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School of

Social

Work

BASW

STUDENT HANDBOOK

2018-2019

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Preface

The Student Handbook is prepared by the Office of the Academic Dean to provide essential information to students in the School of Social Work. It is not intended to be a complete statement of all school policies. The policies and practices described are subject to change at the discretion of the School of Social Work. They are not to be considered or otherwise relied upon as legal terms and conditions of enrollment, and the language used in this Handbook is not intended to create a contract between the University of Pittsburgh's School of Social Work and its students. To the extent any policy contained in this Handbook is inconsistent with the law, such policy is superseded by law.

School of Social Work Mission

The mission of the School of Social Work is to advance knowledge and to apply that knowledge for the fulfillment of human potential through the prevention and amelioration of social problems. The School is committed to promoting the values of social and economic justice. Recognizing the complexities of contemporary society, the School dedicates itself through its educational, research, and public service activities to advocating for a society that respects the dignity and achievement of all individuals, families, and communities.

BASW Program Mission

In concert with the School's mission, the BASW Program, built on a strong liberal arts base, prepares its students to be competent entry-level generalist social work practitioners and for graduate education. The program educates students with the knowledge, values, and skills needed to engage in culturally competent practice with diverse populations, promotes critical analysis of environmental factors affecting individuals, families, and communities, and promotes advocacy for those who confront structural barriers, thus preparing students for service and leadership.

Welcome Message from the Dean

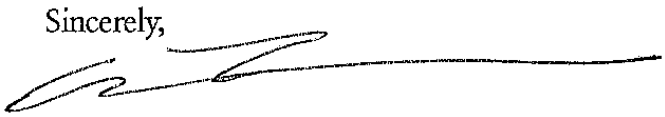
Welcome to the University of Pittsburgh School of Social Work! You have chosen to join one of the top social work programs in the nation, and we very much look forward to getting to know you and working with you!

The School has a long and rich commitment to social justice, excellent educational programs, world-class research, and strong ties and involvement with the broader Pittsburgh community. Since 1918 our School has been a trailblazer. Our Child Welfare Research and Education Program is the second largest in the country. Our Center on Race and Social Problems conducts critical research and provides leadership locally and nationally for addressing critical issues facing our society. Our newest center, the Center for Interventions to Enhance Community Health (CiTECH) brings together Social Work and Psychiatry to improve behavioral health. Within and beyond these centers, our faculty conduct cutting-edge research and innovative practice on a wide range of topics and issues (for example, integrated healthcare, social and economic justice, aging, disabilities, schools, mental health, child welfare, policy, empowering communities, sexual orientation and gender identity, disparities). All of this creates a dynamic and stimulating environment to study, grow, and work!

As we move into the future, we are committed to working together, with the communities around us, and with colleagues and collaborators around the world to apply the principles and values of Social Work to address the very challenging issues within our society. We are very fortunate at Pitt to be strongly supported by the broader university, to have excellent working relationships with colleagues across the medical and academic campuses, to have deep commitments and involvement in local communities, organizations, and efforts, and to have a strong network of community partners, philanthropic foundations, and organizational leaders—these strengths allow us to conduct the types of research, teaching, and service that are at the heart of all that is wonderful about social work!

We look forward to working with you and seeing you flourish as you move forward in your future careers to improve knowledge, practice, and policy that will advance social justice, empower communities, and expand individual potential. Thank you for bringing your passion, skills, and energy to join us in this mission!

Sincerely,



Elizabeth M.Z. Farmer, PhD
Dean

Welcome Message from the BASW Program Director

Welcome to the BASW Program! You are beginning an exciting new chapter in your education from which you will retain fond memories and important friendships for the rest of your life.

The Bachelor of Arts in Social Work (BASW) program was initially accredited by the Council on Social Work Education (CSWE) in 1973. We have been continuously reaffirmed since that time, and have been ranked among the top undergraduate social work programs, most recently 4th in the nation! In the BASW Program, we prepare our graduates to engage in entry-level generalist social work practice with individuals, families, groups, communities, and/or organizations within a multi-cultural society. Professional practice settings for entry-level generalist practitioners include child welfare, family preservation, mental retardation and mental health, drug and alcohol, juvenile justice, aging, shelters for battered women, homeless shelters, community food banks, neighborhood citizen organizations, hospitals, and rehabilitation centers, among many others. Our BASW students are also exceptionally prepared to continue their education into graduate school.

As a BASW student you are automatically granted membership in the BASW Club (for which there are no dues). The BASW Club is designed to promote and enhance the development of the academic and social aims and interests of the students in the BASW Program. It also facilitates student and community interest in and interaction with the School of Social Work. While your participation in the BASW Club is not mandatory, we highly recommend it and hope you will consider the valuable contribution you can make.

This handbook will help guide your BASW education. It includes important information about your rights and your responsibilities as a student. Best wishes as you start your journey into Social Work. We are very happy to have you with us.

Sincerely,

Keith J. Caldwell, MSW, Director
Bachelor of Arts in Social Work Program

Administrative Structure

The administrative structure of the School of Social Work is as follows:

Dean	Elizabeth M.Z. Farmer
Associate Dean for Academic Affairs	Valire Carr Copeland
Associate Dean for Research	Shaun Eack
Director of Administration	Megan Soltesz
Administrative Assistant to the Dean	Rosie Rinella
Director of Admissions & Student Affairs	Philip Mack
Research Manager	Laurie Mejia
Financial Manager	TBD
Director, B.A.S.W. Program	Keith Caldwell
Director, M.S.W. Program	Gwen Melnick
Director, Ph.D. Program	Jeffrey Shook
Director, Field Education	John Dalessandro
Director, Continuing Education Program	Tracy Soska
Director, Career Services and Alumni Affairs	Bobby Simmons
Director, Constituent Relations	Tony Gacek

Faculty Biographies

Faculty biographies can be accessed at the School of Social Work Web Site at: www.socialwork.pitt.edu/people/

Telephone Numbers of Interest

School of Social Work:

BASW Program Director	412.648.3921
Director of Admissions & Student Affairs	412.624.6346
BASW Program Student Services Specialist	412.624.6348
Social Work Recorder	412.624.6303
Office of Field Education	412.624.5969
Field Education Staff	412.648.5941
C-WEB	412.624.2830
Associate Dean for Academic Affairs	412.624.6324
Librarian	412.648.7759
Main Office	412.624.6300
University of Pittsburgh Main Operator	412.624.4141

The Bachelor of Arts in Social Work (BASW) Program

The BASW Major prepares graduates to engage in entry-level generalist social work practice with individuals, families, groups, communities, and/or organizations within a multicultural society. Professional practice settings for entry-level generalist practitioners include child welfare, family preservation, mental retardation and mental health, drug and alcohol, juvenile justice, aging, shelters for battered women, homeless shelters, community food banks, neighborhood citizen organizations, hospitals, and rehabilitation centers, among many others. Since 2001 the BASW Major has offered the Child Welfare Education for Baccalaureates Program (CWEB) as an educational opportunity for undergraduate social work majors to prepare for employment in one of Pennsylvania's 67 public child welfare agencies, The Hartford Partnership Program for Aging Education: A Fellowship in Gerontology as a unique educational program designed to enhance both direct practice and leadership skills in gerontology. For more information on these programs, please contact:

Child Welfare Education Program Director (412) 624-2830	Hartford Partnership Program for Aging Education (412) 624-0036

The BASW Major is offered as an upper-division (i.e., junior and senior years only) academic major, underscoring the program's commitment to a strong liberal arts base. Learn more about degree requirements, full- and part-time enrollment options and class schedule, and field education for BASW students.

The Social Work Minor is open to undergraduate students throughout the university (see next section for minor requirements).

BASW Program Goals

The BASW Major emphasizes the preparation of social work practitioners who are prepared to work in an ethical manner with oppressed groups; to alleviate social and economic injustice; to advocate for creating social policies and resources that meet basic human needs; to create accessible, responsible, accountable human service programs; and to deliver quality services to those in need of assistance and support. Hence, the BASW Major has developed the following goals:

BASW students are prepared to competently engage in generalist social work practice. As such, it is our goal that by completion of the program, students will be prepared to:

1. Use their liberal arts foundation and their understanding of bio-psycho-social-spiritual-cultural development to engage in evidence-based generalist social work practice with individuals, families, groups, communities and organizations within a multicultural society.

2. Practice according to the principles, values, and ethics that guide the social work profession.

3. Advocate for human rights and social and economic justice.

4. Continue formal education in either graduate social work education or other graduate disciplines.

The School of Social Work Faculty define ***"generalist practice"*** as: the application of knowledge, values, and skills of the general method of problem-solving, which spans the processes of engagement, data collection, assessment, intervention, evaluation, and termination. Preparation in the general method focuses on the application of the method to client/consumer systems of various sizes (individuals,

families, groups, communities, organizations). Key to this problem-solving approach is its applicability to multi-cultural contexts, focusing on the strengths inherent in clients/consumers' and systems. The ethics and values of the social work profession anchor this practice.

The BASW Major has also identified a number of more specific and measurable objectives that allow us to document progress toward attaining our goals. We expect graduates from the BASW Major to practice in a manner consistent with social work traditions, values, and ethics, as expressed in the NASW Code of Ethics.

Specifically, graduates from the BASW Major will competently be able to:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance well-being and deliver services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, groups, organizations, and communities.

BASW Student Advising System

When admitted, new BASW Majors are assigned an advisor by the BASW Program Director (students completing the Social Work Minor maintain their Academic Advisor in their current college or school). Matriculating BASW majors meet their assigned faculty advisor at the school's orientation, which is held prior to the start of fall semester. Incoming students are then encouraged to make an appointment with their faculty advisor during the first three to four weeks of the term. Each advisor will work with his or her advisee to clarify educational options, answer questions about the BASW Program, and discuss career opportunities. When students enroll for Practicum Seminar I and the concurrent Practicum Seminar and Lab I, the seminar and lab instructor for the section in which the student is enrolled becomes his or her faculty advisor for the remainder of their enrollment in the BASW Program.

Faculty advisors should be the first point of contact for any or all of the following:

1. registration, add/drop, leaves of absence, and withdrawals;
2. clarification of all academic policies and procedures (e.g., grading policies, graduation requirements, directed study);
3. discussions regarding academic expectations and performance;
4. information about other departments and/or programs in the School of Social Work or the University of Pittsburgh;
5. planning for the student's educational program in accordance with his or her career interests.

Practicum Seminar and Lab instructors who become the student's faculty advisor also serve as the field liaison to the BASW student's senior field placement (Practicum I and Practicum II). Grades for fieldwork are submitted by the BASW faculty advisor in his or her capacity as field liaison.

BASW Program Admissions Policy and Procedure

The School of Social Work Office of Admissions processes all BASW applications. Admissions decisions for all applicants are made jointly by the Director of the BASW Program and the Director of the School's Admissions office and are based on the criteria outlined below.

For external applicants (non-Pitt students):

All accepted and rejected BASW applicants are notified by letter from the Office of Admissions and Financial Aid (OAFA) at the University of Pittsburgh. Applicants who are provisionally accepted are notified of the special circumstances of their admission in their official letter sent by OAFA.

For internal applicants (current Pitt students, branch or main campus):

All accepted and rejected BASW applicants are notified by letter from the School of Social Work Office of Admissions. Applicants who are provisionally accepted are notified of the special circumstances of their admission in their official letter sent by the Admissions Office.

For admission to the BASW Major, a student must:

1. Complete a minimum of 60 transferable credits from an accredited undergraduate institution and/or an associate degree program. The distribution of liberal arts credits should be as follows:

Humanities	9 crs.
Natural Sciences	9 crs.
Social Sciences	9 crs.
Other courses (preferably in the social sciences)	33 crs.

2. Demonstrate the capacity for successful work at the undergraduate level, with a minimum of 2.50 QPA on a 4.0 scale. Credits awarded from the College Level Examination Program (CLEP) by the College of General Studies are acceptable for inclusion in the 60 credits (see SSW Policy #15:1 – Pre-Major Requirements of Entrance into the BASW Program).

Policy on Provisional Admission (#15:30, approved on 04/18/2012)

This policy codifies the intent and language of acceptance letters (i.e., current practice).

Definition

An applicant whose cumulative undergraduate Grade Point Average (GPA) falls below the 2.50 level required for admission to the BASW Program may be admitted on provisional status. Admission on provisional status is at the discretion of the Director of Admissions and the BASW Program Director, based on a review of application materials. Applicants with a GPA below 2.50 may be asked to submit additional materials to further evaluate readiness for undergraduate study.

Requirements

A student admitted on provisional status must demonstrate satisfactory academic performance in the BASW Program in order to be removed from that status. Satisfactory academic performance is defined as:

A. Students who enter the BASW Program as full time students must achieve a minimum cumulative GPA of 2.5 within the first term of undergraduate study (12-15 credits).
B. Students who enter the BASW Program as part-time students must achieve a minimum cumulative GPA of 2.5 by the end of two terms of study in the undergraduate program (12-18 credits).
C. The course work to be completed and other conditions for enrollment will be determined by the BASW Program Director.
D. Provisional students will not be eligible to enter into field until satisfactory academic performance has been demonstrated and the provisional status cleared, even if this results in a student having to extend his or her enrollment in the BASW Program beyond the two years needed by full-time students to graduate.
E. Failure to demonstrate satisfactory academic performance within one (1) semester of full-time study (12 or 15 credits) or two (2) semesters of part-time study (12-18 credits) by a provisionally-admitted student will result in dismissal without possibility of re-admission to the BASW Program. Satisfactory performance is defined as having a SW GPA of at least 2.5 and an overall GPA of at least 2.5.

To graduate with a BASW Major, a student must:

1. Complete a **minimum of 120** credits. These include:

   a. Twenty-four (24) credits of Social and Behavioral Science Courses with at least one course in each of the following areas:

Africana Studies	Political Science
Anthropology	Psychology
Economics	Sociology

   b. Other Course Requirements

English Composition	3 crs.
Human Biology	3 crs.
Statistics	3 crs.

   c. 48 credits of required BASW social work courses including field practicum, and a social work elective.

   d. BASW Majors are required to select an area of concentration (a *minimum of 12 credits*) from the following options:

Africana Studies	Psychology
Anthropology	Sociology
Economics	Urban Studies
Global Studies	Gender, Sexuality, and Women's Studies
Political Science	

   NOTE: Some or all of the above courses may have been taken as part of the 60 credits required for admission.

To complete a Social Work Minor, a student must:

Successfully complete (with a grade of C- or better) 12 credits from the following courses:

- SOCWRK 1000: Introduction to Social Work (required for registration in all subsequent courses except SOCWRK 1005 and various electives)*
- SOCWRK 1005: Foundations of the Welfare State
- SOCWRK 1006: Policy Analysis*
- SOCWRK 1035: Global Perspectives on Social Work Practice
- SOCWRK 1058: Economics and Social Work
- SOCWRK 1079: Child Welfare Services
- SOCWRK 1088: Special Topics (1-3 credits)

*SOCWRK 1000 and SOCWRK 1006 are service-learning courses and require 45 hours of volunteer service as part of the course.

Bachelor of Philosophy Degree

Introduction:

In the spirit of intellectual curiosity envisioned by the Board of Trustees and the University Honors College when the Bachelor of Philosophy degree (B.Phil.) was created, this B.Phil in Social work creates the opportunity for social work majors to engage in research and scholarly work toward a more rigorous baccalaureate degree traditionally reserved for the graduate level. In combination with the University Honors College requirements it, "preserves an element of intellectual scope, ever the distinctive feature if American undergraduate education (A. Stewart)."

Process:

Step 1: BASW Majors who meet the University Honors College (UHC) eligibility requirements and who are interested in pursuing a Bachelors of Philosophy Degree in Social Work (B.Phil. in Social Work) jointly offered between the UHC and the School of Social Work will make an appointment with the BASW Program Director to review criteria and process for the degree.

