



CHICAGO STATE
UNIVERSITY



Department of Social Work **STUDENT HANDBOOK**

INSTITUTION:

CHICAGO STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
9501 S. KING DRIVE / SCI-116A
CHICAGO, IL. 60628 USA

CONTACT:

DR. KIMBERLY A. MANN, LCSW
CHAIR, DEPARTMENT OF SOCIAL WORK /
ASSOCIATE PROFESSOR OF SOCIAL WORK
(773)995-2415
KMANN@CSU.EDU

PROF LOLITA GODBOLD, MSW, LCSW, PEL
DIRECTOR OF FIELD EDUCATION
(773)995-2843
LGODBOLD@CSU.EDU

PROGRAM LEVEL:

MASTER OF SOCIAL WORK (MSW)

REV October 2025



**The Chicago State MSW Program Was Granted Full Initial Accreditation
by The Council on Social Work Education in November 2003.**

MSW STUDENT HANDBOOK – TABLE OF CONTENTS

General Information	6
Mission And Goals.....	6
Mission of the Master of Social Work Program.....	6
Department of Social Work MSW Goals.....	6
Mission of Chicago State University	6
Mission of The School of Graduate and Professional Studies.....	7
Mission of The College of Arts and Sciences.....	7
Diversity & Equal Employment Opportunity Policy Statement.....	7
Additional Resources Offered.....	8
Admissions.....	9
Standard Admissions.....	9
Transfer Admissions.....	10
Advanced Standing Applicants.....	10
International Student Applicants.....	11
International Social Work Applicants.....	11
Academic Policies and Procedures.....	12
Statement On Student Rights	12
Statement On Plagiarism and Academic Honesty.....	12
Transfer, Waivers and Prior Graduate Credits	13
Academic Advisors.....	13
Providing Authorization for Registration	14
Academic Advisement Night.....	14
Providing Career Planning Guidance	14
Providing Personal Support	14
Providing Recommendations	14
Change Of Advisor.....	15
Educational Standing And Status Change.....	15
Change Of Status	15
Leave Of Absence	15
Re-Enrollment	16
Readmission.....	16
Re-Apply.....	16
Aged Courses.....	16
Withdrawal From the School	16
Academic Grading System	17
Grade Appeal.....	18
Departmental Uniform Grievance Policy and Procedures.....	18
Policies On Satisfactory Academic Progress	20
Academic Problems	21

Dismissal From the Program	21
Non-Academic Dismissal	21
Procedures For Review of Non-Academic Dismissal	22
Student Evaluation of Faculty Performance.....	23
 Student Government and Committee Participation.....	23
Student Government and Faculty Committee Information.....	24
The Chicago State Student Senate	24
Committees With Student and Faculty Membership	24
 MSW Curriculum and Course List	25
Overview	25
MSW Degree Pathways	27
Full -Time Program.....	27
Part -Time Program	27
Specialized Advanced Standing Program – Full and Part-Time.....	27
 Field Practicum.....	27
Description	27
Number Of Clock Hours	27
Practicum Assignments at Place Of Employment.....	28
Insurance	28
Problems In the Field	28
Registration And Financial Aid.....	29
Records And Registration	29
Course Schedule Bulletin	30
The Registration Process	30
Transfer, Waiver, And Prior Graduate Credits.....	30
Smoking.....	31
Communication.....	32
Email.....	32
New Student Orientation Meeting.....	32
Fall All Student Meeting.....	32
Spring All Student Meeting.....	32
Graduation Process	32
Registering For Graduation	33
Participating In Commencement Ceremony.....	33
Exit Surveys.....	33
Final Project/Paper.....	33
Career Development Services	34
Student Supports Services	35
Services For Students Who Are Other Able.....	35
Library.....	35

MSW STUDENT HANDBOOK – APPENDICES

Appendix 1: Office Directory	36
Appendix 2: Students Rights & Responsibilities	37
Appendix 3: Diversity and Equal Opportunity Policy Statement.....	40
Appendix 4: Chicago State University Sexual Harassment Policy.....	41
Appendix 5: NASW Code of Ethics	42
Appendix 6: Course Descriptions	61
Appendix 7: Field Placements	67
Appendix 8: NABSW Code of Ethics	68
Appendix 9: Social Work Licensing in Illinois.....	69
Appendix 10: NASW Standards for Cultural Competence in Social Work Practice	80
Appendix 11: Departmental Uniform Plagiarism Policy and Procedures.....	95



CHICAGO STATE UNIVERSITY

Dear CSU/ MSW Students:

On behalf of the CSU faculty and administration, we want to extend a warm welcome to the MSW Program. Your professional journey to your MSW degree will be a challenging adventure. We will help you as you build your knowledge, values and skills for the profession. We will also encourage you to focus on your well-being and personal healing to best position you to effectively help others. You will be supported by the faculty and by your cohort on the journey to becoming competent professionals. Many of the relationships that you will develop will continue to be a resource to you throughout your professional career.

This handbook contains most of the guidance that you will need to be successful. Start with getting familiar with all of the areas that are included. Please keep it handy so that you can consult it when situations arise that you need to review for specific information. Your assigned advisor will also assist you in navigating the program. You can prepare for your meetings with the advisor by reviewing the section that relates to your specific questions or concerns.

One of the keys to your success will be your professional curiosity which will guide you to learn more about the areas of practice that you care most about. Find your passion and then becoming a Master of Social Work becomes an attainable goal. The children and families that we serve need competent professionals. They are waiting for you!

We are here to guide you each step of the way!

Dr. Kimberly A. Mann, LCSW

Chair, Department of Social Work / Associate Professor of Social Work
Chicago State University

**Success is not the key to happiness. Happiness is
the key to success. If you love what you are
doing, you will be successful.**

— ALBERT SCHWEITZER.

GENERAL INFORMATION

Chicago State University is a fully accredited public, urban, commuter and residential institution. Originally founded in 1867 as an experimental teacher training school, the institution has evolved into a multipurpose university committed to meeting the needs of the urban community.

Chicago State University is sensitive to the diverse needs and characteristics of its commuter student population. The university's multiracial student body reflects the demographics of the Chicago metropolitan area, particularly the southern and western areas of the city and adjacent suburbs. In addition, the student body includes more females than males, many part-time students who hold full-time employment; a substantial population of students from low-income backgrounds; and many students who are older than the traditional college age.

The university is in a residential community on the south side of Chicago, approximately 12 miles from the Loop. The 161-acre campus has contemporary buildings attractively placed in a carefully preserved woodland setting. The university is conveniently served by the Dan Ryan Rapid Transit, Metra, and several bus routes. Parking is also available.

MISSION AND GOALS

Mission of the Master of Social Work Program

The mission of the MSW Program at Chicago State University is to prepare graduate social work professionals, who are committed to life-long learning through a competent, culturally sensitive, evidence-based, trauma informed, family-centered practice, and who use their leadership skills with a spirit of inquiry to serve global, especially urban communities with a commitment to social, racial, and economic justice.

Department of Social Work MSW Goals

Goal 1: Provide students with generalist social work knowledge and skills for competent social work practice with individuals, families, groups, organizations, and communities.

Goal 2: Provide students with specialized knowledge and skills for competent social work practice

with individuals, families, groups, organizations, and communities.

Goal 3: Prepare students for practice with diverse urban populations.

Goal 4: Prepare students for transformative social and economic justice.

Goal 5: Prepare students for lifelong development of critical thinking, and evaluation of social work practice.

Goal 6: Prepare students to understand and apply values and ethics in social work practice.

Goal 7: Prepare students for lifelong leadership service.

Mission of Chicago State University

Chicago State University transforms students' lives by innovative teaching, research, and community partnerships through excellence in ethical leadership, cultural enhancement, economic development, and justice.

Mission of the School of Graduate and Professional Studies

The Graduate School supports the University's mission through providing high quality teaching and by maintaining an environment that promotes learning and research opportunities for faculty and postbaccalaureate students. The Graduate School provides leadership to assure academic quality of graduate and professional programs at CSU through policies, processes, and programs.

Mission of the College of Arts and Sciences

The College of Arts and Sciences provides the intellectual nucleus of the University. The college prepares its students to be competitive in challenging careers in the humanities, fine and performing arts, the social and behavioral sciences, and the STEM (Science, Technology, Engineering and Mathematics) disciplines. The college provides students throughout the university with broad interdisciplinary awareness and competence to equip them for citizenship in the 21st century environment of diversity, globalization, and social justice.

Diversity & Equal Employment Opportunity Policy Statement

Chicago State University supports the principles of equal opportunity and diversity in employment and education. The University seeks to ensure that no person will encounter discrimination in employment or education on the basis of age, color, disability, sex, national origin, race, religion, sexual orientation, or veteran's status. This policy is applicable to both the employment practices and administration of programs and activities within the University. It is the policy of the University that no person should be excluded from the participation in, be denied the benefits of, or in any way be subject to discrimination in any program or activity at the University.

Chicago State University applies this commitment to all employment and educational practices, including but not limited to, recruitment of staff and students, admissions, hiring and training procedures, advancement and retention policies, and curriculum/course materials. More specifically, Chicago State University is committed to diversification of all its internal divisions by race and gender. This commitment stems not only from legal and moral considerations, but also from a conviction that an institution of higher learning is enriched by the presence of diversity and that narrow cultural biases serve to limit rather than enhance the teaching, research, and service functions which are the hallmarks of Chicago State University's mission.

Compliance with this Diversity and Equal Employment Opportunity Policy is the responsibility of all administrators and others whose duties are related to any personnel decisions regarding employees and students. Further, it is Chicago State University's obligation to fully participate in the implementation of all applicable federal, state, and local laws dealing with non-discrimination.

Chicago State University, in its dedication to equal opportunity and non-discrimination, has assigned overall responsibility for related monitoring and reporting procedures to the Equal Employment Opportunity Office. It is the mission of the Equal Employment Opportunity Office to eliminate discrimination in the workplace through:

1. the promotion of equal opportunity in employment through compliance with the federal, state, and local civil rights employment laws,
2. education and outreach, and
3. the fair and voluntary resolution of disputes. Established procedures are in place which allow complaints of alleged discrimination to be investigated and resolved. Any questions or concerns may be addressed to the Equal Employment Opportunity Office at (773) 995-2462, Cook Administration Building, Room 318.

The Abilities Office provides services and accommodations for qualified students with verified disabilities in accordance with provisions of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) as amended. Accommodations are not retroactive. Once a student meets and establishes accommodations with the Abilities Office, accommodations will be applicable moving forward from the time Accommodation Letters are provided to professors. Accommodations are unable to be applied to issues prior to the establishment of accommodations in the current academic term. For questions or concerns contact the Abilities Office at (773)995-2380, TTY(773)995-3761, Cordell Reed Student Union Building, Room 190.

Additional Resources Offered

The following are additional resources offered by the University to support our diverse student population.

The Women's Resource Center

- Monday - Wednesday - 9:00 am - 6:00 pm
- Thursdays - 9:00 am - 7:00 pm
- Fridays - 9:00 am - 1:00 pm
- Saturdays by appt. - 10:00 am - 2:00 pm
- Location: CRSUB Suite 190
- Phone: (773) 995-2383
- [Women Resource Center | Department of Student Affairs | Chicago State University \(csu.edu\)](#)

The African American Male Resource Center

- Location: Cordell Reed Student Union, Room 150
- Hours: Mon to Fri 9am to 5am
- [Home | AAMRC | Chicago State University \(csu.edu\)](#)

The Latino Resource Center

- LRC Hours & Location
- Latino Resource Center
- CRSUB 230A
- Phone: (773) 995-2526

- Email: LRC@csu.edu
- Office hours: Monday-Friday 9 am to 5 pm

The Global Engagement Office(supports international students)

- Contact Us:
- geo@csu.edu
- +1 (773) 995-2582
- SUB Room 268A
- [Home | Global Engagement Office | Chicago State University \(csu.edu\)](#)

The LGBTQ Center

- [Safe Zone | DOSA | Chicago State University \(csu.edu\)](#)

The Campus Ministry

- Douglas Hall, Suite 3062
- 773/995-3869

ADMISSIONS

Standard Admissions

A graduate application, the MSW supplement, official transcripts, and the nonrefundable application fee must be received by the Graduate School by July 15th (fall admission only). Early submission of application is recommended. Applications received past May 15th may be considered for part-time enrollment only. All applicants for admission to the MSW program must:

- Have a BA or BS degree from an accredited college or university.
- Have a broad liberal arts background (represented by course work in arts and humanities, history, science, mathematics, political science, economics, etc.) with a minimum of 12 hours of behavioral science.
- Have a cumulative undergraduate GPA of 3.0 on a 4.0 scale (calculated using the last two years of undergraduate study). A limited number of applicants may be conditionally admitted with a GPA of 2.75. This exception may be granted to students who have been out of school for five or more years and have outstanding work experience in human services.
- Submit three letters of recommendation from educators and/or professionals who can describe potential for success in the field of social work.
- Submit a personal essay and participate in a departmental interview as requested.
- In addition to the above, the following may apply:
- A course to enhance writing skills may be required as a condition of admission.
- Due to limited class size, we are unable to accept all qualified applicants.

Transfer Admissions

A graduate application, the MSW supplement, official transcripts, and the nonrefundable application fee must be received by the Graduate School by July 15th (fall admission only). Early submission of application is recommended. Applications received past May 15th may be considered for part-time enrollment only. All applicants for admission to the MSW program must:

- Have a BA or BS degree from an accredited college or university.
- Have a broad liberal arts background (represented by course work in arts and humanities, history, science, mathematics, political science, economics, etc.) with a minimum of 12 hours of behavioral science.
- Have a cumulative undergraduate GPA of 3.0 on a 4.0 scale (calculated using the last two years of undergraduate study). A limited number of applicants may be conditionally admitted with a GPA of 2.75. This exception may be granted to students who have been out of school for five or more years and have outstanding work experience in human services.
- Submit three letters of recommendation from educators and/or professionals who can describe potential for success in the field of social work.
- Submit a personal essay and participate in a departmental interview as requested.
- In addition to the above, the following may apply:
 - A course to enhance writing skills may be required as a condition of admission.
 - Due to limited class size, we are unable to accept all qualified applicants.

The MSW program may accept a maximum of 30 semester hours of transfer credit for graduate courses completed with a grade of B or better from a CSWE-accredited MSW program. Credits must have been earned within four years prior to enrollment, and the student must submit a letter of recommendation from the program and field director (if applicable) of the program.

Students who have graduate credits in a related field may request transfer of up to six credit hours to meet their elective requirements; however, courses from an earned degree may not be used toward the MSW degree. A maximum of six credit hours of courses taken in the CSU MSW program as an at-large student may be transferred upon admission.

A written request must be made to the Program Director for transfer credit and must be accompanied by the appropriate course syllabi. No academic credit is given for work or life experience.

Advanced Standing Applicants:

- Graduates who have completed a BSW degree from a CSWE-accredited program within the four-year period preceding their intended enrollment may apply for the advanced standing program.
- Only social work courses with grades of B or better may be used for waivers or credit.
- Advanced standing students who have not more than one social work course with the grade of "C" must retake that particular course or an equivalent course.

- Advanced standing students may complete the MSW program in one calendar year on a full-time basis or two calendar years on a part-time basis.
- Advanced standing applicants will be invited for a personal interview to evaluate their plan of study.
- To qualify for advanced standing students must:

*have earned a 3.0 GPA in the last 60 hours of undergraduate work.

*have a minimum GPA of 3.0 in social work courses

International Student Applicants:

A completed graduate application includes official transcripts, of a BA or BS degree earned from an accredited college or university. Official transcripts are required from all higher education institutions, college or universities attended.

