and sustain inclusive multicultural organizations
11. mobilize colleagues, clients, and organizations to address injustice, bias, and isms on all levels
12. advocate for multicultural membership on state regulatory and licensing boards for the social work profession

Note: These standards build on and adhere to other standards of social work practice established by NASW, including, but not limited to, NASW Standards for the Classification of Social Work Practice, Standards for the Practice of Clinical Social Work, Standards for Social Work Case Management, Standards for Social Work Practice in Child Protection, Standards for School Social Work Services, Standards for Social Work in Health Care Settings, Standards for Social Work Personnel Practices, and Standards for Social Work Services in Long-Term Care Facilities.

Free information on the Standards is located on the NASW Web site: https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-and-Indicators-for-Cultural-Competence-in-Social-Work-Practice

Texas State Board of Social Work Examiners
Code of Conduct

Title 22 of the Texas Administrative Code, 781.301:

A social worker must observe and comply with the code of conduct and standards of practice set forth in this subchapter. Any violation of the code of conduct or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.

 (1) A social worker shall not refuse to perform any act or service for which the person is licensed solely on the basis of a client's age; gender; race; color; religion; national origin; disability; sexual orientation; gender identity and expression; or political affiliation.

 (2) A social worker shall truthfully report her or his services, professional credentials and qualifications to clients or potential clients.

 (3) A social worker shall only offer those services that are within his or her professional competency, and shall provide services within accepted professional standards of practice, appropriate to the client's needs.

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

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

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

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

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

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

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

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

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

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

The provisions of this §781.301 adopted to be effective November 19, 2020, 45 TexReg 8157. For update information about the Texas State Board of Social Work Examiners click this link:
https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=34&ch=781&rl=301

If you have a question about the professional performance of a social worker licensed by the Texas State Board of Social Worker Examiners call toll-free at 1-800-232-3162. In Austin, call (512) 719-3521 or write to:

Texas State Board of Social Worker Examiners
P.O. Box 149347, Mail Code 1982
Austin, Texas 78714-9347
www.dshs.state.tx.us/socialwork
1-800-942-5540 (Complaint Hotline)

University Of Texas at San Antonio Department of Social Work Student Standards

Spring 2025

1.0 Introduction

This document represents the Student Standards for the Department of Social Work that apply to undergraduate students enrolled in the Department of Social Work, College for Health, Community and Policy at the University of Texas at San Antonio. Department of Social Work administrators and faculty are committed to insure the successes of undergraduate social work students upon admission to the Bachelor of Social Work (BSW) program. Faculty and administrators also have a responsibility to determine a student's readiness to enter the social work profession.
Therefore, this document outlines policies and procedures for academic expectations, including scholastic and professional expectations of students. These standards have been reviewed by undergraduate social work students enrolled in our Program, faculty, and administration and approved by UTSA administrators.

Because of the nature of professional social work practice, the Department of Social Work has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic and/or performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the Department of Social Work.

Professional social work learning is an ongoing developmental process. The National Association of Social Workers, the national organization of the social work profession, sets forth a Code of Ethics for the profession, and a process for sanctioning social workers if they are found to have violated the code. Thus, it is critical that social work education programs serve as both socializers to and gatekeepers of the profession. Students are not expected to meet the criteria set forth in the standards at the same performance level when they begin the program as when they leave it. Students, however, will continuously strive to achieve the academic (scholastic and professional) performance standard criteria appropriate for their respective developmental level. Faculty (including adjunct), administrators, field instructors, and community field liaisons will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career, utilizing the Fitness to Practice Evaluation Form where necessary. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All undergraduate Bachelor of Social Work (BSW) students are personally responsible for reading, studying, and abiding by the following documents to educate themselves on social work professional standards as set forth by the Council on Social Work Education (CSWE); the National Association of Social Workers (NASW), and the Texas State Board of Social Work Examiners.

- CSWE Educational Policy and Accreditation Standards
- NASW Code of Ethics
- Texas State Board of Social Work Examiners Code of Conduct
- NASW Standards for Cultural Competence in Social Work Practice
- UTSA Department of Social Work Student Handbook and Field Manual
- Fitness to Practice Evaluation Form and Competency Review

These identified standards may be found in the Appendix section of the *UTSA Department of Social Work Student Handbook and Field Manual*. Students will be asked to sign an individual acknowledgement form stating they have read, comprehend, and will adhere to the rules and standards set forth. The acknowledgement form will be provided to students. All students must submit the form to the Social Work Office. The form is kept as part of each student's Departmental academic file. Students who do not submit the form will have a registration hold placed until the form is submitted.

Additionally, students are also responsible for familiarizing themselves with and adhering to policies and procedures in the following

documents:
- The University of Texas System Rules and Regulations
- UTSA Undergraduate Catalog
- UTSA Student Policies

2.0   Criteria For Evaluating Academic (Scholastic And Professional) Performance in the UTSA Department of Social Work BSW Program

Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in the Program. Both professional behavior and scholastic performance comprise academic standards. All BSW undergraduate students are expected to meet and comply with social work academic standards that include both scholastic and professional performance expectations. This includes, and is not limited to, demonstration of meeting competencies that reflect Department's mission, goals and objectives in the field practicum and classroom environments as well as maintaining good academic/scholastic standing as defined by UTSA Student Policies. In addition, BSW students are expected to meet the following six core standards that relate to a student's fitness to practice social work: *(For summary, see Fitness to Practice Competency Review)*