1. The BASW student will be referred to the University Honors College website to become familiar with the Bachelor of Philosophy Degree requirements (http://www.honorscollege.pitt.edu/bphil-degree)
2. The requirements to participate in the UHC are as follows:
   - Maintain a 3.50 GPA or higher in BASW Major in the School of Social Work and a 3.50 GPA or higher overall at the University of Pittsburgh.
   - Transfer students must have an incoming GPA of 3.50 or higher and maintain a 3.50 GPA in BASW Major course work offered through the Social Work as well as a 3.50 GPA or higher overall at the University of Pittsburgh.
   - In unusual circumstances, a student who shows exceptional promise but does not meet the above requirements may be accepted to B.Phil. in Social Work candidacy as recommended by the BASW Program Director to the School of Social Work Associate Dean for Academic Affairs and determined by the UHC advising staff.

Step 2: Based upon a BASW student's area of interest, a School of Social Work thesis advisor will be assigned by the Associate Dean for Academic Affairs. The BASW Program Director and the student's advisor will meet with the student to draft a Program of Study/curriculum plan. It is recognized that it is unlikely a student will be able to complete the BASW degree requirements as well as complete the B.Phil.

in Social Work degree requirements in the four full-time semesters allotted to the BASW degree as an upper division major. Therefore, prospective B.Phil. in Social Work students are cautioned to budget for up to an additional year of study.

1. Assignment of an advisor is contingent upon faculty availability in the student's area of interest and the willingness of the prospective advisor to serve.
2. As per UHC policy there are both general degree requirements as well as special degree requirements for the B.Phil. in Social Work degree. For the prospective B.Phil. in Social Work student these include:
   - Fulfill the BASW degree requirements with a 3.50 Social Work GPA or higher.

Step 3: The prospective B.Phil. in Social Work student will make an appointment with the UHC advising staff regarding Honors College qualifications for degree candidacy.

Step 4: The prospective B.Phil. in Social Work student will complete the BASW degree requirements listed above as well as complete "Special Degree Requirements". These include:

1. Completion of independent research culminating in the production of an original undergraduate thesis.
   - The thesis will be completed under the tutelage of the faculty advisor who will guide the student in designing and implementing the research project as well as in writing the thesis.
   - At least two terms prior to the B.Phil. in Social Work student's expected date of graduation a synopsis of the proposed research (approved by the School of Social Work thesis advisor) will be submitted To the University Honors College.
   - By the last term in residence, the student will:
     i. Submit a revised and completed thesis to their Faculty Advisor (for distribution to the Examining Committee) at least five weeks prior to the end of the term.
     ii. Defend their thesis to a faculty Examination Committee selected by the faculty advisor.
        1. The evaluation before the faculty examination committee will:
           a. Include a faculty member from outside the University of Pittsburgh as an invited member of the Examination Committee.
           b. Consist of a public presentation and discussion of the thesis project followed by a private oral examination conducted by the Examining Committee.

Step 5: Recommendation from the Faculty Examination Committee for the awarding of the B.Phil. in Social Work degree will be made to the Dean of the Honors College, who, after certifying that all aspects of the BASW degree requirements as well as the B.Phil. Special Degree Requirements have been fulfilled, will make a recommendation to the UHC. The B.Phil. in Social Work degree will be conferred jointly by the School of Social Work and the UHC through the granting of a single Bachelor of Philosophy in Social Work diploma.

Behavioral Health Case Management Certificate Program Description

***This program is temporarily not accepting new students for the 2018-2019 academic year.**

The Behavioral Health Case Management Certificate is designed to prepare undergraduates students from the BASW and Psychology programs for professional practice with individuals with psychiatric disabilities living in community settings. Certified behavioral health case managers will coordinate and communicate care for people with psychiatric disabilities across a wide range of medical, social and human service providers.

Students admitted to the Certificate Program in the BASW and Psychology programs take a series of required courses leading to the Certificate in Behavioral Health Case Management within the normal degree requirements and need not exceed the usual length of the degree program.

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BASW Program Enrollment Options and Schedule of Classes

With the exception of Introduction to Social Work (SOCWRK 1000), required courses in the BASW Program are **offered only one time per year** in the following sequence. And, with the exception of Practicum I and Practicum II (each of which is offered for 6 credits per term), each required course in the BASW Program is offered for 3 credits. The course schedule listed below allows students to plan accordingly in order to facilitate their completion of the major in two full-time years of study. Courses in the BASW Program build directly on others and can be thought of as constituting a "sequence". Typically, these "sequences" involve required practice, social welfare policy and human behavior and the social environment courses. Students are encouraged to refer to SSW Policy #9:2 – BASW Academic Standing Policy for delineation of the successful completion of course sequences.

BASW Major Full-time Enrollment Option

Full-time Junior Year

Fall		**Spring**
SW 1000:	Introduction to Social Work	SW 1006: Policy Analysis
SW 1005:	Foundations of the Welfare State	SW 1012: Social Work w/Communities & Orgs.
SW 1011:	Intro Generalist Mthd.: Indiv./Families	SW 1008: Ethnicity and Social Welfare
SW 1015:	Human Behavior and the Social Environment	*Two 3-Credit Electives*
	One 3-Credit social work Elective	

Full-time Senior Year

Fall	**Spring**
SW 1020: Introduction to Social Work Research	SW 1026: Practicum Seminar & Lab II
SW 1013: Social Work with Groups	SW 1027: Practicum II (6 credits)
SW 1024: Practicum Seminar and Lab I	*Two 3-credit electives*
SW 1025: Practicum I (6 credits)	

BASW Major Part-time Enrollment Options

Though the BASW Major is designed to be completed in four full-time semesters, two part-time options are also available to students. Part-time students complete the BASW Major in either three or four years as follows:

Three-Year Part-time Option

Year One

Fall	**Spring**
SW 1000: Introduction to Social Work	SW 1006: Policy Analysis
SW 1005: Foundations of the Welfare State	SW 1012: Social Work w/Communities & Orgs.
SW 1011: Intro Generalist Mthd.: Indiv./Families	One 3 credit social work elective

Year Two

Fall

SW 1015: Human Behavior and the Social Environment
SW 1013: Social Work with Groups
One 3-Credit Elective

Spring

SW 1008: Ethnicity and Social Welfare
Two 3-Credit Electives

Year Three

Fall

SW 1020: Introduction to Social Work Research
SW 1024: Practicum Seminar & Lab I
SW 1025: Practicum I (6 credits)

Spring

SW 1026: Practicum Seminar I Lab II
SW 1027: Practicum II (6 credits)
One 3-Credit Elective

Four-Year Part-time Option

Year One

Fall

SW 1000: Introduction to Social Work
SW 1005: Foundations of the Welfare State

Spring

SW 1006: Policy Analysis
One 3-Credit Social Work Elective

Summer

One 3-Credit Elective

Year Two

Fall

SW 1011: Intro Generalist Mthd.: Indiv./Families
SW 1015: Human Behavior in the Social Environment

Spring

SW 1012: Social Work w/Communities & Orgs.

Summer

One 3-Credit Elective

Year Three

Fall

SW 1020: Introduction to Social Work Research
SW 1013: Social Work with Groups

Spring

SW 1008: Ethnicity and Social Welfare
One 3-Credit Elective

Year Four

Fall

SW 1024: Practicum Seminar & Lab I
SW 1025: Practicum I (6 credits)

Spring

SW1026: Practicum Seminar & Lab II
SW 1027: Practicum II (6 credits)

Academic Standing

In order to remain in good academic standing and to be graduated with a BASW Major or a Social Work Minor, all students must: obtain a grade of "C-"or better in all required courses (including Practicum I & Practicum II as applicable). Maintain a minimum GPA 2.50 on a 4.00 scale in their required social work major courses; maintain a minimum cumulative GPA of 2.50 on a 4.00 in all university courses overall (see SSW Policy #9:2 – BASW Academic Standing Policy).

Honors

The BASW Program honors those BASW Majors whose academic performance (cumulative GPA) places them in the upper two percent of their graduating class. These students are considered for Honors Recognition at the Annual Honors Convocation conducted by the University in the spring of each year. BASW Majors are also eligible for membership in *Phi Alpha*, the National Social Work Honor Society if they have completed their social work major with a social work GPA of 3.50 of higher.

BASW Field Education

Field Education is the part of the curriculum where the integration of theory and practice occurs. The opportunity for this integration, or "hands-on" learning, takes place when the student is assigned to a field instructor or task supervisor in an agency or organization that is affiliated with the School of Social Work. Broadly speaking, field learning is structured through the identification of a variety of educational objectives. The field instructor translates these educational objectives into learning tasks for the student, and provides both instruction for and supervision of the learning.

In the BASW Major, field practicum constitutes 12 credit hours or approximately 600 clock hours over a two term period in the senior year. The BASW student is in field placement each semester three (3) days each week for approximately eight (8) hours per day. Students are concurrently enrolled in a three (3) credit practicum lab during each term of field placement. The instructor for the practicum lab serves as the faculty liaison to the student's field setting. The focus of the BASW field placement is the **generalist practice method**. During the first term, the student becomes familiar with the agency setting and gradually becomes involved in the professional work of the agency; in the second term the student is expected to actively use the generalist problem-solving process, and is expected to complete an evaluation of practice project.

Preparing for Field Placement

There are School of Social Work policies based on Council on Social Work Education standards regarding most aspects of field placement. Students are required to read and to follow all policies and guidelines related to field placement. These are available at http://www.socialwork.pitt.edu/sites/default/files/Updated%20BASW%20Handbook-%20June%202017%20-%20Final.pdf.

Students **are required to use a university email address** to receive information related to field education. Field information is also available at the school's web site: http://www.socialwork.pitt.edu/academic-programs/field-education/

BASW students are ***not*** **allowed to begin** placement until they have purchased their malpractice insurance from the Recorder's Office. This malpractice premium is automatically invoiced at the time of

registration for field placement (per policy, a student ***must be registered*** for field while they are in the field). BASW students are not allowed to begin Practicum I for credit before attending a session of Practicum Seminar and Lab I

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Requesting Field Placement

1. A *Preparation for Field Program* is held for all BASW students during the second or third week of January of the student's junior year. During this program, students are provided with an overview of field, the requisite field forms, field learning objectives, and other materials of interest.

2. **BASW Field Packet:**

a. BASW students must complete a *Request for Field Placement* form and submit this to the Office of Field Education in Room 2129 C.L. These forms are available in the display outside Room 2127 C.L., in the information packets distributed at the required field placement planning programs, or from the school's web site https://www.socialwork.pitt.edu/academics/basw/field-education/placement. BASW students' *Request for Field Placement* forms are to be submitted between February 1-15, of the student's junior year. This Agreement/Release of Information form is distributed to BASW students during the field placement planning session. A copy of these forms can be found at: https://www.socialwork.pitt.edu/academics/basw/field-education/placement

3. Students are expected to submit *two* current résumés attached to their *Request for Field Placement* form. This résumé will be made available to any potential field instructor either prior to or during their interview with the student. Any standard résumé format is acceptable. **Students who require accommodations must also submit a letter specifying the particular accommodation needed to facilitate their meeting the requirements of the field placement at the time they submit the *Request for Field Placement* form. Students *should not* request to be placed in field settings where they (or a family member) are currently receiving services (or have been the recipient of services in the past)**.

4. Once the *Request for Field Placement* forms (including the attached resumes and accommodation letter if needed) are received by the Office of Field Education an appointment with a field advisor will be arranged. Students are **not** permitted to make independent arrangements for field placement. Field instructor approval and assignment must be made by field personnel. Field personnel can guarantee no student a stipend from an agency.

5. Notification of field instructor and field placement potential "match" are provided to the student following a review and discussion of the request and the identification of an appropriate "match". This may take several weeks.

6. The student then arranges an interview with the potential field instructor. In larger agencies, the training director may first interview the student to facilitate the appropriate match between specific students and field instructors. To prepare the student for the initial interview with an agency representative, the Office of Field Education provides a BASW information packet (available at http://www.socialwork.pitt.edu/academics/basw/field-education).

7. The aim of these questions is to sensitize the student to information s/he needs to obtain in order to make a responsible decision about field placement selection. In all cases, the student must meet with the actual field instructor before the field placement arrangements are finalized.

8. At the close of the interview, students should feel free to inquire about the agency decision-making process regarding field placement. Some field instructors will provide the confirmation immediately while others may have to consult a supervisor or administrator before arriving at a decision.

9. The student should return the *Confirmation* form **to the Field Education Office in 2306-3 CL** as soon as possible. The *Confirmation* form is used to assure the Office of Field Education has the correct and final information on the name and address of the field instructor, agency, etc. Without this information, personnel in the Office of Field Education cannot confirm the field placement and forward appropriate materials to the field instructor. Confirmation forms are available at http://www.socialwork.pitt.edu/academics/basw/field-education/placement.

10. Students are not "to shop" for their own field placement, just as agencies are not permitted "to shop" for students. Larger agencies and organizations usually will not respond to a student request for an interview; interviews are granted only when field personnel have consulted with an agency representative prior to the student call. Some agencies may not be able to accommodate students during a particular term. There are settings that will accept only second year MSW students. A particular field site may have additional requirements such as a physical exam or Mantoux test (for tuberculosis), or require clearance from the Commonwealth of Pennsylvania for Act 33 (relating to history of child abuse offense) or Act 34 (relating to criminal history). To obtain this additional personal information is the responsibility of the student. Students can access these and other forms through http://www.socialwork.pitt.edu/academics/field-education/resources.

11. A new field placement site (or one not previously used by the School of Social Work) may not have an Affiliation Agreement with the School of Social Work, University of Pittsburgh. The Affiliation Agreement is a legal document that establishes the contractual relationship that exists between the field site and the School of Social Work.

Child Welfare Education for Baccalaureates

- **Program Description**

The Child Welfare Education for Baccalaureates (CWEB) program is a cooperative effort among the United States Administration for Children and Families, the Pennsylvania Department of Human Services, and fourteen undergraduate social work degree programs in Pennsylvania accredited by the Council on Social Work Education. Its goal is to strengthen public child welfare services in Pennsylvania by providing educational opportunities for undergraduate social work majors preparing for employment in one of Pennsylvania's 67 public child welfare agencies. Qualified persons who are enrolled as social work majors in any of the approved schools on either a full-time or part-time basis may receive an educational fellowship in return for a contractual obligation to accept employment in a Pennsylvania public child welfare agency following their studies.

- **Who is qualified to apply?**

Any official undergraduate social work major in any of the 14 approved schools may apply provided the applicant is at least a junior; has a satisfactory academic grade point average; and has a recommendation from the faculty of the social work program in which the applicant is enrolled. Persons in default of federal educational loans are ineligible.

- **Applications to CWEB**

All applicants must complete the Online CWEB Application
Additionally, the following documents are required to complete an application to CWEB:

1. Current Resume
2. Faculty Recommendation
3. Academic Transcripts
4. Current Drivers License
5. Personal Statement (Questions on Application website)

Hartford Partnership Program for Aging Education

Bachelor's Fellowship Application for Admission

The Hartford Partnership Program for Aging Education is a unique educational program designed to enhance both direct practice and leadership skills in gerontology. Program participation will enable social work students to become highly skilled practitioners. The program is based upon development of specific geriatric competencies across services sectors and with the diverse older adult population. It is offered, with appropriate variation in course work, competencies, and field experience, for both Master's and Bachelor's students.

The model includes:

- rotation through different senior programs
- opportunities to work with well to frail older adults
- a community enhancement project (See previous projects)
- potential stipend support with most partners
- engagement with community agencies

Benefits for All Geriatric Fellows

- Rotation-based field experiences and greater access to aging-related programs to allow students to understand the breadth of services and the diversity of needs in the aging population.
- A focus on developing aging competencies through field placement.
- Opportunities to learn from outstanding faculty and community leaders.
- Opportunities to attend local conferences and programs on aging and gerontology.

