EUO ONLINE **EASTERN OREGON** UNIVERSITY

Master of Social Work Student Handbook

2025-2026

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Welcome!

As a Master of Social Work (MSW) student, you are joining a profession dedicated to promoting human and community well-being through a distinctive, person-in-environment framework and a global perspective. Our profession stands firmly on the foundation of social, racial, economic, and environmental justice, working tirelessly to advance human rights and eliminate poverty while enhancing the quality of life for all people, both locally and globally.

Social work is uniquely grounded in core values that define our professional identity: service to others, the pursuit of social justice, respect for the dignity and worth of each person, recognition of the fundamental importance of human relationships, unwavering integrity, and commitment to competence. These values, combined with a dedication to human rights and scientific inquiry, form the bedrock of your educational journey.

Throughout your MSW program, you will engage in a comprehensive educational experience that combines rigorous coursework with hands-on practicum education. Your education emphasizes anti-racist and anti-oppressive perspectives, critical thinking, ethical decision-making, and evidence-based practice. You will learn to engage meaningfully with diversity, advocate for human rights and social justice, and implement strengths-based approaches that build on human resilience.

As you progress through the program, you will gain competency in the nine essential areas of social work practice, preparing you to work effectively with diverse individuals, families, groups, organizations, and communities. This comprehensive preparation, grounded in both classroom learning and practicum experience, will equip you to be a change agent in our complex global society.

This student handbook is a guide to the policies of the MSW program at Eastern Oregon University. Please ensure you read it thoroughly, as it provides important information that will help you throughout your program. Please note that policies and procedures do change from time to time, and therefore the MSW program reserves the right to make such modifications as necessary.

As faculty, we are excited to be a part of your educational and professional journey, and we are here to support you. We are invested in helping students become competent, professional social workers, and are so glad you are a part of the MSW program at EOU.

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Eastern Oregon University Mission

EOU guides student inquiry through integrated, high quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world. As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

MSW Program Mission

Grounded in the mission, ethics, and values of the social work profession, the mission of Eastern Oregon University's MSW program is to offer accessible, high-quality education that prepares students to effectively serve others through professional social work practice.

Land Acknowledgement

Although the MSW program is online, the campus of Eastern Oregon University, is La Grande, Oregon. The program would like to recognize the indigenous people who once inhabited the land via the university's land acknowledgment statement. "We humbly acknowledge the indigenous peoples—the Cayuse, Umatilla, Walla Walla, and Nez Perce—who originally inhabited the land of Eastern Oregon University. We pay tribute to their rich traditions, languages, and stories. Their enduring connection to this land, its waterways, and the community is recognized, and we extend our sincere respect to these original guardians of Northeastern Oregon."

Accreditation

Council on Social Work Education (CSWE) Accreditation

The Master of Social Work (MSW) degree offered by Eastern Oregon University (EOU) is designed to meet the 2022 Educational Policy and Accreditation Standards (EPAS) from the Council on Social Work Education (CSWE). However, EOU's MSW program is not currently accredited by CSWE's Board of Accreditation (BOA).

The program submitted its Candidacy Eligibility Application and Benchmark I documents for CSWE staff approval in February of 2025. Once approved by CSWE staff, the program will be granted pre-candidacy status.

Pre-candidacy for a baccalaureate or master's social work program by the CSWE BOA indicates that it submitted an application to be reviewed for candidacy and received approval of its Benchmark 1 from CSWE accreditation staff to move forward for a candidacy review within 1-year. A program that has attained pre-candidacy status has not yet been reviewed by the BOA nor verified to be compliant with the EPAS.

Students that are admitted to pre-candidate programs in the fall (or later) of the academic year in which the program is granted candidacy status will be retroactively recognized as graduates from a CSWE-BOA accredited program as long as the program attains initial accreditation. EOU's MSW program should receive Candidacy status in June of 2026, however it is not guaranteed. Candidacy is typically a 3-year process and attaining pre-candidacy does not guarantee that a program will eventually attain candidacy and initial accreditation.

EOU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). NWCCU is the regional accreditation agency for colleges and universities in the States of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. NWCCU is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education for the institutions it accredits. NWCCU is also recognized by the Council for Higher Education Accreditation (CHEA), affirming that its Standards and processes are consistent with the quality, improvement, and accountability expectations that CHEA has established. Accreditation by NWCCU is not partial but applies to the institution as a whole.

State Licensure and NC-SARA

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a private nonprofit organization (501c3) that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs. A college or university that has been approved to participate in SARA may offer distance education programs to students in other SARA member states. Importantly, these institutions have met several requirements that help ensure their quality and student consumer protections. EOU is approved to participate in SARA. All SARA institutions are required to notify students as to if courses and programs will meet professional licensure requirements in states where students are located.

In accordance with the Department of Education Orders 34 CFR 668.43 and 34 CFR 668.14 (b)(32), and in compliance with the requirements outlined in the State Authorization Reciprocity Agreements (SARA) Manual, Eastern Oregon University provides the following disclosure related to the educational requirements for professional licensure and certification.

1. This disclosure is strictly limited to the University's determination of whether its educational program, Master of Social Work if successfully completed, would be sufficient to meet the educational requirements in a state for social work licensure.
2. Eastern Oregon University cannot provide verification of an individual's ability to meet licensure or certification requirements unrelated to its educational programming.

This disclosure does not provide any guarantee that any particular state licensure or certification entity will approve or deny your application. Furthermore, this disclosure does not account for changes in state law or regulation that may affect your application for licensure and occur after this disclosure has been made.

Eastern Oregon University has designed an educational program curriculum for a Master of Social Work that, if successfully completed, meets the educational requirements for social work licensure in the state of Oregon.

EOU's Master of Master of Social Work degree does not meet the educational requirements for licensure in Florida, New Hampshire, and New York.

For the 2025-2026 academic year, EOU's MSW Program will not be admitting students from the following states that require full accreditation to be able to take the first level licensure exam: Alaska, Arizona, Arkansas, California, Colorado, Delaware, Hawaii, Illinois, Maine, Maryland, Massachusetts, Michigan, Missouri, Nebraska, Pennsylvania, Rhode Island, Texas, Vermont, Virginia, Washington, Wisconsin, and Wyoming. The program will update the states from which we will accept student admissions as the program progresses through accreditation.

Prospective students are strongly encouraged to check with their state Social Work Licensing Board or equivalent licensing board of the state in which they intend to obtain licensure and/or certification as requirements may be subject to change. Additionally, different states have different requirements to apply for licensure. Some examples of requirements include background checks, fingerprinting, professional examinations, and professional work experience.

It is through its regional accreditation by NWCCU, recognition by CHEA, and NC-SARA authorization that EOU's Master of Social Work program meets the educational requirements for social work licensure and/or certification, in the states in which it offers the program.

Helpful Links
Association of Social Work Boards (ASWB) How to get a License

Association of Social Work Boards (ASWB) [Laws and Regulations Database](#)

[Council on Social Work Education](#)

[NC-SARA Professional Licensure Directory](#)

Diversity and Inclusion Statement

The Eastern Oregon University Master of Social Work (MSW) program is committed to anti-racism, diversity, equity, and inclusion (ADEI) in alignment with the social work profession's core values and CSWE standards. We actively cultivate an educational environment that challenges systems of oppression and promotes social, racial, economic, and environmental justice.

Our program recognizes and honors the intersectionality of human experiences, including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. We acknowledge that these intersecting factors can lead to both experiences of oppression and privilege, and we are committed to addressing these dynamics in our curriculum and practice.

We actively:
- Practice and teach cultural humility through ongoing self-reflection and learning
- Challenge systemic racism through anti-racist practices and policies
- Foster brave spaces for critical dialogue about power, privilege, and difference
- Integrate anti-oppressive principles throughout our curriculum and program operations
- Support diverse perspectives and experiences in our classrooms, field placements, and community partnerships
- Prepare students to serve as agents of change in dismantling systemic barriers and promoting social justice

Our faculty model anti-racist and anti-oppressive practice while fostering an equitable and inclusive learning environment. We are committed to:
- Recruiting and supporting diverse students, faculty, and staff
- Implementing inclusive teaching practices that reduce barriers and optimize accessibility
- Engaging in continuous self-examination of our own biases and privileges
- Building strong partnerships with diverse communities and organizations
- Preparing students for culturally responsive advanced generalist practice

Through these commitments, we strive to prepare social work practitioners who will effectively serve and advocate for diverse populations while advancing the profession's mission of enhancing human and community well-being.

Generalist Social Work

The EOU MSW programs prepare students for advanced generalist social work practice. According to the Council on Social Work Education (2022),

> Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice (p. 17).

The nine CSWE competencies, listed below, are indicators of competence in generalist social work practice.

CSWE Competencies

The Council on Social Work Education's (CSWE) Board of Accreditation and Commission on Educational Policy develop Educational Policy and Accreditation Standards (EPAS) for accredited social work programs. New standards are published every seven years. The 2022 standards include nine core competencies, which are below. These interrelated competencies identify the knowledge, values, skills, and cognitive and affective processes that social work graduates will be able to demonstrate, and they serve as educational outcomes for the social work program. The program has also developed Advanced Generalist Competencies, which extend and enhance the CSWE competencies. Please see **Appendix A** for a detailed description of the CSWE competencies.