Standard 1: Communication Skills

- Expresses own feelings effectively and appropriately to the setting
- Acknowledges feelings of others
- Shows reasonable effort to adjust behaviors in response to changes in professional and interpersonal contexts
- Expresses tolerance of change in programmatic, academic, clinical or supervisory settings
- Thoughtful and reflective in response
- Appropriately participates and compromises in cooperative activities
- Acts professionally while experiencing difficult emotions
- Communicates respectfully and effectively with people from different ethnic, cultural, and linguistic backgrounds
- Demonstrates professionalism in written, oral and electronic communication
o Written. Writes effectively, uses correct grammar and spelling, and adheres to the American Psychological Association (APA) style in academic writing.
o Oral. Communicates effectively and demonstrates culturally competent practice standards including a commitment to compassion, empathy, respect, and integrity when communicating with others. Expresses ideas and feelings in an effective and responsible manner.
o Electronic. Regularly checks and responds to official e-mail from University faculty, administrators, and staff.
  (*Code: 1.05, 1.12, and 2.01; CC: 4 and 9*)

Standard 2: Interpersonal and Professional Relationship Skills

- Avoids blaming others and examines own role in problems
- Respectful toward peers, supervisors, and/or instructors
- Actively examines and acknowledges own role in conflict
- Actively participates in problem-solving efforts
- Appropriately expresses emotions when conflicts are addressed
- Addresses conflict directly with individuals involved
  (*CC: 4*)

Standard 3: Critical Thinking Skills and Openness to Learning

- Open to new ideas
- Responsive, open and receptive to feedback and supervision
- Appropriately incorporates feedback to enhance professional development
- Demonstrates ability to process information and apply it to appropriate situations in classroom and field practice settings
  (*Code: 1.04, 4.01, 5.02, & 6.01; CC: 3*)

Standard 4:Self-Awareness

- Applies appropriate stress management strategies to keep stress from interfering with performance and/or learning
- Exercises reason and judgment consistent with professional ability to deal with stressful situations, demanding expectations, and unexpected situations.
- Possesses the awareness to seek assistance from internal and external support resources, such as cohorts, peers and others. Additional professional resources might also be necessary to appropriately manage stress in order to assure the best interest of clients being served by students during their field practice experiences.
- Accepts own mistakes and responds to them as opportunity for self-improvement
- Recognizes how own words and actions impact others
- Accurate and honest in describing own and others' roles in problems
- Openly discusses, respects and considers perspectives other than own
- Recognizes and effectively obtains assistance and/or utilizes support and resources available for emotional, physical or mental needs that are negatively impacting academic (scholastic and professional) progress, including, but not limited to:
- A significant decline in academic performance including professional performance
- An inability to use professional judgment
- An inability to fulfill the ethical and professional NASW Code of Ethics, Texas State Board of Social Work Examiners Code of Ethics and Professional Standards of Practice, and NASW Standards for Cultural Competence in Social Work Practice
- Evidence of alcohol abuse and/or abuse of other substances
- An inability to reflect a professional manner in appearance, dress, and general demeanor.
  (*Code: 2.09, 4.03, and 4.05*)

Standard 5: Work Habits and Behaviors

- Dependable in meeting obligations
- Satisfactorily meets attendance requirements and notifies others in advance regarding absences
- Arrives on-time for scheduled obligations
- Meets deadlines, prioritizes responsibilities and satisfactorily completes paperwork/assignments
- Demonstrates a positive attitude
- Responsive, respectful, adaptable, and cooperative
- Exhibits appearance, dress and demeanor appropriate to the roles and settings
- Exhibits behaviors in the classroom, field, use of technology (including email, social media, etc.), and community environments that are in compliance with Program and institutional policies, professional ethical standards, and societal laws
- Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement with or without accommodations. (See UTSA Office of Disability Services for more information).
  (*CC: 4*)

Standard 6: Ethics

- Maintains clear, appropriate and culturally-sensitive boundaries with clients, faculty, supervisors and peers
- Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.
- Prevents one's private conduct from interfering with the ability to execute all professional responsibilities.
- Maintains confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstrates awareness of personal values and does not impose personal values on others
- Exhibits a sound understanding of self-awareness: the knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships; recognizing one's strengths, limitations, and suitability for professional practice
- Conducts systematic evaluation of clients and their situations in an unbiased, factual way.
- Suspends personal biases during interactions with others.

- Demonstrates honesty and integrity in work, documentation and scholarship
- Including but not limited to truthful about background, experiences, and qualifications; accurate and truthful professional documentation such as field time sheets, case notes, etc.; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Exhibits a strong commitment to the mission, goals, and core values of the Department of Social Work
- Strives toward the maintenance and promotion of high standards of practice.
- Appreciates the value of diversity. Provides the appropriate services to all those in need of assistance, regardless of a person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system.
- Follows applicable professional social work ethical codes and laws
- Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in NASW Code of Ethics, Texas State Board of Social Work Examiners Code of Ethics, and NASW Standards for Cultural Competence in Social Work Practice, which include and not limited to:
  (*Code: 1.01, 1.05, 1.09, 1.06, 1.10, 1.07, 1.11, 2.07, 2.08, 4.08, 5.01, and 5.0; CC:1, 2, 4, 5, 6, 8, and 10*)

2.1   Scholastic Performance

Students enrolled in the UTSA BSW program must maintain a cumulative 2.0 GPA to remain in academic good standing. Anytime a student earns a "F" or a grade of incomplete in a course, a review will be conducted with the BSW Program Director. Courses in which students earn grades of less than "D-" (below .67 on a 4.0 scale) will not be applied to the BSW undergraduate degree. See UTSA Undergraduate Catalog and Information Bulletin here:
https://catalog.utsa.edu/policies/generalacademicregulations/academicstanding/ for more information regarding this policy.