- The official transcript must be either sent directly from each university (through www.escript.com, www.parchment.com or www.studentclearinghouse.com) or must be placed in a sealed envelope and signed by the university registrar. An official transcript is not required for Chicago State University earned credits. **Note:** You may upload an unofficial transcript [if they are earned from US Institutions] for evaluation of your online application. An official copy of each transcript will be required as soon as possible after admission(Within 45 days from the start of the regular semester [Fall and Spring Semester] and within 15days for Summer Semester).

International social work applicants:

- A Course by Course evaluation of all foreign educational credentials (transcripts) is required and must be reported directly to the university by any of the following and/or professional evaluation service agencies. This applies to all International applicants as well as domestic applicants who have attended/earned credits from outside USA.

1. Education Credentials Evaluators ([ECE](#))
2. World Educational Service ([WES](#))
3. Educational Perspective ([EP](#))
4. Josef Silny & Associates, Inc ([JS&A](#))
5. Foreign Academic Credentials Service ([FACS](#))

* Proof of English Proficiency.(**Submit one of the following**)

1. **TOEFL** Official score Report, Minimum total score of **69 is required**.
2. **IELTS** Official Score Report, Minimum overall score of **6.0 is required**.
3. **TOEFL Essential** Official Score Report, Minimum overall score of **8 is required**.
4. **Duolingo** Official Score Report, Minimum overall score of **95 is required**.
5. **Pearson** Official Score Report, Minimum overall score of **51 is required**.
6. **English Proficiency Waiver** Application: **Request for waiver of English language**.
Download: [Waiver Form](#)

ACADEMIC POLICIES AND PROCEDURES

Statement on Student Rights

The CSU MSW program faculty supports in philosophy and policies the right of students for freedom of inquiry and expression, the right to redress through open communication and/or written petition. The rights are coupled with responsibility for joining with faculty in the promotion of a climate of mutual respect and ethical behavior between and among students and faculty without regard to race, ethnicity, class, gender, affection preference, religion, physical or mental status, age, national origin, or political beliefs. The specific guidelines for rights and responsibilities are described in **Appendix 2**.

Statement on Plagiarism and Academic Honesty

Students in the CSU MSW program are expected to be guided in their academic studies by the standards of honest and ethical behaviors reflected in the commitment to professional integrity. In both the practicum setting and, in the classroom, students are held to the plagiarism policy as summarized below:

“Plagiarism is defined as the appropriation or imitation of the language (see words), ideas, thoughts of another author and representation of them as one’s original work.” (CSU Code of Excellence, 2001)

Compliance with the academic standards about plagiarism requires students to correctly cite each idea, fact, etc. that is not originally yours, whether you have paraphrased, quoted directly, summarized, cited dates, events or otherwise referred to the work or words of an author or the speaker. MSW faculty requires the APA format for references and bibliographies. A reference book for format/style for APA is required for all students.

Academic Misconduct (cheating) is a violation of the Student Judicial Code. It includes, but is not limited to, receipt or transmission of unauthorized aid on assignments or examinations, plagiarism, unauthorized use of examination materials, encouraging academic dishonesty, falsifying academic records or other forms of dishonesty in academic matters.

An instructor who believes that a student enrolled in his/her class has engaged in academic misconduct shall give the student the opportunity to resolve the matter by meeting with the faculty member and the chair of the department. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying one of the following sanctions:

- An oral reprimand
- A written reprimand presented only to the student
- A written reprimand placed in the student’s file
- An assignment to repeat the work, to be graded on its merits
- Adjustment of grade downward (including F), for the test, assignment, paper, course, or other related activity in question.

In such instances, the instructor shall notify the student and department of such action in writing. In grievous situations the Office of Judicial Affairs shall receive a copy of the **Incident Report** indicating final disposition of the case, which will be placed in the student's judicial file. The student has a right to appeal.

Sanctions greater than an "F" in a course can be levied only through the University judicial system.

Academic dishonesty is regarded as serious ethical misconduct that may affect the student's continuation in the program. Students may not present the work of anyone else as their own achievement. Students may not **submit** a written assignment prepared for one course as original work for another course. Work prepared for one course must be clearly cited if included in an assignment for another course.

Transfer, Waivers and Prior Graduate Credits

Up to 30 credits may be transferred if they are "B" or better and they must also be from a CSWE accredited graduate social work program. The courses must be less than 6 years old at the time of your graduation from the CSU MSW Program. Transcripts and syllabi are necessary for all courses. Please keep in mind that courses can be transferred only in the context of the program's requirements. No academic credit is given for life experience and previous work experience. Courses that are waived to avoid duplication may not reduce the number of hours to graduate. All requests for course waivers must be approved by the MSW Program Director.

ACADEMIC ADVISORS

The Role of the Academic Advisor

Your academic advisor will be a key member of the faculty throughout your MSW study. During your time in the program, you are strongly encouraged to meet regularly with your advisor to build this critical relationship. Regular contact with the advisor will allow you to build a trusting relationship that will assist the advisor in providing you with needed support and resources throughout the program.

Specific responsibilities of your advisor are as follows:

Developing a Plan of Study

During the first semester in the program your faculty advisor will meet with you to plan your course of study. This includes providing you with information on the courses you will take each semester. It is imperative that you notify your advisor of any changes that you are considering in the course of study. Your advisor has created this plan with careful attention to your goals, required departmental pre-requisites, and probable course availability. **Failure to consult with your advisor about alterations in the plan can result in significant extensions in the time required to complete required courses.**

Serving as a Liaison to the School of Graduate and Professional Studies

Your advisor will act as your liaison to the School of Graduate and Professional Studies for matters such as:

- Providing official notice to the Graduate School of substitutions in your course of study. If you are bringing in transfer credits your advisor will review your official transcript and syllabi and will submit required documentation to the Graduate School for review. All final determinations regarding substitutions are subject to the approval of the MSW Program Director.
- Conducting a final audit for Graduation. The final audit certifies that all requirements of the MSW have been met and authorizes you for receipt of the degree.

Providing Authorization for Registration

Each semester you will need the authorization of your advisor to enroll for courses for the following semester. You will receive a PIN code from your advisor. **Please note: PIN codes change each semester, so you are required to meet with your advisor prior to each registration.**

Academic Advisement Night

Each semester the department holds designated nights for academic advisement. During Academic Advisement, students meet with their advisors to review their plan of study, and discuss current progress towards matriculation, courses needed, academic questions or concerns, field practicum, and career goals. Students are required to review their study plans and transcripts during this meeting. Students are provided with their registration PIN after the meeting, authorizing them to register.

Providing Career Planning Guidance

What are your plans for this degree? Discussion of your plans and aspirations are a critical component of the advising process. Students are building a career when they seek graduate education. Many students find it is a helpful process to think beyond employment or promotion to discussions about building a satisfying professional career. Explore long-range career options with your advisor.

Providing Personal Support

Stress is a normal part of graduate school. Use your advisor as a resource during difficult times. While your advisor is not expected to act as a professional counselor, they may provide support or make needed referrals. It is recommended that you seek your advisor if significant life stressors occur during the course of the program so that you can discuss strategies to assist you in successfully completing your MSW education.

Providing Recommendations

Advisors provide recommendations for students for field placements and for employment possibilities. Your recommendation will reflect your performance and your relationship with the advisor. Advisors (and other faculty members) are able to offer more detailed recommendations for students that they know well.

Change of Advisor

Students have the right to select another faculty member if he or she has professional interest that is more compatible with those of the student. The request should be made to the program Director. In the interest of equity in workload, the Advisor must agree to add additional students. Get to know your advisor!

EDUCATIONAL STANDING AND STATUS CHANGE

Change of Status

Students who wish to change their academic status are required to consult with their faculty advisor. Change of Status categories in the Master's program include (a) change from full-time to part-time, (b) leave of absence, (c) withdrawal and (d) conditional to full admit status.

The Department Chair reviews and makes a decision regarding change of status requests based on the written documentation and consultation with student advisors. In all instances, a student's academic standing and performance are reviewed by the Advisor when considering a change of status request. Approval of change of status may contain conditions to be met by students.

Status changes may not be made at the student's discretion through the registration process. Formal approval by an advisor must be requested. Implications should be discussed with a faculty advisor.

Leave of Absence

In the course of your time at CSU you may find that you are having difficulties meeting the demands of the program. Life circumstances may require that you consider a leave of absence if you are unable to successfully complete course assignments or field practicum. The first step, if any of these situations occur is to **contact your faculty advisor** who will help you examine the problem, consider alternatives, and make plans.

The Department of Social Work may agree to grant a formal Leave of Absence. The leave may not exceed one year and is **not** counted as part of the six-year limit within which students must complete work for the M.S.W. degree. A Leave of Absence is only granted to students in good academic standing.

The request for Leave of Absence involves the following:

1. A written request must be submitted to the Department Chair **after** the student has consulted with his/her advisor.
2. The Department Chair grants the Leave based on good academic standing (**with at least one completed semester**) and may indicate conditions the student must meet before returning to School.
3. Students with a grade of "Incomplete" when granted a Leave of Absence must follow School policy on completion of work for the course. (See information re: "Incomplete".) If this is not achieved, the school will consider the "Incomplete" as a WP (withdraw passing) or WF

(withdraw failing). The student not in good standing will have to apply for re-admission by filing a new application in the usual fashion. Exceptions to these procedures and conditions may be granted only with the approval of the Department Chair and the Dean of Graduate Studies.

4. Students taking a leave for medical reasons are required to submit a letter from their physician prior to the leave and a release statement upon return that indicates the student can meet the demands of the program.

Re-Enrollment

Students who were on Leave of Absence for one year and wish to re-enroll, must send a letter to the Department Chair indicating their intent to re-enroll. Reinstatement forms are available from the Graduate School Office and should be completed prior to the term for which the student plans to re-enter.

Readmission

Students not enrolled and/or on leave for two years or more may be considered for re-admission, re-admission if they have a reasonable chance of completing the program within the original time frame (from the original time of enrollment). Students must submit a petition which must be supported by the program advisor and the Chair of the department. The final decision for re-admission will be made by the Dean of the Graduate School. Students will be bound by the regulations at the time of their initial registration.

Students who are academically dismissed due to not being in academic good standing or exceeding the time limit for completing courses, will not be considered by the MSW department for readmission and must re-apply as a new student. Students are able to re-apply two years after dismissal.

Re-Apply

Students not enrolled for two academic/calendar years or more and have no realistic possibility to complete the degree program within the original time frame of 6 years, must re-apply to the MSW program as a new student. Any courses taken before may be considered for completing the requirements if they are not aged out. Students will be bound by the regulations at the time of the new enrollment.

Aged Courses

Courses which are older than 6 years are considered to be aged and cannot be used for counting towards the degree. Requests for exception to policy may be considered if a petition is submitted along with a request for extension of time or graduation.

Withdrawal From the School

Withdrawal status may be granted to students who are in good academic standing. The request for withdrawal involves the following:

1. Students who wish to withdraw from the school are expected to submit a written statement to that effect to the Chair after consultation with their assigned faculty advisor. Students

not finishing a term and not officially withdrawing will have a grade of "F" assigned their courses.

2. Official CSU Withdrawal forms must be filed through the Admissions/Student Records Office located in the Cook Administration Building, Room 128.
3. Students wishing to return to the program following the period of withdrawal are required to consult with the Chair of the MSW program prior to re-admission.
4. Students with grades of incomplete or no-credit are obliged to complete all required academic work before being re-admitted.
5. In some instances, students may be asked to formally re-apply for re-admission.
6. Students are not automatically re-admitted.

ACADEMIC GRADING SYSTEM

Students are graded according to the following:

- | | |
|-----|--|
| "A" | reflects an outstanding level of performance that exceeds the expected requirements for graduate level study. |
| "B" | meets the expected level of performance for graduate level study |
| "C" | does not meet expectations for graduate level performance but is sufficient to merit credit |
| "D" | fails to meet the majority of the expectations for the course. Must be repeated. |
| "F" | fails at multiple levels of performance (e.g., written work, oral participation, preparation, attendance, etc.). May result in dismissal from the program. |

Field Practicum is graded on a "Pass/Fail" based on satisfactory progress evaluated by the Field Instructor and Faculty Field Liaison. Graduate students must maintain a GPA of 3.00 to graduate. If at any time a student's GPA falls below 3.0, a conference that includes the instructor, advisor, chair, and the student, will be scheduled to ascertain if the student will be granted a probationary semester to improve the GPA or if dismissal is recommended.

Incomplete: An "Incomplete" (I) may be given as an interim grade under certain circumstances such as:

- (a) Satisfactory work has been demonstrated by the student, although not all required work for the semester has been completed.
- (b) The student has requested and received permission from the instructor in advance to submit material later than the end of the semester. Since students are expected to complete all work by the end of the semester, the instructor is under no obligation to grant this request.
- (c) In addition, in granting a request for an incomplete grade, the instructor will set a date for completion of the work. The extension may be a week or a month, etc. The maximum period of extension, regardless of extenuating circumstances, is one year after the course has ended. If an incomplete grade remains after two "long" semesters, it automatically becomes an "F". This means that required work cannot be completed after this expiration of time. If the course is needed to fulfill degree requirements, the student will have to repeat the course.

- (d) **Students may not enter Field with more than one incomplete which must be completed within the first semester of Field.**
- (e) If the “Incomplete” is for a course that is offered sequentially, the student will not be allowed to proceed with the specialized course if less than ninety percent of the work has been satisfactorily completed.

Viewing Final Grades

Final grades are available from the Student Records menu within the Secure Area of CSU X-Press. Final grades are posted to each student's record three (3) days following the end of the term. Midterm grades are available three (3) business days after the Registrar's submission deadline. *(See the Term Calendar or the Course Schedule Bulletin for specific dates.)*

ACADEMIC REVIEWS AND GRIEVANCE PROCEDURES

Grade Appeal

The following procedures emphasize communication and mutual understanding of expectations:

Departmental Uniform Grievance Policy and Procedures

The purpose of the student grievance procedure is to provide an impartial review process and to protect the rights of all parties involved in student-faculty disputes. Any student who believes he or she has a grievance should first utilize the departmental process as listed herein.