- Affiliation and networking with the Social Work Leadership Institute through New York Academy of Medicine and the John A. Hartford Foundation.
- Contacts to and networking with leaders and organizations serving older adults in Western Pennsylvania.
- Student seminars and professional development experiences that give students the opportunity to learn from and with each other, as well as from their field instructors and outside experts. These seminars enhance the integration of class and field learning.

Stipends and Tuition Benefits

- Potential stipends for those semesters in which a student does field work.

BASW Fellowship Program

  - ***Bachelor's Requirements for Application:***

- Bachelor's level social work student, junior year, good academic standing.
- Demonstrated ability to work well with others.
- Commitment to participate in evaluation of this educational model.
- Willingness to accept field experiences at partner agencies.
- Willingness to take an aging-related elective.

Please contact Ms. Melissa Brusoski, HPPAE Program Coordinator, for more information at brusoski@pitt.edu.

BASW FIELD EDUCATION SCHEDULE
Fall of 2018 - (Term 2191)

August

27 Classes begin.

September

6 **Orientation for Field Instructors, 2017 Cathedral of Learning, 9:00 am-4:00 pm**

3 Labor Day (University closed)

4 **Field placement begins for BASW students.**

October

Field Learning Plans – a link will be sent to your PITT e-mail account

X **Field Learning plans are due for BASW students**
(To be determined by BASW Practicum Seminar and Lab Instructor)

TBD **Fall Break** (no classes)

November

21- 25 Thanksgiving Recess for students (no classes or field).

December

X **Evaluations are due for BASW students.**
(To be determined by BASW Practicum Seminar and Lab Instructor.)

16 Last day of Fall term for field placement for BASW students.

24 - Jan 7 Winter Recess for all students.

BASW FIELD EDUCATION SCHEDULE
Spring of 2018 (Term 2194)

January 7	**First day of field placement for all students.**
Week of 3rd	**TBA - Required Planning Session for Field Placement for Junior BASW students (Watch for notices in late fall)**
21	Dr. Martin Luther King's Birthday Observance (University closed). (NO FIELD)
February	
XX	**Field Learning plans are due for BASW students (To be determined by BASW Practicum Seminar and Lab Instructor)**
1-14	BASW juniors submit "Request for Field Placement" form for fall term. Submit Request to Room 2206 CL.
March 10-17	Spring Recess for all students.
15	Spring Holiday (University Closed). (NO FIELD)
April XX	**Evaluations are due for BASW students** (To be determined by BASW Practicum Seminar and Lab Instructor)
27	Last day of spring term.

Student Observance of Holidays

Each student is expected to follow the University calendar in observance of designated holidays. In agency situations where a student observance of a University holiday would pose a hardship or problem in the organization's program, the student may negotiate a compensatory time arrangement satisfactory to all parties: student, field instructor, administrative officer, and advisor. A statement of this change or agreement should be placed in the student's file. Students are not required to make up agency holidays that are not observed by the School.

Student's Satisfactory Completion of Field Requirements

Students must have a field learning plan/time sheet and an evaluation/time sheet on file to indicate they have satisfactorily completed field learning requirements. Students need to complete the required number of hours for each term in field placement

Opportunities for Student Involvement: Social Work

Bachelor of Arts in Social Work (BASW) Club

The BASW Club is designed to promote and enhance the development of the academic and social aims and interests of the students in the BASW Program. The BASW Club also promotes student and community interest in and interaction with the School of Social Work. The BASW Club has no dues. When students are accepted into the BASW Major they are automatically members of the BASW Club. Students who are social work minors or are considering social work as a profession may attend meetings and be involved in activities, but are NOT considered to be voting members of the BASW Club.

Phi Alpha Omicron Mu – Social Work Honor Society

Phi Alpha Honor Society was created to provide a closer bond between social work students and the profession in order to promote humanitarian goals and ideals. With the motto "Through knowledge—the challenge to serve," Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Founded in 1960, Phi Alpha Honor Society currently has more than 110 chapters nationwide.

The membership requirements for the University of Pittsburgh Phi Alpha Chapter are that a student must be admitted to the BASW Program as a major and have completed 24 semester hours (2 full-time terms) with a GPA of 3.50 or above on a 4.00 scale in required social work courses. The student must have a 3.0 overall GPA. This membership is contingent upon graduation from the major with a GPA of 3.50 or above on a 4.00 scale in the required social work courses.

Student Government Board (SGB)

SGB plays a major role in University and student life. The purpose of the SGB is to promote the concerns, interests, needs and welfare of the non-College General Studies students of the university. All elements of the Student Government operate collectively to perform the fundamental functions listed in the Student Government constitution. The SGB administers its own programs and services funded through student activity fees; the SGB also participates in University governance through appointments on University committee. Members and president are selected through a campus-wide election.

For further information, contact the Student Government Board: SGB, Room 848 William Pitt Union, 412-648-7970. http://sgb.pitt.edu/

The Alumni Society, School of Social Work

There are over 10,000 Social Work graduates from the University of Pittsburgh. The Alumni Society serves as a bridge between the University of Pittsburgh School of Social Work and the community of Social Work by providing recognition of alumni excellence, promoting professional networking and development opportunities, and ensuring the continued distinction of the school.

The Society, active since 1938, provides a number of educationally and socially diverse programs to which students are invited and welcomed, such as: the Alumni/ Student Mentor Reception. Local alumni and students also serve as volunteers for phone-a-thons to solicit alumni support for the School.

The Alumni Society has provided considerable financial support to the School of Social Work and its students over the years. All income contributed annually through the Annual Giving Fund provides the Dean with unrestricted funds to provide financial grants to needy students.

To recognize and honor outstanding alumni achievement in social work, the Alumni Association annually elects two graduates for the Distinguished Alumni Award. This award program, begun in 1968, has recognized many alumni whose exceptional contributions represent a variety of professional specialties.

For information on alumni programs, visit www.socialwork.pitt.edu/alumni.

National Association of Social Workers (NASW)

Membership in NASW is the organizational tie to the social work profession and movement. All students are encouraged to join. Membership includes a subscription to the highly-respected professional journal, Social Work. Student social workers from the University of Pittsburgh are assigned to the Southwestern Division of the Pennsylvania Chapter. For more information, go online to: http://www.nasw-pa.org.

National Association of Black Social Workers (NABSW)

The National Association of Black Social Workers is a nationwide professional organization of Black social workers and students.

Functions of the organization include:

1. To help in the recruitment of Black students.

2. To act in the capacity of a community voice for the political community. The student chapter has a strong link with the city chapter of the National Association of Black Social Workers. Meetings and seminars are planned for Black students and Black social workers to discuss those problems that have a direct bearing on all Black people regardless of their positions.

3. To help Black students in their academic pursuits.
   For more information go online: http://www.nabsw.org/

Academic Committees

BASW student participation on academic committees is encouraged. Information about the purposes and functions of the committees is distributed during the fall term. At that time, students may choose a committee in the area of their concern and become full members of the assigned committees. The Student Executive Council identifies student representatives.

Following are the standing committees of the School on which BASW Majors may serve:

- Academic Integrity and Academic Review Committee
- Affirmative Action Committee
- BASW Program Committee

Administrative Policies

A few weeks before the beginning of registration each term, the schedule of social work classes is made available in the hall outside of Room 2110 CL as well as being posted online at the School's Web site (www.socialwork.pitt.edu). The University publishes an online Schedule of Classes three times a year, shortly before each registration period for Fall, Spring, and Summer Terms. This publication can be accessed through the student portal at my.pitt.edu.

Registration Dates http://www.registrar.pitt.edu/calendars.html

Fall Term ADD/DROP PERIOD	ends	September 14, 2018
Fall Term monitored withdrawal	ends	October 26, 2018
Spring Term Enrollment Period	begins	October 26, 2018 (Veteran students)
		October 29, 2018 (non-Veteran students)
	ends	December 7, 2018 (for continuing students)
Spring Term Add/Drop Period	ends	January 25, 2019
Spring Term monitored withdrawal	ends	March 8, 2019
Summer Term Enrollment Period	begins	February 8, 2019 (Veteran students)
		February 11, 2019 (non-Veteran students)
	ends	May 6, 2019 (for continuing students)
Fall Term Enrollment Period	begins	March 22, 2019 (Veteran students)
		March 25, 2019 (non-Veteran students)
	ends	August 26, 2019

All students should check the School of Social Work website for notices of special dates for registrations.

Registration Procedures

1. Check when the university has your enrollment appointment listed (your "enrollment appointment" is the date and time when you can begin to enroll online). To do this, go to my.pitt.edu and click the Link to Student Center. Then, click Self Service; then, click Student Center. Once in your Student Center, your enrollment appointment will be listed in the box entitled Enrollment Dates on the right-hand side of the page.

2. Schedule an appointment with your advisor prior to your online enrollment date and time. During the appointment, your advisor will review with you your program, interests, and career goals. You and your advisor will develop a course schedule both to meet your needs and to satisfy the curriculum requirements. Once you have met with your advisor and planned your schedule, the "Academic Advisement Service Indicator" will be removed by your advisor. This will allow you to complete self-registration on your enrollment appointment date. Please note: You will not be able to enroll for classes until you have met with your advisor and the academic advisement service indicator is removed.

3. Complete **2 copies** of the Enrollment Form in BALLPOINT PEN. Make sure that your registration information is legible. PLEASE NOTE: Do not put the title of the course in the SUBJECT area of the Enrollment Form. This space is for the Department Abbreviation listed on the Social Work Schedule of Classes under the SUBJECT Heading.

4. You will use 1 copy of the Enrollment Form to complete self-registration on your scheduled enrollment appointment date and the other copy will be retained by your advisor. To complete the online self-registration, take the following steps:
   - Log in to your Student Center through the **my.pitt.edu** Web portal.
   - Once you have navigated to your "Student Center", click the "Add a Class" link. Select the term for which you wish to enroll and then click the "Continue" button. The "Select Classes to Add" page displays after you have chosen the term. Add all classes to your enrollment shopping cart by entering the 5-digit class number in the "enter Class Nbr" box and clicking on the "enter" box after each entry. Click the "Next" button to enter additional class numbers. After entering all class numbers, click the "Proceed to Step 2 of 3" button to confirm all the classes in your cart. The Promissory Note displays above the shopping cart. After you have finished reading the agreement to pay, scroll down to the shopping cart. After you have finished reading the agreement to pay, scroll down to click on the "Accept Terms & Register" button. A **green** checkmark (√) in the status column means that you have successfully enrolled. A **red** X (**X**) shows there was an error during the enrollment process.

5. Students planning to graduate in **this academic year** should complete **a "GRADUATION APPLICATION"** when registering for their **final** term. If you are fulfilling requirements for a certificate or minor, you must include the information on the Graduation Application (pg. 2) for the Certificate. Failure to submit an application by the deadline will result in the assessment of a **late fee** or will prevent you from graduating at the anticipated time. You will also need to have any incomplete grades changed to reflect the completion of course or field work.

Add/Drop Procedures:

1. To **ADD** classes, Log in to your Student Center through the **my.pitt.edu** Web portal. Once you have navigated to your "Student Center", click the "Add a Class" link. Select the term for which you wish to enroll and then click the "Continue" button. Follow the same steps you took to register initially for the term to add classes to your schedule.
2. To **DROP** classes, Log in to your Student Center through the my.pitt.edu Web portal. Once you have navigated to your "Student Center", click the "Drop a Class" link. Select the term for which you wish to enroll and then click the "Continue" button. Click the box next to the class or classes you would like to drop; then click the "Drop Selected Classes" button. Review the information on the "Confirm your Selection" screen. Click the "Finish Dropping" button to drop the classes you have selected. On the "View Results" screen, a **green** checkmark (√) will display next to the classes you successfully dropped.

Financial Penalties

Students are assessed a number of "penalty" fees for late payment, late registration, late application for graduation, re-instatement, etc. Information on fees and the conditions under which they are to be paid is available in the Office of Student Accounts, G8 Thackeray. Students are urged to become acquainted with this information.

BASW Student Cross Registration Procedures

Students are permitted to take courses in other colleges and universities in the Pittsburgh area. Students must **first** contact with their School of Social Work advisor. Students should consult BASW Transfer Credit Policy (SSW Policy #25:1) when cross registering.

Transcript Review

Students are held responsible for reviewing all University of Pittsburgh transcripts and/or grade reports each term to assure themselves of accurate recordings of grades, credit hours earned, advanced standing, etc. This can be done by accessing the student's individual PeopleSoft account. ***All errors in the transcript should be reported immediately to the Office of Student Records, Room 2110 CL.***

Official University Academic Record: GPA Calculation

A student's undergraduate (or graduate) Grade Point Average (GPA) is obtained by dividing the total number of letter grade credits taken as an undergraduate or graduate student by the number of credit hours for which grades were received. Only letter grades earned at the University of Pittsburgh (A, B, C, D, and F) will be used in computing the Grade Point Average.

Course Repeat Option

If a BASW Major receives a D or F grade in a required social work course, the authorization to repeat the course is given by the student's Academic Advisor. Per the BASW Academic Standing Policy, BASW students will have only one opportunity to repeat a required BASW course for which they received a grade of D+ or lower. The original grade for all repeated courses remains on the transcript but is identified with an asterisk. However, only the most recent course grade is counted in computing the Grade Point Average.

After the course has been successfully re-completed, the student, in consultation with their assigned Academic Advisor and with the signature of the Program Director and/or the Associate Dean for Academic Affairs, must complete and submit a Course Repeat card with the Office of Student Records, Room 2110 CL.

Student Evaluation of Courses

Students should be aware that, at the end of each term, they will be asked to evaluate some of the courses in which they are enrolled. For further information, contact the Associate Dean for Academic Affairs.

Application for Graduation

Students **MUST** complete and submit an Application for Graduation form during the term at the end of which they expect to be graduated. Preferably this form should be completed at the time of registration for their final term, but no later than the deadline posted in the academic calendar. The student should have consulted with their assigned Academic Advisor to determine the minimum number of required

credits in the last term. Graduating students should ***not*** receive incomplete grades for courses taken in their final term.

Ultimately, it is the responsibility of the student to see to it that s/he has the sufficient number of credits and has satisfied all requirements for graduation.

Application forms for graduation are available from the Office of Student Records (Room 2110 C.L.) and **must be returned** to that Office.

Failure to apply for graduation before the deadline date will either result in the assessment of a late fee **OR** will prevent you from graduating at the anticipated time.

The Board of Trustees of the University of Pittsburgh must approve all candidates for graduation.

All graduates should receive a final transcript which shows conferral of the degree. If you do not receive this transcript within two months after graduation, please contact the Records Section of the University in Room G3, Thackeray Hall.

Resignation

Students who wish to drop all of their courses before the official end of the add/drop period should do so in 2110 CL and G1 Thackeray Hall. The student is not liable for term charges, and the registration will become void. See "Registration and Add/Drop Forms" and "Termination of Registration Drop all Classes" in the Registration section of the Student Registration and Financial Services (SRFS) guide.

If, after the end of the add/drop period, a student wishing to resign from all of the courses registered, must notify Student Accounts by mail, phone or in person to have registration and term charges adjusted in accordance with the official University Termination of Registration Policy. This must be done this even if the student is registered for just one course.

There is a special resignation service phone line 412.624.7585, which operates 24 hours a day, including weekends and holidays. On this line, an answering machine will prompt the caller for some basic information.

Students who resign after the last day of the add/drop period are liable for a percentage of their charges and will be issued "R" grades, denoting resignation, on their transcripts. If a student resigns by mail, the percentage reduction of term charges will be determined by the postmark date on the envelope, considered to be the notification date of resignation. For further information go online to https://payments.pitt.edu/tuition-adjustments/.