BSW field practicum courses will be graded on a letter grade basis. The student must obtain a "B-" (80%) level of performance or better in order to obtain credit. For courses listed as prerequisites for entry into the Upper Level Practice Sequence, students must earn at least a C- in order to qualify for admission.

2.1.1   Sources of Information for Academic Performance Criteria

Information about students meeting academic performance criteria in the Department of Social Work may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of classroom, volunteer, or field behaviors
- Field Practicum Final Evaluation
- Feedback from the Fitness to Practice Evaluation Form
- Performance in oral and written assignments, examinations, or other appropriate coursework
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university (UTSA or other colleges and universities), helping professionals, or community
- Feedback from faculty in other social work programs that student may have attended
- Signed statements to adhere to UTSA Department of Social Work Handbook and Field Manual, UTSA Department of Social Work Student Standards, NASW Code of Ethics, NASW Standards for Cultural Competence in Social Work Practice, Texas State Board of Social Work Examiners Code of Ethics, Council on Social Work Education Accreditation Standards, or other contracts between the Program and the student.

3.0   Policies And Procedures For Review Of Academic (Scholastic and Professional) Performance

Faculty, field faculty, administrators, field instructors, and liaisons will evaluate social work students according to the standards

outlined in this document in a variety of settings, which include and are not limited to: classroom, advising, and field practicum settings, as well as formal and informal conversations. The Department of Social Work will use three levels of review to address a student's academic (scholastic and professional) performance. The level of review will coincide with the severity of the concern, which is outlined in section 3.2 below.

All information discussed during these review meetings among students, faculty, and administrators will be kept confidential unless the shared information raises concerns about professional performance. Faculty members and Program mentors will exchange information in an effort to identify a pattern of problems or concerns with a student in order to attempt to resolve issues with a student. This policy will also follow University procedures.

3.1   Performance that May Result in a Review and/or Possible Dismissal from the Department of Social Work

Circumstances which can lead to a student review include:
- Failure of a student to maintain good academic standing
- Scholastic dishonesty, including but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts
- Behavior which is determined to violate the NASW Code of Ethics
- A pattern of unprofessional behavior during instruction time or while in field practicum placement
- Committing a crime which violates societal laws and/or professional social work standards at any point after being admitted as a student to the UTSA BSW Program or a serious crime prior to becoming a student that is not known by the Department until after the student enters the Program
- A threat to hurt oneself or anyone else
- Inconsistent or little to no demonstration of adherence to the standards outlined in this document, including the additional policy documents referenced in this document.

3.2   The Three Levels of Student Review

Early Intervention
When possible, faculty, instructors and field instructors are encouraged to dialogue with students in person or through email at the first sign of any possible unprofessional behavior or academic concerns. This conversation will serve the purpose of notifying the student of the potential concerns and providing guidance for improvement or possible corrections. The faculty member, instructor or field instructor will document the conversation and maintain a copy of the record.

Level 1.
This level of review includes the student and a faculty member. When a faculty member has academic concerns about possible unprofessional behavior or scholastic performance of a student, then the faculty member will do the following:

- Contact the student for a meeting to discuss the concerns and attempt to resolve the issue
- Document the content of the meetings with the student, utilizing the Fitness to Practice Evaluation Form.
- Relay information of the concerns, plan of resolution, and outcome to the BSW Program Director so the information and Fitness to Practice Evaluation Form will be placed in the student's file.

If concerns arise during the student's field practicum, then the agency field instructor will discuss the concern(s) with the field liaison. The agency field instructor and the field liaison will decide who will discuss the concern(s) with the student. The Fitness to Practice Evaluation form will be utilized to document the conversation. The field liaison will communicate the information to the Office of Field Education, and the Field Office will submit a copy of the Fitness to Practice Evaluation Form to the BSW Program Director so these concerns can be documented in the student's file. Most concerns can be resolved during this type of student review.

Level 2.
This level of review will occur if a student's behavior persists, there is a lack of academic progress, a student goes through more than one Level I review related to similar concerns or a student fails to receive a passing grade in any field practicum course. The faculty member and the BSW Program Director, will do the following:

- Contact the student and hold a joint meeting with the student to discuss the concern(s)
- The Program Director will gather information and develop a corrective plan if necessary with the student
- The student might be asked to modify behavior or to seek further assistance, including professional assessment and intervention, if appropriate, to address the behavior
- The Program Director will document the content of the meeting along with the plan, utilizing the Fitness to Practice Evaluation Form or another performance improvement plan and the form will be placed in the student's file

If more severe concerns arise or the behavior persists while the student is completing the field practicum, then the agency field instructor and the field liaison, under the guidance of the Director of Field Education, will meet with the student to discuss and address the concern(s). The Field Director will document the content of the meeting along with the plan, utilizing the Fitness to Practice Evaluation Form or another performance improvement plan and a copy of the form will be forwarded to the BSW Program Director to be placed in the student's file. The Director of Field Education will also consult with the Chair of the Social Work Department to determine if the circumstance warrants further review.