Departmental Process

1. *Step One:* A student who has a grievance against a faculty member should make an appointment with the faculty member within 30 calendar days of the incident to discuss and resolve the dispute. If the student feels that a satisfactory solution has not been provided, the student should follow the procedure outlined in Step Two.
2. *Step Two:* The student should make an appointment with the chairperson (director or coordinator) of the department within ten days after the initial meeting with the faculty member. The chairperson will attempt to resolve the dispute and notify the student of the decision in writing. If the student feels that a satisfactory solution has not been provided, the students should follow the procedure outlined in Step Three.
3. *Step Three:* The student must submit a written request for a hearing within 60 days of the incident (e.g. rendering of the final grade) to the chairperson. The written request must state the complaint, include supporting documents, and clearly state a resolution within the authority of the department (e.g., changing a grade from D to C). The chairperson will convene the departmental Faculty Student Relations Committee (FSRC), which will be comprised of a minimum of five (5) faculty members, and a minimum of one (1) student. The selection process for the departmental FSRC is as follows:

4. Faculty members may be tenured, tenure track, or adjunct, as provided in the department
5. Student representatives will be selected from a departmental student organization and should not be enrolled in any classes with the
6. The faculty member against whom the grievance is lodged should not be on the grievance
7. The chairperson will appoint one of the five faculty members to serve as committee
8. The department chairperson will distribute the written complaint and supporting documents to FSRC members and to the faculty member involved in the grievance. At this point the faculty member may submit a written response and supporting documents to the FSRC. The department FSRC will have a hearing with all parties present within (30) calendar days of receipt of the complaint. Within ten calendar days after the committee has met, the committee chairperson will render a written decision to all parties involved with a copy to the Dean. All meetings of the departmental FSRC shall be closed to protect confidentiality and privacy of the parties involved. Any witnesses must be approved in advance by the chairperson of the departmental FSRC. Departments cannot host virtual meetings. All meetings must be face to face.
9. *Step Four:* When the departmental FSRC is convened to hear a grievance, decisions of the committee will be by a simple majority vote, provided 75% of the membership is present, including one student representative. The departmental FSRC shall have authority and/ or responsibility only to make recommendations to the chairperson of the department. The final departmental decisions will be made by the chairperson with a written copy of the decision sent to the CAS Dean. If the student or faculty member involved in the dispute is unsatisfied with the outcome, a request to have the grievance considered by the CAS FSRC must be made within fifteen days after receipt of the written notice from the department.
10. College Process
11. *Step One:* To have the complaint considered at the college level, the petitioner must file the grievance in writing with the Dean, stating reasons for the appeal and facts upon which the appeal is based. He or she also must state the resolution sought. (The resolution must be within the authority of the Dean to grant.) The petitioner must attach to the written petition (i) a copy of the original complaint (ii) a copy of the instructor's reply, if applicable, and (iii) the chairperson's reply. No new or unrelated allegations shall be added to the petition. The CAS FSRC chairperson will be appointed by the Dean.
12. *Step Two:* The Dean will forward the written complaint to the CAS FSRC Chairperson within ten calendar days. The committee will include a minimum of nine (9) faculty members, two (2) program directors/ coordinators, and a minimum of two (2) students. The committee chairperson will be appointed by the Dean.
13. *Step Three:* Within ten (10) calendar days of the distribution of the grievance statements, the faculty member involved must submit a written response to CAS FSRC.
14. *Step Four:* Within 30 calendar days of receipt of all materials, the CAS FSRC will schedule a meeting to review the grievance. Both parties (students and faculty member) will be expected to attend the meeting. All meetings of the CAS FSRC shall be closed to protect the confidentiality of both parties while also protecting their rights of privacy. Any

witnesses shall be approved by the chairperson of the CAS FSRC. Only members of the CAS FSRC may ask questions of the parties involved.

15. When CAS FSRC is convened to hear a grievance, decisions of the committee will be by a simple majority vote, provided 75% of the membership is present including one student representative. The chair of the committee will submit written recommendations to the Dean, along with any supporting documentation within five calendar days. The Dean shall inform the student, faculty member, and department chairperson of the decision in writing. If the student or faculty member is not satisfied with the outcome, they can make a final appeal directly to the CAS Dean. *The decision of the Dean will be final.*

Policies on Satisfactory Academic Progress

A student whose GPA falls below 3.00 is considered not in good standing.

Policies regarding academic progress and probation are established by the School of Graduate and Professional Studies. Once admitted to a degree program, no more than two grades of C can be earned in any graduate course taken within the curriculum offered in that graduate program whether or not the courses are part of the student's program. However, no graduate student may earn more than two grades of C in any graduate course taken at the university during his or her current tenure of enrollment. No graduate student may accumulate more than six credit hours of graduate work with a grade of D or F on his or her academic record, whether the grade is part of the graduate program or not. Where a student has two or more grades of "I" outstanding on the graduate record, the student will be reviewed for probationary status.

Courses taken prior to admission to a master's program must be approved at the time of admission if they are to be counted towards the degree. These courses must have a grade of B or better. Approval must be granted by both the department and the Graduate Dean. To gain the Dean's approval an extra original transcript must accompany the application.

Students who have been admitted to degree status must maintain a minimum 3.0 cumulative grade point average to demonstrate satisfactory academic progress and good academic standing. A student is placed on probation if the cumulative grade point average falls below 3.0 for any term. After being placed on probation, a student must attain a minimum cumulative grade point average of 3.0 within the next term or be dismissed from the graduate program.

A dismissed student may not continue to take courses in the department in which he or she was in degree status but may continue to take courses as a student-at-large or apply for admission to a degree program other than the one from which he or she was dismissed. After a two-year period, the student may apply for readmission to the degree program from which he or she was dismissed, provided that there is new evidence of potential for success in graduate study. If readmitted, the student is placed on a two-course contract, and a minimum grade of B must be earned for the courses. After readmission, the department may include no more than 15 semester hours of previous work to the degree, if such hours fall within the six-year limit. If the two-course contract is not completed satisfactorily, the student will be dismissed permanently from the program.

In consultation with the Social Work Department's Academic Review Committee, the Department Chair may grant one semester probation to a student whose GPA falls below 3.0.

Students who receive a grade of "C" may repeat the course with consultation of the advisor ; however, students will not be permitted to repeat a course more than once.

Students may not re-take more than two courses during the course of the program.

WHEN A STUDENT HAS ANY COMBINATION OF TWO OR MORE INCOMPLETES, FAIL, OR "C" GRADES, THE FACULTY ADVISOR FOR THE STUDENT MAY REFER THE STUDENT TO THE ACADEMIC REVIEW COMMITTEE FOR ADVICE ABOUT AN APPROPRIATE EDUCATIONAL SUPPORT PLAN TO RETURN TO GOOD STANDING.

Academic Problems

Students are encouraged to talk with an instructor and their advisor when academic struggles become intense. Often there are alternative options that will allow a student to find a satisfactory outcome. (Do not wait until you are drowning!)

Should academic problems occur, possible outcomes may include, but are not limited to:

1. Setting dates for completion of incomplete work
2. Repeating course(s)
3. Tutoring
4. Reducing credit hours
5. Probationary status
6. Recommendation for counseling
7. Recommending a different academic program
8. Termination from the Program
9. Leave of Absence

Dismissal From the Program

Students may be dismissed from the MSW program for academic or non-academic reasons. Academic dismissal is contingent upon the inability to demonstrate satisfactory academic progress. Efforts to address academic problems are outlined in the Graduate Catalog.

Non-Academic Dismissal

All students enrolled at Chicago State University are expected to abide by the standards of conduct set forth by the University. In addition, students seeking graduate degrees in the Department of Social Work are expected to abide by the NASW Code of Ethics. A student may be considered for non-academic dismissal for failure to comply with the NASW Code of Ethics. Non-academic dismissal may be considered for the following reasons:

- The commission of acts that render the student ineligible for licensure as a professional social worker by the Illinois Department of Professional Regulation (For example, felony convictions that are not waived by IDPR or sexual harassment offenses).

- A pattern of behavior in the field internship that indicates that the student is unable to meet the expectations of professional social work practice. Examples include:
Racial, Sexual Harassment or demonstration of inability to monitor, moderate and/or suspend personal bias in provision of services or in interactions with students, faculty, staff, and practicum clients.
- The inability to engage clients in helping relationships or the inability to maintain the helping relationship.
- The inability to secure or maintain a field placement.
- An inability to follow agency policy and procedures.
- An inability to utilize professional judgment regarding professional boundaries with colleagues and clients.
- An inability to exercise the professional objectivity required to support client self-determination or to maintain non-judgmental professional behavior.
- A pattern of conduct in the classroom or field agency that reflects emotional instability (for example, inappropriate or disruptive behavior toward staff, faculty, colleagues, or clients).
- Threatens to harm himself/herself or others.
- Commission of a criminal act that compromises the values of the profession or Code of Ethics prior to or after admission to the MSW Program.
- Does not honestly present one's background, experiences, qualifications.

Students identified as in jeopardy of dismissal may be referred to the Chair by a faculty member, advisor, field instructor, law enforcement officer, self-referred or in some cases by another student.

All efforts will be made to remediate academic difficulties whenever possible. Ethical violations may or may not lend themselves to remediation. Serious violations of the professional Code of Ethics may result in dismissal from the programs. Physical and/or mental incapacity that renders a student unable to meet the demands of a relationship-oriented profession may result in dismissal (notwithstanding ADA compliance).

Procedures For Review of Non-Academic Dismissal

When the Chair of the Department of Social Work becomes aware of circumstances or a pattern of behavior that may warrant consideration for non-academic dismissal s/he will:

- a) Notify the student in writing.
- b) Establish a Review Committee comprised of a faculty member in the Department of Social Work, the student's advisor and an additional faculty person selected by the student, and if appropriate, a representative from the Abilities Office.
- c) The student may request that the Student Ombudsman participate in the review.
- d) The Chair will obtain any written documentation (remediation plans, field evaluations, correspondence, etc.) that pertains to the identified problem.
- e) The student may choose to provide releases of information that may address identified disabilities that may shed light on the identified problem. The student has the right to withhold the release of this information. The University has the right to dismiss a student

where serious questions regarding the student's competence to practice as a professional social worker could only be resolved by external evaluation (e.g., a psychiatric evaluation).

- f) A hearing will be held within 30 days of the written notice. The hearing notice will include all parties requested by the Department and by the student to be in attendance.
- g) The committee will provide the Chair with a written determination and/or recommendations for appropriate action.
- h) The Chair will notify the student of the decision within 14 days.

Decisions regarding dismissal of a student are taken very seriously. Any and all efforts to advise students early and throughout their academic career are designed to mitigate the decision to dismiss a student. We view our strengths perspective as applicable to students and are committed to the individualized support of students while maintaining the best interest of the program and the profession.

Any decision to dismiss may be appealed. Generally, the grounds for appeal are:

- 1. The existence or revelation of new information from the student, not previously reviewed by the Academic Review Committee when it reached its decision.
- 2. Failure of the Academic Review Committee to follow due process, i.e., notice of timely hearing and decision.
- 3. Failure of written notice of decision.

STUDENT EVALUATION OF FACULTY PERFORMANCE

Student evaluations of faculty teaching and course organization are a significant factor in the professional appraisal of faculty performance for purposes of reappointment, promotion, and tenure. In addition to aiding individual faculty in reviewing and improving classroom teaching, these evaluations have a direct bearing on faculty retention.

Evaluations are formally done at the end of the semester. At the end of each semester there is a systematic evaluation of instructors to identify strengths and areas for improvement.

To assure a full opportunity for all students to evaluate, the procedures guarantee anonymity. The evaluation is available on-line and the evaluation outcomes are available to the professor.

STUDENT GOVERNMENT AND COMMITTEE PARTICIPATION

Students are able to contribute to the ongoing life of the school through active participation in learning opportunities in class and field, student organizations, student and/or faculty committees. The Department of Social Work encourages student participation in the Student Senate, student ad hoc and task force committees, but more particularly in the GSA (Graduate Student Association). Students are encouraged to participate in the department planning for scheduling, curriculum, and faculty search activities. Volunteers are solicited at the Fall All Student Meeting through the Department through the Graduate Student Association.

CURRICULUM COMMITTEE:	<i>Reviews all matters pertaining to the curriculum of the master's degree program.</i>
FACULTY SEARCH COMMITTEE:	<i>Participation in search for tenure track positions.</i>
ASSESSMENT COMMITTEE:	<i>Reviews assessment protocols for effectiveness, Reviews Data collected and its implications for the program, Makes recommendations to Department Chair.</i>

STUDENT GOVERNMENT AND FACULTY COMMITTEE INFORMATION

The Chicago State Student Senate

- MSW Graduate Student Association

Committees with Student and Faculty Membership

- MSW Curriculum Committee
- MSW Search Committee
- MSW Assessment Committee

MSW CURRICULUM AND COURSE LIST

Overview

The Master of Social Work program, accredited by the Council of Social Work Education (CSWE) to use Competency-based education to apply social work knowledge, values, skills and cognitive and affective process to practice in a culturally responsive purposeful, intentional and professional manner to promote human and community well-being as specified by CSWE. The Handbook appraises students of the most current information about the program; however, the program is continually evolving. Every effort is made to keep students informed of changes.

A copy of the MSW Self-Study prepared for CSWE is available for student review in the Department office.

The curriculum outline that follows shows the requirements for the generalist and specialized curriculum.

Generalist Curriculum (to be taken by all students) **Credit Hours**

S WK 5410	SOC WELFARE POLICY I: SOCIAL WELFARE POLICY AND SERVICES I	3
S WK 5416	DIVERSITY/ETHICS: S WK: DIVERSITY AND ETHICS IN SOCIAL WORK	3
S WK 5420	HUM BEHAVIOR I: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I	3
S WK 5421	HUM BEHAVIOR II: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II	3
S WK 5430	INTEGRATED METHODS: SOCIAL WORK PRACTICE I - INTEGRATED METHODS	3
S WK 5431	COMMUNITY PRACTICE: SOCIAL WORK PRACTICE II - COMMUNITY PRACTICE	3
S WK 5432	FAMILY SUPPORT & DEV: FAMILY SUPPORT AND DEVELOPMENT	3
S WK 5440	S WK RSRCH METHODS: SOCIAL WORK RESEARCH METHODS I	3
S WK 5460	FIELD PRACTICUM I	3
S WK 5461	FIELD PRACTICUM II	3
Total Generalist Credits		30

Specialized Concentration Curriculum **Credit Hours**

Family Centered Direct Practice

S WK 5411	SOCIAL POLICY II: SOCIAL WELFARE POLICY AND SERVICES II - FAMILIES AND CHILDREN	3
S WK 5433	FAM-CENTRD INTERVNTN: FAMILY CENTERED INTERVENTION	3
S WK 5434	SYS INTRERV FAM/CHILD: SYSTEM INTERVENTION FOR FAMILIES AND CHILDREN	3
S WK 5441	RESEARCH METHODS II: SOCIAL WORK RESEARCH METHODS II	3
S WK 5462	FIELD PRACTICUM III	3
S WK 5463	FIELD PRACTICUM IV	3
S WK 5490	CAPSTONE SEMINAR	3
Total Specialized Concentration Credits		21

Program Planning and Administration

S WK 5411	SOCIAL POLICY II: SOCIAL WELFARE POLICY AND SERVICES II - FAMILIES AND CHILDREN	3
S WK 5451	PROGM PLAN: HUM SERV - PROGRAM PLANNING IN HUMAN SERVICES	3
S WK 5452	NOT FOR PROFIT MGMT: NOT-FOR-PROFIT MANAGEMENT	3
S WK 5441	RESEARCH METHODS II: SOCIAL WORK RESEARCH METHODS II	3
S WK 5462	FIELD PRACTICUM III	3
S WK 5463	FIELD PRACTICUM IV	3
S WK 5490	CAPSTONE SEMINAR	3

Total Specialized Concentration Credits 21

School Social Work

S WK 5411	SOCIAL POLICY II: SOCIAL WELFARE POLICY AND SERVICES II - FAMILIES AND CHILDREN	3
S WK 5471	SCH S WK PRAC I: SCHOOL SOCIAL WORK PRACTICE I	3
S WK 5472	SCH S WK PRAC II: SCHOOL SOCIAL WORK PRACTICE II	3
S WK 5441	RESEARCH METHODS II: SOCIAL WORK RESEARCH METHODS II	3
S WK 5462	FIELD PRACTICUM III	3
S WK 5463	FIELD PRACTICUM IV	3
S WK 5490	CAPSTONE SEMINAR	3

Total Specialized Concentration Credits 21

<i>Electives – 9 Credit Hours Required</i>	9
Total Hours Required	60

THE MSW PROGRAM RESERVES THE RIGHT TO INTRODUCE REQUIREMENTS FOR THE DEGREE DIFFERENT FROM THOSE LISTED IN THE HANDBOOK IF, IN THE JUDGEMENT OF ADMINISTRATION AND FACULTY, THEY ARE WARRANTED. STUDENTS FULFILL THE REQUIREMENTS IN EFFECT AT THE TIME THEY ARE ADMITTED. IF A STUDENT WITHDRAWS OR IS DISMISSED, HE/SHE MAY BE REQUIRED TO MEET THE NEW STANDARDS.

MSW DEGREE PATHWAYS

Full -Time Program

The two-year full-time Program is available for students who can devote themselves to full-time academic and field study in social work. Students complete 60 academic credits required for graduation in two years.

Part-Time Program

The Part-Time Program allows students flexibility in meeting the requirements for the M.S.W. degree in three of four years. Students are expected to register for a minimum of two courses per semester, including summer.