Refund Processing

If a student has a refundable credit balance on his or her account, a refund check will be automatically generated and sent to the student's mailing address, unless Student Accounts or the Cashier's Office have been informed of a specific address to which your refund should be mailed.

Refunds requested by mail are processed by Student Accounts. When mailing a refund request, the student must include his or her name, social security number, a mailing address, and signature. Only the student's signature can be accepted. Student Accounts is responsible for the processing and mailing of all student refund checks. (See "Refunds" in the Cashier's section of the Student Registration and Financial Services (SRFS) guide for further information or go to https://payments.pitt.edu/about_refunds/.

Financial Holds

If a student does not pay the full account or make payment arrangements through Student Loans and Special Accounts by the due date on his or her Invoice, Student Accounts may place a financial hold on the student's account. If the Invoice has been validated using an Aid Information Data Sheet or sponsor billing procedures, but the deferred aid credits or sponsor payments have not been received by the University within 30 days after validation, Student Accounts may place a financial hold on the account A financial hold will deny student access to certain University services, such as registration, add/drop and receipt of grades, transcripts and diplomas.

A late fee of $25.00 will be charged to a student's account if payment is not made by the first due date. If payment is not received by the second due date, in addition to the placement of the financial hold, $15 will be charged to the account. An additional $15 will be charged if payment is not received by the third due date.

When an account has been paid in full, the financial hold will be automatically released. When the financial hold has been released, the student may request a release of grade report(s) if it was withheld because of the financial hold on account. If payment is made by mail, the student must wait until the payment has been recorded to request a grade report. (See also "Collection of Delinquent University Accounts/Loans, Financial Holds" in the Student Loans and Special Accounts section of the Student Registration and Financial Services (SRFS) guide).

No-Smoking Policy

No smoking of any kind is permitted on the premises of the School of Social Work.

Academic Policies

All policies are subject to change at any point in the year. Students will be notified of revisions as these occur.

Transfer Credit Policy for BASW Students

BASW Transfer Credit is defined as the award of academic credit toward the BASW degree by the School of Social Work for course work or field work completed at an accredited academic institution when such work is evaluated by the University of Pittsburgh's School of Social Work as entirely comparable.

Potential students applying to the BASW Major at the University of Pittsburgh who have earned college-level credit at another accredited undergraduate social work program prior to entering the BASW Major may be eligible to have those credits counted toward completion of the BASW degree. An official transcript of all courses taken at other schools must be submitted at the time of application, whether or not it is intended that such courses be counted toward a degree at the University of Pittsburgh. To be considered for transfer credit, all courses must be evaluated and approved by the BASW Program Director, or her or his designate, in consultation with the Associate Dean for Academic Affairs. Transfer credits are not used in computing the student's cumulative G.P.A. or BASW G.P.A.

Transfer credits are subject to the following guidelines and limitations:

1. Credits earned by the student at another accredited institution will be accepted if the quality of the credits earned is at least a C grade or better, per University of Pittsburgh Transfer Credit Policy.

2. Academic credit for field work will be awarded only for field work completed at an undergraduate social work program accredited by the Council on Social Work Education when such work is evaluated as entirely comparable.

3. Courses for which credit is sought must correspond with those offered by the University of Pittsburgh in objectives and content, as described in the University of Pittsburgh's The Pitt Connection.

4. The number of credits reduced or granted for a given course can neither exceed the number on the official transcript from the School where they were earned, nor the number earned in the corresponding course at the University of Pittsburgh.

5. *No transfer credits can be part of the final thirty (30) credits required for the BASW degree*. The final thirty (30) credits must be earned in residence at the University of Pittsburgh.

6. All transfer credits are subject to re-evaluation if and when the student transfers from one school to another within the University of Pittsburgh.

7. *No more than 90 credits may be transferred from four-year schools and no more than 60 credits can be transferred from two-year schools.* This decision is made on the basis of the last school attended, according to the University of Pittsburgh Transfer Credit Policy.

8. If a course for which transfer credit has been awarded is repeated, the transfer credit is cancelled and the student must enroll in another course to make-up those transfer credits.

9. Transfer credits awarded by the University of Pittsburgh's College of General Studies from the College Level Examination Program (CLEP) will be accepted consistent with the aforementioned policies.

10. Transfer credits awarded by the University of Pittsburgh's College of Arts and Sciences for Advanced Placement will be accepted consistent with the aforementioned policies.

11. Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards, the School of Social Work's BASW Program does not grant transfer credits or exemptions for prior life or employment experience.

12. Transfer credits for liberal arts courses in which the student has received a C grade or better do not have a statute of limitations, though the BASW program reserves the right not to accept liberal arts courses for transfer if the content is deemed outdated.

13. Transfer credit for social work courses in which the student has received a C grade or better must have been completed within the previous **seven** academic calendar years at a social work program accredited by the Council on Social Work Education when such work is evaluated as entirely comparable.

14. Transfer credits will calculate by the administrative Support Staff person assigned to the BASW Program Director, and included in the student's permanent record prior to registration for the Spring Term following the student's matriculation into the BASW Program.

15. A student may appeal a negative ruling regarding transfer credits to the Academic Review and Academic Integrity Committee, following the procedures described in this handbook for filing student grievances.

Academic Standards

BASW Academic Standing Policy

Approved: June 1987
Revised and Approved by Faculty: March 2003
Revised and Approved by Faculty: November 2003
Revised and Approved by Faculty: 2013

In order to remain in good academic standing and to graduate the BASW Program, all students must:

a) obtain a grade of "C-" or better in all required courses in their social work major (including Practicum I and II);
b) maintain a minimum cumulative 2.50 on a 4.00 scale in their social work major; and,
c) maintain a minimum cumulative GPA of 2.50 on a 4.00 scale.

Students earning a cumulative GPA that puts them in the top 2% of their graduating class are considered for honors recognition at the annual Honors Convocation conducted by the University of Pittsburgh.

All courses, including Practicum I & II, in the BASW Program must be taken for a letter grade. With the exception of both Practicum I and Practicum II, should a student receive a grade below a "C-" in any social work course, the course must be taken again. Because field work is recognized as the capstone of the BASW student experience, should a student receive a grade below a C- in Practicum I or Practicum II, the student will automatically be terminated from the BASW Program. **The option of re-taking a required course for which a grade below a "C-" was earned can be exercised once only.** The second grade earned is the grade that will be counted in the student's GPA, provided the student has completed the Course Repeat Option form. A student will be dismissed from the BASW Program if s/he does not receive a grade of C- or higher in a required course on the second attempt.

Courses in the BASW Program build directly on others and can be thought of as constituting a "sequence." Typically, these "sequences" involve required practice, social welfare policy, and human behavior and the social environment courses. Thus, the Methods courses are numbered on the premise that students have achieved basic competence in Social Work with Individuals & Families before proceeding on to, Social Work with Communities and Organizations, or Social Work with Groups. Similarly, Social Policy Analysis is designed to build on successful completion of Foundations of the Welfare State. Successful completion of Human Behavior in the Social Environment (HBSE) is requisite for enrollment in Ethnicity and Social Welfare. A sequence also exists for field education in that students are expected to successfully complete Practicum I (and the concurrent Seminar and Lab I course) before moving on to Practicum II (with concurrent enrollment in Seminar and Lab II). For courses offered as part of a "sequence", students must receive a grade of C- or better in an earlier course (or courses) in order to register for a more advanced course. Successful completion of the entire junior year social work curriculum is prerequisite to Practicum I. In extraordinary circumstances, the Program Director (in consultation with the student's Faculty Advisor and the Associate Dean for Academic Affairs) may grant rare exceptions to this prerequisite for a course or two (not including the Methods courses).

Students in the BASW Program must maintain a minimum cumulative GPA of 2.50 and a social work GPA of 2.50 **during each term** they are enrolled in the BASW Program. Should a student's cumulative GPA fall below 2.50, or the social work GPA fall below 2.50, the student will be placed on *academic probation*. In this case, students will be given *two terms* to achieve program standards. Any student who fails to demonstrate satisfactory academic performance in the first term will remain on probationary status subject to formal academic review. A student will be given one additional semester to bring his or her cumulative GPA to the 2.50 level and/or the social work GPA to 2.50. The course work to be completed and any other conditions for continued enrollment will be determined by the Academic Review Committee.

A student ***will be dismissed*** from the BASW Program if he or she does not obtain a minimum cumulative GPA of 2.50 and/or if the social work GPA falls below 2.50 after this *second semester* of academic probation. No student will be permitted to begin field placement until satisfactory academic performance has been demonstrated and their academic probation status cleared, even if this results in students' having to extend enrollment in the BASW Program beyond the two years needed by full-time students to graduate.

Dismissal from the Hartford Partnership, Child Welfare Education for Baccalaureates (CWEB), or other program-related trainings or certifications does not inherently imply dismissal from the BASW Program.

To qualify for graduation, students must have a final cumulative GPA of 2.50 or higher and a social work GPA of 2.50 or higher. No student will be permitted to graduate from the BASW Program with a final grade of "D+", "D", "D-", or "F" in a social work course. A student will be permitted to graduate from the BASW Program with a "D-" or better in a non-social work course as long as the student's cumulative GPA is 2.50 or higher.

BASW Academic and Cumulative GPA Probation Policy

Any student whose cumulative undergraduate Grade Point Average (GPA) falls below the 2.50 level and/or whose social work GPA falls below 2.50 will be placed on probationary status. A student will be notified in writing by the BASW Program Director s/he has been placed on probationary status and will be given two terms to demonstrate satisfactory academic performance in the BASW Program in order to be removed from that status. Any student who fails to demonstrate satisfactory academic performance in the first term will remain on probationary status subject to formal academic review. (see below.) A student will be given one additional semester to bring his or her cumulative GPA to the 2.50 level and/or the social work GPA to 2.50. The course work to be completed and any other conditions for continued enrollment will be determined by the Academic Review Committee. A student will be dismissed from the BASW Program if s/he does not obtain a minimum cumulative GPA of 2.50 and/or if the social work GPA falls below 2.50 after this second semester of academic probation.

Academic Review (#12:1)

SECTION I. Statement of Purpose and Definition

A. The purpose of Academic Review is to provide a mechanism for insuring qualitative standards of achievement for degree students in the School of Social Work. Achievement embraces field-based performance and learning, grades in academic courses, and reasonable rates of progress toward completion of degree requirements.

B. Academic review is a problem solving and decision making process that seeks to establish just procedures for reaching decisions on those matters defined herein.

SECTION II. Types of Academic Review

A. Mandatory Review

Under certain conditions, consistent with the educational responsibilities of the School, academic review proceedings are required.

For the baccalaureate program, this would be obtained in instances where:

1. a student admitted on provisional status fails to achieve a minimum cumulative GPA of 2.50 on a 4.00 scale;

2. a student's cumulative GPA falls below the 2.50 level on a 4.00 scale.

B. Discretionary Review

This pertains to academic matters not specified above such as the accumulation of "G" or "I" grades, a BASW term GPA of less than 2.50 or a cumulative GPA below a 2.50 on a 4.00 scale, and/or other instances as set forth in Section I, paragraph A. Discretionary review is not meant to by-pass the relationship between the student and her or his faculty advisor (or field liaison). Nor is it meant to preclude problem solving by these parties. Rather, discretionary review offers a formal venue for addressing and attempting to resolve impediments to a student's academic performance and progress.

SECTION III. Process

A. The BASW Program Director shall send written notification of the academic review to the student and to her or his advisor. The notification shall indicate the reason for the review, the parties being asked to attend, and the date, time, and location of the meeting. Notification and scheduling of reviews shall occur as soon after the start of the following term as possible. A copy of the notification shall be placed in the student's folder.

The BASW Program Director, or his or her designate, shall convene the academic review meeting. The meeting shall include the student and his or her advisor. As appropriate, course or field instructors, Office of Field Education staff, or other relevant parties may be asked to attend. The discussion shall seek to arrive at a plan that will permit the student to improve his or her academic performance and to make reasonable progress toward his or her degree. Such a plan may entail:

1. modification of the student's current registration.
2. delay or suspension of field placement.
3. specification of a course of study to be followed to complete the degree.
4. use of academic support services.
5. use of other supportive services or a short-term leave of absence when significant personal issues are impeding the student's academic performance and progress.

The time frame, consistent with the length of time specified in the Policy on Academic Probation, for demonstrating satisfactory performance and progress shall be noted in the plan.

A written copy of the recommended plan shall be sent to the student no later than three working days after the meeting. A copy of the plan shall be placed in the student's folder.

B. Referral to the Academic Review and Academic Integrity Committee
The matter shall be referred to the Academic Review and Academic Integrity Committee, except in those instance where failure to demonstrate satisfactory academic performance results in dismissal, if:

1. it is not possible to develop a plan during the academic review meeting;
2. subsequent to accepting the plan, the student does not abide by its provisions or fails to demonstrate satisfactory performance and progress.

The BASW Program Director shall submit a request to the Chair of the School's Academic Review and Academic Integrity Committee that the Committee be convened. The rationale for the request should identify:

1. a statement of the problem;
2. efforts at resolution by the faculty advisor, other involved parties, and the BASW Program Director;
3. a summary of the academic review meeting, including the plan accepted, if appropriate;
4. the BASW Program Director's recommendation to the Associate Dean for Academic Affairs.

The Chair shall schedule a meeting of the Academic Review and Academic Integrity Committee within 15 working days of his or her receipt of the Program Director's request. He or she shall notify Committee members of the scheduled meeting and shall make available for their review, no later than three days before the meeting, a file to be kept in a central location that contains:

1. the BASW Program Director's request;
2. other documents considered during the academic review;
3. materials provided by the student, if any.

The Chair shall inform the student by certified special delivery mail of the scheduled Academic Review and Academic Integrity Committee meeting and shall request that the student attend the Committees meeting, if he or she chooses. The student will be informed that she or he can submit materials for the Committee's consideration; The Chair must receive such materials no later than three working days before the meeting. The student shall be advised that she or he may invite up to two faculty members and/or students to attend the meeting with her or him; however, a student shall not be permitted to bring as a representative an attorney or law student. The letter shall include a copy of the School's Policy on Academic Review.

No later than three working days prior to the meeting, the Chair shall send the student by certified special delivery mail a copy of the materials made available to the Committee for review.

The Academic Review and Academic Integrity Committee proceedings (exclusive of the Committee's deliberations to arrive at a decision) must be recorded. The meeting should proceed in five (5) major phases identified below:

Phase 1: Statement of Problem

The BASW Program Director should offer a clear statement of the problem(s) under consideration. Discussion during this phase should be limited to a charting of the historical development of the problem(s) and prior attempts at resolution and to defining the specific problem(s) to be addressed by the Committee.

Phase 2: Identification of Facts

All pertinent information regarding the problem(s) under consideration should be presented to the Academic Review and Academic Integrity Committee. Such information may be provided in the form of written statements submitted to the Committee via the Chair and/or in the form of direct information that may be given at the request of the Chair.

Only those persons who have been identified prior to the date of the proceedings to provide direct information may appear before the Academic Review and Academic Integrity Committee. These individuals must appear separately and are not to remain to hear information from other persons scheduled to appear. Exceptions can be made when the information to be provided by two (2) or more persons is so closely related that separate appearances would seriously diminish the value of the information to be provided. The Chair shall determine the order in which persons who are to provide direct testimony are to appear before the Committee. Any member, and each of the parties present, shall be permitted to question each person providing direct information.

Phase 3: Student Responses

If present, the student and the maximum of two (2) representatives as previously designated (faculty member and/or student) must have an opportunity to address the Committee.

Phase 4: Committee Deliberations

Only the members of the Academic Review and Academic Integrity Committee are to be present for the deliberations. All persons who are not members of the Committee are to be excused and the tape recorder must be turned off prior to the beginning of the deliberations.

Phase 5: Voting

The Committee must arrive at a decision. A minimum of five (5) concurring votes is required for a Committee decision. The Committee can uphold the recommendations of the academic review, accept the student's recommendations in place of those of the academic review, or formulate its own recommendations.