Level 3.
This type of review occurs when the previous reviews have not been effective at resolving the student's issues, or if concerns have been raised about a student's conduct that are serious enough to justify disciplinary action or possible dismissal from the UTSA BSW Program This review will include the Chair of the Social Work Department and other faculty as deemed appropriate.

During this type of review the Chair of the Social Work Department will do the following:

- Inform the student in writing with advance notice of a date and time for a review meeting
- Conduct a meeting with the student, faculty member, BSW Program Director, Field Director, field liaison or other faculty member who has direct experience with the student. The student's mentor will also accompany them to the review, and the student is encouraged to meet with their faculty mentor prior to the review to receive information and clarification on the review process. The student will also have the option to choose a different social work faculty member to serve in the mentor role if needed.
- Determine the issue and ensure that the student fully understands the severity of the matter
- Facilitate the identification of alternate solutions

After this meeting, the Chair of the Social Work Department will have ten working days to inform the student in writing about the final recommendation. The recommendation may include, but not be limited to, the following:

- Continuation in the Social Work Program without conditions.
- Continuation in the Social Work Program with conditions. If this is the case the student will meet with the Chair of the Social Work Department again to fully understand the conditions and sign a statement of agreement. This agreement will be placed in the student's file and monitored by Chair, BSW Program Director, and faculty.
- The student will be recommended for dismissal from the Department of Social Work Program.

The student has the right to appeal the decision to the Dean's Office of the College for Health, Community and Policy within ten calendar days of the date the decision is emailed to the student, following UTSA grievance and appeal procedures.

The Fitness to Practice Competency Review document is included below:

University of Texas at San Antonio Department of Social Work
Fitness to Practice Competency Review

All standards are evaluated based on student performance in programmatic, academic, clinical, supervisory, and interpersonal contexts.

*Competence Achieved	Competence Not Achieved
Core Standard 1: Communication	
1.a Expresses *own* feelings effectively and appropriately to the setting	1.a.1 Does not express *own* feelings appropriately 1.a.2 Acts out negative feelings (through negative behaviors) rather than articulating them
1.b Acknowledges *others* feelings	1.b.1 Does not recognize or acknowledge feelings of *others*
1.c Shows reasonable effort to adjust behaviors in response to changes in professional and interpersonal contexts	1.c.1 Shows little or no effort in adjust behaviors in response to changes in professional and interpersonal contexts
1.d Expresses tolerance of change in programmatic, academic, clinical or supervisory settings	1.d.1 Expresses intolerance of changes in programmatic, academic, clinical, or supervisory settings
1.e Thoughtful and reflective in response	1.e.1 Reactionary and defensive in response
1.f Appropriately participates and compromises in cooperative activities	1.f.1 Shows little or no engagement or compromise in cooperative activities
1.g Acts professionally while experiencing difficult emotions	1.g.1 Allows emotions to interfere with professional behavior
1.h Communicates respectfully and effectively with people from different ethnic, cultural and linguistic backgrounds	1.h.1 Demonstrates lack of respect or understanding in communication with people from different backgrounds
1.i Demonstrates professionalism in written, oral and electronic communication	1.i.1 Displays lack of professionalism in written, oral or electronic communication (including email correspondence)
Core Standard 2: Interpersonal/Professional Relationships	
2.a Avoids blaming others and examines own role in problems	2.a.1 Blames others for problems without self-examination
2.b Respectful toward peers, supervisors, and/or instructors	2.b.1 Disrespectful toward peers, supervisors, and/or instructors (e.g., monopolizes discussion, gossips, uses derogatory language)
2.c Actively examines and acknowledges own role in conflict	2.c.1 Shows minimal willingness to examine own role in conflict
2.d Actively participates in problem-solving efforts	2.d.1 Shows minimal effort and/or ability at problem-solving
2.e Appropriately expresses emotions when conflicts are addressed	2.e.1 Displays hostility when conflicts are addressed
2.f Addresses conflict directly with individuals involved	2.f.1 Does not address conflict directly with individuals involved and addresses with others instead
Core Standard 3: Critical Thinking/Openness to Learning	
3.a Open to new ideas	3.a.1 Dogmatic about own perspective and ideas
3.b Responsive, open, and receptive to feedback and supervision	3.b.1 Responds to feedback with defensiveness, anger, and/or denial
3.c Appropriately incorporates feedback to enhance professional development	3.c.1 Shows little or no evidence of incorporating feedback
3.d Demonstrates ability to process information and apply it to appropriate situations in classroom and field practice	3.d.1 Demonstrates an inability or unwillingness to process information and apply it to appropriate situations in classroom and field practice
Core Standard 4: Self-Awareness	
4.a Applies appropriate stress management strategies to keep stress from interfering with performance and/or learning	4.a.1 Fails to recognize or address potential impairments due to stress, leading to significant negative impact on performance and/or learning
4.b Accepts own mistakes and responds to them as opportunity for self improvement	4.b.1 Refuses to admit mistakes or examine own contribution to problems
4.c Recognizes how own words and actions impact others	4.c.1 Fails to recognize or address how own words and actions impact others
4.d Accurate and honest in describing own and others roles in problems	4.d.1 Lies, minimizes, or embellishes truth to extricate self from problems
4.e Openly discusses, respects and considers perspectives other than own	4.e.1 Unable/unwilling to consider or show respect for others' points of view
4.f Recognizes and effectively obtains assistance and/or utilizes support and resources available for emotional, physical, substance abuse or mental health needs that are negatively impacting academic or professional progress	4.f.1 Fails to recognize or address potential impairments such as those related to emotional, physical, mental health or substance abuse needs, leading to significant negative impact on performance and/or learning
Core Standard 5: Work Habits and Behaviors	
5.a Dependable in meeting expectations and obligations	5.a.1 Regularly fails to meet program expectations and obligations
5.b Satisfactorily meets attendance requirements and notifies others in advance regarding absences	5.b.1 Absent from scheduled program obligations (e.g., class, supervision, field site) and does not notify others in advance
5.c Arrives on-time for scheduled obligations	5.c.1 Arrives late for scheduled obligations
5.d Meets deadlines and satisfactorily completes paperwork	5.d.1 Rarely meets deadlines (i.e., practicum and internship paperwork, timesheets, client notes, other classroom assignments) or paperwork is incomplete when submitted
5.e Demonstrates a positive attitude	5.e.1 Demonstrates a consistently negative attitude
5.f Responsive, adaptable, and cooperative	5.f.1 Rigid, inflexible or divisive
5.g Exhibits appearance, dress and demeanor appropriate to roles and settings	5.g.1 Dresses/presents in a manner inappropriate/incongruent with setting
5.h Exhibits behaviors in the classroom, field, use of technology and community environments that are in compliance with Program and institutional policies, professional ethical standards and societal laws	5.h.1 Engages in behaviors in the classroom, field, use of technology or community environments that violate Program and institutional policies, professional ethical standards or societal laws
5.i Exhibits sufficient motor and sensory abilities to attend and participate in class and field with or without accommodations	5.i.1 Lacks sufficient motor or sensory abilities to attend and participate in class or field with or without accommodation
Core Standard 6: Ethics	
6.a Maintains appropriate and respectful boundaries with clients, faculty, supervisors, or peers	6.a.1 Displays inappropriate or disrespectful boundaries with clients, faculty, supervisors, or peers
6.b Demonstrates awareness of personal values and does not impose personal values on others	6.b.1 Does not demonstrate awareness of personal values or imposes personal values on others
6.c Follows applicable professional social work ethical codes and laws	6.c.1 Breaches applicable professional social work ethical codes and laws
6.d Demonstrates honesty and integrity in work, documentation and scholarship	6.d.1 Commits plagiarism, falsifies or misrepresents information or otherwise demonstrates lack of honesty or integrity
6.e Exhibits a strong commitment to the mission, goals and core values of the Dept. of Social Work	6.e.1 Engages in behaviors contrary to the commitment of the mission, goals and core values of the Dept. of Social Work