Specialized Advanced Standing Program – Full and Part-Time

The Specialized Advanced Program at the Chicago State University Department of Social Work is an intensive program for students who have graduated from a CSWE (Council of Social Work Education) accredited baccalaureate social work program. Applicants must have received their BSW undergraduate degree within four years prior to admission.

Applicants to the Specialized Advanced Standing Program must have an overall grade point average (GPA) of 2.85 and a GPA of 3.0 in social work. Applicants accepted into the program may be waived from courses required in the generalist year of the M.S.W. program based on an evaluation of transcripts.

Full-time specialized standing students must begin in the summer in order to complete the program in 3 semesters. Part-time specialized standing students begin in the Fall semester and complete the program in 2 years.

FIELD PRACTICUM

Description

The Field Practicum (also referred to as field work, field instruction, field education, field placement) totals 12 of 60 credit hours of a student's course work in the graduate social work curriculum and is concurrent with other specific coursework. The field work component of the MSW program is an integral part of the overall educational experience, considered to be the signature pedagogy and provides opportunities for the development, integration and application of professional knowledge, skills, values, and attitudes. The Director of Field Education makes all referrals and placements of students. Students may not arrange placements independently. Students usually are assigned to different sites for generalist and specialized practice.

Number of Clock Hours

MSW students must complete a minimum of 950 hours of field instruction, 400 hours in the first year and 550 hours in the second year during the regular business hours of the agency. Human services organizations and institutions provide a wide range of opportunities for internships. Students in the School Social Work concentration must complete a minimum of 600 in their second year.

The field practicum requirements are usually met by 2-3 days per week for 4 semesters. Students must plan to be available during the day as evening and weekend placements are rarely available.

Practicum Assignments at Place of Employment

If you are employed at a social service agency, placements may be arranged within the agency if the following conditions are met:

1. No academic credit is given for a students' employment
2. The practicum assignment must be completely different from job responsibilities
3. The agency administrators must agree for release time.
4. A different supervisor with a MSW and 2 years post MSW experience.
5. The work assignment must reflect the objectives of a graduate educational experience.
6. Student has been employed with agency at least 9 months prior to the start of the field placement

All Field Practicum are negotiated and arranged by the Director of Field Instruction.

Insurance

Professional Liability Insurance is provided through Chicago State University. All students will be reasonably insured against certain acts or omissions that may occur in the performance of their assigned duties in practicum. The fee to cover the cost of professional liability insurance is included in the student fee. If an agency requires proof of liability insurance coverage provided for the student by the university, the agency must complete the request form found in the appendix of this manual as well as on the website. Return the completed form to Lolita Godbold at lgodbold@csu.edu or mail to 9501 S. King Drive/SCI 11A, Chicago, IL. 60628 fax (773)995-2843.

Health insurance is required for all students enrolled at Chicago State University. The fee is payable at the time of registration.

List of Practicum Sites

A list of affiliated approved practicum sites with address and service focus is available in the Department of Social Work office and can also be found in Tevera, the program web-based field management system.

Problems in the Field

Problems in the field may be identified by the field instructor, student, or faculty field liaison. In all instances early identification of any difficulty is stressed. A remediation plan to resolve problems is coordinated by the Field liaison and/or Faculty Field Liaison committee if warranted, with notification and dialog with all parties involved.

Possible recommendations may include but are not limited to:

1. Continuing in courses and field with no changes
2. Dismissal from field
3. Continuing in field with conditions*
4. Dismissal from the program
5. Repeating the term of field practicum when a student has a field practicum grade of incomplete or Fail, or it appears that the student is not able to achieve a grade of Pass. Students who repeat field must achieve a passing grade. Two consecutive or interrupted failing grades results in automatic dismissal from the program.

*Those conditions may include, but are not limited to:

- a) Change in assignment, field instructor, and/or faculty liaison
- b) A testing period to be followed up with a progress report, by a specified date, to the Faculty Field Liaison Committee.
- c) An extension of time beyond the planned ending date of the field practicum.
- d) Change in field practicum
- e) External Professional Evaluation to better plan a suitable outcome.

The Field Review Committee, in consultation with the Director of Field may recommend replacement; however, the Director of Field Education is ultimately responsible for all replacements.

The Field Review Committee consists of the faculty field liaison, the student's advisor and the Director of Field.

The Field Practicum is graded on a stringent evaluation for "Pass" or "Fail"

SEE THE FIELD PRACTICUM MANUAL FOR ADDITIONAL POLICIES AND PROCEDURES.

REGISTRATION AND FINANCIAL AID

Records and Registration

The dates and basic procedures for registration are determined by the Registrar's Office at the University. Filing of additional forms, validation, and payment of fees are completed at the Cook Administration Building.

During or at the end of the registration process, class lists are reviewed by the Director and Dean of the College of Arts and Sciences. Adjustments may be made in order to relieve overcrowding, equalize class size, cancel classes because of insufficient registration or open new sections.

Final grades are available from the Student Records menu within the Secure Area of CSU X-Press. Final grades are posted to each student's record three (3) days following the end of the term. Midterm grades are available three (3) business days after the Registrar's submission deadline.

Course Schedule Bulletin

(See the Term Calendar or the **Course Schedule Bulletin** for specific dates.)

The Registration Process

Q. What Does Registration Involve?

1. Get your registration PIN by contacting your **Academic Advisor**.
2. Go to and log in using your CSU ID (a.k.a. your "900#") and password.
NOTE: this password is different from your Moodle or Gmail login!
3. Click **Student Menu** and "Registration Agreement". Review the Terms of Agreement.
4. Click **Term Selection** and pick the relevant term. Click "Submit."
5. Click **Add/Drop Classes** and enter your 6-digit registration advising PIN from your Advisor.
6. Scroll down to type in a five-digit course reference number (CRN), one per box, per course. When done, click **Submit Changes**.
7. Review your selections and check for accuracy. If any CRN's from your search do not appear, scroll down to view error messages and update your schedule (e.g. if a course is closed or you have a schedule conflict). Depending on the error, you may need to get in touch with your Advisor. If there are no errors, scroll to the bottom of the page and click **Complete Your Registration**. Scroll through to view charges.
*NOTE: If there are no charges, your registration was not successful. Go back to **Add/Drop Classes** and try again.*
8. **Visit the Bursar page on paying for classes.**
We also accept payment by phone: (773) 995-2470.
NOTE: Do not give anyone your CSU email password. Errors in registration transactions made using CSU X-Press are the student's responsibility.

Q. Will I See an Advisor Prior To Registration?

Except for incoming students, all students should consult with their advisor prior to registration. Incoming students receive specific registration information and instructions in the summer prior to the beginning of classes.

Q. How Much Is Tuition?

Contact the Bursar's Office at (773) 995-2470 for up-to-date information on tuition charges for the Social Work Department. The Bursar's Office is located in the Cook Administration Building. Tuition costs are also published on the Bursar's page on the CSU website www.csu.edu.

Q. How Do I Get Information About Registration?

Course schedule information on the CSU website www.csu.edu. Registration information is also available on the CSU Website; however actual web registration requires a PIN from your advisor.

Transfer, Waiver, and Prior Graduate Credits

Q. Can My Credits from Another School of Social Work Be Accepted At CSU?

Yes, up to 30 credits may be transferred if they are "B" or better. The courses must be less than 6 years old at the time of your graduation from the CSU MSW program. They must also be from a CSWE accredited graduate social work program. Transcripts and syllabi are necessary for all

courses. Please keep in mind that courses can be transferred only in the context of the program's requirements. No academic credit is given for life experience and previous work experience. Courses that are waived to avoid duplication may not reduce the number of hours to graduate. All requests for course waivers must be approved by the MSW Program Director.

Q. Does the University or Department Offer Any Financial Aid?

Yes. However, resources are primarily limited to student loans. Military scholarships may be available through the office of Veteran's Affairs (SUB 260, 773-995-2413) who administers tuition for spouses, children of MIA/POW's and 100% disabled veterans. Most financial aid requires students to have their eligibility determined through the FAFSA application process. We recommend that all students complete the FAFSA in anticipation of the possibility of a scholarship or grant.

Annually the Gladys Scott Community Scholarship Fund, Awards a scholarship on a competitive basis. Graduate assistantships and work-study opportunities are available based on funding. Information and application for Department assistance is provided to all students through the department newsletter, student meetings and class announcements.

Q. How Do I Go About Transferring My Credits?

If the courses were taken as a non-matriculant at another school of social work or graduate level program, student must request credit in writing from the Department Chair at the time of admission. Course descriptions and outlines must be included. All decisions regarding transfers are made by the Department Chair.

Q. Can Courses at The Graduate Level in Other Fields Be Acceptable for Credit at Chicago State?

Yes, up to six credits may be used to meet elective requirements, if the courses were taken in related fields in graduate level courses and not used for another degree. Final approval is made by the Department Chair. The courses must be less than 6 years old at the time of graduation from the CSU MSW program. Any graduate courses taken at another institution must have prior approval to receive credit in the MSW program. Evaluation of course credit will be made by advisors at the time of admission.

Q. I Have Worked in Social Service for Many Years. Can You Receive Credit

No. We do not give credit for work or life experience.

Smoking

Smoking is prohibited throughout the buildings on campus.

COMMUNICATION

To be sure you are up to date on school matters such as required meetings, scholarship deadlines, registration, and the like, you are encouraged to read your CSU email frequently. Important information may include:

- Notices from faculty or administrative offices
- Notices re: employment opportunities
- Field placement office notices
- Special events
- Class changes/room changes/etc.

Email

Students are encouraged to check their individual CSU assigned email frequently for student specific communications from the university and faculty.

New Student Orientation Meeting

New students are encouraged to attend the New Student Orientation meeting held the week before the academic year begins. The meeting is intended to help students to acclimate to the university and the MSW program. The agenda: a welcome to the program, introduction of the Department Chairperson, faculty and staff, presentation from Financial Aid, explanation of Academic Advisement, Course plan review, registration, academic specializations reviewed, program policies, procedures, and resources such as grading/evaluation, grievance, and field education. Additionally, the agenda addresses campus resources and website navigation. handbooks, manuals, and policies. General information such as parking, the abilities office, Bursar, CSU ID card counseling center, writing center and questions, answers and concerns are also part of the agenda.

Fall All Student Meeting

Students are encouraged to attend the Fall All Student meeting held at the start of the first semester. The fall meeting is a brief orientation and review of program policies, procedures, and resources. The agenda addresses, advisement, grades/evaluations, grievance policies, field highlights, campus resources and website navigation for information for handbooks, manuals and policies. General information and questions, answers and concerns are also part of the agenda.

Spring All Student Meeting

Students are encouraged to attend the Spring All Student meeting held at the start of the second semester. The agenda addresses program outcome data, Graduate Student Advisory election of officers for the ensuing academic year, professional organizations information(NASW, ABSW, LASSO, IASSW etc), licensure information and updates, Advocacy Day, advisement, grades/evaluation, grievance policies, field highlights, campus resources and website navigation for information for handbooks, manuals and policies. General information and questions, answers and concerns are also part of the agenda.

GRADUATION PROCESS

Registering for Graduation

Graduation application deadlines are posted online on the Registrars page under the graduation tab. <https://www.csu.edu/registrar/graduation.htm> If you have any questions about the deadlines, you can contact the Graduate School (Ext. 2404). Students will not graduate from Chicago State University with less than a 3.00 GPA in the 60-hour MSW program. Students must earn a minimum grade of “B” in the Capstone Seminar (SWK 490) to graduate.

If you would like to participate in Commencement, please see our [Commencement page here](https://www.csu.edu/commencement/) <https://www.csu.edu/commencement/>

If you would like to get a head start on applying to graduate for the next term:

- Meet with your Faculty and/or Professional Advisor to discuss graduation. They can help review your academic records to confirm degree requirements or provide next steps if any course substitutions are needed.
- There is a \$50 graduation application fee that will be assessed to your account when you submit your graduation application. You can stop by the Cashier's Office to pay this fee any time or call by phone: **(773) 995-2029**.
 - * Important note: students who apply for graduation may also **participate in the Commencement ceremony**. **There is a separate fee to participate in Commencement.**
- Diplomas are available approximately 3 months (12 weeks) following the semester you graduated. Students will be notified via their CSU email when diplomas are shipped. Please make sure that your contact information with the University is up to date. You can check this via **CSU X-Press**.

Finally, participation in the graduation ceremony does not constitute graduation.

EXIT SURVEYS

Students will be asked to complete the Department of Social Work Exit Survey at the end of the program via Survey Monkey. All responses are confidential. The information is sought to assist the Director and Faculty to assess student satisfaction and student learning and to consider suggestions for program modification.

FINAL PROJECT/PAPER

All students must successfully complete an in-depth integrative professional research paper or project as part of the Capstone Seminar. A Poster presentation to faculty, Advisory Board members, and other social work or related professionals is required.

The final paper or project must be completed with a “B” or better. SWK 5490 requires a minimum grade of “B” for graduation.

CAREER DEVELOPMENT SERVICES

Career Development Office <https://www.csu.edu/careerdevelopment> is located in the Cordell Reed Student Union Building Room 230 and offers the following services:

Services Provided

- Career Counseling
- Interview Preparation
- Job & Internship Search Assistance
- Professional Skill Development
- Resume/Cover Letter/LinkedIn Reviews
- Much More!

To schedule career counseling or interview preparation appointment, email careerdevelopment@csu.edu.

Office Hours

Monday, Tuesday, Thursday: 8:30am to 4:30pm

Wednesday: 10:00am to 6pm

We will be operating remotely on Fridays from 9am to 5pm, until further notice.

Additional Professional Development Resources

Students are encouraged to become members of Professional Organizations:

The National Association of Social Workers-Illinois Chapter, <https://www.naswil.org/>

The Chicago Association of Black Social Workers, <https://www.nabsw.org/page/ChicagoABSW>

The Illinois Association of School Social Workers, <https://iassw.org>

For information on Illinois licensure, contact the Department of Professional and Financial Regulations (Social Work Examining and Disciplinary Board). (See Appendix).

Presentations by local NASW staff are offered at the January All Student Meeting.

STUDENT SUPPORTS SERVICES

Services for Students Who Are Other Abled

The Abilities Office <https://www.csu.edu/dosa/diversity/abilities> provides **services** and accommodations for qualified students with verified disabilities in accordance with provisions of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) as amended. Accommodations are not retroactive. Once a student meets and establishes accommodations with the Abilities Office, accommodations will be applicable moving forward from the time Accommodation Letters are provided to professors. Accommodations are unable to be applied to issues prior to the establishment of accommodations in the current academic term.

Contact

Nicole Mathews

Assistant Director of Abilities Services

Cordell Reed Student Union Building (CRSUB), Room 190

Phone: (773) 995-2380 (773) 995-3761 (TTY)

Fax: (773) 995-3563

Email: abilities@csu.edu

Office Hours: Monday-Thursday 9am to 6pm Friday 9am-1pm

Library

Located in the Gwendolyn Brooks Library, a collection of books, periodicals, and videos support the curriculum of the Department. Open to all CSU students and alumni with valid identification, it provides loan services, and bibliographic assistance. It is open seven days a week during the Fall and Spring semester. During intercessions and in summer, the hours of service are reduced. You may call 773-995-2000 for hours of operation or assistance from the Reference Librarian.