If the student is available, she or he will be informed of the Committee's decision immediately upon completion of the meeting.

The Committee via the Chair shall submit the following material to the Dean, who shall make an independent review of the hearing proceedings.

1. the complete file as available to the Committee;
2. a summary of the proceedings;
3. the tapes of the proceedings intact;
4. the signed recommendations of the Committee

The Dean may affirm or overrule the Academic Review and Academic Integrity Committee on any matter, in whole or in part, or may remand the matter for further consideration. Upon completion of such additional proceedings, if any, and within a reasonable time the Dean shall issue a final decision.

SECTION IV. Academic Review and Academic Integrity Committee

A. Permanent Members

The Academic Review and Academic Integrity Committee is to be composed of seven (7) permanent members of whom four (4) are faculty persons appointed by the Dean and three (3) are degree students selected by the Student Executive Council. It is required that the student representation consist of one (1) individual from each degree level (undergraduate, master's, and Ph.D.).

B. Alternate Members

There are to be a total of seven (7) alternate members of the Academic Review and Academic Integrity Committee. Four (4) of the alternates are to be faculty persons appointed by the Dean and are to be designated as 1st, 2nd, 3rd, and 4th Alternate. Three (3) of the alternates are to be students selected by the Student Executive Council and are to be designated as 1st, 2nd, and 3rd Alternate. If a vacancy occurs, a replacement shall be immediately appointed.

The Academic Review and Academic Integrity Committee can be convened only when there are seven (7) members present of whom four (4) are faculty and three (3) are students. In the event that permanent member(s) cannot attend the initial Committee session for any given review proceeding, the Chair must contact the appropriate alternate (faculty or student) in the sequence in which they were designated. The Alternate(s) would then serve on the Committee for the duration of those proceedings.

All appointments to the Academic Review and Academic Integrity Committee are to be for a twelve-month term. The Dean is to submit a written request for identification of student members and student alternates to the Student Executive Council. This request should specifically mention the requirement set forth above.

C. Chairperson

The Associate Dean for Academic Affairs shall serve as the Chair of the Academic Review and Academic Committee without the benefit of vote. In the extended absence of the Associate Dean for Academic Affairs, the person appointed by the Dean to perform the Associate Dean's functions shall serve as Chair of the Academic Review and Academic Integrity Committee. If the Associate Dean for Academic Affairs is not available, the Dean shall appoint an alternate chair from among the Administrative Officers.

D. Conflict of Interest

Any faculty member, class or field, with a current academic relationship with the student under review may be included in the discussions, but will not be included in the formal deliberations and vote.

In the event that circumstances involving conflict of interest results in the elimination of permanent members and the three (3) alternates in either category, the Dean shall appoint faculty replacements and the Student Executive Council shall identify student replacements.

SECTION V. Review and Appeal

A student may seek to have a Dean's final decision reviewed by the Provost, who may seek the advice of the University Review Board, or the student may appeal to the University Review Board, whose recommendation shall be made to the Provost. The action of the Provost, taken with or without the advice of the University Review Board, shall constitute an exhaustion of all required institutional remedies.

SECTION VI. Timeliness

It is the responsibility of all parties, including administrative officers, to take prompt action in order that grievances may be resolved quickly and fairly. While no explicit time limit could apply to all cases, failure to use diligence in seeking redress may constitute grounds for denial of a hearing or other relief, especially if prejudice results. Parties have the right to seek review of the Provost or to petition the University Review Board for an appeal from a decision of the Academic Review and Academic Integrity Committee within five (5) working days of the date of the decision letter.

SECTION VII. Retention of Materials

The Dean is to be responsible for safeguarding the materials given to him or her by the Academic Review and Academic Integrity Committee. All materials should be retained no less than two (2) years and may be retained longer at the Dean's discretion.

Section I: Academic Integrity (#11:1)

A. Student Obligations

A student has an obligation to exhibit honesty and to respect the ethical standards of the social work profession in carrying out his or her academic and field placement assignments. Without limiting the application of this principle, a student may be found to have violated this obligation if he or she[1]

1. Refers during an academic evaluation to materials or sources, or employs devices, not authorized by the faculty member.
2. Provides assistance during an academic evaluation to another person in a manner not authorized by the faculty member.
3. Receives assistance during an academic evaluation from another person in a manner not authorized by the faculty member.
4. Engages in unauthorized possession, buying, selling, obtaining, or using any materials intended to be used as an instrument of academic evaluation in advance of its administration.
5. Acts as a substitute for another person in any academic evaluation process.
6. Utilizes a substitute in any academic evaluation proceeding.
7. Practices any form of deceit in an academic evaluation proceeding.
8. Depends on the aid of others in a manner expressly prohibited by the faculty member, in the research, preparation, creation, writing, or publication of work to be submitted for academic credit or evaluation.
9. Provides aid to another person, knowing such aid is expressly prohibited by the faculty member, in the research, preparation, creation, performing, or publication of work to be submitted for academic credit or evaluation.

[1] There may be instances where the charging party may more appropriately invoke the University of Pittsburgh Student Code of Conduct and Judicial Procedures. This may occur where the alleged wrong mainly involves factual determinations and not academic (including field placement) issues.

10. Presents as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.
11. Submits the work of another person in a manner which represents the work to be one's own.
12. Knowingly permits one's work to be submitted by another person without the faculty member's authorization.
13. Attempts to influence or change one's academic evaluation or record for reasons other than achievement or merit.
14. Indulges, during a class (or examination) session in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the faculty member or fellow students.
15. Indulges, during a field placement in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the field instructor, other staff, or clients.
16. Fails to cooperate, if called upon, in the investigation or disposition of any allegation of dishonesty pertaining to a fellow student.
17. Violates the canons of ethics of the National Association of Social Workers. Students are expected to demonstrate appropriate decorum and ethical behavior in class and field situations as well as in their contacts with the broader community. Specific agency policies concerning professional conduct may also be applicable for students in fieldwork, especially in those host settings where another profession is predominant.

B. Statement on Plagiarism

In order to help students avoid problems in infractions against academic integrity, the statement below will describe plagiarism and its interpretation within the School of Social Work and the University.

According to Webster's International Dictionary, plagiarism is the act or instance of stealing or passing off as one's own the ideas or words of another, or presenting as one's own the idea or product derived from an existing source. When submitting a paper or written work to a faculty member, appropriate acknowledgment must be given in the paper as to whose work is being directly quoted, paraphrased, or used as the source of ideas or data. This means using correct citations and referencing according to an accepted academic style manual. Most social work classes require students to follow the referencing style set out in the most current APA manual.

It is also inappropriate and unacceptable (without prior approval by the faculty members involved) to submit a paper written for one class as a completed assignment for a different class. At times, a student may wish to study a subject in depth from varying viewpoints and to meet requirements for different courses. However, consultation with and approval of both faculty members is necessary.

C. Procedures for Adjudication

No student should be subject to an adverse finding that he or she committed an offense related to academic integrity, and no sanction should be imposed relating thereto, except in accordance with procedures appropriate for disposition of the particular matter involved. The degree of formality of proceedings, the identity of the decision maker or decision makers, and other related aspects properly reflect such considerations as the severity of the potential sanction, its probable impact upon the student, and the extent to which matters of professional judgment are essential in arriving at an

informed decision. In all cases, however, the objective is to provide fundamental fairness to the student as well as an orderly means for arriving at a decision, starting first with the individual faculty member and then with designated administrative officers or bodies.

These Guidelines are not meant to address differences of opinion over grades issued by faculty[2] in exercising good faith professional judgments of student work. They are meant to address matters in which a faculty member intends to penalize a student based upon an alleged breach of academic integrity. In matters of academic integrity the succeeding procedural steps must be followed:

a. Any member of the University community who has evidence may bring to the attention of the faculty member a complaint that a student has failed, in one or more respects, to meet faithfully the obligations specified in the above Section A. Acting on his or her own evidence, and/or on the basis of evidence submitted to the faculty member, the faculty member will advise the student that he or she has reason to believe that the student has committed an offense related to academic integrity, and the student will be afforded an opportunity to respond.

b. If the accused student and the faculty member accept a specific resolution offered by either of them, the matter will be considered closed if both parties sign a written agreement to that effect, and submit it to the Office of the Dean.

c. The Office of the Dean will maintain a written record of the agreement, signed by the student and the faculty member. These records are not to be added to the student's individual file, and they are to be destroyed when the student graduates or otherwise terminates registration. The Office of the Dean may provide such information identifying an individual student for the following uses:

   (1.) to a faculty member who is involved with a student integrity violation at the initial stage and who wishes to use this previous record in determining whether a resolution between the faculty member and the student or an Academic Review and Academic Integrity Committee hearing may be most appropriate, especially in the case of repeat offenders; and, to the School's Academic review and Academic Integrity Committee after a decision of guilt or innocence has been made in a case, but before a sanction has been recommended.

   (2.) to the School's Academic Review and Academic Integrity Committee after a decision of guilt or innocence has been made in a case, but before a sanction has been recommended.

d. If an agreed upon resolution between the faculty member and the student cannot be reached, the faculty member will file a written statement of charges with the Associate Dean for Academic Affairs (hereafter the Academic Dean). Such statement should set forth the alleged offenses which are the basis of the charges, including a factual narrative of events and the dates and times of occurrences. The statement should also include the names of persons having personal knowledge of circumstances or events, the general nature and description of all evidence, and the signature of the charging party. If this occurs at the end of a term, and/or the last term of enrollment, the "G" grade should be issued for the course until the matter is decided. In situations involving the student's last term, before graduation, degree

[2] Faculty, for the purposes of this policy, includes those who are full-time and part-time as well as doctoral student TAs.

certifications can be withheld, pending the outcome of the hearing, which should be expedited as quickly as possible.

e. The Academic Dean will transmit these charges to the student, together with a copy of these regulations.

f. The letter of transmittal to the student, a copy of shall will also be sent to the charging party, will state a time and place, when a hearing on the charges will be held by the School's Academic Review and Academic Integrity Committee.

g. In proceedings before the School's Academic Review and Academic Integrity Committee, the student shall have the right:

1. to be considered innocent until found guilty by clear and convincing evidence of a violation of the student obligations of academic integrity;
2. to have a fair disposition of all matters as promptly as possible under the circumstances;
3. to elect to have a private or public hearing;
4. to be informed of the general nature of the evidence to be presented;
5. to confront and question all parties and witnesses except when extraordinary circumstances make this impossible;
6. to present a factual defense through witnesses, personal testimony and other relevant evidence;
7. to decline to testify against himself or herself;
8. to have only relevant evidence considered by the Academic Review and Academic Integrity Committee; and
9. to a record of the hearing (audio tape), at his or her own expense, upon request.

h. The hearing should provide a fair inquiry into the truth or falsity of the charges, with the charged party and the faculty member or charging party afforded the right to cross-examine all adverse witnesses. At the level of the School's Academic Review and Academic Integrity Committee, legal counsel shall not be permitted, but a non-attorney representative from within the University community shall be permitted for both faculty and students. A law student cannot be used as a representative at the Academic Review and Academic Integrity Committee hearing.

i. Any member of the University community may, upon showing of relevancy and necessity, request witnesses to appear at the hearing. Witnesses who are members of the University community will be required to appear, and other witnesses may be requested to appear at a hearing. When necessitated by fairness or extraordinary circumstances, the Chair of the Academic Review and Academic Integrity Committee may make arrangements for recorded or written testimony for use in a proceeding.

j. **HEARING PROCEDURE**:

The hearing will be conducted as follows:

1. the Chair of the Academic Review and Academic Integrity Committee will not apply technical exclusionary rules of evidence followed in judicial proceedings nor entertain technical legal motions.
2. Technical legal rules pertaining to the wording of questions, hearsay, and opinions will not be formally applied.
3. Reasonable rules of relevancy will guide the Chair of the Academic Review and Academic Integrity Committee in ruling on the admissibility of evidence.
4. Reasonable limits may be imposed on the number of factual witnesses and the amount of cumulative evidence that may be introduced;
5. the alleged offense or offenses upon which the complaint is based will be read by the Chair of the Academic Review and Academic Integrity Committee;
6. objections to procedure shall be entered on the record, and the Chair of the academic Review and Academic Integrity Committee shall make any necessary rulings regarding the validity of such objections;
7. the charging party will state his or her case and shall offer evidence in support thereof;
8. the accused or representative(s) for accused shall have the opportunity to question the charging party;
9. the charging party shall be given the opportunity to call witnesses;
10. the accused or representative(s) for accused shall be given the opportunity to question each witness of the charging party after he or she testifies;
11. the charging party shall inform the Chair of the Academic Review and Academic Integrity Committee when his or her presentation is completed, at which time, the Academic Review and Academic Integrity Committee members shall be given an opportunity to ask questions of the persons participating in the hearing;
12. the Academic Review and Academic Integrity Committee shall recess, and the Chair of the Academic Review and Academic Integrity Committee shall make a determination as to whether the charging party has presented sufficient evidence to support a finding against the accused if such evidence is uncontroverted.
13. The parties may be required to remain in the hearing room during the recess or may be excused for a time period set by the Chair of the Academic Review and Academic Integrity Committee;
14. depending upon the determination of the Chair of the Academic Review and Academic Integrity Committee, the matter will be dismissed or the accused shall be called upon to present his or her case and offer evidence in support thereof;
15. the accused may testify or not as he or she chooses;
16. the charging party shall have the opportunity to question the accused if the accused voluntarily chooses to testify;
17. the accused or a representative for the accused shall have the opportunity to call witnesses;
18. the charging party shall have the opportunity to question each witness of the accused after he or she testifies;
19. the accused shall inform the Chair of the Academic Review and Academic Integrity Committee when his or her presentation is complete, and the Academic Review and Academic Integrity Committee members shall have an opportunity to ask questions of the accused as well as the accused's witnesses;
20. the Chair of the Academic Review and Academic Integrity Committee will have an opportunity to address the Academic Review and Academic Integrity Committee on University regulations or procedure in the presence of all parties, but shall not offer other comments without the consent of all parties; and,
21. the hearing shall be continued and the members of the Academic Review and Academic Integrity Committee shall deliberate in private until a decision is reached and recorded.

22. A suitable record (audio tape) shall be made of the proceedings, exclusive of deliberations to arrive at a decision.
23. The proposed decision, which shall be written, shall include a determination whether the charges have been proven by clear and convincing evidence, together with findings with respect to the material facts. If any charges are established, the proposed decision shall state the particular sanction or sanctions to be imposed. Prior violations or informal resolutions of violations may be considered only in recommending sanctions, not in determining guilt or innocence.
24. Once a determination of guilt has been made, and before determining sanctions, the Chair of the Academic Review and Academic Integrity Committee should find out from the Office of the Dean whether prior offenses and sanctions imposed have occurred.
25. The proposed decision shall be submitted to the Dean, who will make an independent review of the hearing proceedings. The Dean may require that the charges be dismissed, or that the case be remanded for further proceedings whenever he or she deems this to be necessary. Upon completion of such additional proceedings, if any, and within a reasonable time the Dean will issue a final decision. The Dean may reject any findings made by the Academic Review and Academic Integrity Committee adverse to the student, and may dismiss the charges or reduce the severity of any sanction imposed, but the Dean may not make new findings adverse to the student, and may dismiss the charges or increase the severity of a sanction, except in the case of repeating offenders of Academic Integrity Guidelines.
26. The Chair of the Academic Review and Academic Integrity Committee shall then transmit to the charged party and the faculty member copies of all actions taken by the Academic Review and Academic Integrity Committee and the Dean.
27. If a sanction is imposed, the notice to the student will made reference to the students opportunity, by petition filed with the Provost, to appeal to the University Review Board.