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental
       Justice
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and
       Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and
       Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and
       Communities

Social Work Major Course Requirements

A list of course descriptions can be found in Appendix C of this document.

Generalist Year Courses

Foundation Generalist Courses (32 quarter credit hours)	Credits
SOWK 500 Introduction to Social Work	3
SOWK 501 Social Work Practice I: Individuals & Families	3
SOWK 502 Social Work Practice II: Groups, Communities & Organizations	3
SOWK 503 Human Behavior & the Social Environment	3
SOWK 505 Ethics, Human Rights, and Social Justice	3
SOWK 506 Diversity, Equity, and Inclusion	3
SOWK 507 Social Policy	3
SOWK 508 Social Work Research	3
Social Work Elective	2
SOWK 521 Foundation Practicum I	3
SOWK 522 Foundation Practicum II	3

Elective Options	
SOWK 700 Overview of Addictions	2
SOWK 701 Substance Use Disorder Intervention	2
SOWK 703 End of Life Topics	2
SOWK 704 Interpersonal Violence	2
SOWK 705 Child and Family Welfare	2
SOWK 706 Social Work with Older Adults	2
SOWK 708 Human Trafficking	2
SOWK 710 Social Work Special Topics	2
SOWK 711 Rural Social Work	2
SOWK 712 Social Work and Healthcare	2

Advanced Generalist Courses

Advanced Generalist Courses (30 quarter credit hours)	Credits
SOWK 601 Advanced Generalist Practice I	3
SOWK 602 Advanced Generalist Practice II	3
SOWK 603 Assessment of Mental Disorders	3
SOWK 604 Trauma-Informed Practice	3
SOWK 605 Program Evaluation	3
SOWK 606 Leadership and Social Change	3
SOWK 621 Advanced Practicum I	4
SOWK 622 Advanced Practicum II	4
Two Social Work Electives	4
Elective Options	
SOWK 700 Overview of Addictions	2
SOWK 701 Substance Use Disorder Intervention	2
SOWK 703 End of Life Topics	2
SOWK 704 Interpersonal Violence	2
SOWK 705 Child and Family Welfare	2
SOWK 706 Social Work with Older Adults	2
SOWK 708 Human Trafficking	2
SOWK 710 Social Work Special Topics	2
SOWK 711 Rural Social Work	2
SOWK 712 Social Work and Healthcare	2

Social Work Major Course Sequence

Regular Standing Fall Start Full-Time Sequence

Fall		Winter		Spring		Summer	
SOWK 500 Introduction to Social Work	3	SOWK 501 Social Work Practice I: Individuals & Families	3	SOWK 502 Social Work Practice II: Groups, Communities & Organizations	3	SOWK 522 Foundation Practicum II	3
SOWK 503 Human Behavior & the Social Environment	3	SOWK 505 Ethics, Human Rights, and Social Justice	3	SOWK 507 Social Policy	3	Social Work Elective	2
SOWK 506 Diversity, Equity, and Inclusion	3	SOWK 508 Social Work Research	3	SOWK 521 Foundation Practicum I	3		
Fall		**Winter**		**Spring**		**Summer**	
SOWK 601 Advanced Generalist Practice I	3	SOWK 602 Advanced Generalist Practice II	3	SOWK 606 Leadership and Social Change	3		
SOWK 603 Assessment of Mental Disorders	3	SOWK 605 Program Evaluation	3	Social Work Elective	2		
SOWK 604 Trauma-Informed Practice	3	SOWK 621 Advanced Practicum I	4	SOWK 622 Advanced Practicum II	4		
Social Work Elective	2						

Regular Standing Fall Start Part-Time Sequence

Fall		Winter		Spring		Summer	
SOWK 500 Introduction to Social Work	3	SOWK 501 Social Work Practice I: Individuals & Families	3	SOWK 502 Social Work Practice II: Groups, Communities & Organizations	3	SOWK 506 Diversity, Equity, and Inclusion	3
SOWK 503 Human Behavior & the Social Environment	3	SOWK 505 Ethics, Human Rights, and Social Justice	3	SOWK 507 Social Policy	3	Social Work Elective	2
Fall		**Winter**		**Spring**		**Summer**	
SOWK 601 Advanced Generalist Practice I	3	SOWK 508 Social Work Research	3	SOWK 606 Leadership and Social Change	3	SOWK 522 Foundation Practicum II	3
SOWK 603 Assessment of Mental Disorders	3	SOWK 602 Advanced Generalist Practice II	3	SOWK 521 Foundation Practicum I	3		
Fall		**Winter**		**Spring**		**Summer**	
SOWK 604 Trauma-Informed Practice	3	SOWK 605 Program Evaluation	3	Social Work Elective	2		
Social Work Elective	2	SOWK 621 Advanced Practicum I	4	SOWK 622 Advanced Practicum II	4		

Regular Standing Spring Start Full-Time Sequence

Fall		Winter		Spring		Summer	
				SOWK 500 Introduction to Social Work	3	SOWK 521 Foundation Practicum I	3
				SOWK 506 Diversity, Equity, and Inclusion	3	Social Work Elective	2
				SOWK 503 Human Behavior & the Social Environment	3	SOWK 501 Social Work Practice I: Individuals & Families	3
Fall		**Winter**		**Spring**		**Summer**	
SOWK 522 Foundation Practicum II	3	SOWK 508 Social Work Research	3	SOWK 601 Advanced Generalist Practice I	3	SOWK 602 Advanced Generalist Practice II	3
SOWK 507 Social Policy	3	SOWK 505 Ethics, Human Rights, and Social Justice	3	SOWK 603 Assessment of Mental Disorders	3	SOWK 621 Advanced Practicum I	4
SOWK 502 Social Work Practice II: Groups, Communities & Organizations	3	SOWK 604 Trauma Informed Practice	3	SOWK 605 Program Evaluation	3	Social Work Elective	2
Fall		**Winter**		**Spring**		**Summer**	
SOWK 606 Leadership and Social Change	3						
Social Work Elective	2						
SOWK 622 Advanced Practicum II	4						

Regular Standing Spring Start Part-Time Sequence

Fall		Winter		Spring		Summer	
				SOWK 500 Introduction to Social Work	3	SOWK 501 Social Work Practice I: Individuals & Families	3
				SOWK 503 Human Behavior & the Social Environment	3	SOWK 506 Diversity, Equity, and Inclusion	3
Fall		**Winter**		**Spring**		**Summer**	
SOWK 502 Social Work Practice II: Groups, Communities & Organizations	3	SOWK 505 Ethics, Human Rights, and Social Justice	3	SOWK 521 Foundation Practicum I	3	SOWK 522 Foundation Practicum II	3
SOWK 507 Social Policy	3	SOWK 508 Social Work Research	3	SOWK 601 Advanced Generalist Practice I	3	SOWK 602 Advanced Generalist Practice II	3
Fall		**Winter**		**Spring**		**Summer**	
SOWK 603 Assessment of Mental Disorders	3	SOWK 605 Program Evaluation	3	SOWK 604 Trauma-Informed Practice	3	SOWK 621 Advanced Practicum I	4
SOWK 606 Leadership and Social Change	3	Social Work Elective	2	Social Work Elective	2		
Fall		**Winter**		**Spring**		**Summer**	
Social Work Elective	2						
SOWK 622 Advanced Practicum II	4						

Admissions Policies

Regular Standing Requirements
- Completed MSW Program Application
- Three letters of recommendation written by professional references
  - It is preferred that one reference is academic and can speak to preparation for graduate studies
  - Personal references, such as a friend or family member, will not be accepted
- Written personal statement
- Current Resume/CV
- Bachelor's degree from a regionally accredited institution with 2.75 GPA on a 4.0 scale
- Official transcripts from any institutions where a bachelor degree and/or graduate credit was earned
- The program may request an admissions interview to determine readiness for graduate studies

Advanced Standing Requirements
- Earned Bachelor of Social Work degree from a CSWE accredited program at the time the degree was conferred
- Earned a minimum of a **3.0** undergraduate cumulative GPA
- Completed MSW Program Application
- **Three** letters of recommendation written by professional references.
  - One of the three references should be academic and a faculty member in the student's undergraduate social work program
  - It is recommended that one of the references is from the student's field agency supervisor
  - Personal references, such as a friend or family member, will not be accepted
- Written personal statement
- Current Resume/CV
- Official transcripts from any institutions where a bachelor degree and/or graduate credit was earned
- Copy of the final Field Evaluation from college or university that granted the BSW degree
  - Students who are in the last year of their field placement and have not yet received their final field evaluation may submit their Midterm evaluation
  - Final Field evaluation will need to be submitted at least one month prior to starting classes in EOU's MSW program
- The program may request an admissions interview to determine readiness for graduate studies

Transfer Students

In addition to the admission requirements for the Regular Standing or Advanced Standing program, students who wish to transfer to Eastern Oregon University's MSW program from another CSWE accredited MSW program should utilize the optional essay portion of the application (maximum 250 words) to explain why they are requesting a transfer to EOU's MSW Program. Students who transfer from another MSW program must have a 3.0 overall GPA in their MSW studies. Additionally, students should follow the transfer credit process when applying to the program.

