Bachelor of Social Work

Program Handbook

Revised Summer 2025

Seattle University | Department of Social Work | College of Arts & Sciences

Accredited by the Council on Social Work Education

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Introduction

Program History

The Bachelor of Social Work (BSW) Program offers undergraduate students a vibrant and regionally respected education, preparing a new cohort each year for professional work and/or graduate school. The BSW Program is housed within the Social Work Department, along with SU's Master of Social Work (MSW) Program. Our programs educate students for social justice-focused and community-based social work practice. The Department is committed to respectful engagement and collaboration with community partners through scholarship, teaching, and service.

Dr. Madeline Lovell (1948 – 2016) launched SU's BSW Program in the fall of 2001, growing out of an applied Sociology major within the Department of Society, Justice and Culture. SU's first BSW cohort graduated in 2002. After candidacy, the program was granted initial accreditation in February 2005 from the Council on Social Work Education (CSWE). CSWE reaffirmed the BSW program's accreditation in 2009, 2017, and 2024. Our next reaffirmation is scheduled for 2033.

BSW students join a cohort to learn and practice generalist social work competencies in small classes (under 25 students) with accessible professors. Our social justice informed curriculum prepares students for community-based social work through rigorous coursework and hands-on learning. In senior year, students complete a generalist practicum, supported by university and agency staff. Seniors also complete a capstone research sequence, where they learn to evaluate practice and present insights to community members. Agencies often report that our graduates become preferred candidates for employment opportunities.

Jesuit Catholic Tradition

Seattle University (SU) is one of 28 Jesuit Universities in the United States. SU's mission is centered on a Jesuit and Catholic vision of the person:

> Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

—and six central values: care of students, academic excellence, celebration of diversity, faith, justice and leadership. SU's mission and values align with the Social Work Department in three ways.

First, **SU is committed to humanistic education**, with the majority of undergraduate students enrolled in professional programs. Through excellent teaching, high quality scholarship, and personalized attention to student learning, SU invites students to join an educational experience that develops competence, character, and leadership.

Second, **SU is committed to social justice**. The Jesuit educational tradition promotes independent critical thinkers, "empowering leaders for a just and humane world." SU argues that "what you do with the knowledge you gain is just as important as acquiring it." SU's commitment to social justice can be seen in the academic and campus life activities available to students.

Third, **SU is committed to moral and spiritual development.** Students are encouraged to explore their relationship with humanity, nature, and spirituality. While SU is a Catholic Jesuit university and as such is informed by the Catholic intellectual, cultural, and religious traditions, diverse points of view, traditions, and forms of spirituality are welcomed, honored, and taught. Members of all value or religious traditions, including those who do not identify with a religious or spiritual tradition, are considered vital members of the community.

Rooted in the Jesuit academic tradition, which is drawn from the vision of Ignatian spirituality and worldview, the BSW Program strives for academic excellence that actively engages students to prepare them for a profession in social work that places social justice at the heart of their work. SU's Jesuit ethos and liberal arts foundation support the Program in preparing students to analyze social inequities, oppression and discrimination, effectively advocate for social change, and practice competently with diverse populations.

BSW Program

Mission

Our mission is to prepare undergraduate students to become competent and effective entry-level, generalist social work professionals who value and respect diversity, anchor economic and social justice and human rights as central to their practice, and seek to use their knowledge based on scientific inquiry and skills to improve and community human well-being.

Values

The BSW Program's core values come from the Council on Social Work Education (CSWE) Educational Policy 1.0: service; social justice; the dignity and worth of the person; the importance of human relationships; integrity; competence; human rights; scientific inquiry.

Goals

The BSW Program's goals for competent and effective entry-level generalist social work practice with varying client systems (i.e., individuals, families, groups, organizations, and communities) are:

- to practice competently with diverse populations;

- to effectively promote and advocate for economic and social justice and human rights;

- to apply the values, ethics, and standards of the social work profession into generalist practice; and

- for service and leadership to improve human and community well-being in evolving contexts.