D. Timeliness

It is the responsibility of all parties, including administrative officers, to take prompt action in order that charges can be resolved quickly and fairly. Failure of the faculty member to utilize these procedures diligently may constitute grounds for dismissal of charges. Parties have the right to seek review of the Provost or to petition the University Review Board for an appeal from a decision of the Academic Review and Academic Integrity Committee within five (5) working days of the date of the decision letter.

E. Sanctions

The alternative sanctions which may be imposed upon a finding that an offense related to academic integrity has been committed are the following:

1. Dismissal from the University without expectation of readmission.

2. Suspension from the University for a specific period of time, with no additional conditions.

3. Suspension from the University for a specific period of time, with additional conditions specified by the Committee.

4. Reduction in grade, or assignment of a failing grade, in the course (academic or field) in which the academic integrity violation was committed.

5. Reduction in grade, or assignment of a failing grade, on the paper or examination in which the offense occurred.

F. Review and Appeal

A student or faculty member may seek to have a Dean's final decision (or a determination that the charges are not subject to adjudication) reviewed by the Provost, who may seek the advice of the University Review Board, or the student may appeal to the University Review Board, whose recommendation shall be made to the Provost.

The action of the Provost, taken with or without the advice of the University Review Board, shall constitute an exhaustion of all required institutional remedies.

G. Retention of Materials

The Dean is to be responsible for safeguarding the materials given to him or her by the Academic Review and Academic Integrity Committee. All materials should be retained no less than two (2) years and may be retained longer at the Dean's discretion.

Section II: Academic Integrity and Faculty Obligations

A. Faculty Obligations

A faculty member accepts an obligation, in relation to his or her students, to discharge his or her duties in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community as well as those of the social work profession.

Without limiting the application of the above principle, members of the faculty are also expected (except in cases of illness or other compelling circumstances) to conduct themselves in a professional manner, including the following:

1. To meet their classes when scheduled.

2. To be available at reasonable times for appointments with students, and to keep such appointments.

3. To make appropriate preparation for classes and other meetings.

4. To perform their grading duties and other academic evaluations in a timely manner.

5. To describe to students, within the period in which a student may add and drop a course, orally, in writing, or by reference to printed course descriptions, the general content and objectives of a course; and announce the methods and standards of evaluation, including the importance to be assigned various factors in academic evaluation and, in advance of any evaluation, the permissible materials or references allowed during evaluation.

6. To base all academic evaluations upon good-faith professional judgment.

7. Not to consider, in academic evaluation, such factors as race, color, religion, sex, age, national origin, and political or cultural affiliation, sexual orientation, and life style, activities, or behavior

outside the classroom and the field experience unrelated to academic achievement or professional development.

8. To respect the confidentiality of information regarding a student contained in University records; and to refrain from releasing such information, except in connection with intra-University business, or with student consent, or as may be required by law.

9. Not to exploit their professional relationship with students for private advantage; and to refrain from soliciting the assistance of students for private purposes in a manner which infringes upon such students' freedom of choice.

10. To give appropriate recognition to contributions made by students to research, publication, service, or other activities.

11. To refrain from any activity which involves risk to the health and safety of a student, except with the student's informed consent, and, where applicable, in accordance with the University policy relating to the use of human subjects in experimentation.

12. To respect the dignity of students individually and collectively in the classroom and other academic contexts.

B. Grievance Procedures

Any member of the University community having evidence may bring to the attention of the Dean a complaint that a faculty member has failed, in one or more respects, to meet faithfully the obligations set forth above. The Dean, in his or her discretion, will take such action by the way of investigation, counseling, or action--in accordance with applicable University procedures--as may appear to be proper under the circumstances. The faculty member's and student's interest in confidentiality, academic freedom, and professional integrity in such matters will be respected.

C. Individual Appeals

In order to provide a means for students to seek and obtain redress for grievances affecting themselves individually, the following procedures should be followed. These are not intended and shall not be used to provide sanctions against faculty members.

D. Procedures

Where an individual student alleges with particularity that the actions of a faculty member have resulted in serious academic injury to the student, the matter shall (if requested by the student) be presented to the School’s Academic Review and Academic Integrity Review Committee for adjudication. Serious academic injury includes, but is not necessarily limited to, the awarding of a lower course grade than that which the student has earned or suspension from a class. However, this is not intended to address normal grading decisions of faculty exercising good-faith professional judgments in evaluating a student’s work.

It is the responsibility of the student, before seeking to have a grievance adjudicated, to attempt to resolve the matter by personal conference with the faculty member concerned, and, if such attempts are unavailing, to call the matter to the attention of the appropriate Program Director for consideration and adjustment by informal means. If a matter remains unresolved after such efforts have been made, the following grievance procedures shall be employed:

1. The aggrieved student will file a written statement of charges with the Associate Dean for Academic Affairs.

2. If the Associate Dean for Academic Affairs determines that the charges are subject to adjudication under the terms of the Academic Integrity Guidelines, he or she will transmit the charges to the faculty member, together with a copy of these regulations.

3. The letter of transmittal to the faculty member, a copy of which will also be sent to the student, will state the composition of a committee that has been named to make an informal inquiry into the charge. The purpose of this committee is to provide a last effort at informal resolution of the matter between the student and the faculty member.

4. This committee shall meet with the faculty member, the student, and others as appropriate, to review the nature of the problem in an attempt at reaching a settlement of the differences. This is not a formal hearing, and formal procedural rules do not apply. Upon completion of this meeting, if no mutually agreeable resolution results, the committee may produce its own recommendation for a solution to the conflict.

5. Should the committee recommend that the faculty member take some corrective action on behalf of the student, its recommendations shall be provided to the faculty member. As promptly as reasonable and at least within five (5) working days after the faculty member receives the recommendations of the committee, the faculty member shall privately take that action which he or she elects, and so advise the student and the chair of the committee of that action.

6. Should the committee conclude that the faculty member need not take corrective action on behalf of the student, this finding shall be forwarded to both the faculty member and the student.

7. If the student elects to pursue the matter further, either because he or she is dissatisfied with the resulting action of the faculty member or the conclusion of the committee, he or she should discuss this intent with the chair of the committee, who should review the procedures to be followed with the student. If the student wishes to proceed with a formal hearing, the chair of the committee will advise the Associate Dean for Academic Affairs that the case appears to involve a student's claim of serious academic injury, and that the formal hearing procedure must be initiated.

8. The formal hearing should provide a fair inquiry into the truth or falsity of the charges, with the faculty member and the student afforded the right to cross-examine. At the level of the Schools Academic Review and Academic Integrity Committee, legal counsel shall not be permitted, but representatives from within the University community shall be permitted for both faculty and students.

9. A suitable record (audio recording) shall be made of the proceedings, exclusive of deliberations to arrive at a decision.

10. The proposed decision, which shall be written, will include a determination of whether the charges have been proven by clear and convincing evidence, together with findings with respect to the material facts. If any charges are established, the proposed decision shall state the particular remedial action to be taken.

11. The proposed decision shall be submitted to the Dean, who will make an independent review of the hearing proceedings. The Dean may require that the charges be dismissed, or that the case by

remanded for further proceedings whenever he or she deems this to be necessary. The Dean may limit the scope of any further proceedings or require that part or all of the original proceedings be reconvened. Upon completion of such additional proceedings, if any, the Dean will issue a final decision. The Dean may reject any findings made by the Academic Review and Academic Integrity Committee, may dismiss the charges or reduce the extent of the remedial action to be taken. If the Dean believes the remedial action to be taken may infringe upon the exercise of academic freedom, he or she will seek an advisory opinion from the Senate Committee on Tenure and Academic Freedom (TAF) before issuing his or her own decision. The decision of the Dean shall be in writing, shall set forth with particularity any new findings of fact or remedies, and will include a statement of the reasons underlying such an action.

12. The Dean will then transmit to the faculty member and to the student copies of all actions affecting them taken by the Academic Review and Academic Integrity Committee and the Dean. Suitable records will be maintained as confidential and retained in the Office of the Dean.

E. Remedial Action

Remedies on a student's behalf should usually be those agreed to willingly by the faculty member. Other remedial action to benefit a student may be authorized by the Dean only upon recommendation of the Academic Review and Academic Integrity Committee and limited to: allowing a student to repeat an examination; allowing a student to be evaluated for work that would otherwise be too late to be considered; directing that additional opportunities be afforded for consultation or instruction; eliminating a grade that had been assigned by a faculty member from the transcript; changing of a failing letter or numerical grade to a pass or satisfactory grade, so as not to adversely affect a student's grade average; allowing a student to repeat a course without paying tuition or any other penalty, schedule and program permitting.

If some action is contemplated that might be deemed to infringe upon the academic freedom of the faculty member, the Dean will seek an advisory opinion from the Senate Committee on Tenure and Academic Freedom (TAF). In such cases, the Senate TAF may identify other acceptable remedies or render such advice as may be appropriate in the particular situation.

No action detrimental to the faculty member will be taken, except as in strict accordance with established University procedures. An adjustment hereunder in the student's behalf shall not be deemed a determination that the faculty member was in any way negligent or derelict.

F. Review and Appeal

A student or faculty member may seek to have a Dean's final decision (or a determination that the charges are not subject to adjudication) reviewed by the Provost, who may seek the advice of the University Review Board, or the student may appeal to the University Review Board, whose recommendation shall be made to the Provost. The action of the Provost, taken with or without the advice of the University Review Board, shall constitute an exhaustion of all required institutional remedies.

If any such determination may be deemed to have a possible adverse effect upon the faculty member's professional situation, the faculty member may seek the assistance of the Tenure and Academic Freedom Committee of the University Senate.

G. Timeliness

It is the responsibility of all parties, including administrative officers, to take prompt action in order that grievances may be resolved quickly and fairly. While no explicit time limit could apply to all cases, failure to use diligence in seeking redress may constitute grounds for denial of a hearing or other relief, especially if prejudice results. Parties have the right to seek review of the Provost or to petition the University's Review Board for an appeal from a decision of the Academic Review and Academic Integrity Committee or investigatory committee within five (5) working days of the date of the decision letter.

H. Investigatory Committees and the Academic Review and Academic Integrity Committee

The informal investigatory committees and the formal Academic Review and Academic Integrity Committee shall be composed of both students and faculty. An investigatory committee shall consist of one faculty member appointed by the Dean and one student selected by the Student Executive Council. The faculty member shall chair the investigatory committee. The composition, selection procedures, and terms of members of the Academic Review and Academic Integrity Committee are described above in Part I Section F of this policy.

I. Retention of Materials

The Dean is to be responsible for safeguarding the materials given to him or her by the Academic Review and Academic Integrity Committee. All materials should be retained no less than two (2) years and may be retained longer at the Dean's discretion.

Section III: Grievance Procedures Against Senior Administrators

1. A student complaint of arbitrary or unfair treatment against the Dean of the School of Social Work should be made to the Provost or appropriate Senior Vice Chancellor. There must be a prompt review and decision on the grievance. Members of the faculty who may be called upon to review and advise on the grievance should be drawn from outside the jurisdiction of the administrator against whom the charge is made.

PROFESSIONAL PERFORMANCE – THE PITT PROMISE

The University of Pittsburgh is committed to the advancement of learning and service to society. This is best accomplished in an atmosphere of mutual respect and civility, self-restraint, concern for others, and academic integrity. By choosing to join this community, I accept the obligation to live by these common values and commit myself to the following principles:
As a Pitt Student:

- I will embrace the concept of a civil community which abhors violence, theft and exploitation of others;
- I will commit myself to the pursuit of knowledge with personal integrity and academic honesty;
- I will respect the sanctity of the learning environment and avoid disruptive and deceitful behavior toward other members of the campus community;

- I will support a culture of diversity by respecting the rights of those who differ from myself;
- I will contribute to the development of a caring community where compassion for others and freedom of thought and expression are valued;
- I will honor, challenge and contribute to the scholarly heritage left by those who preceded me and work to leave this a better place for those who follow.

By endorsing these common principles, I accept a moral obligation to behave in ways that contribute to a civil campus environment and resolve to support this behavior in others. This commitment to civility is my promise to the University of Pittsburgh and its community of scholars.

PROFESSIONAL PERFORMANCE EXPECTATIONS REGARDING FIELD EDUCATION

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the University of Pittsburgh School of Social Work evaluates the professional performance of its students in field education. Meeting the criteria for academic achievement is necessary but not sufficient to ensure continued enrollment in field education and in a program. Students must also meet professional behavior standards.

Becoming a competent social worker is a complex process that begins upon entrance into the School of Social Work. Students will need to meet the standards for social work education and practice described within this document in order to maintain participation in the University of Pittsburgh's field education program and to meet their obligations to the people for whom they have a professional responsibility *(NASW Code of Ethics*- See Appendix A). **The following describes the performance and ethical standards which students at the University of Pittsburgh School of Social Work are expected to meet in field education at a level appropriate to their program. Adherence to these standards is part of the evaluations made by field instructors (see field learning plans), field liaisons and advisors, and other School representatives who come in contact with students. Students who do not effectively meet these standards undergo an academic review and may not be permitted to continue in their field placement nor graduate from the program.**

Prior to beginning their field placement: All students are responsible for making themselves familiar with the Code of Ethics written by our professional organization, the National Association of Social Workers (NASW) See Appendix A). All behavior in the field setting involving clients and staff must meet the standards detailed in the Code. In order to comply with the NASW Code of Ethics, students in the field agencies must identify themselves to clients as being in training for a specific period of time. Students should not misrepresent themselves as a graduate of the program either orally or in writing until they have graduated.

PROFESSIONAL BEHAVIOR

Upon entrance into the program and into field education, the student is expected to commit to learning what is required for professional behavior-

Professional behavior includes but is not limited to:

1) Honoring duties and responsibilities.
2) Respecting clients/community members, research participants, other professionals, faculty, colleagues, and fellow students and being able to work effectively with others regardless of level

of authority.

3) Being on-time and dependable, prioritizing responsibilities, attending field seminar sessions, field orientations, and completing assignments on time in school and in the field placement and seminars.

4) Understanding and maintaining confidentiality with regard to clients/community members, s/he is expected to demonstrate professional behavior in all aspects of social work practice.

5) Maintaining high levels of achievement in both: (a) academic performance in courses and in field placement, and (b) professional comportment in relationships with faculty, staff, peers, clients and field practicum personnel.

6) Evaluations of students' academic performance in courses and in the field are based on criteria stated in course syllabi, the field learning plans and evaluations, and in the *Student Field Education Handbook.*

7) Adhering to the SSW Academic Integrity Code. Academic dishonesty is regarded as serious ethical misconduct that may affect the student's continuation in field education and 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.

8) Work prepared for one course must be clearly cited if included in an assignment for another course.

9) Social work students are expected to conduct themselves according to the National Association of Social Workers (*NASW, 2008 Revised*) *Code of Ethics (Appendix A).*
Violations of this code may also be reason for disciplinary action and possible dismissal from the School under the SSW Academic Integrity Guidelines or other designated process, such as the University's Student Code of Conduct. Some further examples of violations include but are not limited to:

   a) Behavior judged to be in violation of the current NASW Code of Ethics.

   b) Commission of a criminal act as determined by a judicial body, the School, or by the University's Student Judicial System, that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the School of Social Work and becoming known after admission (See student agreement form).

   c) Consistent pattern of unprofessional behavior.

   d) Failure to meet any of the Standards for Social Work Education: School of Social Work Criteria for Evaluation of Academic Performance (*See BASW Student Handbook*).

   e) Conduct that is potentially dangerous to current or future clients.

   f) Unprofessional behaviors as covered by the NASW Code of Ethics.

   g) Sexual harassment (See Student Field Handbook Section 1.12 University of Pittsburgh Policies Relating to Field Education).

h) Sexual interaction with clients **(**See Student Field Handbook Section 1.12 University of Pittsburgh Policies Relating to Field Education).

i) Physical threats and actions directed at clients, students, faculty or staff. Acceptance of gifts or money from clients that are not standard payment for services received.

j) Use of computer hardware, software, network access, information and data provided for personal or non-agency business related purposes.