Advanced Standing Students
In order to comply with CSWE guidelines regarding repeating mastered content, students who have earned a Bachelor of Social Work degree will only be admitted into the Advanced Standing MSW Program.

Application Deadlines
Fall 2025 – July 1, 2025
Spring 2026 – February 1, 2026

Transfer Credits
Transfer credits of graduate courses from regionally accredited intuitions to EOU's MSW program will be evaluated based on the below criteria.

Students should:
1. Submit transcripts to the university showing the grades for the courses
2. Upon request, submit syllabi for any graduate level Social Work courses to the MSW Program Director

Restrictions
1. The earned grade for transfer coursework must be a B or higher
2. Transferred social work courses must be from a CSWE accredited graduate social work program
3. A maximum of 6 quarter credit hours will be awarded as elective credit for non-social work courses taken within a social sciences discipline
4. Transfer credits will not be awarded for courses used toward the receipt or conferral of another degree
5. Transfer credit or course waivers are not granted for life or work experience
6. Advanced Practicum (SOWK 621 & SOWK 622) must be completed at EOU

Transferring from another MSW program
Students seeking to transfer from a CSWE-accredited MSW Program may transfer **up to half** of the graduate credits required to complete EOU's MSW degree. The number of credits eligible for transfer depends on whether the student is applying to the Advanced Standing or Regular

Standing program. For instance, the Advanced Standing program requires 30 credit hours, allowing a maximum transfer of 15 hours into the program.

Please note, transfer credit is not guaranteed; each course will undergo program review to assess equivalence and eligibility for transfer. Additionally, only courses with a grade of B or higher will be considered for transfer. Applicants must also meet Eastern Oregon University's MSW Program Admission Requirements.

Students currently or previously enrolled in another accredited master's-level social work degree program who are seeking admission as a transfer student to EOU's MSW program are required to submit the following additional materials:

1. Utilizing the optional essay portion of the application (maximum 250 words), an explanation of why they are requesting a transfer to EOU's MSW Program
2. A copy of their MSW practicum/field work evaluation(s), if applicable

Students with Criminal Histories

Students with criminal histories will not automatically be denied admission to the MSW program. However, students should be aware that a criminal background may prevent practicum placement or employment in certain settings. Additionally, students may not be able to obtain professional licensure. As laws vary from state to state, students are encouraged to consult individual state licensing agencies for additional information.

Life Experience Policy

Per Council on Social Work Education (CSWE) guidelines, academic credit is not given for life experiences or previous work experience. There are no exceptions to this policy.

Academic and Professional Advising

To enhance your academic success in the MSW program, you will be paired with a faculty advisor within the first two weeks of your program. Your advisor serves as a valuable resource for academic planning, professional development, and career guidance. We encourage you to engage in regular advising sessions each term, offered in both individual and group formats, to ensure you stay on track with your academic goals.

Your advisor will work closely with you to plan your coursework, including elective selections that align with your career objectives. Any modifications to your course sequence or requests for additional course load should be discussed with your advisor to ensure alignment with program requirements and your professional development goals. You can track your degree progress through DegreeWorks (accessible via EOU OneLogin), which helps monitor your advancement toward program completion.

While your advisor is committed to supporting your academic journey, including providing referrals to professional counseling services when needed, please note that financial aid

questions should be directed to the Financial Aid Office. We encourage you to take an active role in your educational journey by maintaining regular communication with your advisor and monitoring your degree progress.

Classroom Policies

APA Style Requirements

The MSW program prepares students for professional social work practice, which includes clear, accurate, and ethical communication through written work. The American Psychological Association (APA) style format is the standard for professional writing in social work and is required for all assignments in our program. We recognize that learning APA style can be challenging, and we are committed to supporting your development of these essential professional writing skills.

All written assignments must follow current APA guidelines (7th edition) for formatting, citations, and references. This includes proper formatting of title pages, headers, page numbers, margins, line spacing, font style (12-point Times New Roman or similar), in-text citations, and reference lists. Professional writing in APA style demonstrates respect for intellectual property, allows readers to locate sources, and supports evidence-based practice.

Students are encouraged to utilize available resources including the University Writing Center, APA tutorials, and faculty office hours for guidance. Your course instructor can clarify specific APA requirements for assignments. While points may be deducted for APA errors, the focus is on improvement over time. Students who experience ongoing challenges with APA formatting are encouraged to meet with their instructors or academic advisors to develop a plan for strengthening these skills.

Late Work Policy

All assignments in social work courses must be submitted by 11:59 PM **Pacific** time on the scheduled due date. To support your success, submissions within 48 hours after the deadline will be eligible for up to 95% of the total points. Submissions between 3-7 days after the deadline will be eligible for up to 85% of the total points. No assignments will be accepted beyond 7 days after the original due date unless prior arrangements have been made with the instructor.

Discussion posts are designed for timely engagement and must be completed within their assigned week. Initial posts submitted late but within the same week will be eligible for up to 90% of discussion points. Initial discussion posts are used for attendance.

Students are encouraged to reach out to the course instructor if they are experiencing challenges that may impact their ability to meet deadlines. While the instructor is committed to working collaboratively with you to support your academic success, please understand that extensions are not automatically granted. Each request is considered individually based on the

specific circumstances, course requirements, and timing of the request. To request consideration for an extension:

1. Contact your instructor before the due date when possible
2. Share what you feel comfortable disclosing about your situation
3. Propose a plan for completing the work

Your instructor is committed to working collaboratively with you to support your academic success while respecting your privacy and wellbeing. Extensions are granted at instructor discretion, with consideration given to both student needs and program requirements. In cases of significant life events (such as medical emergencies, loss of a loved one, or natural disasters), additional flexibility beyond these guidelines may be available.

Accommodations/Students with Disabilities Policy
Any student who feels that they may need an accommodation for any type of disability, must contact the Disability Services Office in Loso Hall, Room 234. Phone: 541-962 3081. Email: disabsvc@eou.edu

University Academic Misconduct Policy
Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these. Additional information can be found in the [Student Handbook](#).

MSW Program Academic Integrity Policy
The MSW program is committed to fostering an educational environment built on trust, honesty, and ethical professional development. Academic integrity is fundamental to social work education and aligns with our profession's core values. We understand that students may experience pressure, uncertainty, or challenges during their academic journey, and we are here to support your success through ethical academic practices.

Understanding Plagiarism and Academic Dishonesty
According to the Council of Writing Program Administrators, "plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source." Academic dishonesty encompasses several behaviors that compromise the integrity of your education:

Plagiarism includes:
- Direct copying and pasting without citation
- Paraphrasing without proper attribution
- Submitting work written by others
- Unauthorized multiple submissions of the same work
- Submitting purchased papers

While misuse or inaccurate citation of sources may occur due to genuine misunderstanding, students are expected to seek clarification from instructors when uncertain about proper citation methods. Repeated misuse of sources after receiving feedback will be treated as plagiarism.

Additional Forms of Academic Dishonesty
- Misrepresentation: Having others complete your coursework, assignments, papers, quizzes, or tests
- Facilitation: Helping others cheat by sharing answers, allowing work to be copied, or unauthorized collaboration
- Use of Unauthorized Sources: Accessing and using websites like Coursehero.com, Chegg.com, Reddit.com, Github.com, Scribid.com for assignment solutions
- Tendering Information: Sharing your work with others who plan to submit it as their own
- Artificial Intelligence: Improper use of AI tools as outlined in the program's AI policy
- Cheating includes but is not limited to:
  o Communication during exams or quizzes
  o Unauthorized copying of work
  o Using prohibited notes or electronic devices
  o Fabricating research data
  o Stealing or attempting to steal exam materials
  o Attempting to alter college records
  o Offering bribes for special treatment

If you are unsure about whether specific actions might constitute academic dishonesty, we encourage you to consult with your instructor before proceeding. The program provides resources to support academic success, including writing tutorials, APA guidance, and research assistance through the library. If you are experiencing circumstances that make you feel pressured to engage in academic dishonesty, please reach out to your instructor or advisor - we can help identify appropriate resources and solutions.

Violations of academic integrity will be addressed through the Professional Standards review process and may result in course failure or program dismissal, as maintaining academic integrity is essential for professional social work education. Additional information on the Professional Standards review process can be found in this MSW Program Student Handbook. All students have the right to due process as outlined in the University's [Student Complaint and Grievance Procedures](). Our goal is to help you develop strong ethical decision-making skills that will serve you throughout your professional career while providing the support needed to achieve academic success with integrity.

Artificial Intelligence (AI) Policy
The MSW program recognizes that technology, including Artificial Intelligence (AI) tools like ChatGPT, Google Gemini, and Claude, is becoming an integral part of both academic and professional social work practice. We aim to create a supportive learning environment that helps students develop both technological competence and professional judgment in using these tools. Students are encouraged to explore AI tools in specific ways, including research assistance during literature reviews, grammar and writing structure improvement, translation support for multilingual students, and basic formatting assistance. To maintain the integrity of your learning experience and professional development, AI should not be used for writing or generating any portion of papers or assignments, creating assessments or treatment plans, composing discussion board responses, developing presentations, or creating any form of documentation. When using permitted AI assistance, students must include proper APA format citations, maintain logs of AI interactions, and submit both AI-assisted drafts and final versions when requested.