Social Justice Commitment

The BSW Program upholds the Social Work Department Statement of Commitment to Social Justice in Our Curriculum ("Social Justice Statement"). All courses in our curriculum, rather than one or two designated "diversity" courses, examine issues of social justice. The Department seeks to prepare competent and effective practitioners who restore, maintain, and enhance human and community well-being with unwavering attention to social and economic justice. As we do so, we integrate four central facets of social justice: An Equity Lens, Anti-Oppressive Analysis and Practice, Critical Pedagogy (including multiple critical theories), and a Decolonizing Framework. The Social Justice Statement is an evolving document that illustrates the Department's conceptualization of social justice and how it is applied to our curriculum. The Department adopted the current version of the statement in September 2020.

Administrative Structure

The BSW and MSW Programs are housed within the Department of Social Work in the College of Arts and Sciences at SU. The Dean of the College of Arts & Sciences appoints the BSW Program Director. The BSW Director has the responsibility for maintaining the vision and mission of the program, facilitating curriculum development, supporting faculty and staff, and insuring a coherent delivery of the overall program consistent with the CSWE EPAS.

Department of Social Work

Department Chair
Dr. Tam Dinh

BSW Director
Dr. Sam Harrell

MSW Director
Dr. Tam Dinh

Field Director
Prof. Kat Cole

Full-Time & Adjunct Faculty

Field Liaisons

Staff

Administrative Coordinator
Anna McCain

Graduate Program Coordinator
Katie Hoag
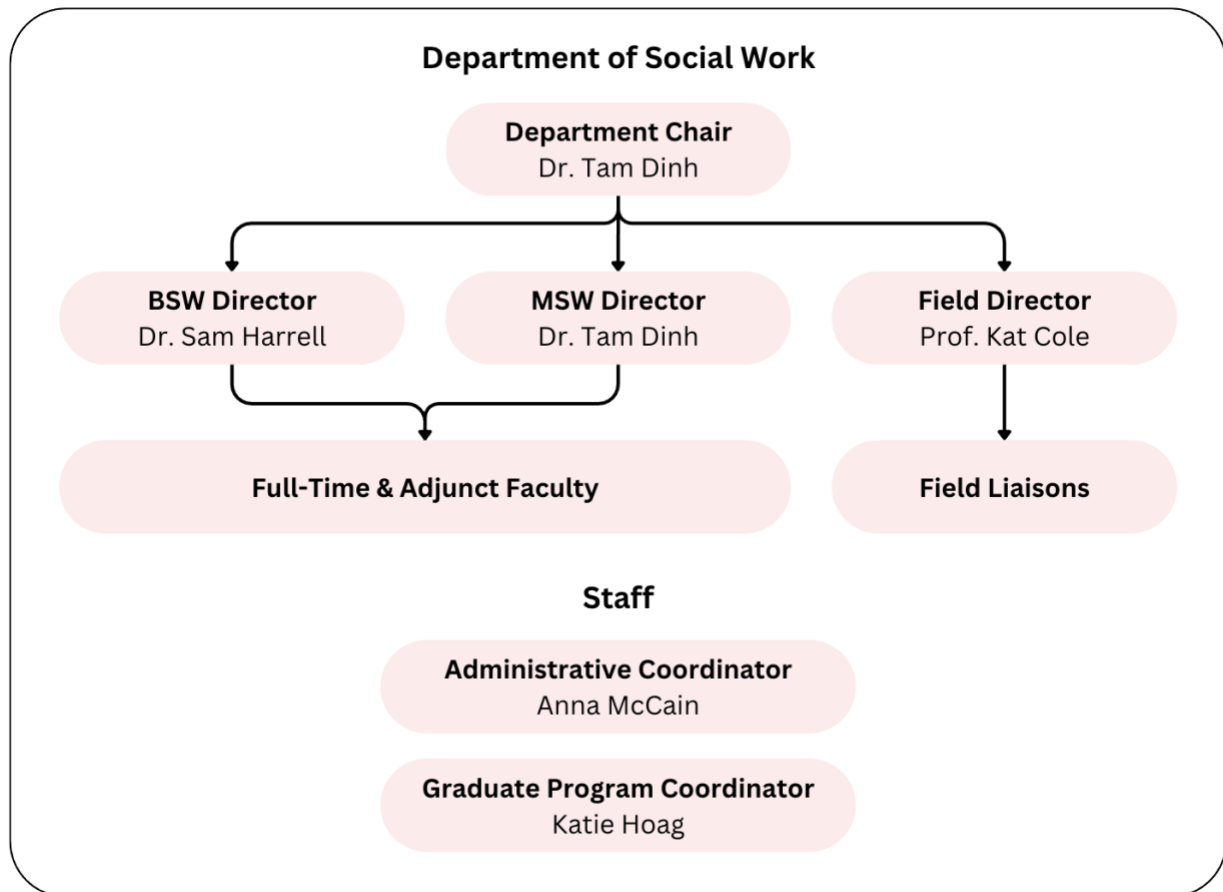
Generalist Social Work