*Further definition of standards can be found in the MSW Student Handbook and Field Manual

LEVEL OF REVIEW: 1 / 2
(Circle One)

Fitness to Practice Evaluation Form

Student Name: _____ Student ID: _____

Evaluator: _____ Date: _____

This is to notify you that your professional performance has been evaluated according to the Fitness to Practice Review policy in the Student handbook:

Core Standards	Almost Never	Sometimes	Almost Always
Appropriate Communication			
Appropriate Interpersonal/Professional Relationships			
Demonstrates Critical Thinking and Openness to Learning			
Demonstrates Self-awareness			
Strong Work Habits and Behaviors			
Demonstrates Ethical Behavior			

Describe the specific behavior(s) indicating competence not achieved (attach additional documents if necessary):

What will happen next if behavior continues?

Signatures (acknowledges receipt and understanding of this evaluation):

_____   _____
Student   Date   Evaluating Faculty   Date

_____
Others in attendance (sign and state role)   Date

Office Use Only   Distribution: Field Director_____
                                        GAR_____
                               Student_____
                                  Other_____   Form Final Approval 5/6/16

University of Texas at San Antonio
Department of Social Work

Acknowledgement of Professional Standards

Student Name: _____ Student ID: _____

All graduate Master of Social Work (MSW) students are personally responsible for reading, studying, and abiding by the following documents to educate themselves on social work professional standards as set forth by the Council on Social Work Education (CSWE); the National Association of Social Workers (NASW), and the Texas State Board of Social Work Examiners. This includes the following documents:

- *CSWE Educational Policy and Accreditation Standards*
- *NASW Code of Ethics*
- *Texas State Board of Social Work Examiners Code of Conduct*
- *NASW Standards for Cultural Competence in Social Work Practice*
- *UTSA Department of Social Work Student Handbook and Field Manual*
- *Fitness to Practice Evaluation Form and Competency Review*

The above may be found in the Appendix section of the *UTSA Department of Social Work Student Handbook and Field Manual*, which is available on the Department website.

The Fitness to Practice Form is provided as part of your Orientation Packet.

All students must submit this acknowledgement form to the Social Work Office within two weeks of orientation. The form is kept as part of each student's Departmental academic file. Students who do not submit the form will have a registration hold placed until the form is submitted. The Graduate Advisor of Record is available to discuss any questions that students may have regarding this process.

In signing this form I acknowledge that I have read, comprehend, and will adhere to the rules and standards set forth in the documents and standards outlined above.