We understand that navigating new technology can be challenging. Students who are unsure about appropriate AI use are encouraged to discuss their questions with their instructor. Our goal is to support your learning while maintaining academic integrity. If you make a mistake in AI usage, we encourage open dialogue to address the situation and create a plan for moving forward.

Should concerns about AI usage arise, they will be addressed through a supportive educational process first, with a focus on learning and growth. Repeated or intentional misuse may require additional review under program and university procedures. This policy aims to prepare you for ethical technology use in professional social work practice while ensuring you develop the essential skills needed for effective client care.

Engagement and Connection Policy (Attendance Policy)
This program values your active participation and unique perspectives in our learning community. Engagement is primarily measured through participation in weekly discussion boards, which serve as our virtual classroom for collaborative learning and professional growth. To maintain meaningful dialogue, initial discussion responses are due by Thursday at **11:59 PM Pacific** time, with two thoughtful peer responses due by Sunday at **11:59 PM Pacific** time each week.

Active participation during the first week of class is required to establish your presence in social work courses. Students who do not participate in the first week's discussion board will be administratively withdrawn from the course.

We recognize that life circumstances and challenges may impact your ability to participate. If you're unable to engage in a weekly discussion, please reach out to the instructor – your well-being matters to us. After a missed discussion, the instructor will connect with you to explore any barriers to participation and collaboratively develop a success plan that considers your individual circumstances and needs. Due to the collaborative nature of our courses and

MSW program requirements, missing two or more weekly discussions will result in a failing grade for the course. We encourage you to communicate proactively with your instructor if you are experiencing difficulties, as early intervention and support can help prevent this outcome.

We understand that technical difficulties can create additional stress; having a backup plan in case of technological issues can help alleviate that stress. Please notify the instructor as soon as possible if you encounter any technology-related challenges. The EOU IT Help Desk can be contacted at **(541) 962-3111** or **helpdesk@eou.edu**. Our goal is to create a supportive, inclusive learning environment where all students can succeed while maintaining the academic rigor expected in graduate education.

MSW Program Academic Success Policy
The MSW program is committed to supporting students' academic and professional development while maintaining the high standards essential for competent social work practice. We recognize that students may face various challenges during their academic journey and are dedicated to providing support and resources for success. To ensure readiness for professional practice, students must maintain a cumulative grade point average (GPA) of 2.67 or higher and complete all courses with a grade of B- or better while demonstrating professional behaviors aligned with social work values and ethics.

If a course grade falls below B-, students will meet with their academic advisor to develop a collaborative success plan. Students will have the opportunity to repeat the course when next offered and will receive guidance on accessing available support resources, including tutoring, and the writing center. During this time, advisors will assist in reviewing any impact on course sequencing and program timeline. Prerequisites must be successfully completed before advancing to dependent courses, and temporary grades of incomplete may delay progression to courses requiring the incomplete prerequisite.

A review process will be initiated if a student needs to repeat a course, if the cumulative GPA falls below 2.67, or if professional behavior concerns arise. The goal of this review is to identify barriers, provide resources, and develop strategies for success. However, if a student receives a grade below B- in the same course twice, we will need to evaluate program fit and may recommend alternative pathways to meet career goals.

We encourage students to communicate early with instructors about academic challenges, utilize university and program support services, meet regularly with academic advisors, request accommodations through disability services if needed, and seek guidance when experiencing personal or academic difficulties. Our commitment is to create an inclusive, supportive learning environment while preparing competent, ethical social work professionals. We will work collaboratively with students to address challenges and support their success in the program.

Course Technology Policy
Our learning environment relies on various technology tools to enhance your educational experience. Students in social work courses will need access to:

- a reliable computer or laptop with an updated operating system,
- stable internet connection capable of streaming video,
- web camera and microphone for virtual meetings and recording video,
- Canvas Learning Management System (Provided by EOU),
- Microsoft Office or compatible software (Provided by EOU),
- PDF reader (Provided by EOU), and
- an updated web browser (Chrome, Firefox, or Safari recommended).

To maintain effective communication in our online environment, students should check university email and Canvas announcements regularly (at least every 48 hours), respond to course-related communications within 48 business hours, use professional language in all electronic communications, and notify the instructor promptly of any technology issues affecting course participation.

For virtual meetings or recording video, students should test audio and video before scheduled sessions, use a quiet space with minimal background distractions, when possible, keep their camera on when feasible, and use headphones if needed to minimize audio feedback.

Technology support is available through the University IT Help Desk. EOU's Technical Support Help Desk can be reached by calling **541-962-3111**, emailing **helpdesk@eou.edu** or going in person to Ackerman Hall 209. Additional information, including hours of operation, can be found on the [EOU IT webpage](#).

Students also have free access to Microsoft 365 and Google Workspace applications through their university account. We understand that technology issues can occur. If you experience technical difficulties, please contact IT support immediately, notify your instructor about the situation, document the problem (screenshot if possible), and work with your instructor to develop alternative submission plans if needed.

Our commitment to accessibility includes support for students requiring technology accommodations through Disability Services, alternative formats of course materials upon request, closed captioning for video content, and screen reader-compatible documents. Our goal is to create an inclusive learning environment where technology enhances rather than hinders your learning. Please communicate any technology concerns or needs promptly so we can work together to ensure your success in the course.

Statement of Non-discrimination
The Master of Social Work (MSW) program is committed to providing an inclusive, equitable, and supportive learning environment for all individuals. The program does not discriminate on the basis of age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, or tribal sovereign status.

Our program actively promotes diversity, equity, and inclusion in all aspects of our educational activities, including admissions, retention, financial aid, curriculum, field education, faculty recruitment, and program policies and procedures. We are dedicated to fostering an academic environment that celebrates differences, challenges systemic barriers, and prepares social work professionals to advance human rights and social, racial, economic, and environmental justice. This non-discrimination policy aligns with the core values of the social work profession and complies with all applicable federal, state, and local laws and regulations.

Eastern Oregon University's Policy [Prohibiting Illegal Discrimination Affecting Students](#) is available online.

Professional Standards Policies

MSW Program Professional Standards Policy
The MSW program is committed to preparing ethical, competent social workers who embody the profession's core values and standards. Our professional standards align with the [NASW Code of Ethics](#) and reflect our program's dedication to inclusive, culturally responsive practice. These values must be demonstrated throughout all academic work, field placements, and professional interactions.

MSW students are required to adhere to both the University's [Student Code of Conduct](#) and the [professional standards of social work practice](#). This dual accountability is essential because social work students engage directly with vulnerable populations, including clients, families, and community organizations. Additionally, students are required to read, understand, and perform in compliance with their [state's social work statutes](#).

Professional conduct encompasses several key components. Students must demonstrate reliability, punctuality, sound judgment, emotional regulation, and strict adherence to confidentiality standards. Likewise, students should demonstrate the responsible use of social media and technology that aligns with the NASW Code of Ethics and the NASW, ASWB, CSWE, & CSWA [Standards for Technology in Social Work Practice](#).

Academic and professional integrity form the foundation of social work education. Students are expected to complete all work honestly, use appropriate citations, maintain accurate documentation, and accept responsibility for their actions and decisions. Students should demonstrate commitment to continuous learning, seek supervision when needed, disclose any impairment that could affect professional performance, and comply with all agency, program, and university policies.

When professional standard concerns arise, our program takes a supportive approach through collaborative dialogue to understand contributing factors and develop specific, measurable improvement plans. We acknowledge that developing a professional identity involves challenges, and we balance student support with our responsibility to maintain professional

integrity and ensure client safety. Our program emphasizes professional development while upholding the rigorous standards essential for ethical social work practice. Through this comprehensive approach, we prepare students to become competent, ethical social work professionals who will serve their communities effectively.

EOU MSW Program Professional Standards for MSW Students

1. **Professional Behavior**
   - Demonstrate respect and sensitivity toward diverse perspectives, cultures, and communities in all learning environments
   - Create and maintain a supportive, inclusive atmosphere in virtual classrooms and practicum placements
   - Uphold confidentiality and professional boundaries across all settings, including online platforms
   - Show respect for the diverse talents, experiences, and viewpoints of others

2. **Academic and Professional Integrity**
   - Follow all university policies, practicum placement requirements, and social work professional standards, including the NASW Code of Ethics and state statutes
   - Practice only within authorized scope and educational preparation
   - Maintain consistent attendance and participation in courses and practicum placements
   - Take responsibility for transportation to/from practicum activities as required

3. **Growth and Development**
   - Actively engage in self-reflection and assessment
   - Demonstrate openness to receiving and incorporating feedback
   - Stay current with emerging social work practices and technologies
   - Show commitment to continuous learning and professional development
   - Contribute positively to the learning environment

4. **Communication Skills**
   - Demonstrate proficiency in written and verbal communication across all professional settings
   - Practice active, thoughtful listening and engagement with others
   - Show willingness to both give and receive assistance
   - Participate effectively in collaborative learning activities

5. **Professional Judgment and Ethics**
   - Demonstrate appropriate ethical judgment in professional situations
   - Think critically and work to develop independent problem-solving abilities
   - Meet all course and field placement requirements consistently
   - Maintain professional standards in virtual and in-person settings

6. **Practicum Education Engagement**
   - Fulfill all required practicum placement responsibilities and skill development
   - Follow agency policies and procedures diligently
   - Apply social work knowledge and skills appropriately in practicum settings
   - Maintain professional standards in all agency-based activities

7. **Technology and Online Professionalism**
   - Demonstrate competence in required technology platforms
   - Maintain professional standards in virtual learning environments
   - Apply appropriate security and confidentiality measures online
   - Show ability to adapt social work practice skills to online contexts

These standards reflect the professional expectations for MSW students and align with the Council on Social Work Education's competency requirements. Meeting these standards is essential for your development as a professional social worker and successful completion of the MSW program**.**

Professional Standards Review Process

Ongoing Monitoring
Throughout their academic journey, students' professional development is continuously monitored through multiple ways including course performance, practicum education evaluations, professional behavior observations, and regular meetings with faculty advisors. This ongoing assessment focuses on key areas such as reliability, punctuality, professional judgment, emotional regulation, confidentiality maintenance, and responsible use of social media and technology.