<https://library.csu.edu/home>

Computer labs are available in the library for student use

APPENDIX 1
Office Directory

CSU Web Address

www.csu.edu

Dean for the College of Arts and Sciences

Mark Smith

Harold Washington Hall (HWH) Room 330

(773) 995-3788

msmith23@csu.edu

Department of Social Work

Williams Science Center (WSC) Room 116A

Phone: (773) 995-2207

mswdept@csu.edu

Gwendolyn Brooks Library

Phone: (773) 995-2235

Text: (773) 362-4409

Fax: (773) 995-3772

ask@csu.libanswers.com

Bursar

Cook Administration Building (ADM) Room 212

Phone: (773) 995-2470

bursar@csu.edu

Office of Student Financial Aid

Cook Administration Building (ADM) Room 207

Phone: (773) 995-2304

Fax: (773) 995-3574

Toll Free: (877) 278-8898

csu-finaid@csu.edu

Registrar

(773) 995-2517

Cook ADM, Rm 128

csu-registrar@csu.edu

CSU Bookstore

<https://www.csu.edu/dosa/booksandgear/index.htm>

APPENDIX 2

Students Rights & Responsibilities

Specific Rights and Responsibilities

Specific student rights and responsibilities within the Program parallel those of the University as a whole. These rights and responsibilities are enumerated in several University documents pertaining to student conduct, student organizations, etc. The MSW Program's statements about student rights, privileges and responsibilities are predicated upon the following:

- That freedom of inquiry and freedom of expression are indispensable elements of academic life.
- That a thoughtful and reasoned search for truth can be conducted only in an atmosphere free of coercion and intimidation.
- That respect for the rights of others is essential.
- That tolerance for differing opinions is a fundamental requirement of the open forum.
- That adaptation and change are necessary processes for preserving and renewing an institution and that neither violence nor the threat of violence has any place within the learning environment.

Specific student rights and responsibilities emanating from these philosophical tenets include the following:

Right: *Every aspect of the MSW educational program shall be free from discrimination because of race, religion, color, national origin, marital status, age, gender, affection preference, social or economic status political beliefs, physical or mental status..*

Responsibility: *It is the responsibility of all members of the academic community to ensure that discrimination is not present in the university community. Students with concern of discrimination or harassment should consult with the Director of MSW Program and/or other officials of Chicago State University, including the Dean of the College of Liberal Arts & Sciences, Director of the Abilities Office, Dean of Students and/or the Equal Opportunity Director.*

Right: *All members of the MSW Program community should be free to participate in the governance of the program. Students should be represented on specified committees and, whether or not represented on a given committee, have the right to expect that recommendations they submit will have an adequate hearing and that there will be a response to these recommendations within a reasonable period of time.*

Responsibility: *It is the responsibility of all members of the MSW Program community, including students, to utilize existing channels of participation, communication and appeal to involve themselves in and express their opinions of decisions made in the governance process. Actions which disrupt the normal operations of the Program and/or University will place individuals in violation of university rules and/or Civil codes and subject them to all resultant penalties.*

Right: *Students individually and collectively have the freedom to examine and discuss all questions of interest to them and to express their opinions publicly or privately on these issues. Students have right to support causes by orderly means.*

Responsibility: Students have the responsibility to refrain from illegal expressions of opinions as well as expressions which substantially or materially disrupt the activities of the Program, or University, or with the rights of others.

Right: Students are free to demonstrate for or protest against any issue of importance to them

Responsibility: The freedom to demonstrate or protest carries within the responsibility to ensure that the freedom of non-protestors is protected. Students may not claim to represent the CSU MSW program unless authorization has been obtained supporting the activity.

Right: Students have the right to be protected from improper disclosure of information pertaining to academic records, evaluations of others, and personal comments made in confidence.

Responsibility: Information about students will be released only to persons who have a legitimate “need to know” as defined by the Family Educational rights and Privacy Act as amended, or by other University or Program policies.

Right: Students have a right to express their thoughts and positions on all issues pertaining to curricular material presented in the classroom. There should be freedom to express opposing views on all subjects by all individuals.

Responsibility: It is the responsibility of all participants in the classroom to present their thoughts in a clear, logical, and coherent manner. Evidence should be presented to support controversial statements. Students have the responsibility to recognize that the University and Program do not provide exemption for statements held to be libelous or slanderous. It is furthermore the responsibility of students to refrain from conduct which materially disrupts class work or involves substantial disorder or invasion of the right of others or is in violation of the NASW Code of Ethics.

Right: All members of the Program community, including students, should be free to present proposals for curricular revision and to be included in discussions regarding proposals and be informed of the rationale for decisions.

Responsibility: Students have a responsibility to recognize that curricular decisions involve the entire University. Students must be willing to accept decisions reached after careful review of all proposals.

Right: Students should be free to affiliate and organize for educational, political, social, religious, and cultural purposes. Student associations should be free to voice their position on issues while avoiding substantial disruption of normal University activity in the process.

Responsibility: Student organizations have a responsibility to protect the rights of individuals who do not desire to affiliate or sympathize with their position. Members of organizations should be responsible for their actions as individuals.

Right: Student organizations should be free to invite speakers to present material on any topic of interest to students. There should be freedom to use the facilities of the Program and University and scheduling of these facilities should not be used as a selective deterrent for excluding controversial speakers.

Responsibility: *Students and student organizations have a responsibility to recognize that the presentation of a balanced program of speakers and topics is essential for a true and exhaustive analysis of critical issues. The opportunity to hear opposing premises is vital if an informed student body is to result. Students are not however required to shoulder the burden of “balance” alone.*

Right: *Students have a right to be free from the restrictions of the University and Program when they are off-campus. Codes of conduct for the program and University do not extend beyond the boundaries of the campus except where the name of the Program, University, or campus is authorized in an activity of a group of students. Note that practicum placements are to be “on-campus” as they are required program experiences.*

Responsibility: *Individuals must be responsible for their own actions off-campus without expecting University or Program assistance. It is the responsibility of student to divorce membership in the Program or University by the Program or University. Behaviors in “off campus” practica are held to the same standard as a classroom on campus.*

Right: *No student shall be expelled from or refused admission as a student for the reason that he/she is unable, because of religious beliefs, to attend classes or participate in any examination, study or work requirements on a particular day or days.*

Responsibility: *Students must inform the instructor in writing that he/she cannot attend class or field because of religious practice at the beginning of the term so that alternative arrangements can be made. Make-up will be equivalent to in-class and field time.*

APPENDIX 3
Diversity and Equal Employment Opportunity Policy Statement

Chicago State University supports the principles of equal opportunity and diversity in employment and education. The University seeks to ensure that no person will encounter discrimination in employment or education on the basis of age, color, disability, sex, national origin, race, religion, sexual orientation, or veteran's status. This policy is applicable to both the employment practices and administration of programs and activities within the University. It is the policy of the University that no person shall be excluded from the participation in, be denied the benefits of, or in any way be subject to discrimination in any program or activity at the University.

Chicago State University applies this commitment to all employment and educational practices, including but not limited to, recruitment of staff and students, admissions, hiring and training procedures, advancement and retention policies, and curriculum/course materials. More specifically, Chicago State University is committed to diversification of all its internal divisions by race and gender. This commitment stems not only from legal and moral considerations, but also from a conviction that an institution of higher learning is enriched by the presence of diversity and that narrow cultural biases serve to limit rather than enhance the teaching, research, and service functions which are the hallmarks of Chicago State Universities mission.

Compliance with this Diversity and Equal Employment Opportunity Policy is the responsibility of all administrators and others whose duties are related to any personnel decisions regarding employees and students. Further, it is Chicago State Universities obligation to fully participate in the implementation of all applicable federal, state, and local laws dealing with nondiscrimination.

Chicago State University, in its dedication to equal opportunity and non-discrimination, has assigned overall responsibility for related monitoring and reporting procedures to the Equal Employment Opportunity Office. It is the mission of the Equal Employment Opportunity Office to eliminate discrimination in the workplace through:

1. the promotion of equal opportunity in employment through compliance with the federal, state, and local civil rights employment laws,
2. education and outreach, and
3. the fair and voluntary resolution of disputes. Established procedures are in place which allow complaints of alleged discrimination to be investigated and resolved. Any questions or concerns may be addressed to the Equal Employment Opportunity Office at (773) 995-2462, Cook Administration Building , Room 318.

APPENDIX 4

Chicago State University Sexual Harassment Policy

It is the policy of Chicago State University that the sexual harassment of one member of the academic community by another will not be tolerated. This policy applies to all members of the campus community: students, employees, and visitors. It applies to incidents which occur on University property, as well as off campus functions sponsored or supervised by the University. One of Chicago State University's goals is to foster an open learning and working environment free from sexual harassment and from the fear that it may occur.

Harassment on the basis of sex is a violation of Title VII of the Civil Rights Act of 1964, and the State of Illinois Human Rights Act. Sexual harassment has been defined as:

"unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

There are two categories of behaviors which may constitute sexual harassment. "quid pro quo" refers to situations in which a tangible benefit (a grade, a job, a promotion) is contingent upon the performance of sexual favors. This occurs in situations of unequal power such as supervisor/subordinate in the workplace or faculty/student in the classroom. The second category, "hostile environment," refers to patterns of behavior or incidents (including verbal, non-verbal, physical, or other) which may seem harmless as individual events, but which may be considered intimidating, hostile, or offensive when taken together.

Intimate relationships between faculty and students, as well as between supervisors and subordinates raise serious professional concerns. When one party has power over the other, the relationship is inherently unequal. The faculty member or supervisor cannot be certain that the relationship is truly welcome or consensual. If the relationship deteriorates, possible allegations of "quid pro quo" harassment may arise. Furthermore, others who perceive preferential treatment between the parties to the relationship may feel themselves in an offensive environment.

All University employees in a supervisory role have the duty to report to the Equal Employment Opportunity (EEO) Office any alleged sexual harassment and/or behavior that creates a hostile environment, as soon as they become aware of the allegation, even in the absence of a complaint.

To report sexual harassment contact the:

Equal Employment Opportunity Office

Administration Building - Room 318

Phone: (773) 995-2462

APPENDIX 5
NASW Code of Ethics
(National Association of Social Workers)

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and

deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: *Social workers challenge social injustice.*

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

Value: Competence

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

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice

settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

1. Social Workers' Ethical Responsibilities to Clients 1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

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

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business.
Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social

workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose ; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients' circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones, and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (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.
- (f) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals

in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individual's attributes such as race, ethnicity, national origin, color,

sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.07 Sexual Relationships

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

2.10 Incompetence of Colleagues

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

2.11 Unethical Conduct of Colleagues

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and 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.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

- (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- (b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of, and the contributions made by others.

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

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers

should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

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

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate ; without undue inducement to participate; and with due regard for participants' well- being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be

taken to ensure confidentiality, and when any records containing research data will be destroyed.

- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity,

national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

APPENDIX 6

Course Descriptions

The Department of Social Work offers a 60-credit-hour Master of Social Work (M.S.W.) degree program on a full-time (two academic years) or part-time (three years) basis. The course requirements for the two-year and three-year programs of study are set forth below. These models are subject to revision.

Full Time Sample Program Models

First Semester (Fall) 15 hours

SWK 5410: SOC WELFARE POLICY I: SOCIAL WELFARE POLICY AND SERVICES I
SWK 5416: DIVERSTY/ETHICS: S WK: DIVERSITY AND ETHICS IN SOCIAL WORK
SWK 5420: HUM BEHAVIOR I: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I
SWK 5430: INTEGRATED METHODS: SOCIAL WORK PRACTICE I - INTEGRATED METHODS
SWK 5460: FIELD PRACTICUM I

Second Semester (Spring) 15 hours

SWK 5421: HUM BEHAVIOR II: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II
SWK 5431: COMMUNITY PRACTICE: SOCIAL WORK PRACTICE II - COMMUNITY PRACTICE
SWK 5432: FAMILY SUPPORT & DEV: FAMILY SUPPORT AND DEVELOPMENT
SWK 5440: S WK RSRCH METHODS: SOCIAL WORK RESEARCH METHODS I
SWK 5461: FIELD PRACTICUM II

(Summer) 9 hours

SWK 5411: SOCIAL POLICY II: SOCIAL WELFARE POLICY AND SERVICES II - FAMILIES AND CHILDREN
Elective: 1
Elective: 2

Third (Fall) 12 hours

SWK 5441: RESEARCH METHODS II: SOCIAL WORK RESEARCH METHODS II
SWK 5462: FIELD PRACTICUM III
(Choice of 1)
SWK 5433: FAM-CENTRD INTERVNTN: FAMILY CENTERED INTERVENTION
SWK 5451: PROGM PLAN: HUM SERV - PROGRAM PLANNING IN HUMAN SERVICES
SWK 5471: SCH S WK PRAC I: SCHOOL SOCIAL WORK PRACTICE I
Elective: 3

Fourth Semester (Spring) 9 hours

SWK 5463: FIELD PRACTICUM IV
SWK 5490: CAPSTONE SEMINAR
(Choice of 1)
SWK 5434: SYS INTRERV FAM/CHILD: SYSTEM INTERVENTION FOR FAMILIES AND CHILDREN
SWK 5452: NOT FOR PROFIT MGMT: NOT-FOR-PROFIT MANAGEMENT
SWK 5472: SCH S WK PRAC II: SCHOOL SOCIAL WORK PRACTICE II

Total 60 hours

Part Time Sample Program Models

First Semester (Fall) 6 hours

SWK 5410: SOC WELFARE POLICY I: SOCIAL WELFARE POLICY AND SERVICES I

SWK 5420: HUM BEHAVIOR I: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

Second Semester (Spring) 6 hours

SWK 5421: HUM BEHAVIOR II: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

SWK 5431: COMMUNITY PRACTICE: SOCIAL WORK PRACTICE II - COMMUNITY PRACTICE

(Summer) 6 hours

SWK 5411: SOCIAL POLICY II: SOCIAL WELFARE POLICY AND SERVICES II - FAMILIES AND CHILDREN

Elective: 1

Third Semester (Fall) 9 hours

SWK 5416: DIVERSITY/ETHICS: SOCIAL WORK: DIVERSITY AND ETHICS IN SOCIAL WORK

SWK 5430: INTEGRATED METHODS: SOCIAL WORK PRACTICE I - INTEGRATED METHODS

SWK 5460: FIELD PRACTICUM I

Fourth Semester (Spring) 9 hours

SWK 5432: FAMILY SUPPORT & DEV: FAMILY SUPPORT AND DEVELOPMENT

SWK 5440: SOCIAL WORK RESEARCH METHODS: SOCIAL WORK RESEARCH METHODS I

SWK 5461: FIELD PRACTICUM II

(Summer) 6 hours Electives: 2

Fifth Semester (Fall) 9 hours

SWK 5462: FIELD PRACTICUM III

SWK 5433: FAMILY-CENTERED INTERVENTION: FAMILY CENTERED INTERVENTION

(Choice of 1)

SWK 5441: RESEARCH METHODS II: SOCIAL WORK RESEARCH METHODS II

SWK 5451: PROGRAM PLAN: HUMAN SERVICES - PROGRAM PLANNING IN HUMAN SERVICES

SWK 5471: SCHOOL SOCIAL WORK PRACTICE I: SCHOOL SOCIAL WORK PRACTICE I

Sixth Semester (Spring) 9 hours

SWK 5463: FIELD PRACTICUM IV

SWK 5490: CAPSTONE SEMINAR

(Choice of 1)

SWK 5434: SYSTEM INTERVENTION FOR FAMILIES AND CHILDREN: SYSTEM INTERVENTION FOR FAMILIES AND CHILDREN

SWK 5452: NOT-FOR-PROFIT MANAGEMENT: NOT-FOR-PROFIT MANAGEMENT

SWK 5472: SCHOOL SOCIAL WORK PRACTICE II: SCHOOL SOCIAL WORK PRACTICE II

Total 60 hours

MSW Course Descriptions

SWK 5410 SOC WELFARE POLICY I: SOCIAL WELFARE POLICY AND SERVICES I

Historical/philosophical analysis of social policy and the role of the social work professional in its development. National and international policy legislation will be evaluated within the context of economic, political, and social justice.