Social work students are expected to act in accordance with professional social work ethics and values. Students should demonstrate tolerance and respect for human diversity. Social work students are also expected to strive to attain the NASW Standards outlined in *Cultural Competence in Social Work Practice* (Appendix B).

PROFESSIONAL COMMITMENT

Upon entrance into the program and field education, the student is expected to be committed to learning The values and ethics of the social work profession. As the student progresses in the program, s/he is expected to demonstrate a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values and ethics of social work which include respect for the dignity and worth of every individual and his/her right to a just share in society's resources (See NASW Code of Ethics in Appendix A).
In addition to a commitment to the values and ethics of the profession, the student must also exhibit:

a) The ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others. Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:
   - negatively impact academic and other performance,
   - interfere with professional judgment and behavior, or
   - jeopardize the best interests of those to whom the social work student has a professional responsibility to serving.

b) The knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.

c) Exhibits abilities to attend and participate in class and field placement, with or without accommodations.

d) The ability to accurately assess one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

Office of Disability Resources and Services

The Office of Disability Resources and Services (DRS) provides a broad range of support services and resources base to assist students with disabilities such as visual impairment, auditory impairment, mobility impairment and hidden disabilities (learning disabilities, ADHD, psychological disabilities).

Services include, but are not limited to: tape recorded textbooks, sign language interpreters, adaptive computer technology, Braille copy, non-standard exam arrangements and personal counseling. DRS can also assist students with accessible on campus housing and transportation. Students interested in registering for services should contact DRS to schedule an appointment with the Coordinator and be prepared, if requested, to provide appropriate documentation of their disability. The office is located in 216 William Pitt Union. For more information, call (412) 648-7890 or check out their website: www.drs.pitt.edu

- No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

- Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Office of Disability Services and provide documentation as needed. The Office of Disability Services makes recommendations for accommodations. The School of Social Work will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the Office of Disability Services), and periodic checks between the School of Social Work and the student are appropriate. If required, reasonable accommodation will be determined by the Office of Disability Services.

Disabilty Resources Important information

Recommended Procedures on students seeking accommodations for field work through the University's Office of Disability Resources.

a) Students who have a disability for which they are or may be requesting an accommodation related to their field placement are encouraged to contact both the Director of Field Education, their field coordinator, and Disability Resources and Services (DRS) in 140 William Pitt Union, 412-648-7890 as early as possible in the term.

b) Accommodations related to field placement are determined based on an interactive process among the student, DRS, the Director of Field Education and the field placement site to determine if the requested accommodations are reasonable and do not alter an essential feature of the program requirements. As such, accommodations previously established for didactic coursework may not apply.

c) Once accommodations are determined, DRS will forward a copy of the Letter of Accommodation specific to field placement to the Director of Field Education who will communicate the accommodations directly with the appropriate field coordinator and field placement site.

d) Please note that accommodations that are deemed reasonable in one field placement may not apply in other required field settings, therefore students are responsible for engaging with DRS and the Director of Field Education for each field placement.

e) Letters of Accommodation will be maintained in a secure filing cabinet within the Director of Field Education and the respective field coordinator will be granted access as needed.

f) Should the student's request for accommodations change during the duration of the field placement, DRS will re-engage with the student, the Director of Field Education and the field placement site in the interactive process to determine reasonable accommodations.

g) Should the field placement site be unable to meet the previously approved accommodations, will request a written statement from the agency indicating the reasons why they are unable to continue to provide the accommodation and the Office of DRS and the School of Social Work will review the written statement and will re-engage interactive process and/or identify an alternative field placement site.

h) All policies and procedures are to maximize student safety and ability to succeed in a field placement site.

SOCIAL NETWORKING

As technology advances, the School will continually update internal guidelines and policies with regard to the professional use of technology in practice. While social networking tools obviously present many useful and fun opportunities, the features that enable these benefits also present potentially serious challenges. The guideline presented below attempt to address these challenges. While we are reviewing these policies please remember it is crucial to maintain professional behavior, ethical standards, confidentiality and clinical boundaries with regard to your field placement agency and clients.
A few guidelines to remember:

1. Review and follow any agency guidelines and policies regarding the use of technology in practice. It would be useful to initiate a conversation with your field instructor about the potential impact of social networking on agency clients and the work of the agency.

2. Do not refer to an agency, client or client situation on any Facebook, My Space, Twitter, Blog or other internet site no matter how many security settings you have invoked.

3. If field communication will be required as part of the internship experience, agencies are strongly encouraged to provide a cell phone to the student. Students should not be expected to give a current or former client their personal contact information including email and personal cell phone number.

4. Do not ask or accept a current or former client as a friend on Facebook, Twitter or any other social networking site.

5. Remember that social networking sites are public domains and your information can be accessed by anyone, including clients, and never goes away.

Please address any questions to your field advisor.

- For further information please consult the University's Code of Conduct at http://www.studentaffairs.pitt.edu/wp-content/uploads/2017/10/2017_Code_of_Conduct_Clean.pdf

(Academic Performance is addressed in the BASW Student Handbook pages 37-55).

Statute of Limitations for School of Social Work Degrees

BASW Major

There is a **seven-year** limitation on the earning of the BASW degree, with the period beginning on the date of entry into the program and extending for seven calendar years. Under extenuating circumstances (listed below), the faculty advisor may recommend an extension of time to BASW Program Director and the Associate Dean for Academic Affairs. If approved by the Program Director and the Associate Dean for Academic Affairs, it would be recorded in the student's folder with the period of extension clearly specified. Extenuating circumstances include the following:

a. extended illness of the student
b. extended personal emergency
c. involuntary mobilization into the US military unit
d. death of a close family member or extended personal emergency
e. academic probation in the last term of the student's program

Definition of Student Status

Continuing Student

A student who has been accepted into a school of the University's Oakland Campus and has registered for classes at the Oakland Campus during any term or session within the past calendar year.

Inactive Status

An undergraduate student who is not enrolled for courses during a twelve-month period is transferred to inactive status and must apply for readmission and be approved by the Dean of his/her school before he/she may register again. Undergraduate students completing the degree are required to be readmitted before taking additional course work.

All students must be registered in the term in which they are to be graduated. Deans may grant exceptions in certain cases. However, written notification must be submitted to the Registrar before the first day of the term in which the student is to be graduated.

Policy on Re-Admissions

Students who have not been registered in the School for one calendar year or longer for any reason are required to apply through the Admissions Office for re-admission. Re-admitted students enter the School under the curriculum requirements current at the time of their re-admission.

Grading Policies

Policy on Grades for Required Courses

All required classroom courses taken in the BASW Program in the School of Social Work shall be graded under the conditions of an expanded letter grade system: A+, A, A-, B+, B, B-, C+, C, C-, D+, D,D-, F. All required courses in the BASW Program must be taken for a letter grade. The grading system quality points are:

A+	4.00
A	4.00

A-	3.75
B+	3.25
B	3.00
B-	2.75
C+	2.25
C	2.00
C-	1.75
D+	1.25
D	1.00
D-	0.75
F	0.00

The following grades carry no quality points:

G	Unfinished Course Work - Course work unfinished because of extenuating personal circumstances
H	Honors - Honors (exceptional) completion of course requirements
I	Incomplete - Incomplete course work, due to the nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars
N	Audit - Non-credit
R	Resignation - Student resigned from the University
S	Satisfactory - Satisfactory completion of course requirements
U	Unsatisfactory - Unsatisfactory completion of course requirements
W	Withdrawal
Z	Invalid Grade - Invalid grade reported
NG	No Grade - No grade reported

All BASW field instruction courses shall be taken for a letter grade only.

Grading Options

"G" Grades

The "G" grade may be assigned for course work which should have been completed within the term in which the course was taken but, for extenuating circumstances, was not.

In order to request such consideration, which may be accepted or rejected by the instructor, the student should:

a. inform the instructor in writing, except under emergency conditions.
b. state reasons for needing this consideration
c. be prepared to present evidence substantiating the unique conditions necessitating this request.

Upon the award of a "G" grade the student will have six weeks into the term following the term for which the "G" grade was awarded to complete the work. This time may be extended by the course instructor for:

a. extended illness beyond the usual six-week period for completing work.
b. personal emergency.

The time extension may be up to one year after the "G" grade was recorded. Thereafter, the "G" grade will be replaced with an "NG" on the transcript.

Graduating students must complete coursework by the end of the term in which they are to be graduated. Any delay in completing requirements will necessitate a later graduation with registration of a minimum of 1 credit in the term of graduation.

"W" Grades

A BASW Major may withdraw from a registered School of Social Work course and a "W" grade be assigned if the withdrawal occurs no later than the 9th week of a full term or the 4th week of a Summer Session.

After the 9th week of the term (4th week of the session), a student will be permitted to withdraw from a course only in extraordinary circumstances and with the permission of the Dean.

A student who wishes to withdraw from a course after the add-drop date, but prior to the end of the 9th week of the term (or 4th week of the session), must complete a Monitored Withdrawal Request Form, available from the Office of the Social Work Recorder in Room 2110 Cathedral of Learning.

For courses offered by the School of Social Work, each individual instructor must be notified (as evidenced by the instructor's signature on the University form). The form must then be submitted to the Social Work Recorder, Room 2110, Cathedral of Learning.

Completion of this process will result in the entry of a "W" grade on the academic transcript.

A student who stops attending a course and does not initiate and complete the withdrawal procedures may be assigned an "F" grade.

"Audit" (N) Grades for Academic Courses

The student must apply for the option to audit an academic course at the beginning of the term (at the time of registration, in fact, or at the latest by the first session of the class). The student pays full tuition fees for the course, earns no credit, and the course appears on the student's transcript. As far as requirements are concerned, usually the student meets all the performance expectations of the instructor: papers, presentations, examinations, etc. However, it is within the privilege of the faculty member to permit the Audit student merely to attend the lectures and to participate only as much as the student wishes. For example, the student and the instructor can agree that the student will not write any papers for the class, or the student will not take any exams, but this, too, must be cleared in advance.

Grade Changes

Grade changes, in virtually every case, should be put through no later than one year after the initial grade was assessed. There may be conceivable reasons which justify a later change of grade, but they are surely quite unusual in character, and should be considered most exceptional. The Associate Dean for Academic Affairs must approve a change in grade before it will be honored by the Registrar.

Grades for Courses in Other Departments

Courses taken in other schools and departments of the University of Pittsburgh by students from the School of Social Work shall be graded according to the policy adopted by the school or department in which the course is being taken.

Grade Assignments: "Z" Grades

It is the responsibility of each faculty member of the University to assign only a standard letter grade or option grade as approved within their own school's grading policy to each student enrolled in an approved University course. All other grades will be recorded by the Registrar as a "Z", an invalid grade.

Criteria for Directed Study

A. Definition

A directed study is defined as a student-initiated experience, guided by a faculty member that significantly supplements the BASW social work curriculum and conforms to academic course content expectations appropriate to the student's degree level. This definition of directed study is broadly conceived, and subsumes the category of "reading course." It is recommended that directed study be the generic title for all courses meeting the above definition.

1. A directed study course may offer 1, 2, or 3 credits depending on the level of work required.
2. A directed study course should provide a supplementary educational experience focusing primarily on one of the following areas:
   a. Exploration of the existing literature in a specified content area.
   b. Engaging in research that contributes to knowledge and practice applications in a content area.
   c. Development of professional materials.

B. Statement of Purpose

The major purpose of directed study is to provide students with the opportunity to explore in depth a specific area of social work interest beyond that available in regularly scheduled courses. This means of tailoring educational content to students' learning goals and backgrounds adds flexibility and diversity to the standard curriculum. Directed study can either be devoted to the pursuit of advanced knowledge in a specialized area, or to the mastery of a broad area relevant to social work but not included in course offerings. With the exception of the Directed Study in Research available to MSW students, a directed study cannot be used as a substitute for required or prerequisite courses.

Directed study should:

1. Be an extension of a student's previous academic and/or professional development.
2. Represent a rigorous and challenging intellectual and professional undertaking.
3. Demonstrate integration with the student's overall academic career.
4. Exhibit congruence with the academic and professional thrust of the school.
5. Be geared to creative endeavors.

C. Faculty Participation

In order to meet the definition of a directed study and to fulfill its educational purpose, the reading, research, or field activities delineated above, while independently performed by the

student, assumes faculty contribution which guides and enhances the student's progress. This faculty contribution is as essential a component to directed study as it is to any course offering.

Faculty participation is a voluntary endeavor. Faculty members are expected to meet regularly with the students doing directed study courses with them. Directed study will not serve as a substitute for basic faculty teaching workload. It is imperative, therefore, that faculty members be certain they have sufficient time available before consenting to offer a directed study and that their respective competencies encompass the study area being proposed.

D. Directed Study Plan

All students engaging in directed study should have a written study plan developed in concert with the faculty mentor. At minimum, the written study plan must address the following criteria:

1. Brief but concise statement of educational objectives of the directed study.
2. Clear statement of the issues or problems under analysis and the rationale for selecting them.
3. Selected bibliography or other similar documents to be examined.
4. Statement of the methodology the student will follow in implementing the directed study project.
5. Statement identifying the products (e.g., paper, report, literature review, presentation, computer-aided formats) of the directed study project and their due dates.
6. Statement describing how the Directed Study grade will be computed.

E. Directed Study Evaluation

The faculty evaluation of directed study should assess the student's understanding of the study area. Minimal criteria should be that:

1. There must be a tangible product resulting from the directed study.
2. The evaluation carefully assesses whether the original educational objectives set out in the directed study plan have been fulfilled.
3. The work clearly demonstrates the student's mastery and comprehension of the subject.

F. Procedures

1. BASW students wishing to pursue a directed study should identify the subject and discuss with their faculty advisor the appropriateness and feasibility of doing a directed study given their overall course of study plan for their degree.
2. Students should then consult with members of the faculty with whom they would like to work and who they believe have expertise in the proposed subject area.
3. After a faculty member and student have agreed to a directed study program (e.g., subject, hours, format, product(s), due date(s), and evaluation procedure), a final one to two page summary of the entire plan must be signed by the faculty member and student. Copies of the signed summary must be submitted to the Student Records Office for inclusion in the student's folder and to the relevant Program Director.

Nondiscrimination Policy Statement

The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin,

ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission. This policy applies to admissions, employment, access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations.

For information on University equal opportunity and affirmative action programs and complaint/grievance procedures, please contact: William A. Savage, Assistant to the Chancellor and Director of Affirmative Action (and Title IX and 504 Coordinator), Office of Affirmative Action, 901 William Pitt Union, University of Pittsburgh, Pittsburgh, PA 15260, (412) 648-7860.

In compliance with the Family Educational Rights and Privacy Act of 1974, the University guarantees that students have the right to inspect all personally identifiable records maintained by the institution and may challenge the content and accuracy of those records through appropriate institutional procedures. It is further guaranteed by the University that student records containing personally identifiable information will not be released except as permitted by the Family Educational Rights and Privacy Act.

Anti-Harassment Policy Statement

No University employee, University student, or individual on University property may intentionally harass or abuse a person (physically, verbally or electronically) when the conduct is severe or pervasive and objectively and subjectively has the effect of: (1) unreasonably interfering with such person's work or equal access to education, or (2) creating an intimidating, hostile, or offensive work or academic environment. Consistent with the University Nondiscrimination Policy and Sexual Harassment Policy, harassment on the basis of a legally protected classification, such as racial harassment or sexual harassment, is prohibited. This policy statement will be applied with due respect for the University's commitment to equality of opportunity, human dignity, diversity, and academic freedom, and, when constitutionally protected speech is implicated, only to the extent consistent with the First Amendment.

For more information, contact the Office of Affirmative Action at 412-648-7860, or refer to https://cfo.pitt.edu/policies/documents/policy07-01-03web.pdf and the Sexual Harassment Policy at http://www.cfo.pitt.edu/policies/documents/policy06-05-01web.pdf.