Addressing Concerns
If professional standard concerns arise, the program implements a supportive approach, dependent on the level of concern.

Level 1: Faculty-Student Conference
For minor concerns
   - The student meets with their faculty member or advisor for a collaborative discussion to understand any contributing factors. During this meeting, they work together to develop a specific improvement plan if needed. (See Appendix D) The plan includes clear, measurable objectives, a timeline for completion, and identification of available support resources. All meetings and outcomes are documented, and regular progress monitoring is established.

Level 2: Program Director or Practicum Director Review
For repeated concerns, moderate severity issues, multiple standard violations or practicum placement issues.

- The faculty member or field agency representative documents their concerns and their responses to the concern in written form and sends to the attention of the Program and Practicum Directors
- The student is notified of the concerns and has an opportunity to respond in written form to the concern within 5 business days of notification.
- The Program or Practicum Director review the information and meet with the student within 10 business days of the student's response.
- A decision is made by the Program or Practicum Director and shared with the student within 10 business days of the meeting with the student.

Level 3: Directors and Professional Standards Committee Review
For serious violations, safety concerns, ethical violations, potential program dismissal cases
- The faculty member or field agency representative documents their concerns and their responses to the concern in written form and sends to the attention of the Program and Practicum Directors
- The student is notified of the concerns and has an opportunity to respond in written form to the concern within 5 business days of notification.
- The Program or Practicum Director review the information and meet with the student within 5 business days of the student's response.
- The Program and Practicum Directors meet with the Professional Standards Committee to review the concerns.
- A decision is made by the Committee and shared with the student within 5 business days of the Committee Meeting.

Note: in serious violation cases students may be removed from their practicum placement or classroom or be prevented from enrolling in additional classes due to safety or other significant concerns. Please also see following section on Interim Measures.

Appeal of Professional Standards Decisions
Please see the Grievances, Appeals, and Due Process section of this handbook for information on how to appeal Professional Standards decisions.

Interim Measures

Any interim measure may be taken at any time. Notice of interim measure shall be provided to the student or student organization in writing.

1. **Interim Suspension:** The Vice President for Student Affairs may initiate a temporary suspension of a student or student organization when it is determined that there is an imminent threat or that a student's presence negatively affects the health, safety or welfare of the University community or a member of the University community.

2. **Restrictions on Activity:** The Vice President for Student Affairs may restrict a student's or student organization's activities when it is determined that the health, safety or

welfare of a student or member of the University community is at risk. Restrictions on activities may include, but are not limited to: registering or attending class; accessing or contacting certain individuals (no contact order); accessing University property, facilities, resources or equipment; participating in University activities, organizations or student activities.

3. **Appeal of Interim Measures**: The student or student organization has the opportunity to submit a written request for a hearing regarding the interim measures to the Vice President for Student Affairs. If requested, the hearing will be conducted within three business days of the receipt of the written request. The scope of this hearing is limited solely to the interim measures.

4. **Student Enrollment Status:** If a student's enrollment status is changed as a result of an interim measure, but the student is subsequently found not responsible for the violation, the University shall correct any record of the change in enrollment status in the student's permanent records and other reports in a manner compliant with State and Federal laws.

Grievances, Appeals, and Due Process

All students and faculty shall follow the [EOU procedure for addressing concerns and/or grievances](). The student grievance flow chart provided by EOU Student Affairs can be found in Appendix E of this handbook.

The informal process, as outlined by the university is as follows:
- When able, the student or faculty member with a concern or grievance (complainant) should first address the faculty or peer with which they have a concern (respondent). This may be reported to Student Affairs by the complainant or the respondent as an attempt at informal resolution.
- If the student or faculty cannot agree to resolution regarding the concern, the student or faculty member may meet with the Program Director. Consultation with the Program Director should take place no later than 30 days following the alleged incident or concern. The Director will listen to the complainant and the respondent, and shall attempt to resolve the matter and report the decision, in writing, to the complainant(s) and respondent(s) via their EOU email address within fifteen (15) work days of receiving the complaint. The Director will communicate with Student Affairs about the continuation of attempting informal resolution.
- Student Affairs can be contacted to assist in this informal process at the complainant or respondent.

The formal process as outlined by the university is as follows:
- If the complainant is not satisfied with the Director's recommendation, they may proceed with filing a formal complaint with EOU's Student Affairs (see link above). Student Affairs will work with the complainant to ascertain the nature of the concern (non-academic, academic, or graduation requirements/academic program or suspension).
- For more information on Academic Grievances, see next section.

Student Retention, Remediation, Dismissal, & Appeal Policy (Academic)
Students are expected to follow the guidelines for each assignment laid out by faculty and follow the EOU honor code. Should a concern arise about academic integrity, the complainant should first address the concern with the respondent. Instructors should provide reasonable feedback, and if an academic error has not occurred before, allow the student to re-submit the assignment with the specific feedback.

For informal academic related complaints in which a resolution cannot be reached between the complainant and respondent, the student may appeal the instructor's decision to the program director.

Per the EOU Student Affairs policy on Grievances, "Given the nature of complaints covered by this procedure, it is expected that in all but the most unusual circumstances, students will first address the issue with the faculty/instructor." In the event this is not feasible, or the student and faculty/instructor have not resolved the issue, the student will contact the program director within ninety (90) work days after the alleged issue. The program director receiving the complaint shall attempt to resolve the matter and report the decision, in writing, to the complainant(s) and respondent(s) via their EOU email addresses within fifteen (15) work days of receiving the complaint.

Should the student not find the Program Director's recommendation satisfactory, they may file an academic grievance with Student Affairs. This formal complaint will be sent to the College Dean, who will have 15 work days to respond.

If the grievant(s) wishes to appeal the grievance decision, the student must submit an appeal to the University Grievance Committee along with the college dean's, or designee's, written response to previous resolution attempts no later than ten (10) work days of receiving the decision, or if no decision was issued, no later than ten (10) work days after the applicable decision deadline.

To file an appeal, the student must submit a completed appeal form to the University Grievance Committee chair. The appeal will be reviewed within fifteen (15) work days of receipt. The Committee will notify the complainant(s), respondent(s) and appropriate college, dean, director, administrator, or designee of the University Grievance Committee's decision, in writing via their EOU email addresses, within ten (10) work days of their decision.

An appeal must be in writing and contain:
1. The appellant(s)'s name, student identification number, and contact information, including email address
2. A detailed description of the nature of the appeal
3. A copy of the findings of the complaint review/hearing and supporting documents
4. The specific grounds supporting the appeal. This must be one of the criteria listed in Section IV (A), above.
5. A detailed description of the relief sought
6. Signature of appellant(s)
7. Date of grievance submission

Full guidelines on the grievance procedure are available on the Student Affairs webpage on the university's website

Grades and Program Progression
Students making less than a B- in any course will be required to retake the course the next term that it is offered, and based on consultation with faculty, may be prevented from moving forward in the program until the course(s), with less than a B-, are successfully completed with a grade of a B or greater.
- If a student has the need to retake a course, because they made less than a B- in the course, they will only be allowed to retake the course once.
- Students may only make two (2) Cs or lower in the program and subsequently be allowed to retake each course once.
- If upon retake, of up to two (2) courses in which a C or lower was made, each course grade remains a C or less, the student will be dismissed from the program.

Opportunities for MSW Program Participation and Feedback

Students play a vital role in the ongoing development and improvement of the MSW program through several formal and informal participation opportunities.

Program Advisory Committee
The Program Advisory Committee serves as a vital platform for student representation and input in the MSW program. Student representatives on this committee actively contribute to program development by providing direct feedback on program policies, curriculum design, and overall student experiences. This involvement ensures diverse student perspectives are considered in program decision-making and helps shape ongoing program improvements to better serve the student community.

Exit Survey and Other Program Evaluations

As part of the program's commitment to continuous improvement, students participate in evaluation activities. Near graduation, students complete detailed exit surveys that provide valuable feedback on their overall program experience and help assess program effectiveness. Throughout their academic journey, students may also engage in various other program evaluations, including focus groups and feedback sessions, which allow for in-depth discussion of specific program elements and help identify areas for enhancement.

Course Evaluations

Course evaluations represent a mechanism for student input at the individual course level. At the conclusion of each course, students provide detailed feedback on course content, teaching effectiveness, learning experiences, and offer suggestions for improvement. This evaluation process ensures that course delivery remains effective and responsive to student needs while maintaining high academic standards.