Signature:

_____   _____
Student Name   Date

_____   _____
Received by (Faculty Name):   Date

Office Use Only   Date Received by GAR's Office_____

Form Finalized 1/5/17

_____   _____

Applicant Name   Semester of Application to Program

Final Field Evaluation documents successful completion of BSW Field requirement Comments:	Yes / No
Number of hours applicant completed in BSW field:	

_____   _____

Field Office   Date

_____   _____

Graduate Advisor of Record   Date

SELECTED UTSA PROCEDURES AND POLICIES

Additional information on student policies can be found here: https://catalog.utsa.edu/policies/

Emergency procedure: Be Aware, Be Safe

Safety
Students are expected to make sound choices and exercise caution in going to and from classes and work in agency settings or the community. A security guard can provide an escort to your vehicle if you call the UTSA Police Dispatcher at 458-4242 or utilize the Live Safe App. If students are worried about someone on a UTSA campus who is acting differently or concerned about their own safety, they should contact the UTSA Police Dispatcher at 458-4242. Occupants of buildings on UTSA campuses are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Be sure to familiarize yourself with all exit doors of the classroom and building. If you need assistance to evacuate, inform your instructor during the first week of class. Do not re- enter the building until you are given permission. It is the student's responsibility to be aware of and adhere to policies and practices related to UTSA, agency and /or community safety. Students should notify the professor regarding any safety concerns.

LiveSafe @UTSA
LiveSafe is a free mobile app made available by UTSA Police to and for our campus community. Designed to prevent crime and enable better incident response, the LiveSafe technology includes an app for smartphone users that is connected to a cloud-based dashboard. With the app, you can: Report Suspicious Activity, Utilize UTSA's Safety Resources, Report Incidents, Emergency Options, and ask for an escort through "Safe walk."

To Download and Setup your LiveSafe app, do the following: Download "LiveSafe" from Google Play or the App Store, Register with your phone number, and Select "The University of Texas at San Antonio" as your school.

If you encounter an emergency on or near the UTSA campuses, call one of these numbers:

These numbers are to the UTSA dispatcher, who will send an EMS unit (estimated average arrival time within 12 minutes) as well as a first responder (estimated arrival time within 4 minutes). The first responder will seek to stop bleeding, restore breathing and provide CPR (defibrillator) until EMS arrives. Additionally, police units are dispatched to the entrance of the campus to direct the EMS unit to the emergency situation.

Dialing 911 from a cell phone will route the call to the City of San Antonio and will dispatch EMS but may not activate a UTSA first responder nor dispatch UTSA police to the campus entrances. Additionally, consider adding the university emergency number to your cell phone as well as a phone number for next-of-kin designated "emergency contact." More information: consult the UTSA Emergency Response Guide here: https://alerts.utsa.edu/utsa-community-emergency-response/

General Academic Regulations
Academic Honesty
Ethical Standards

The University can best function and accomplish its objectives in an atmosphere of high ethical standards. All students are expected and encouraged to contribute to such an atmosphere in every way possible, especially by observing all accepted principles of academic honesty. It is recognized, however, that a large university will include a few students who do not understand, appreciate, or practice these principles. Consequently, alleged cases of academic dishonesty involving UTSA students will inevitably occur.

Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct and is addressed in Sec. 203 of the code of conduct.

Students are not at liberty to disregard previous college work attempted. All students transferring to UTSA must list all colleges attended on their UTSA application for admission. While enrolled at UTSA, students who attend other colleges are required to submit official academic transcripts to the Office of Admissions from every college attended at the end of the semester during which coursework was undertaken, even if coursework has been withdrawn. This includes concurrent enrollment while attending UTSA. Failure to do so may result in the rejection of the admission application, withdrawal of any offer of acceptance, cancellation of enrollment, permanent dismissal from UTSA, or other appropriate disciplinary action.

Incidences of academic or scholastic dishonesty are referred to the Office of Student Conduct and Community Standards as a violation of the Student Code of Conduct. For more information, please refer to the following website:
https://catalog.utsa.edu/policies/generalacademicregulations/academichonesty/

Nondiscrimination

It is the policy of The University of Texas at San Antonio (UTSA) to provide an educational and working environment that provides equal opportunity to all members of the UTSA community. In accordance with federal and state law, UTSA prohibits unlawful discrimination on the basis of race, color, gender, sex, religion, national origin, age, disability, citizenship, gender identity, gender expression, and veteran status in all aspects of employment and education. Discrimination on the basis of sexual orientation is also prohibited pursuant to this policy. Additional information can be found regarding the UTSA Office of Inclusive Excellence here:
https://www.utsa.edu/inclusiveexcellence/

Title IX of the Education Amendments of 1972 and Sexual Misconduct

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is a federal law that prohibits discrimination based on gender in educational institutions which receive federal financial assistance. Title IX also prohibits sexual misconduct, which is any form of sexual violence, including harassment. University of Texas at San Antonio (UTSA) has defined various forms of sexual misconduct, which you may find at this website:
https://catalog.utsa.edu/policies/administrativepoliciesandprocedures/nondiscriminationandsexualharassment/

The University of Texas San Antonio (UTSA) (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act) of , which specifies procedures universities must follow to prevent and respond to sexual violence. Sexual misconduct, as defined in Section VII Definitions, will not be tolerated and will be subject to disciplinary action. UTSA offers many resources for students who have experienced sexual misconduct. For detailed information see the Peace Center website:
https://www.utsa.edu/studentadvocacy/resources.html