SWK 5411 SOCIAL POLICY II: SOCIAL WELFARE POLICY AND SERVICES II - FAMILIES AND CHILDREN

An examination of the historical and contemporary impact of major public policies and programs affecting the welfare of children and families. Exploration of local, national and international issues.

SWK 5416 DIVERSITY/ETHICS: SWK: DIVERSITY AND ETHICS IN SOCIAL WORK

The history and contemporary life experiences of marginalized and oppressed people. Both theoretical knowledge and experiential awareness of prejudice and discrimination are needed for ethical and culturally competent practice.

SWK 5420 HUM BEHAVIOR I: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

Theory and empirical data that are inclusive of populations at-risk used in a life cycle approach to the study of the behavior of individuals and families and the impact of the environment on development.

SWK 5421 HUM BEHAVIOR II: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

Mastery of the developmental and diagnostic issues in deviant or abnormal functioning of individuals, families and communities. Assessment strategies and diagnostic tools (e.g., DSM-IV) within the context of race, gender, class, and sexual orientation are used to better understand the diversity in human behavior.

SWK 5430 INTEGRATED METHODS: SOCIAL WORK PRACTICE I - INTEGRATED METHODS

Examination of the social work profession and its value and ethics. Emphasis on the theories and methods of intervention which address behavioral, emotional, and situational problems of diverse families and children.

SWK 5431 COMMUNITY PRACTICE: SOCIAL WORK PRACTICE II - COMMUNITY PRACTICE

Professional social work practice in urban communities. Analysis of the structure, function and policies of social agencies and other community institutions; strategies to facilitate change. Development of community resources to support diverse families.

SWK 5432 FAMILY SUPPORT & DEV: FAMILY SUPPORT AND DEVELOPMENT

Focus on understanding diverse family structures, strengths, limitations and threats to family development. Emphasis on mastery of family treatment models that address stressors disruptive of normal family functioning.

SWK 5433 FAM-CENTRD INTERVNTN: FAMILY CENTERED INTERVENTION

Focus on problematic family functioning and skills for resolution and change. Emphasis on multi-system interventions that include culturally sensitive therapeutic models.

SWK 5434 SYS INTRERV FAM/CHILD: SYSTEM INTERVENTION FOR FAMILIES AND CHILDREN

Emphasis on assertive interventions and services to safeguard the welfare and development of children separated or in jeopardy of temporary or permanent separation from family. Develop advocacy skills to empower children and parents to access and cope with the institutions that serve them.

SWK 5440 S WK RSRCH METHODS: SOCIAL WORK RESEARCH METHODS I

Introduction to qualitative research methods pertinent to social work. Emphasis on research design options, ethics, sampling and data collection. Analysis of past and current social work research.

SWK 5441 RESEARCH METHODS II: SOCIAL WORK RESEARCH METHODS II

Specialized study of qualitative and quantitative research methods and data analysis pertinent to social work. Emphasis on survey design, statistical analysis, ethnographical research, grounded theory, focus group strategies and research interviewing techniques.

SWK 5451 PROGM PLAN: HUM SERV - PROGRAM PLANNING IN HUMAN SERVICES

Planning theory and processes including problem analysis, program design, assessment, and evaluation. Proposal and grant writing, funding strategies and evaluation technologies are included.

SWK 5452 NOT FOR PROFIT MGMT: NOT-FOR-PROFIT MANAGEMENT

Knowledge, values, and skills utilized in administration of human service. Emphasis on managed care, administrative roles, and processes.

SWK 5453 PROGRESSIVE SOC WORK: PROGRESSIVE SOCIAL WORK PRACTICE

Progressive, critical/structural frameworks utilized to guide practice, focusing on interfacing levels of oppression, facilitating empowerment, and incorporating social justice issues.

SWK 5460 FIELD PRACTICUM I

Supervised field placements of 200 clock hours in community-based settings; in addition to an integrative seminar that meets 5 times per semester.

SWK 5461 FIELD PRACTICUM II

Supervised field placements of 200 clock hours in community-based settings ; in addition to an integrative seminar that meets 5 times per semester.

SWK 5462 FIELD PRACTICUM III

Supervised field placements of 275 clock hours in community-based settings; in addition to an integrative seminar that meets 5 times per semester. School Social Work students complete 300 clock hours.

SWK 5463 FIELD PRACTICUM IV

Supervised field placements of 275 clock hours in community-based settings; in addition to an integrative seminar that meets 5 times per semester. School Social Work students complete 300 clock hours.

SWK 5471 SCH S WK PRAC I: SCHOOL SOCIAL WORK PRACTICE I

Specialized study and preparation for social work practice within a school context with attention given to empowering vulnerable youth and their families to enhance their social, emotional developmental and academic functioning.

SWK 5472 SCH S WK PRAC II: SCHOOL SOCIAL WORK PRACTICE II

Specialized study and preparation for social work practice within a school context with attention given to the development, and implementation of collaborative and consultative relationships within the school and community context.

SWK 5480 CHILDREN & THE LAW: CHILDREN AND THE LAW

The law, the judicial system, and the influence of racial, ethnic, and economic prejudice on decisions affecting children and families. Confidentiality, court preparation and malpractice are included.

SWK 5481 SUPERVISION IN HSA: SUPERVISION IN HUMAN SERVICES ADMINISTRATION

Educational, administrative, and developmental models of supervision and the diverse roles of the supervisor/supervisee in creating and maintaining a positive organizational climate.

SWK 5482 TRAUMA IN CHILDHOOD: TRAUMA IN CHILDHOOD

Focus on children whose victimization has led to arrested or impaired psychological development. Systemic, ethnocultural factors and the roles and resources of the family will guide assessment and intervention models.

SWK 5483 SPIRITUALITY & S WK: SPIRITUALITY AND SOCIAL WORK

Exploration of the concept of spirituality and its distinctions from religion in social work practice. A framework for increasing knowledge of diverse spiritual traditions, developing of spiritually sensitive practice interventions and clarification of values will be examined.

SWK 5484 ADV PRACT CHILD/ADOL: ADVANCED PRACTICE WITH CHILDREN AND ADOLESCENTS

Focus on using relational and cognitive theory for differential assessment and intervention methods using therapeutic games, play approaches, family and community collaborations and group methods. Skills in culturally competent engagement and therapeutic interviewing will be emphasized.

SWK 5457 SOC WORK WITH GROUPS: SOCIAL WORK WITH GROUPS

Focus on concepts, values, skills, and techniques germane to the practice of social group work. Examines the history, roles, theoretical underpinnings, interventive strategies, and modes of group work practice.

SWK 5500 MINDFUL PRAC & STRESS:**MINDFULNESS PRACTICE AND STRESS REDUCTION IN THE URBAN ENVIRONMENT**

This experiential course will examine the historical development and adaptation of mindfulness practice in the United States and explore other traditional mind body practices. Related neuroscience and evidence-based practice will be presented demonstrating the efficacy of mindfulness practice in promoting health and reducing stress related health disorders, particularly among communities disproportionately impacted by stress related illness and interpersonal violence. The importance of "present moment awareness" of the intra/interpersonal dynamic as an important skill for the helping professional will be emphasized.

SWK 5490 CAPSTONE SEMINAR

An integrative seminar that reviews and critiques knowledge and experiences of the curriculum relative to preparation for professional practice. A substantive integrative paper and professional presentation will prepare students for entry into the workplace.

SWK 5495 INDEPENDNT STDY S WK: INDEPENDENT STUDY IN SOCIAL WORK

Self-directed study of social work topics with selected faculty.

APPENDIX 7

Field Placements

The Practicum is an integral part of the social work curriculum. Students complete each field practicum in a community agency under the direct supervision of a social work practitioner who has an MSW and at least two years post MSW experience. Placements are facilitated by the Director of Field Education who takes into account professional goals, employment, volunteer, and life experiences that provide the generalist for each student's individual learning and professional development.

In order to understand the ways in which social work concepts and activities impact populations, students are expected to be in placement during regular agency business hours (usually Monday through Friday from 8:00 A.M. to 5:00 P.M.) when professional social workers and administrators are most likely to be available for coordination, collaboration and supervision. Additionally, it is expected that all assignments and clock hours are completed at the practicum site (the defined practicum site may include multiple agencies and/or community home visits).

Each affiliated agency and supervising Field Instructor has been evaluated by CSU. The agency mission, scope of services, funding sources, staffing, client populations, levels of supervision, and learning opportunities are assessed. Concurrently, assessment is made of the credentials and experience of the M.S.W. professionals who elect to directly supervise student learning. The program recruits professionals who have an interest in providing educational opportunities for our students. Populations served by the agencies that are practicum sites are populations that have traditionally been considered vulnerable and oppressed such as women, ethnic minorities, the poor, children, people of color, the elderly, and persons of diverse religious and sexual orientations.

The Director of Field Education, Field Instructors, Faculty Field Liaisons, students, other campus faculty and administrators work together in the educational process. Information regarding student needs and progress will be shared among these individuals to optimize student learning.

APPENDIX 8
NABSW Code of Ethics
(National Association of Black Social Workers)

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its self-determination, and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

- *I regard as my primary obligation the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.*
- *I give precedence to this mission over my personal interest.*
- *I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.*
- *I hold myself responsible for the quality and extent of service I perform, and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.*
- *I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organizations engaged in social welfare activities.*
- *I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.*
- *I will consciously use my skills, and my whole being as an instrument for social change, with particular attention directed to the establishment of Black social institution*

APPENDIX 9
Social Work Licensing in Illinois
(Current as of August 2023)

The NASW Illinois Chapter has provided this licensure information found below. Please visit their website for the most recent information. <https://www.naswil.org/licensure-steps>

Please be aware that in Illinois, social work licensure is administered by the Illinois Department of Financial & Professional Regulation (IDFPR). All specific questions concerning licensure or a particular application for licensure need to be properly directed to IDFPR.

This section is for first-time LSW applicants.

ABOUT LICENSED SOCIAL WORKERS (LSWs)

LSWs are authorized to practice social work which includes social services to individuals, groups or communities in any one or more of the fields of social casework, social group work, a community organization for social welfare, social work research, social welfare administration or social work education. LSWs may engage in clinical social work practice, as long as it is under the direct supervision and control of a licensed clinical professional. LSWs may not create an independent private practice and engage in clinical social work. There are additional billing restrictions and fields that require an LCSW, so please consult your employer or billing entity if you have concerns.

DO I NEED TO TAKE THE ASWB EXAM?

As of January 1, 2022, the [ASWB examination is no longer required for LSW licensure in Illinois](#). Therefore, if you are looking to practice with clients in the state of Illinois, you do not need to take the ASWB exam to become an LSW.

However, if you are looking to move to another state and/or you wish to get licensed in another state in addition to Illinois, that state may require an ASWB examination in order to practice. To find out whether the state in which you are planning to practice requires an ASWB exam, you must contact the licensing board of that state. Every state will be different regarding their process and requirements.

For those seeking accommodations: For those who need special services and testing accommodations to take the ASWB exam, please see our [FAQ](#) below on how to request accommodations.

DO I NEED CEUs?

You do not need CEUs to apply for licensure. You will need to accumulate CEUs for the SECOND renewal of your license.

STEPS TO OBTAINING YOUR LSW

You will need to apply to the Illinois Department of Financial & Professional Regulation (IDFPR) which licenses and regulates all licensed professions in the state.

First: You must fulfill/obtain the following LSW licensure requirements:

1. Be of [good moral character](#).
2. A degree from a CSWE–approved graduate program of social work,
OR
A degree from a CSWE–approved undergraduate program of social work, AND
3 years of [supervised professional experience](#).

Second: Download the appropriate Licensee Application Form from the IDFPR website. [Licensed Social Worker Application](#)

Complete the application in full. We have included a comprehensive list below of sections to complete within the application. Please note these fields are subject to change in the event that IDFPR updates their application.

Application for Licensure and/or Examination:

- Part I, A | Check the box if any of the options apply to you.
- Part I, B | Profession Name: Licensed Social Worker / Profession Code: 150 / Licensure Method: Non-Examination / Fee: \$50.00
- Part I, C | Select the box that applies to you.
- Part II | Complete your contact information. Please note if any of the supporting information you will be required to provide (like college transcripts) will be different than the name you provide in this section; you will also need to include in your application proof of your name change.
- Part III | Complete sections 1–6 with your high school and college information. Skip section 7.
- Part IV | List all previous licenses you have had including related licenses and the state where you acquired the license. If you have never previously had a social work license or related license, mark this section with “N/A.”
- Part V | You must include all previous attempts and requested information in this section at this time. NASW-IL is currently advocating for this section to be removed for LSWs; however, until we receive guidance from the department, we recommend you still complete this section in full. If you have never taken the ASWB exam for the LSW, mark this section with “N/A.”
- Part VI | Answer all questions regarding your personal history.
- Part VII | Skip this section.
- Part VIII | You must answer each question in this section.
- Part IX | Sign and date the document.
- Don't forget to write your name, social security number, and “Licensed Social Worker” on the right-hand border of your application where requested.

Supporting Documents:

NOTE: All supporting documents are included within the IDFPR application.

- If your name differs on any supporting document from what you provided in Part II of the application, you must include proof of name change (marriage license, divorce, court orders, etc.).
- If you selected yes to any question in Part V of the application, include signed written statements, supporting documents, and/or certificates as requested.

CCA – Health Care Workers Charged with or Convicted of Criminal Acts

- Complete sections 1, 2, and 4.
- Check the box next to “Licensed Social Workers”
- Answer questions 1–4. If you select yes to any of these questions, you will need to provide the requested documentation.
- Sign, date, and include your e-mail address.

ED – Certification of Education

- Complete sections 1–8 (#5 = Licensed Social Worker, Code 150)
- Sign and date the form.
- Give this form to your school to complete, sign, and return to you. Then include in your application.

VE-SW Form – Verification of Employment/Experience (Only complete this form if your highest social work degree is a BSW.)

- Complete sections 1–10 (#5 = Licensed Social Worker, Code 150)
- Have your supervisor complete the rest of the document, sign it, and return it to you to include with your application. If you had more than one job during your 3 years of supervised work, you will need to get a signed form from each job.

CT Form – Certification by Licensing Agency/Board (Only complete this form if you have a license in social work in another state and wish to transfer it)

Finally, submit your forms to IDFPR:

Once you have completed the application and forms with ALL supplementary documentation and have the application fee*, mail everything to IDFPR (see mailing address in application). IDFPR should notify you within 4 to 6 weeks if your application is accepted. Processing times may vary greatly with the department. If you want to find out the status of an application, the best way to check is to contact IDFPR about the status of your application. Additionally, you can go to the IDFPR website and use the License Look Up feature. After selecting “Social Worker” for License Type, type in your first and last name. If you are licensed, you should see your name with your license number.

**Announced in April 2022, Governor Pritzker granted a one-time fee waiver for the IDFPR application/renewal applications received between July 1, 2023, through June 30, 2024. However, if you are an applicant with the means to pay for the application fee (currently \$50.00), the NASW-Illinois Chapter does not recommend waiting to apply for licensure after July 1, 2023, to receive the fee waiver; applicants who apply now and do not use the waiver will still be able*

to waive the fee for 2023 renewal instead. Read more [here](#). Please note the fee waiver applies only to the IDFPR application/renewal application fees, not the ASWB exam costs.

PERSONS WISHING TO OBTAIN A LICENSE AS AN LCSW

This section is for applicants who have not been licensed as an LCSW in Illinois before (or in another state) nor taken and passed the ASWB Clinical exam.

ABOUT LICENSED CLINICAL SOCIAL WORKERS (LCSWs)

LCSWs are authorized to independently practice clinical social work in Illinois under the auspices of an employer or in private practice.

DO I NEED CEUs?

You do not need CEUs to apply for the LCSW. You will need to accumulate CEUs for the SECOND renewal of your license.