CSWE Visits

During Council on Social Work Education (CSWE) accreditation site visits, students play an essential role in the program's accreditation process. Students have the opportunity to meet with CSWE site visitors to share their experiences and perspectives on program quality. This direct interaction with accreditation teams allows students to contribute meaningfully to the program's ongoing accreditation status and quality assurance processes.

Informal

The program maintains an open-door policy that encourages informal dialogue between students and faculty or program directors. This ongoing communication channel, supported by regular office hours and various communication options including email and virtual meetings, ensures that student voices are heard and incorporated into program operations. These informal discussions provide immediate feedback opportunities and help maintain strong relationships between students and program leadership.

Professional Social Work Organizations

Students are encouraged to join a national social work organization of their choice. Often national organizations offer a student discount. Examples of these organizations include, but are not limited to:

National Association of Social Workers (NASW) https://www.socialworkers.org/
Founded in 1955, the National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

North American Association of Christians in Social Work (NACSW) https://www.nacsw.org/
The North American Association of Christians in Social Work (NACSW) is a non-profit Christian social work member organization. Members of NACSW represent a rich diversity of Christian denominations and traditions. Its mission is to equip our members to integrate Christian faith and professional social work practice.

Latino Social Workers Organization (LSWO) http://www.lswo.org
Dedicated to promote the professional development of Latino social workers and to advocate, support, and participate in addressing concerns and issues that impact the Latino community.
National Association of Black Social Workers (NABSW) http://www.nabsw.org
The National Association of Black Social Workers, Inc., comprised of people of African ancestry, is committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research.

University Resources

Accommodations/Students with Disabilities Policy
Any student who feels they may need an accommodation for any type of disability, must contact the Disability Services Office in Loso Hall, Room 234. Phone: 541-962 3081. Email: disabsvc@eou.edu

Technology Support
EOU's Technical Support Help Desk can be reached by calling 541-962-3111, emailing helpdesk@eou.edu or going in person to Ackerman Hall 209. Additional information, including hours of operation, can be found on the EOU IT webpage.

Writing Center
The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any graduate course. Go to **EOU's eTutoring page** to submit a paper to a writing tutor. Click on **Graduate Students How To** for information about tagging your submission.

Online eTutoring
The Learning Center provides tutoring to both online and in-person students through the etutoring website.

University Library
The EOU Library offers individual research appointments for students with a subject liaison or reference librarian for in depth personal research help. The library also offers 24/7 chat with a librarian for help that all students can access via the library's webpage.

Title IX Program

Eastern Oregon University (EOU) is committed to fostering an environment free from bias, discrimination, sexual or gender-based harassment or misconduct. Behaviors including sexual harassment, sexual misconduct, dating violence, domestic violence, and stalking, as well as retaliation for reporting any of these acts violate Title IX and are not tolerated at EOU.

EOU ensures compliance with Title IX, a federal law that prohibits discrimination based on the sex or gender of employees and students. EOU is committed to providing support to those who have been impacted by incidents of sexual or gender-based harassment or misconduct and may provide various resources and support services to individuals who have experienced one of these incidents.

Please visit https://www.eou.edu/titleix/ for additional resources, including reporting and getting access to assistance (EOU and community-based).

Appendix A: CSWE Competencies

Generalist

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

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

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

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

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

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

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

Social workers:

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

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

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

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

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

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

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

Social workers:

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

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social

policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

    a.   use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

    b.   apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

    a.   apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

    b.   use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

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

Social workers:

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

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers: a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
Social workers:
   a. select and use culturally responsive methods for evaluation of outcomes; and
   b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Advanced Generalist

Area of Specialized Practice #1: Advanced Generalist Practice

Competency 1: Demonstrate Ethical and Professional Behavior
Advanced generalist social workers utilize ethical decision-making models and apply the NASW Code of Ethics, and relevant policies, laws, and regulations to complex ethical decision making in all areas of practice. Advanced generalist social workers practice self-reflection and prioritize life-long learning to manage personal values, maintain professional integrity, and ensure professional behavior aligns with current practice. Advanced generalist social workers stay updated on evolving digital technologies and their ethical implications for social work practice. Advanced generalist social workers recognize that personal resilience enhances their ability to serve clients effectively, and therefore they prioritize and regularly practice self-care. Advanced generalist social workers are prepared to actively collaborate in interdisciplinary teams and utilize supervision and peer consultation to enhance professional judgment and decision-making processes.

Advanced generalist social workers:
   a. model professional behavior in interprofessional, agency, and community contexts with diverse constituents;
   b. apply rights-based, anti-racist and anti-oppressive principles to ethical decision making;
   c. reflect critically on their own practice, identifying areas for growth and improvement; and

d. engage in activities that support their professional growth and well-being.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice
Advanced generalist social workers engage in advocacy and practice that promotes human rights and social, economic and environmental justice. Advanced generalist social workers demonstrate a comprehensive understanding of historical and contemporary injustices, including systemic oppression and racism and have a deep commitment to addressing the root causes of inequities in society. Advanced generalist social workers' practice is informed by an understanding of social structures, power dynamics, and the complexities of intersectionality. Advanced generalist social workers engage in strategic advocacy that targets oppressive structures and systemic barriers to promote equity and justice.

Advanced generalist social workers:
  a. apply an intersectional lens to practice, recognizing how multiple dimensions of identity intersect to create unique experiences of oppression and privilege;
  b. utilize leadership skills in initiating and supporting social change initiatives that address social, racial, economic, and environmental justice;
  c. collaborate with diverse stakeholders to develop and implement policies and practices that promote equity and justice; and
  d. advocate for trauma-informed policy and practices, particularly for oppressed and at-risk populations.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Advanced generalist social workers recognize the complexity of human experiences shaped by intersecting factors. They apply this understanding to support equity and inclusion in their interventions and advocacy efforts. Advanced generalist social workers further apply their knowledge to challenge and dismantle systemic racism through practices such as advocating for equitable policies, challenging discriminatory practices within organizations, and promoting anti-racist initiatives in their communities. Advanced generalist social workers regularly engage in critical reflection to examine how their own biases, values, and privileges impact their practice.

Advanced generalist social workers:
  a. practice cultural humility through self-awareness, ongoing learning about diverse cultures and identities, and adapting practice to honor the expertise and experiences of clients; and
  b. integrate anti-racist and anti-oppressive principles to all aspects of social work practice in order to challenge inequity, dismantle systematic barriers, and empower marginalized individuals and communities.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Advanced generalist social workers are equipped to address complex social issues with a deeper understanding of the intersectionality of biases and oppression in research and practice contexts. Advanced generalist social workers have advanced knowledge of quantitative and qualitative research methods and apply critical thinking to evaluate the strengths and limitations of research designs. They are proficient in synthesizing findings from multiple studies to derive evidence-based recommendations. Advanced generalist social workers use research to inform their decision-making and contribute to the development of new knowledge through their practice experiences. They are committed to ensuring that their research contributes positively to diverse populations and communities.

Advanced generalist social workers:
   a. critically evaluate current research literature to inform practice, policy, and program decisions**;**
   b. advocate for the use of evidence-based, practices in social work; and
   c. apply ethical, culturally-informed, anti-racist and anti-oppressive strategies in their research and actively work to mitigate biases throughout the research process.

Competency 5: Engage in Policy Practice
Advanced generalist social workers are adept at identifying the historical, social, racial, cultural, economic, organizational, environmental, and global influences on social policies. They recognize and challenge existing structures of privilege and oppression embedded within policies and advocate for reforms that dismantle systemic barriers and promote equity. Advanced generalist social workers collaborate effectively with diverse stakeholders to influence policy outcomes and improve service delivery. They understand the complexities of policy processes and leverage their knowledge and skills to navigate political landscapes and drive change. Advanced generalist social workers are prepared to lead efforts that address complex social challenges and advance human rights and justice through policy reform.
Advanced generalist social workers:
   a. utilize leadership skills and anti-oppressive, anti-racist practice to advocate for policy interventions and social change; and
   b. conduct rigorous policy analysis, drawing on empirical data and best practices, to support advocacy efforts and improve services for clients at all levels of practice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Advanced generalist social workers practice from a strengths-based, client-centered perspective and apply advanced interpersonal skills and use of self to effectively engage diverse clients and constituencies. Advanced generalist social workers recognize the impact of social identities, cultural backgrounds, and systemic oppression on individuals and communities. They actively adapt their approaches to ensure inclusiveness and effectiveness across diverse cultural contexts. Advanced generalist social workers engage in ongoing self-reflection to understand their own biases, values, and personal experiences that may affect their ability to engage effectively. Advanced generalist social workers utilize principles of interprofessional collaboration to enhance engagement and provide comprehensive support to clients.
Advanced generalist social workers:
   a. employ empathy, reflection, and advanced interpersonal skills to engage in culturally responsive practice; and
   b. actively work to dismantle barriers that may hinder effective engagement with diverse clients at all levels of practice.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Advanced generalist social workers facilitate ongoing collaborative assessment that is client-centered, strengths-based, and comprehensive. They employ a person-in-environment approach and multiple theoretical perspectives to understand complex client situations. Advanced generalist social workers use an intersectional lens to understand how multiple dimensions of identity intersect and compound to create unique experiences of oppression and barriers for individuals and communities. They further analyze how systemic barriers and inequalities impact clients' presenting challenges. Advanced generalist social workers engage in ongoing self-reflection to identify and challenge their own biases, assumptions, and privileges that could influence the assessment process. They also advocate for culturally responsive and anti-oppressive assessment practices within their organizations and communities.