The University encourages students to promptly report violations of this Policy to the Title IX Coordinator or Deputy Coordinators (collectively "EOS/Title IX Office") or a Responsible Employee. The full UTSA policy can be accessed in Section 9.24 of the Handbook of Operating Procedures: http://www.utsa.edu/hop/chapter9/9-24.html . Students should be aware that faculty and staff are required to report any disclosures of sexual misconduct to the Title IX Coordinator. Students can make a confidential report to counselors in Counseling and Psychological Services and health care providers in Health Care Services. These helping professionals are able to maintain confidentiality and only report the type of incident that occurred to the Title IX Coordinator, without revealing any information that would violate a student's/employee's expectation of privacy. Students can access a counselor at the UTSA Counseling Services Office: https://www.utsa.edu/counsel/ or can see a healthcare provider at the Student Health Services clinic: https://www.utsa.edu/health/ Also, the Peace Center has a Victim Advocate on staff with whom students can also share confidential information: https://www.utsa.edu/studentadvocacy/

Students with Disabilities
The University of Texas at San Antonio in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students who have officially registered with Student Disability Services, requested accommodations, and provided an official accommodation letter of notification for this course will be eligible for disability accommodations. Instructors at UTSA must be provided an official notification of accommodation through Student Disability Services. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.utsa.edu/disability/ or by calling Student Disability Services at (210) 458-4157. Accommodations are not retroactive. Additional information regarding Student Disability Services can be found here: http://www.utsa.edu/disability/ From the UTSA Undergraduate Catalog (2024-2026).

DEPARTMENT OF SOCIAL WORK

A Bachelor of Social Work (BSW) degree will equip students for immediate professional practice and effective service delivery with individuals, families, groups, organizations, and communities in a wide range of health and human service practice settings.

The UTSA BSW Program utilizes a two-stage admissions process. Any student admitted to UTSA may select social work as their major while completing the foundational coursework. In order to continue on to the upper-level BSW Practice Sequence courses, students must submit a formal application and meet a number of eligibility criteria. In this way, the BSW Program utilizes the university-level admissions policies, but also includes an additional layer of admissions policies for continuation into the Practice Sequence.

General UTSA Admission Requirements
General admission requirements for UTSA can be found here: https://future.utsa.edu/programs/undergraduate/social-work/

Upper Level Practice Sequence
UTSA students and students transferring from another program who have successfully completed at least 42 hours of coursework, including the majority of their Texas Core Curriculum, may apply for formal admission to the BSW Upper Level Practice Sequence. Only students formally admitted to the BSW Practice sequence will be eligible to continue on to take upper division Social Work Core Curriculum courses.

In order to be formally admitted to the BSW Practice Sequence, students must at minimum meet the following criteria:

- Complete at least 42 hours of coursework, including the majority of the Texas Core Curriculum Attend a BSW Program Information Session
- Submit a completed application for admission to the UTSA BSW program An overall cumulative GPA of 2.5 or higher
- Complete SWK 1013 with a "C-" or better
- Complete SWK 2013 with a "C-" or better either prior to admission or during a student's first semester in the BSW Program
- Complete STA 1053 Basic Statistics course with a "C-" or better
- Submit 2 Professional or Academic References
- Submit a Resume
- Submit responses to short-answer narrative questions

**Students transferring from another university must also be formally admitted to UTSA in order to qualify for the BSW Practice Sequence.

BSW Upper Level Practice Sequence Admissions Review Process:

Students who have successfully completed at least 42 hours of coursework, including the majority of their Texas Core Curriculum, may apply for formal admission to the BSW Upper Level Practice Sequence. The application window for admission to the Practice Sequence opens each year in early spring. BSW Program Information Sessions are held throughout the fall and spring semesters for both current UTSA students and potential transfer students in order to prepare students for the application process and requirements. Students submit this application virtually through a Microsoft forms link.

Applications are evaluated by the BSW Committee using a standard evaluation rubric to determine admission status. The BSW Committee is made up of the BSW Program Director, at least one BSW faculty member, at least one additional faculty member, a representative of the Field Office (Field Director or Field Coordinator), a program alum/community member and at least one student member. Each application is reviewed by two readers. The readers may include any member of the BSW Committee with the exception of the student member(s), who will not review applications in order to maintain boundaries with potential colleagues. If the two readers do not agree on the decision, a 3rd reader will review as well in order to determine the final decision.

DEPARTMENT OF SOCIAL WORK BSW COURSES

SWK 1013 Intro to Social Work (3 SCH)

This introductory course provides an overview of social work as a profession, with a focus on its unique principles, values and ethics, variety of areas of practice and commitment to advance human rights and social, racial, economic and environmental justice and to promote human and social well-being. The course will also provide students with a critical understanding of the history and development of the profession. Course is open to all students. *May be applied to the Core Curriculum requirement in Social and Behavioral Sciences.* Students seeking formal admission to the BSW Program must earn a minimum grade of "C-" in order to be eligible for admission.

SWK 2013 Diversity and Social Justice in San Antonio and Beyond (3 SCH)

This course explores how diversity and intersectionality shape human experience within the context of the societal and historical roots of social and racial injustices. The course also introduces distinct approaches to advancing social, racial, economic and environmental justice through examining diverse local, national and global voices and movements. Course is open to all students. Students seeking a BSW degree may complete this class prior to formal admission to the BSW Program or during their first semester in the program. Students must earn a minimum grade of "C-" in order to pass this course with credit toward their BSW degree.

SWK 2103 Social Welfare Policy Analysis

This course examines the overall structure of the American social welfare system from a historical multidimensional contextual perspective that emphasizes the diversity of clients/client systems, problems, needs, and injustices. It also considers the ways in which the social work profession has responded to the demands of social problems across key periods of the American social welfare experience. An emphasis is placed on policy analysis as a foundation for advocacy on behalf of clients/client systems.