STEPS TO OBTAINING YOUR LCSW

You will need to apply to the Illinois Department of Financial & Professional Regulation (IDFPR) which licenses and regulates all licensed professions in the state.

Step One: Fulfill the Requisites

To become an LCSW in Illinois, you must first fulfill/obtain the following LCSW licensure requirements:

1. You must be of [good moral character](#), and
2. You must obtain a degree from a CSWE–approved graduate program of social work, OR a degree from a CSWE–approved doctoral program of social work.

Step Two: Earning Supervised Clinical Professional Experience

Once you have obtained a degree from a CSWE–approved graduate or doctoral program of social work, you can begin acquiring hours of supervised clinical professional experience :

- If you obtained a degree from a CSWE–approved GRADUATE program of social work, you must complete 3,000 hours of supervised clinical professional experience.
- If you obtained a degree from a CSWE–approved DOCTORAL program of social work, you must complete 2,000 hours of supervised clinical professional experience.
Of these hours, the required number of hours may be obtained in one of the following manners:
 - For full-time experience, a minimum of 30 hours per week but not more than 40 hours per week.
 - For part-time experience, a minimum of 15 hours per week but not more than 29 hours per week.

For more information about supervision for the supervisee and supervisor, including the NASW-Illinois Chapter Supervisor Registry, check out our [Supervision page](#).

Step Three: Complete LCSW Application for Licensure **Licensed Clinical Social Worker Application**

Once you have obtained the above requisites, you can apply for licensure. The application for licensure can be downloaded from the link above or from the [Illinois Department of Financial & Professional Regulation \(IDFPR\) website](#). IDFPR's Division of Professional Regulation licenses and regulates over 1 million professionals and firms in Illinois, including social work professionals.

We have included a comprehensive list below of sections to complete within the application. Please note these fields are subject to change in the event that IDFPR updates their application. See also our note further below re: a one-time waiver of the IDFPR application/renewal application fee.

Application for Licensure and/or Examination:

- Part I, A | Check the box if any of the options apply to you.
- Part I, B | Profession Name: Licensed Clinical Social Worker / Profession Code: 149/ Licensure Method: Examination / Fee: \$50.00
- Part I, C | Select the box that applies to you.
- Part II | Complete your contact information. Please note if any of the supporting information you will be required to provide (like college transcripts) will be different than the name you provide in this section; you will also need to include in your application proof of your name change.
- Part III | Complete sections 1–7 with your high school and college information.
- Part IV | List all previous licenses you have had including related licenses and the state where you acquired the license. If you have never previously had a social work license or related license, mark this section with “N/A.”
- Part V | You must include all previous attempts and requested information in this section at this time. If you have never taken the ASWB exam for the LCSW, mark this section with “N/A.”
- Part VI | Answer all questions regarding your personal history.
- Part VII | Skip this section as it is not applicable for LCSWs .
- Part VIII | You must answer each question in this section.
- Part IX | Sign and date the document.
- Don't forget to write your name, social security number, and “Licensed Clinical Social Worker” on the right-hand border of your application where requested.

Supporting Documents

NOTE: All supporting documents are included within the IDFPR application.

- If your name differs on any supporting document than what you provided in Part II of the application, you must include proof of name change (marriage license, divorce, court orders, etc.).
- If you selected yes to any question in Part V of the application, include signed written statements, supporting documents, and/or certificates as requested.

CCA – Health Care Workers Charged with or Convicted of Criminal Acts

- Complete sections 1, 2, and 4.
- Check the box next to “Licensed Social Workers”
Answer questions 1–4. If you select yes to any of these questions, you will need to provide the requested documentation.
- Sign, date, and include your e-mail address.

ED – Certification of Education

- Complete sections 1–8 (#5 = Licensed Social Worker, Code 150)
- Sign and date the form.
- Give this form to your school to complete, sign, and return to you. Then include it in your application.

VE-SW Form – Verification of Employment/Experience

- Complete sections 1–10 (#5 = Licensed Clinical Social Worker, Code 149)
- Have your supervisor complete the rest of the document, sign it, and return to you in a sealed envelope to include with your application. If you had more than one job, have every supervisor complete this form for each job totaling your required hours.
- Part II, Section D of the Supervisor section asks how many hours per week your supervisor met with you—let your supervisor know to put in at least 1 hour per week. While the state requirement is at least 4 hours per month, the question is worded as such that it may cause issues if you did all 4 hours at one time every month.

Step Four: Submit Completed Forms and Fees to IDFPR and Take the ASWB Clinical Exam

Once you have completed the IDFPR application for licensure with ALL supplementary documentation and have the applicable application fee (currently \$50.00)*, mail everything to IDFPR (see mailing address in application). IDFPR should notify you within 4 to 6 weeks if your application is accepted for pre-approval to sit for the ASWB Clinical exam).

Once you’ve received notice from IDFPR, you will need to go to the [ASWB website](#) to register and pay (currently \$260.00) for the Clinical exam.

For those seeking accommodations: For those who need special services and testing accommodations to take the ASWB exam, please see our how to request accommodations on the ASWB website.

When you pass the exam, your test results will automatically be sent to IDFPR who will complete processing your licensure application. Processing times may vary greatly with the department. If you want to find out the status of an application, the best way to check is to contact IDFPR about the status of your application. Additionally, you can go to the IDFPR website and use the License Look Up feature. After selecting “Social Worker” for License Type, type in your first and last name. If you are licensed, you should see your name with your license number.

**Announced in April 2022, Governor Pritzker granted a one-time fee waiver for the IDFPR application/renewal applications received between July 1, 2023, through June 30, 2024.*

However, if you are an applicant with the means to pay for the application fee (currently \$50.00), the NASW-Illinois Chapter does not recommend waiting to apply for licensure until after July 1, 2023, to receive the fee waiver; applicants who apply now and do not use the waiver will still be able to waive the fee for 2023 renewal instead.. Please note the fee waiver applies only to the IDFPR application/renewal application fees, not the ASWB exam costs.

Test Preparation for the ASWB Examination

For those who are interested in a course to help them prepare for the ASWB examination, the NASW-Illinois Chapter Social Work Licensure Test Review Course (formerly LSW/LCSW Review Course) is the longest running review course in the state. Highly rated by our participants, this fast-paced, 8-hour course covers the format and structure of the Association of Social Work Boards (ASWB) clinical examination as well as the most current content areas as determined by the ASWB for licensure. Participants can expect this course to be an interactive, discussion-led review of testing topics, case studies, and additional reading materials that will help you identify areas you may need to review in your knowledge base before taking the ASWB exam rather than a complete overhaul of everything learned in school. Practice questions will be reviewed to illustrate test-taking strategies and reinforce content material. Access to the NASW-IL–proprietary manual is available to course registrants only.

For a list of upcoming review course dates, check out the Illinois NASW [Licensure Review Course page](#).

DISCLAIMER ABOUT THE ASWB EXAM & OUR LICENSURE REVIEW COURSE: In light of the recent ASWB disclosures regarding disparities caused by a biased test, the NASW-Illinois Chapter has transitioned our licensure review course to a zero budgeted profit event similar to our annual Advocacy Day by reducing fees nearly in half. Additionally, if you have taken our course and are unable to pass the ASWB exam, please reach out to the chapter to work with us on an individualized plan to help you pass. These new rates and updated policies will hopefully aid applicants in passing a clearly flawed exam. Preparation courses like the NASW-Illinois Chapter Social Work Licensure Test Review Course cannot replace the fact that the ASWB test is inherently biased and discriminatory. While we will continue to offer this course as the ASWB exam is still required for licensure, it is essential to note that your test results do not reflect your knowledge and future performance as a social worker, nor do we believe that the ASWB exam should be used for such purposes. In Spring 2023, the NASW-Illinois Chapter plans to also implement a scholarship program to further reduce barriers to access to our course.

SOCIAL WORK CONTINUING EDUCATION

For more information on continuing education courses available in Illinois, see the [Continuing Education](#) section of the NASW-IL website.

Illinois social workers must complete 30 hours of continuing education (CE) during every two-year licensing period (December 1 of each odd-numbered year through November 30 of the next odd-numbered year). One CE hour equals one clock hour of instruction.

CE credit may be earned by:

For the new 2021 licensure renewal cycle starting on December 1, 2021, and ending November 30, 2023, Illinois LSWs and LCSWs will have 3 additional/amended requirements for licensure renewal as required by the Illinois Department of Financial & Professional Regulation (IDFPR).

- **NEW!** The requirement that at least 15 CEUs had to be in-person was removed. Effective July 18, 2023, you can have any combination of in-person or virtual CEUs.
- **NEW!** One-hour (minimum) of a training on implicit bias awareness. Effective January 1, 2022, with the signing of [Public Act 102-0004](#).
- A mandated reporter training with (**NEW!**) a section on implicit bias. Effective January 1, 2022, with the signing of [Public Act 102-0604](#).
- **NEW!** One-hour (minimum) of a training on the diagnosis, treatment, and care of individuals with Alzheimer's disease and other dementias. Applies to health care professionals who provide health care services to, and have direct patient interactions with, adult populations age 26 or older in the practice of their profession ONLY. Effective January 1, 2023, with the signing of [Public Act 102-0399](#).

The above requirements are in addition to pre-existing LSW/LCSW licensure renewal requirements:

1. A minimum of 30 hours of continuing education (CE) relevant to the practice of social work or clinical social work of which:
2. At least 3 of the 30 hours must include content related to the ethical practice of social work,
AND
At least 3 of the 30 hours must include content related to cultural competence in the practice of social work (Effective December 1, 2013).
3. A sexual harassment prevention training will be required for licensure renewal. There is no timed element (e.g., one hour of CEUs) to fulfill this training requirement, nor does it have to be a CEU (Effective August 6, 2021, with the signing of [Senate Bill 1079](#)) unless you are an employee of one (i.e., self-employed)—see below for more details about the sexual harassment prevention training requirement.

CE Worksheet & FAQ

Please Note: this form does not yet reflect the recent change that removes the in-person requirement for CEUs.

To help social workers better keep track of their CEs for 2021–2023 LSW/LCSW licensure renewal, the NASW-Illinois Chapter has created this CE Worksheet. Please note this worksheet is NOT an IDFPR-required document but rather a roadmap to help you fulfill all CE requirements. The requirements in this document are subject to change. Check with the [IDFPR website](#) and [NASW-IL](#) for any changes as they are announced.

>> **Download the [NASW-IL CE Worksheet for 2021–2023 LSW/LCSW Licensure Renewal & FAQ](#)**
More About the Specialty CEU Training Requirements:

Implicit Bias Awareness Training: All health care professionals must obtain at least one hour of training on implicit bias awareness. As of this printing, the department has not yet released rules for this training requirement. If (and when) such rules are written by the department, this article will be updated accordingly.

>>Check out NASW-IL [1.5-hour](#) and [3.0-hour](#) recorded trainings on implicit bias.

Mandated Reporter Training with Implicit Bias Section:

In an update to the previous mandated reporter training requirement, all LSW and LCSWs must complete a mandated reporter training that includes a section on implicit bias. There is no timed element (e.g., one hour of CEUs) to fulfill this training requirement; however, there are content-related requirements as listed in [the Act](#). The new implicit bias section shall provide tools to adjust automatic patterns of thinking and ultimately eliminate discriminatory behaviors. The training shall be provided through the Department (DCFS); an entity authorized to provide continuing education for professionals licensed through the Department of Financial and Professional Regulation (IDFPR) such as NASW-IL (check out our recorded [Interrupting Bias: A Mandated Reporter's Responsibility to Act](#) course); or an organization approved by the Department (DCFS) to provide mandated reporter training including a section on implicit bias.

A mandated reporter training with implicit bias section can be used to fulfill the implicit bias training requirement ONLY if the section on implicit bias lasts a minimum of one hour. The NASW-Illinois Chapter [Interrupting Bias: A Mandated Reporter's Responsibility to Act](#) course does not have an hour of education devoted to the topic of implicit and therefore, *does not* fulfill both requirements for a mandated reporter training with implicit bias section AND one-hour minimum on a training on implicit bias.

>>Check out NASW-IL recorded training, [Interrupting Bias: A Mandated Reporter's Responsibility to Act](#).

Alzheimer's Disease and Other Dementias Training: This requirement shall only apply to health care professionals who provide health care services to, and have direct patient interactions with, adult populations age 26 or older in the practice of their profession. This training must be at least one hour in length and fulfill content-related requirements as listed in [the Act](#). A health care professional may count this one hour for completion of this course toward meeting the minimum credit hours required for continuing education.

>>Check out NASW-IL recorded training, [Social Work with Persons Living with Dementia and Their Families: Challenges and Opportunities](#).

Sexual Harassment Prevention Training:

Did you take a sexual harassment prevention training through your Illinois employer which fulfills requirements as stated by Section 2-109 of the Illinois Human Rights Act (IHRA)?

- **If YES:** Sexual harassment prevention trainings that fulfill IHRA requirements will additionally fulfill the IDFP requirement for a sexual harassment prevention training for social work licensure renewal. This employer-provided training may: utilize the [Department of Human Rights training; be created by your employer utilizing the requirements specified in Section 2-109 of IHRA; or may utilize a provider of education that covers the required content](#) (such as NASW-IL's recorded [Sexual Harassment Prevention Training](#)). No timed element is required of the employee-provided sexual harassment prevention training, but there are still content requirements for this scenario as per Section 1130.400(c) of the [Administrative Code](#).
- **If NO:** If you are self-employed (i.e., employee of one) or live in another state but are looking to maintain your license in Illinois and as such, you are unable to obtain a sexual harassment prevention training through an Illinois employer, you will need to take a sexual harassment prevention training course spanning at least one hour in length. This training may be provided by the [Department of Human Rights or any continuing education provider](#) (such as NASW-IL's recorded [Sexual Harassment Prevention Training](#)) authorized to provide continuing education for any profession as well as other approved providers as listed in Section 1130.400(b) of the [Administrative Code](#) as long as the content complies with Section 2-109 of IHRA. NOTE: As of January 26, 2023, the NASW-Illinois Chapter is in communication with the department to try to address this discrepancy.

>>Check out NASW-IL recorded training, [Sexual Harassment Prevention Training](#).

Looking for Specialty CEU Trainings?

The NASW-Illinois Chapter is currently at work scheduling courses for the next licensure cycle. To add yourself to a waitlist to receive notification when we announce one of the specialty CEU training courses required for 2021–2023 licensure, [click here](#). You can also check with the NASW-Illinois Chapter [Events page](#) to see all upcoming chapter and recorded CEU events.

Summary of Requirements:

LSW and LCSW licensees must obtain 30 CEUs for the 2021 licensure cycle starting on December 1, 2021, and ending on November 30, 2023.. Additionally, licensees must also obtain trainings on the following topics:

- Implicit bias awareness (One hour minimum)
- Mandated reporter training with implicit bias section (No timed requirement)
- Alzheimer's disease and other dementias (One hour minimum)—applies ONLY to health care professionals who provide health care services to, and have direct patient interactions with, adult populations age 26 or older in the practice of their profession
- Sexual harassment prevention (No timed requirement unless you are unable to obtain a sexual harassment prevention training through an Illinois employer)
- Ethical practice of social work (Three hours minimum)
- Cultural competence in the practice of social work (Three hours minimum)

More About CEUs

CEs must be from a licensed provider in Illinois. The [NASW-Illinois Chapter](#) and all of our NASW Chapter affiliates as well as the [NASW Social Work Online CE Institute](#) are approved providers in Illinois. Please note that the NASW-Illinois Chapter/NASW is not the licensing board and does not

review and approve coursework and education providers for the state of Illinois. To find out if another provider is an approved CEU provider for the state of Illinois, check with IDFPR.

Training only applies to the licensure cycle in the year which they are taken (i.e., a course taken before December 1, 2021, cannot be applied toward the 2021–2023 licensure cycle).