Advanced generalist social workers:
  a. utilize culturally responsive assessment strategies that consider clients' cultural backgrounds, preferences, goals, and values; and
  b. synthesize assessment information from multiple sources in a holistic and integrated manner to gain a comprehensive understanding of client's needs, strengths, and contexts.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Advanced generalist social workers engage with clients and constituencies to collaboratively select interventions that align with the clients' goals and values. They ensure interventions respect and incorporate the cultural norms, values, and preferences of clients and communities. Advanced generalist social workers identify, analyze, and apply interventions which are supported by research evidence and best practices. They advocate for equitable access to resources and services, addressing systemic barriers that impact marginalized groups. Advanced generalist social workers collaborate with other professionals to integrate diverse perspectives and resources for comprehensive intervention planning. They are prepared to participate in or lead interprofessional teams in order to identify and address disparities and promote social justice and equity in client outcomes.
Advanced generalist social workers:
  a. critically analyze research literature to identify interventions that are effective and appropriate for diverse client populations;
  b. apply advanced human behavior knowledge and culturally responsive conceptual frameworks in interventions with clients and constituencies; and
  c. collaborate with community stakeholders and policymakers to promote systemic change, social justice, and equity.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Advanced generalist social workers employ a variety of evaluation methods to regularly assess and evaluate the effectiveness of interventions and services provided to individuals, families, groups, organizations, and communities. They ensure that chosen methods are culturally responsive and appropriate for diverse populations. Advanced generalist social workers consider how structural inequalities and systemic biases may impact outcomes and use this awareness to inform evaluation frameworks. Advanced generalist social workers collaborate with stakeholders to apply evaluation findings in refining interventions, policies, and service delivery approaches. They advocate for changes based on evaluation findings to enhance practice effectiveness and promote positive outcomes.
Advanced generalist social workers:
  a. collaboratively implement culturally appropriate interventions with clients;
  b. continuously evaluate client progress and adjust interventions as necessary to ensure effectiveness and alignment with the evolving needs and circumstances of the clients;
  c. critically analyze evaluation outcomes and findings to identify strengths, areas for improvement, and gaps in service delivery.

Appendix B: NASW Code of Ethics

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:
1. The Code identifies core values on which social work's mission is based.

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

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

* For information on the NASW Professional Review Process, see [NASW Procedures for Professional Review](#).

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

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

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social

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

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

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

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use

of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

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

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

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

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

Value: Dignity and Worth of the Person
Ethical Principle: Social workers respect the inherent dignity and worth of the person.
Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change

and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

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

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

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

Ethical Standards
The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients
Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific

legal obligations may, on limited occasions, supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that

empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

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

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

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

1.06 Conflicts of Interest

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

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

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

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

custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

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

1.09 Sexual Relationships

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

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

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

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

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

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

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

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

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

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

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

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

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

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

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

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

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

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

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

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

2.05 Consultation

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

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

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

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

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

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

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

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

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Social Workers' Ethical Responsibilities as Professionals

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

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

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

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

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

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

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

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

Appendix C: Course Descriptions

SOWK 500 Introduction to Social Work

This course serves as an introduction to the field of social work and generalist practice. It examines the various practice settings in which social workers operate and their roles with individuals, families, groups, organizations, and communities. The curriculum incorporates elements of social work theory, history, values, ethics, policy, diversity, social justice, and planned change. Admission to MSW Program required.

SOWK 501 Social Work Practice I: Individuals & Families

This foundation course is one of two practice courses that provide the basic knowledge and skills as a foundation for advanced generalist practice with individuals, families and small groups. Skill building in constructing professional relationships, developing interviewing skills, and the basics of direct practice with diverse client systems are addressed and practiced throughout the course. The course also focuses on the integration of cultural humility and evidence-based practices in engagement, assessment and interventions with marginalized clients, as well as the importance of self-care, supervision and consultation. Admission to MSW Program required.

SOWK 502 Social Work Practice II: Groups, Communities & Organizations

This foundation course is one of two practice courses that provide the basic knowledge and skills as a foundation for advanced generalist practice with groups, communities and organizations. Group dynamics and leadership roles are addressed, as well as foundation level mezzo and macro practice skills. The course focuses on macro theories, engagement, assessment, intervention and evaluation of practice with particular attention to social, economic & environmental justice. Admission to MSW Program required.

SOWK 503 Human Behavior & the Social Environment

This course provides a basic framework for creating and organizing knowledge of human behavior during the lifespan. Social systems, human development theories, and strengths approaches are critically examined to foster understanding of individual, family, group, organizational, and community behaviors and the impact of the larger environment on these systems. Special attention is given to the impact of human diversity, discrimination, and oppression on the ability of individuals, families, groups, organizations, and communities to reach or maintain optimal health and well-being. Admission to MSW Program required.

SOWK 505 Ethics, Human Rights, and Social Justice

This course offers students essential knowledge and skills in social work ethics, human rights, and social justice. The curriculum is designed to cultivate ethical decision-making abilities by applying the standards set forth by the National Association of Social Workers (NASW) Code of Ethics, along with relevant laws, regulations, and ethical decision-making models. Key topics such as oppression, power, privilege, and inequality will also be addressed. Furthermore, students will engage in reflective practices and self-regulation to navigate personal values while upholding professionalism. Admission to MSW Program required.

SOWK 506 Diversity, Equity, and Inclusion

This course explores dimensions of human diversity in preparation for professional anti-racist social work practice. Special attention is given to issues of intersectionality, bias, discrimination, power and privilege, and oppression. Students will explore their own personal identity and how their views, beliefs, values, and behaviors may support or hinder future social work practice with diverse populations. Admission to MSW Program required.

SOWK 507 Social Policy

This course offers a comprehensive examination of how human needs and values shape social policy at community, national, and international levels. It emphasizes the influence of values and power in the development of social policies. Key topics include the history of social welfare and related policies, the policy-making process, and the effects of policy on vulnerable populations. The course will also investigate the implications for generalist social work practice and services. Admission to MSW Program required.

SOWK 508 Social Work Research

This course introduces students to basic social work research theories, and methods focusing on research informed practice and practice informed research. Various research methodologies are examined and compared, with a focus on social work ethics and values. Research findings are evaluated as related to practice situations. Issues of diversity, bias and ethnocentrism are also explored as related to social work research and practice. Admission to MSW Program required.

SOWK 521 Foundation Practicum I

This course is the first of two foundation practicum courses in which students apply generalist social work knowledge and skills in an approved supervised placement setting. Students in this course must complete a minimum of 200 hours in their placement, participate in a weekly field seminar, and successfully complete all course requirements to pass the course and to be able to enroll in SOWK 522 Foundation Practicum II. Admission to the MSW Program, enrolled in or completed SOWK 501 Social Work Practice I: Individuals & Families, and MSW Field Director or MSW Program Director approval required.

SOWK 522 Foundation Practicum II

This course is the second of two foundation practicum courses in which students apply generalist social work knowledge and skills in an approved supervised placement setting. Students in this course must complete a minimum of 200 hours in their placement, participate in a weekly field seminar, and successfully complete all course requirements to pass the course and move on to SOWK 621 Advanced Practicum I. Grade of Pass for SOWK 521 and co-enrollment or completed SOWK 502 required.

SOWK 601 Advanced Generalist Practice I

This course provides an ecological systems, strengths-based approach to advanced generalist practice with individuals, and families. Students integrate and apply social work ethics, theoretical perspectives, research, knowledge of human behavior, and diversity and difference

to diverse client systems using cultural humility and an understanding of intersectionality. Trauma informed practice is addressed and integrated into practice scenarios. Advanced Standing or completion of all 500 level courses required.

SOWK 602 Advanced Generalist Practice II

This course is designed to deepen students' understanding and skills in working with groups, organizations, and communities. Building upon foundational knowledge and practice, this course emphasizes the integration of theoretical frameworks with practical approaches for effective intervention and leadership in various social settings. Students will explore advanced concepts and methodologies relevant to group dynamics, organizational behavior, and community development. Course topics include advanced group facilitation techniques, strategic organizational change, community needs assessment, and collaborative problem-solving.

SOWK 603 Assessment of Mental Disorders

This course examines the most common mental disorders and evidenced based treatment interventions in advanced social work practice. Students apply the Diagnostic Statistical Manual (DSM) to diagnose and treat mental health disorders with diverse client systems across the lifespan. The course also focuses on applying strengths-based approaches to working with diverse and marginalized clients and highlights evaluation of practice.

SOWK 604 Trauma-Informed Practice

This course explores the principles and practices of trauma-informed care and provides students with an understanding of trauma's impact on individuals, families, and communities. Course content includes theoretical frameworks, evidence-based practices, and practical strategies for implementing trauma-informed approaches across various social work practice settings and levels of practice. Admission to MSW program required.