Faculty-Student Relationship Policy

The University's educational mission is promoted by professional relationships between faculty members and students. Relationships of an intimate nature compromise the integrity of a faculty-student relationship whenever the faculty member has a professional responsibility for the student.

The University prohibits intimate relationships between a faculty member and a student whose academic work, teaching, or research is being supervised or evaluated by the faculty member. Faculty Member refers to anyone appointed by the University as a teacher, researcher, or academic administrator, including graduate and undergraduate students so appointed; "intimate" is defined as **sexual** and/or **romantic**. If an intimate relationship should exist or develop between a faculty member and a student, the University requires the faculty member to remove himself/herself from all supervisory, evaluative, and/or formal advisory roles with respect to the student. Failure to do so may subject the faculty member to disciplinary action.

Transgressions of this policy may result in the forfeiture of the legal and monetary protections of the University's indemnification policy. See Policy 07-06-06, Faculty and Staff Indemnification.

Sexual Harassment: Policy

Title IX of the Education Amendments of 1972, a Federal law, was historically associated with actual or perceived gender-based disparities in athletic programs. However, it is a far broader law.
Title IX actually covers all aspects of educational and academic-related programming and prohibits gender discrimination. Importantly, Title IX prohibits **sexual violence and sexual misconduct** which may affect the educational or campus environment.

The law provides that:

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.

In summary, Title IX prohibits gender-based discrimination in all University of Pittsburgh programs and activities, including, but not limited to, recruiting, admissions, financial aid, academic programs, student services, counseling, guidance, advising, grievance procedures, discipline, course/class assignments, grading, recreation, athletics, housing, meal services, and employment.

For more information, visit Pitt's Title IX page and the Office of Sexual Harassmen and Assault Response and Education (SHARE) website at www.studentaffairs.pitt.edu/share/.

Examples of Unlawful Practices Under Title IX, as defined by the Clery Act (the Violence Against Women Act)

Sexual Assault is defined as any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent.

- Rape is the penetration, no matter how slight, of the vagina or anus, with body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This offense includes the rape of both males and females.
- Fondling is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
- Incest is defined as sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- Statutory Rape is defined as sexual intercourse with a person who is under the statutory age of consent.

Dating Violence is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition—Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

Domestic Violence is defined as a felony or misdemeanor crime of violence committed:

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabitating with, or has cohabited with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred;
- By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Stalking is defined as engaging in a course of conduct directed at a specific person tht would cause a reasonable person to:

- Fear for the person's safety or the safety of others; or
- Suffer substantial emotional distress.

For the purposes of this definition:

- Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows monitors, observes, surveils, threatens, or communicates to or about a person or interferes with a person's property.
- Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.

Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily require medical or other professional treatment or counseling.

In addition to being considered discriminatory, ***sexual violence is criminal activity.***

Title IX at Pitt and in the School of Social Work

Title IX protects all members of the University community: students, staff and faculty from sexual or gender based misconduct, including discrimination, harassment, and assault. The University of Pittsburgh and the School of Social Work is committed to actively fostering a culture that prevents sexual violence and protects the safety of students and faculty from all forms of sexual or gender based misconduct.

If you or another student or faculty member you know is dealing with sexual or gender-based misconduct there are extensive resources available at Pitt.

The Title IX Officer and point of contact in the School of Social Work is Megan M. Soltesz, Director of Administration. Ms. Soltesz may be reached at 412-383-0515, mms434@pitt.edu, and/or in room 2117 in the Cathedral of Learning.

In addition to services coordinated through the School, the Title IX Office provides training and education on consent, sexual harassment and sexual assault prevention, and reporting responsibilities, along with a variety of specialized trainings.

Family Educational Rights

Family Educational Rights and Privacy Act of 1974 - Public Law 93-380

In compliance with the Family Educational Rights and Privacy Act of 1974, the University guarantees that students have the right to inspect all personally identifiable records maintained by the institution and may challenge the content and accuracy of those records through appropriate institutional procedures. It is further guaranteed by the University that student records containing personally identifiable information will not be released except as permitted by the Family Educational Rights and Privacy Act. Further information may be found at http://www.registrar.pitt.edu/ferpa.html.

Student Affairs

Financial Assistance

Students interested in financial assistance to meet tuition and/or living costs should direct inquiries to both the School of Social Work Office of Admissions, (2101) **and** the Office of Admissions and Financial Aid, (Alumni Hall) University of Pittsburgh. Submit application for financial aid to the School of Social Work and the FAFSA to the Office of Admissions and Financial Aid **No LATER THAN JUNE 1st**. **All students applying for financial aid are required to submit a FAFSA form.** The priority financial aid deadline is **May 15th** . Students with complete financial aid files by May 15th will be notified of their awards no later than June 15th.

Students are strongly encouraged to seek financial aid packages consisting of grants, loans and scholarships from a variety of sources.

Student Emergency Loan University of Pittsburgh - Student Loan

The Student Organization Resource Center (SORC) (412.624.7115), provides small emergency loans for current students. Loan applications are available at the SORC Office in 833 William Pitt Union. Valid Pitt ID is required to receive an application.

The emergency loans are intended to assist the student in overcoming minor financial emergencies.

Loan Criteria:

1. Eligible applicants must be currently enrolled students carrying 6 or more credits during the term in which they are applying. Over the summer months, eligible applicants must be enrolled for 6 or more credits during any of the summer sessions or the fall semester.
2. Eligible applicants should not have any financial holds on their University account.
3. Students enrolled in their last term at the University of Pittsburgh must apply for this loan prior to the final tuition bill for that term is issued.
4. Complete repayment of any previous Emergency Student Loan is necessary for new loans to be approved.
5. The maximum amount any loan may be approved for is $300.00.
6. Loans are repayable in monthly installments up to a MAXIMUM of 3 MONTHS coinciding with the PittPay billing cycle set forth by the Student Payment Center.
7. Loans must be paid in full prior to graduation.

8. Failure to repay your loan as agreed upon may result in the holding of your transcript or diploma and not being permitted to register for future terms.
9. A two to three business day processing time is required.

**Any full scholarship student athletes must have prior authorization from Donna Sloan before applying for an Emergency Student Loan.*

Career Services

The Office of Career Services within the School of Social Work offers students and alumni a wide array of services to help you achieve your career goals. Our specialization in social work careers will provide you with the information and connections necessary to empower people, lead organizations and grow communities.

The School of Social Work boasts a community of over 10,000 alumni and hosts student and alumni networking events throughout the year. Our free job posting services provides employers a direct connection with the region's top talent.

Please view all of the Current Job Opportunities, and the extensive listing of Career Resources to help you secure the job of your choice. Please also check out our upcoming events below.
To schedule an appointment, or if you would like to post job opportunities, please visit http://www.socialwork.pitt.edu/student-resources/career-services.php.

The Office of Career Development and Placement Assistance works to ensure that each student has the resources needed to develop a career plan, and the necessary support needed when it comes time to apply to graduate or professional school, or pursue full-time career opportunities. For a list of all services or to schedule an appointment, visit http://www.studentaffairs.pitt.edu/cdpa/.

Student Lounge and Communication Center

Rest between classes, meet friends, have coffee or tea in the Student Lounge (Room 2202 C.L.)! A refrigerator and microwave are also available for use.

Bulletin boards and student mailboxes are located on the 22nd floor C.L. The Student Executive Council (S.E.C.) is open for any suggestions you may have.

Lactation Rooms

There are several lactation rooms around campus. The locations of these rooms are now listed online at https://www.diversity.pitt.edu/diversity-resources/lactation-rooms.

A list of rooms has been compiled to assist mothers in finding a convenient location to express breast milk on the University of Pittsburgh Oakland campus. Please note that other rooms may be available within University units. The list was compiled by the Senate Anti-Discriminatory Policies Committee's Gender Discrimination Initiatives (GDI) Subcommittee, with special assistance from the Office of Affirmative Action, Diversity and Inclusion.

Resources Available to Students

Student Appeals, Student Business Services

The University established an Office of Student Appeals as part of its effort to expand student services. The office is located in Room G12 Thackeray Hall (412.624.7668).

University Student Handbook http://www.studentaffairs.pitt.edu/

This very useful book is available at the Student Union and Towers Information Desks or Room 107 William Pitt Union.

Identification Card http://www.pc.pitt.edu/card/photoid.php

Photo ID cards are usually issued in Panther Central (ID Center) Towers Lobby. If you are a new or readmitted student, you may apply for your ID card in person after you have registered.

You will be asked to present a form of photo identification. If photo identification is not available, two other forms of identification bearing your signature (such as your Selective Service, Social Security, Credit and Bank Cards) are required. You may also present your Birth Certificate or Baptismal Certificate as a form of non-photo identification. If you do not have photo or signature identification, you must present a notarized affidavit. There is no charge for the initial ID, but there is a $20.00 charge to replace lost, or stolen, damaged, or mutilated cards. The same identification requirements apply to replacement ID cards.

Public Transportation http://www.pc.pitt.edu/transportation/relatedlinks.php

With a current and valid Pitt ID, students may ride any Port Authority of Allegheny County buses, trolleys, or inclines at no charge. For more information, call Campus Transportation at 412.624.8612.

Student Health Services http://www.studentaffairs.pitt.edu/shshome

The Student Health Service, located on the 2nd floor of Nordenberg Hall in the Wellness Center, provides Pittsburgh campus students with outpatient health care. Services provided include general medicine, allergy injections, dermatology, orthopedics, a pharmacy, x-ray facility, and on-site laboratory. Health educators provide programs and information that emphasize preventive approaches toward health care. Family planning and gynecology services are also offered for students seeking education, counseling, and medical services.

Full-time students are assessed a health fee on their invoice. Part-time students may elect to pay the health fee during the add/drop period each term or session. All others may pay a fee-for-service at the time of the visit. The fee covers all services offered by the Student Health Service except certain elective procedures, injuries, and medication. Students are encouraged to acquire hospitalization insurance for emergency and inpatient medical care. Students interested in purchasing their own health insurance should contact University Health Plans (UniversityHealthPlans.com), at 1.800.437.6448.

Appointments are necessary for all services. Student Health Service hours during fall and spring terms are 9:00 AM to 7:00 PM, Monday through Friday. Hours may vary during the Summer Term, and the Health Service is closed on weekends and major holidays. The phone number is 412.383.1800.

Counseling Center www.studentaffairs.pitt.edu/cchome

Counseling services are available for individual and group counseling purposes, for career guidance and other kinds of general advisement. The Counseling Center is located on the 2nd floor of Nordenberg Hall, in the Wellness Center. The hours are 8:30 AM to 5:00 PM Monday through Friday. The telephone number is 412.648.7930. Sexual Assault Services, designed to alleviate the trauma associated with sexual victimization, are available. The phone number is 412.648.7856.

Academic Resource Center https://www.studentaffairs.pitt.edu/parentfamily/academic/

The Academic Resource Center (ARC) offers free assistance with general study skills, math tutoring, writing support as well as other academic services and workshops. It is located in G1 Gardner Steel Conference Center. The hours are 8:30 a.m. – 7:00 p.m., Monday through Thursday; and 8:30 a.m. – 5:00 p.m. on Friday during the fall and spring Terms. Summer hours may vary. The ARC phone number is 412.624.7920.

The Writing Center http://www.writingcenter.pitt.edu

The Writing Center provides a place for all University of Pittsburgh students to come to work on their writing. The Center is staffed by experienced consultants who have been trained to help others with their writing. We can help you with conventional or digital projects. The services are free to all University of Pittsburgh affiliates.

The Office of Veterans Services www.veterans.pitt.edu

The staff of the Office of Veterans assists veterans, war orphans, and veterans' dependents in the obtaining and use of their benefits under the GI Bill. In addition to these services, the office also arranges for tutorial assistance and VA work study. The coordinator serves as the veterans' representative with the University, the Veterans Administration, and related agencies. Contact may be made by calling 412.624-6919.

Office of Disability Resources and Services http://www.studentaffairs.pitt.edu/drs/

The Office of Disability Resources and Services (DRS) provides a broad range of support services and resources base to assist students with disabilities such as visual impairment, auditory impairment, mobility impairment and hidden disabilities (learning disabilities, ADHD, psychological disabilities). Services include, but are not limited to: tape recorded textbooks, sign language interpreters, adaptive computer technology, Braille copy, non-standard exam arrangements and personal counseling. DRS can also assist students with accessible on campus housing and transportation. Students interested in registering for services should contact DRS to schedule an appointment with the Coordinator and be prepared, if requested, to provide appropriate documentation of their disability. The office is located in 216 William Pitt Union. For more information, call 412.648.7890.

Office of International Services www.ois.pitt.edu/

The Office of International Services offers credential evaluation, advising for foreign students and scholars regarding immigration regulations and general concerns. International I.D. cards are available. The office is located in Room 708, William Pitt Union. For information, call 412.624.7120.

Pitt's Dental Clinic http://www.dental.pitt.edu/patients/

The Oral Hygiene Clinic and the Dental Clinic of the University of Pittsburgh's School of Dental Medicine provide thorough, low-cost services to employees, students of the University and the general public. They are located in the School of Dental Medicine at 3501 Terrace Street. The telephone number for clinics is 412.648.8616.

An examination and cleaning can be received from the Oral Hygiene Clinic. A 10% discount is given to Pitt students with a valid student I.D. Patients should plan to spend all morning or all afternoon for an appointment.

The hours for the Oral Hygiene Clinic may vary from term to term and appointments from examinations are usually booked a month in advance. To schedule an appointment, telephone 412.648.8616.

Specific dental work is provided at the Dental Clinic of the School of Dental Medicine. A full range of dental services are offered. The first appointment is for a screening examination to determine the type of work needed and the level of student required. Students are then contacted for future appointments and a complete diagnosis made and treatment plan developed. Patients may be required to attend one or two sessions of instruction on dental care before beginning actual prescribed treatments.

Student practitioners may require somewhat more time for completion of work, but that work is well supervised and checks are required. However, fees are lower in most cases and, if a patient applies and qualifies, fees may be adjusted. Very few patients are rejected. There are also several clinics designed to help patients with dental-related problems such as the Pain Clinic, Dental Facial Abnormality, Children's Dentistry Department, etc.

The Dental Clinic is open Monday through Friday, 8:30 a.m. to 4:30 p.m. To make an appointment, call 412.648.8616. Emergency appointments can be scheduled one day in advance. The best time to call is between 8:00 a.m. and 9:00 a.m.

University Book Center (The University Store on Fifth) http://www.pittuniversitystore.com/

Textbooks may be purchased at the University Store on Fifth. Required books for Social Work are located on the downstairs floor. Look for the signs indicating the Social Work section. In addition to textbooks, the University Book Center handles all school supplies. The Health Book Center specializes in textbooks for students in the Health Professions.

Invoices www.registrar.pitt.edu

Keep all receipted academic invoices until all courses are recorded on official University transcripts. This is very important because the receipted invoice is the only proof a student has that he/she has registered and paid all fees.

Transcripts www.registrar.pitt.edu

Official transcripts are available in the Office of the Registrar, Room G3, Thackeray Hall upon written request of students. Phone number is 412.624.7620. Unofficial transcripts are available one per term in which a student is registered upon student request and are free of charge.

Appendix A: Code of Ethics of the National Association of Social Workers

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

Preamble

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.

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

   *For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances.*

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

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

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.

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.

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

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

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

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

Ethical Principles

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

Value: *Service*

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

Value: *Social Justice*

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

Value: *Dignity and Worth of the Person*

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

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing 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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Awareness and Social Diversity

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

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

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

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

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

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

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

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

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as

encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision

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

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

1.14 Clients Who Lack Decision Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing 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 wellbeing.

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures

for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Highlighted-Revisions-to-the-Code-of-Ethics

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