SWK 3013 Human Behavior and the Social Environment I

Prerequisite: Admission to BSW Program or consent of social work advisor. This course focuses on building students' understanding of individual and family life span development with an emphasis on diversity and social justice issues. Ecological systems and cross-cultural development provide the organizing framework for this course. Attention is given to increasing students' understanding of individual and family dynamics by developing their abilities to understand, evaluate, and differentially apply multiple paradigms and theories.

SWK 3023 Human Behavior and the Social Environment II

Prerequisite: Completion of SWK 3013 or consent of social work advisor. This course focuses on human behavior in groups, organizations and communities with an emphasis on diversity and social justice issues. Attention is given to increasing students' understanding of group, organizational and community dynamics by developing their abilities to understand, evaluate, and differentially apply multiple mezzo and macro paradigms and theories.

SWK 3203 Applied Social Work Research

Prerequisite: Admission to BSW Program or consent of social work advisor; completion of STA 1053. This research course explores the role of research in culturally competent social work practice that emphasizes the diversity of clients/client systems, strengths, problems, needs and injustices. The course focuses on research methods and the use of ethical scientific methods used by social workers for evidence-based practice and practice-based evidence.

SWK 3403 Ethics and Professionalism in Social Work

Prerequisite: Admission to BSW Program or consent of social work advisor. This course socializes students to the social work profession, exploring and applying the NASW Code of Ethics, the Texas State Board of Social Work Examiners' Code of Conduct, and the International Federation of Social Workers' Statement of Ethical Principles. The student will apply professional self-presentation, take responsibility for personal and professional growth, learn professional behaviors in organizations, and apply ethical and professional skills at a local/state/federal and/or global context. Special emphasis will be placed on learning the importance of self-reflection that incorporates an understanding of one's own personal values.

SWK 3413 Generalist Social Work Practice

Prerequisite: Admission to the BSW Program. This course focuses on the development of beginning knowledge, skills, and values needed to practice generalist social work within a community context. Emphasis will be placed on the ecosystems, strengths, empowerment and antiracism perspectives as organizing frameworks for understanding clients/client systems. The student will learn how to apply theories into culturally-sensitive practice through classroom discussions and a community-oriented service-learning project.

SWK 3423 Practice Skills: Interviewing and Documentation

Prerequisite: Admission to the BSW Program and completion of SWK 3013. Through experiential simulations, application activities and classroom discussions the student will learn the skills to conduct a culturally responsive helping interview and to complete ethical and professional documentation.

SWK 4103 Methods I:

Prerequisites: Completion of the majority of core social work courses and approval of social work advisor. This course, typically taken concurrently with SWK 4303 Field Practicum I, is designed to facilitate a student's ability to apply culturally competent engagement, assessment, and intervention planning skills, with individuals, families, small groups, communities and organizations from a generalist social work perspective.

SWK 4113 Methods II:

Prerequisites: Completion of SWK 4103 or approval of social work advisor. This course, typically taken concurrently with SWK 4313 Field Practicum II, is designed to facilitate the student's ability to apply evidence-based interventions, termination and research-informed evaluation practice skills with individuals, families, small groups, communities and organizations from a generalist social work perspective.

SWK 4203 Integrative Field Seminar I:

Prerequisites: Concurrent enrollment in SWK 4303. This course facilitates the student's integration of their field practicum experience and the program's generalist academic curriculum. The student will engage in classroom discussions and analysis connecting classroom learning with practice in the field while integrating theory with ethical professional practice.

SWK 4213 Integrative Field Seminar II:

Prerequisites: Completion of all generalist social work courses other than those taken concurrently with SWK 4213. Taken together with SWK 4313 during the student's final semester in the BSW Program, this course serves as the capstone course for the social work program. This generalist field practicum course builds on knowledge and skills gained in SWK 4203, with a focus on continued integration of the program's academic curriculum and real-world generalist social work practice. It also serves as the bridge between program goals and generalist competencies. Students demonstrate program competency mastery through completion of an independent capstone course paper.

SWK 4303 Field Practicum I

Prerequisites: Completion of the majority of core social work courses, approval of program advisor and concurrent enrollment in SWK 4203. This generalist field practicum course is designed to serve as the integration of professional knowledge, values, and skills in real-world practice. It is a practice course based on supervised assignments designed to facilitate the student's ability to develop and demonstrate independent learning competencies from a generalist social work perspective which includes skill in working with individuals, families, small groups, communities, and organizations. The student completes a minimum of 225 clock hours at an assigned field practicum site affiliated with UTSA. The student will continue in this same practicum setting for SWK 4313. Students must earn a minimum grade of "B-" in order to pass this course for credit toward the degree.

SWK 4313 Field Practicum II

Prerequisites: Completion of SWK 4203 and SWK 4303; Concurrent enrollment in SWK 4213. This generalist field practicum course builds on knowledge and skills gained in SWK 4303 and SWK 4203, with a focus on demonstrating understanding of competencies from a generalist social work perspective and skill development with diverse clients/client systems. The student's assignment from SWK 4303 continues at the same field practicum setting. The student completes a minimum of 225 clock hours at an assigned field practicum site affiliated with UTSA. Students must earn a minimum grade of "B-" in order to pass this course for credit toward the degree.

SWK 4953. Special Topics in Social Work.
An organized course offering the opportunity for specialized study not normally or not often available as part of regular course offerings. Special Topics may be repeated for credit when topics vary, but not more than 6 semester credit hours, regardless of discipline, will apply to a bachelor's degree.