SOWK 605 Program Evaluation

In this course, students will acquire essential skills for critically evaluating the effectiveness and impact of social work programs. The course offers a comprehensive overview of evaluation methodologies and commonly used tools in social service settings. Key topics include designing evaluation plans, conducting needs assessments, applying single case designs, navigating evaluation ethics, and implementing anti-racist and anti-oppressive research practices. Students will also learn how to leverage evaluation results to advocate for meaningful program improvements. Admission to MSW program required.

SOWK 606 Leadership and Social Change

This course offers a foundational exploration of leadership theory and skills essential for advanced generalist practice. Students will have the opportunity to engage in self-discovery and refine their leadership abilities, equipping them to drive social change across diverse practice settings. Additionally, the course delves into the role of leadership in advancing social justice, advocating for marginalized communities, and implementing transformative policies and practices. Admission to MSW program required.

SOWK 621 Advanced Practicum I

This course is the first of two advanced practicum courses in which students apply advanced generalist social work knowledge and skills in an approved supervised placement setting. Students in this course must complete a minimum of 250 hours in their placement, participate in a weekly field seminar, and successfully complete all course requirements to pass the course and to be able to enroll in SOWK 622 Advanced Practicum II. Admission to MSW Program, Completion of SOWK 601 Advanced Generalist Practice I, and permission of MSW Field Director or MSW Program Director required.

SOWK 622 Advanced Practicum II

This course is the second of two advanced practicum courses in which students apply advanced generalist social work knowledge and skills in an approved supervised placement setting. Students in this course must complete a minimum of 250 hours in their placement, participate in a weekly field seminar, and successfully complete all course requirements to pass the course. Grade of Pass in SOWK 621 and co-enrollment or completed SOWK 602 required.

Electives

SOWK 700 Overview of Addictions

This course provides an overview of etiology and epidemiology of problematic substance use and addictions in the United States. The course focuses on understanding and evaluating various models and theories of addiction and substance misuse while also identifying risk and resilience factors in diverse client systems. The economic, social, and political context of substance abuse in America is discussed, as well as issues in service delivery and the physical, behavioral, psychological and social impact of addiction on individual and family systems. Admission to MSW Program or permission from MSW Program Director required.

SOWK 701 Substance Use Disorder Intervention

This course provides an overview of etiology and epidemiology of problematic substance use and addictions in the United States. The course focuses on understanding and evaluating various models and theories of addiction and substance misuse while also identifying risk and resilience factors in diverse client systems. The economic, social, and political context of substance abuse in America is discussed, as well as issues in service delivery and the physical, behavioral, psychological and social impact of addiction on individual and family systems. Admission to MSW Program or permission from MSW Program Director required.

SOWK 703 End of Life Topics

This course provides students with the opportunity to examine and reflect upon attitudes, ethics, and theoretical perspectives related to end-of-life issues. Topics will include the loss and grief across the lifespan, coping, professional interventions, caregiving, ethical issues, hospice and palliative care, and advanced planning. Admission to MSW Program or permission from MSW Program Director required.

SOWK 704 Interpersonal Violence

This course provides an in-depth exploration of interpersonal violence through the lens of social work theory, practice, and policy. Students will critically examine the complex intersections of power, inequality, and trauma inherent in various forms of interpersonal violence, including intimate partner violence, child abuse, elder abuse, and sexual violence. Further, the course will explore the impact of violence on individuals, families, and communities, with particular attention to diverse populations and social justice implications. Admission to MSW Program or permission from MSW Program Director required.

SOWK 705 Child and Family Welfare

This course provides an in-depth exploration of the principles, practices, and policies essential to the field of child and family welfare. Topics include child abuse and neglect, family preservation, trauma informed care, tribal child welfare, interventions, and strategies for working with at-risk populations. The course also emphasizes the role of diversity in service delivery and advocacy in promoting the well-being of children and families. Admission to MSW Program or permission from MSW Program Director required.

SOWK 706 Social Work with Older Adults

This course is an in-depth exploration of advanced generalist practice with older adults. Topics in the course will include the nature of the aging process, unique needs of diverse older adults, assessment tools, elder abuse, and end of life care. Students will develop the skills needed to effectively assess and intervene with older clients in diverse settings such as community agencies, long-term care facilities, and home-based services. Admission to MSW Program or permission from MSW Program Director required.

SOWK 708 Human Trafficking

This course provides a comprehensive examination of global and domestic human trafficking through the lens of social work practice. The course explores the multifaceted nature of human trafficking, including its causes, impacts, and the various roles social workers and other helping professionals play in combating it. Admission to MSW Program or permission from MSW Program Director required.

SOWK 710 Social Work Special Topics

This course is designed to be an advanced study of a current topic or emerging issue within generalist social work practice. The course may be repeated for credit when a different topic is covered. Admission to MSW Program or permission from MSW Program Director required.

SOWK 711 Rural Social Work

This course provides an overview of generalist social work practice in rural areas, focusing on the unique challenges and opportunities faced by rural populations. Students will examine strategies for effective engagement, intervention, and advocacy in rural social work settings. Topics include rural poverty, community resilience, community development, and the role of social workers in promoting social justice within rural contexts. Emphasis will be placed on generalist practice skills, evidence-based interventions, policy analysis, and ethical

considerations specific to rural settings. Admission to MSW Program or permission from MSW Program Director required.

SOWK 712 Social Work and Healthcare

This course provides an in-depth exploration of the role of social work within various healthcare settings. Emphasizing the integration of social work practice with medical care, students will examine the complex interplay between physical health, mental health, and social factors. Topics include the health and mental health assessment, documentation, the impact of social determinants on health outcomes, ethical and legal considerations in healthcare, and interdisciplinary collaboration. The course also covers strategies for advocating for systemic changes to improve healthcare delivery and access, as well as techniques for effective case management and coordination of care. Admission to MSW Program or permission from MSW Program Director required.

Appendix D: Performance Improvement Plan

MASTER OF SOCIAL WORK

MSW Student Success & Professional Development Plan

I. Areas Identified for Support and Growth

Check all that apply. These areas reflect opportunities for continued learning and professional development.

Professional Behavior and Cultural Humility
€   Demonstrating respect for diverse identities, experiences, and perspectives
€   Maintaining healthy and ethical professional boundaries
€   Safeguarding confidentiality and privacy
€   Fostering a supportive, inclusive, and collaborative learning environment

Academic Learning and Engagement
€   Meeting course expectations and grade requirements
€   Submitting assignments on time and per instructions
€   Demonstrating growth in written communication
€   Demonstrating growth in verbal communication and engagement

Practicum Learning and Performance
€   Attending practicum placement consistently and punctually
€   Developing and applying core social work skills in practice settings
€   Following agency policies and procedures
€   Engaging professionally and ethically in field settings

Professional Growth and Self-Awareness
€   Openness to receiving and integrating feedback
€   Engaging in reflective practice and critical self-assessment
€   Demonstrating commitment to growth and resilience
€   Staying informed on emerging social work knowledge and standards

II. Strengths and Specific Areas for Growth

Strengths the student brings to their learning and practice:

Opportunities for growth:

III. Collaborative Plan for Support and Growth

Student Will:

Timeline for Completion:

Evidence of Progress/Completion:

Program/Faculty/Advisor Will Provide:

Timeline for Provision:

Person(s) Responsible:

IV. Success Indicators

1. What specific outcomes will demonstrate growth and improvement?

2. What documentation or evidence will be used to measure success?

V. Timeline

Plan Initiation Date:

Review Date(s):

Target Completion Date:

VI. If Additional Support is Needed

- € Extending the development plan period
- € Adding additional supports, check-ins, or resources
- € Reassessment of student fit for the program in accordance with MSW professional and ethical standards
- € Other:

VII. Commitment and Agreement

Student Signature: _____   Date: _____

Advisor Signature: _____   Date: _____

Program Director Signature: _____   Date: _____

Practicum Director Signature: _____   Date: _____

VIII. Ongoing Progress Reviews

Review Date:

Summary of Progress:

Continuing Needs or Concerns:

Next Steps and Adjustments (if any):

Signatures:

Student Signature: _____   Date: _____

Advisor Signature: _____   Date: _____

Program Director Signature: _____   Date: _____

Practicum Director Signature: _____   Date: _____

Appendix E: Student Complaint and Grievance Procedures Flow Chart

Student has a complaint/grievance regarding the following:

Non-Academic Grievance

Step One
Attempt Informal Resolution

If resolved, no further action needed

If not resolved, initiate Non-Academic Grievance

Step Two - Initiate Non-Academic Grievance

If resolved, no further action needed

If not resolved,

Step Three
Appeal to Grievance Committee. Final Decision.

Academic Grievance

Step One
Attempt Informal Resolution

If resolved, no further action needed

If not resolved, initiate Academic Grievance

Step Two – Initiate an Academic Grievance

If resolved, no further action needed

If not resolved,

Step Three
Appeal to Grievance Committee. Final Decision.

Graduation Requirements, Academic Probation or Suspension

Step One
Attempt Informal Resolution

If resolved, no further action needed

If not resolved, initiate Grievance to Academic Standards Committee

Step Two -Initiate Grievance to Academic Standards Committee

If resolved, no further action needed

If not resolved,

Step Three - Appeal to Grievance Committee. Final Decision.