If you accumulate more than 30 CEs in one two-year cycle, the extras do not carry over to the next period.

Keep records of your CEs on file for at least five years. You don't need to send proof of your CEUs in with your renewal form unless (1) you are applying after the deadline or (2) IDFPR requests it.

For additional information on approved continuing education, see the [Clinical Social Work and Social Work Practice Act](#), section 1470.95.

Renewal

All social work licenses expire in November of each odd-numbered year. All currently licensed social workers will receive a renewal form from IDFPR prior to the renewal date. The form must be completed and returned to IDFPR no later than November 30, along with the required renewal fee. If you do not receive a form by the end of October, contact IDFPR to obtain one. Not renewing your license, regardless of reason, will result in termination of your license.

Contacting Illinois Department of Financial and Professional Regulation:

<https://idfpr.illinois.gov/profs/socialworker.html>

All Inquiries: 1-888-473-4858

Professional Licensing: 1-800-560-6420

Chicago Office: 555 West Monroe Street 5 th Floor Chicago, Illinois 60661	Springfield Office: 320 West Washington Street 3 rd Floor Springfield, Illinois 62786
--	--

APPENDIX 10

NASW Standards for Cultural Competence in Social Work Practice Prepared by the NASW National Committee on Racial and Ethnic Diversity

- **Overview of Standards**
- **Introduction**
- **Definitions**
- **Cultural Competence**
- **Goals and Objectives of the Standards**
- **Standards for Cultural Competence in Social Work Practice**

Standard 1. Ethics and Values | Standard 2. Self-Awareness | Standard 3. Cross-Cultural Knowledge | Standard 4. Cross-Cultural Skills | Standard 5. Service Delivery | Standard 6. Empowerment and Advocacy | Standard 7. Diverse Workforce | Standard 8. Professional Education | Standard 9. Language Diversity | Standard 10. Cross-Cultural Leadership

Standard 1. Ethics and Values—Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness—Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge—Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills—Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.

Standard 5. Service Delivery—Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy—Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7. Diverse Workforce—Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8. Professional Education—Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity—Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10. Cross-Cultural Leadership—Social workers shall be able to communicate information about diverse client groups to other professionals.

Introduction

The Standards for Cultural Competence in Social Work Practice are based on the policy statement "Cultural Competence in the Social Work Profession" published in *Social Work Speaks: NASW Policy Statements* (2000) and the NASW Code of Ethics (1997), which charges social workers with the ethical responsibility to be culturally competent. Both were originally adopted by the 1996 NASW Delegate Assembly.

NASW "supports and encourages the development of standards for culturally competent social work practice, a definition of expertise, and the advancement of practice models that have relevance for the range of needs and services represented by diverse client populations" (NASW, 2000b, p. 61). The material that follows is the first attempt by the profession to delineate standards for culturally competent social work practice.

The United States is constantly undergoing major demographic changes. The 1990 to 2000 population growth was the largest in American history with a dramatic increase in people of color from 20 percent to 25 percent (Perry & Mackum, 2001). Those changes alter and increase the diversity confronting social workers daily in their agencies. The complexities associated with cultural diversity in the United States affect all aspects of professional social work practice requiring social workers to strive to deliver culturally competent services to an ever-increasing broad range of clients. The social work profession traditionally has emphasized the importance of the person-in-environment and the dual perspective, the concept that all people are part of two systems: the larger societal system and their immediate environments (Norton, 1978). Social workers using a person-in-environment framework for assessment need to include to varying degrees important cultural factors that have meaning for clients and reflect the culture of the world around them.

In the United States, cultural diversity in social work has primarily been associated with race and ethnicity, but diversity is taking on a broader meaning to include the sociocultural experiences of people of different genders, social classes, religious and spiritual beliefs, sexual orientations, ages, and physical and mental abilities. A brief review of the social work literature in the past few years points to the range of potential content areas that require culturally sensitive 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 stresses; biculturalism; working with people with disabilities; empowerment skills ; community building; reaching out to new populations of color; and how to train for culturally competent models of practice.

Therefore, cultural competence in social work practice implies a heightened consciousness of how clients experience their uniqueness and deal with their differences and similarities within a larger social context.

Definitions

The NASW Board of Directors, at its June 2001 meeting, accepted the following definitions of culture, competence, and cultural competence in the practice of social work. These definitions are drawn from the NASW Code of Ethics and *Social Work Speaks*.

CULTURE

The word culture is used because it 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. 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.

The Preamble to the NASW Code of Ethics begins by stating:

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.

And goes on to say, "Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice" (NASW, 2000a, p. 1).

Second, culture is mentioned in two ethical standards:

Value: Social Justice and the **Ethical Principle:** Social workers challenge social injustice.

This means that social workers' social change efforts seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity.

Value: Dignity and Worth of the Person and the **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.

COMPETENCE

The word competence is used because it implies having the capacity to function effectively within the context of culturally integrated patterns of human behavior defined by the group.

In the Code of Ethics competence is discussed in several ways. First as a value of the profession:

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

This value encourages social workers to 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.

Second, competence is discussed as an ethical standard:

1.04 Competence

(1) 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.

(2) 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.

(3) 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.

(4)

Cultural competence is never fully realized, achieved, or completed, but rather cultural competence is a lifelong process for social workers who will always encounter diverse clients and new situations in their practice. Supervisors and workers should have the expectation that cultural competence is an ongoing learning process integral and central to daily supervision.

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, 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.

Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or among professionals and enable the system, agency, or professionals to work effectively in cross-cultural situations.

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.

There are five essential elements that contribute to a system's ability to become more culturally competent. 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. Social workers' ethical responsibilities to clients.

1.05 Cultural Competence and Social Diversity

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

(2) 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.

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

Finally, the Code re-emphasizes the importance of cultural competence in the last section of the Code, 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, age, marital status, political belief, religion, or mental or physical disability.

Goals and Objectives of the Standards

These standards address the need for definition, support, and encouragement for the development of a high level of social work practice that encourages cultural competence among all social workers so that they can respond effectively, knowledgeably, sensitively, and skillfully to the diversity inherent in the agencies in which they work and with the clients and communities they serve.

These standards intend to move the discussion of cultural competence within social work practice toward the development of clearer guidelines, goals, and objectives for the future of social work practice.

The specific goals of the standards are:

- to maintain and improve the quality of culturally competent services provided by social workers, and programs delivered by social service agencies
- to establish professional expectations so social workers can monitor and evaluate their culturally competent practice
- to provide a framework for social workers to assess culturally competent practice
- to inform consumers, governmental regulatory bodies, and others, such as insurance carriers, about the profession's standards for culturally competent practice
- to establish specific ethical guidelines for culturally competent social work practice in agency or private practice settings

- to provide documentation of professional expectations for agencies, peer review committees, state regulatory bodies, insurance carriers, and others.

Standards for Indicators for Cultural Competence in Social Work Practice

Contents

Introduction

Standards

Standard 1. Ethics and Values

Standard 2. Self-Awareness

Standard 3. Cross-Cultural Knowledge

Standard 4. Cross-Cultural Skills

Standard 5. Service Delivery

Standard 6. Empowerment and Advocacy

Standard 7. Diverse Workforce

Standard 8. Professional Education

Standard 9. Language and Communication

Standard 10. Leadership to Advance Cultural Competence

Standards and Indicators for Cultural Competence in Social Work Practice

Definitions

Goals and Objectives

References

Acknowledgments

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.

Standards

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.

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.

References

- Davis, P., & Donald, B. (1997). *Multicultural counseling competencies: Assessment, evaluation, education and training, and supervision*. Thousand Oaks, CA: Sage Publications
- Gallegos, J. S. (1982). The ethnic competence model for social work education. In B. W. White (Ed.), *Color in a white society* (pp. 1–9). Silver Spring, MD: National Association of Social Workers.
- Gibelman, M., & Schervish, P. H. (1997). *Who we are: A second look*. Washington, DC: NASW Press.
- Gutiérrez, L. M. (1990). Working with women of color: An empowerment perspective. *Social Work*, 35, 149–153.
- Gutiérrez, L. M., & Lewis, E. A. (1999). *Empowering women of color*. New York: Columbia University Press.
- Jackson, V., & López, L. (Eds.). (1999). *Cultural competency in managed behavioral healthcare*. Dover, NH: Odyssey Press.
- National Association of Social Workers. (2000a). *NASW Code of Ethics*. Washington, DC: Author NASW.
- National Association of Social Workers. (2000b). Cultural competence in the social work profession. In *Social work speaks: NASW policy statements* (pp. 59–62). Washington, DC: NASW Press.
- Norton, D. G. (1978). *The dual perspective*. New York: Council on Social Work Education.
- Perry, M. J., & Mackum, P. J. (2001). Population change and distribution: 1990–2000. Population change and distribution: 1990–2000. United States 2000 Brief Series, April 2, 2001, Retrieved June 28, 2001, <http://www.census.gov/prod/2001pubs/c2kbr01-2.pdf>
- Rank, M. G., & Hutchison, W. S. (2000). An analysis of leadership within the social work profession. *Journal of Social Work Education*, 36, 487–503.
- Reamer, F. G. (1998). *Ethical standards in social work: A critical review of the NASW code of ethics*. Washington, DC: NASW Press.
- Simon, B. (1994). *The empowerment tradition in American social work*. New York: Columbia University Press.
- Solomon, B. (1976). *Black empowerment*. New York: Columbia University Press.

Acknowledgments

National Committee on Racial and Ethnic Diversity 1999–2001

Saundra H. Starks, EdD, ACSW, LCSW
Lina Fong, PhD, ACSW, LCSW
Emma Montero, MSW
Ada E. Deer, ACSW
Inderjit K. Jaipaul, DSW, ACSW
Carmen Ortiz Hendricks, DSW, ACSW
Robert D. Showers, BSW
Clara Simmons, ACSW, DCSW
Nelrene Yellow Bird, MSW
Halaevalu F. Vakalahi, DSW
Irene Moreda, DSW

NASW Staff

Elizabeth J. Clark, PhD, ACSW, MPH, NASW Executive Director
Leticia Diaz, MS
Luisa López, MSW
Tracy Whitaker, ACSW

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. Visit the NASW Web site to view the standards online. Purchase full document from NASW Press at 1-800-227-3590.

APPENDIX 11
Departmental Uniform Plagiarism Policy and Procedures

Chicago State University College of Arts & Sciences

Introduction

This policy deals with plagiarism. Plagiarism is the use of another's ideas, words, or other creative work without clearly acknowledging the source of that information. It is important to always give credit whenever it is due for another person's ideas, opinion, or theory ; for facts, statistics, graphs, maps, drawings, etc. that are not common knowledge; for quotations of another person's actual spoken or written words; and even for a paraphrase of another person's spoken or written words. Plagiarism is a serious breach of academic integrity. The CSU Writing Center has a brochure called "Plagiarism: What It Is and How to Avoid It".

Plagiarism is avoided by always providing proper citation of sources used. Proper citations give credit to those whose ideas and words were used to build our own arguments and allow readers to investigate further to decide if they agree with our interpretation of the texts used. It is just as important, however, to situate our work without the scholarly literature of the topic; to establish the provenance of our own ideas; and to illustrate the depth and breadth of our familiarity with the materials in our subject: both the generally accepted canon and the more controversial or emerging ideas. Thus, good practice serves both ethics and scholarship.

Procedures regarding academic misconduct are delineated in "Student Policies and Procedures" (SPP), Article X: Sec. 2: Policy on Student Conduct; Policy 2.1: Grievance Procedures, (Updated May 1, 2004). Academic misconduct includes (but is not limited to) cheating; encouraging academic dishonesty; fabrication; plagiarism; bribes, favors and threats; grade tampering; non-original works; and examination by proxy. The "Student Code of Conduct: (SCC) of Chicago State University sets out in plain language the administration of student conduct, along with disciplinary procedures and ranges of consequences for a wide spectrum of infractions. The standards of conduct apply to academic and social areas of student life and to issues of property. The Office of the Assistant Provost for Student Affairs has the responsibility to apply the policy and procedures.

Progressive Range of Consequences

If an incident of academic misconduct occurs, the instructor has the option to "adjust the grade downward for the test, paper, or other course-related activity in questions. In such instances, the instructor shall notify in writing the student, department chair/[unit head], and the Office of Judicial Affairs within five (5) business days after the occurrence." (SCC, p. 19). The policy indicates that written documentation of the incident, including a signed acknowledgement of the resolution of the incident, must be submitted to the departmental chair and the dean of the college. This usually constitutes the final outcome of cases where the student accepts the consequences of her or his actions or conduct. Sanctions other than a failing grade for the course can only be decided by the university judicial system and may include expulsion from the university.

Departmental Process

The CAS Policy and Procedures relating to plagiarism permit some flexibility in situations that are obviously unintentional or are clearly due to an inadvertent error or the result of ignorance. The instructor may return the work to the student with instructions to redo the assignment and help the student to understand the importance of practicing academic integrity. If there is a subsequent incident, or where student has had explicit classroom instructions in proper practices, the student cannot claim ignorance, and the case should follow the University procedures.

(over)

Printed by the authority of the State of Illinois. Approved July 2006.

Step One

Upon finding a situation of plagiarism, the faculty member shall meet with the student as soon as possible. If it is apparent that the incident was purposeful, the instructor may decide to assign a grade of "F" for the assignment, or even for the course. In that case, university regulations require that Student Judicial Affairs receive written notification of the department level outcome within five (5) business days. The faculty member, with the student shall complete the form "Classroom Disruption/ Academic Misconduct Incident Report". There are two potential initial outcomes.

- a) The case is resolved if the student admits that plagiarism occurred. The instructor may assign a grade of "F" for the assignment (or a grade of "F" for the course). The instructor and student sign the form and forward it with supporting documents to the office of Student Judicial Affairs, with copies to the department chair and dean.
- b) The case is not resolved if i) the student admits that plagiarism occurred but does not accept the sanction (see Step Two, b)) or ii) the student denies that plagiarism occurred or iii) the instructor believes that a more severe sanction is warranted. In that case, the matter will proceed to Step Two.

Step Two

- a) The instructor will inform Student Judicial Affairs in writing concerning the status of the case and will arrange a meeting with the chair/director of the department within ten (10) days. The student will be advised to bring an advocate/advisor to the meeting. The chair/director will examine the materials and attempt to resolve the issue.
If the case is resolved, the "Academic Misconduct Incident Report" and supporting documentation are forwarded to the Office of Student Judicial Affairs, with a copy sent to the dean.
- b) If the case is not resolved at the department level, the matter will proceed to Step three.
- c) If the student admits that plagiarism occurred but does not accept the sanction, she or he may file a grievance, invoking the CAS Uniform Grievance Policy and procedure. However, the student must be informed that the range of outcomes may include expulsion from the university.

Step Three

The dean will attempt to resolve the matter in a meeting with the student. The dean will examine the materials, including documentation of previous meetings.

- a) If the case resolved, written documentation of outcomes, along with the sanctions, shall be forwarded to the Office of Student Judicial Affairs, with copies to the department chair, instructor, and the student.
- b) If the student still does not accept the charge, or if a greater sanction seems warranted, the “Academic Misconduct Incident Report” and supporting documentation will be forwarded to the Office of Judicial Affairs, and the case will proceed as summarized in Step Four.

Step Four

The Office of Student Judicial Affairs will arrange for an adjudicator to conduct a preliminary meeting with the student. The adjudicator will ensure that all the documentation is available, and that the student has a copy of the Student Judicial Code. The case may be resolved by the adjudicator or may be forwarded to a judicial hearing. The SPP specifies the makeup of the judicial board and the timing of the hearing. The Judicial Hearing Committee will decide the case based on the preponderance of evidence and inform the student and other interested parties within ten days of the decision. An appeal process is also housed in the Office of Judicial Affairs.

Printed by the authority of the State of Illinois. Approved August