The generalist social work practice, as defined and adopted from the CSWE's 2022 EPAS Educational Policy 3.1 is as follows:

> 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 SU BSW Program's conception of generalist practice involves the use of social work knowledge, professional values, and an array of skills that can be adapted to work with diverse client systems of all sizes in a variety of settings. Generalist practitioners are prepared to employ critical thinking to flexibly choose among practice skills and roles employed through a process of planned change to intervene with individuals, families, groups, communities and organizations and a variety of social problems.

Students educated for generalist practice are prepared to assist people from an ecological and systems perspective, which locate the focus of work within the person in the environment interaction. Together these perspectives influence and inform the elements of practice by situating the difficulties and remedies within the nested systems (i.e., micro, mezzo, and macro) and the interactions between the systems. This holistic view allows for comprehensive assessments and intervention plans that address all systems that are implicated. Within the macro system, students in social work at SU are prepared to understand the impact of the organizational realities in which they practice as it affects service-users, service-providers, and the helping relationship. In addition, global factors that influence international, national, and local social climates, and thereby the human condition, is also a part of the macro system knowledge. Overall, this framework prepares graduates to look broadly at the nature and context of the concerns and needs identified so that they may identify the full range of factors involved and all the levels at which intervention may be desirable.

Social work knowledge provides the breath and scope to inform the ecological and systemic perspective to better understand people within the context of their social environment. It is therefore built upon a liberal arts foundation, which includes courses from the social sciences. Social Work education for generalist practice builds upon this base with content on human behavior and development in the social environment; historical and contemporary U.S. social policy; the use and application of research to inform practice; knowledge about and appreciation

for diverse populations; and social and economic justice and populations who face oppression and discrimination.

Central to competent generalist practice are the Social Work profession's values as articulated by the National Association of Social Workers (NASW)'s Code of Ethics. These values include: service to others, social justice, human dignity and self-worth, importance of human relationships, integrity, and competence. As students are prepared to work across settings with a variety of people who face an array of difficulties, values of the profession remain a common thread and point of orientation for practice. In particular at SU, given our Jesuit Catholic tradition and resulting articulation of undergraduate education, social justice is at the heart of our program and preparation. Social justice focuses on social problems and contemporary policies and programs enacted to address them. Social work students therefore are heavily steeped in the understanding of inequities, poverty, oppression, and discrimination as well as strategies to pursue justice within the core liberal arts curriculum, social work curriculum, and campus life. In SU's preparation of generalist practitioners, students are taught and trained to engage in community, organizational, and civic efforts to enhance client system wellbeing through systemic change.

Social Work skills for generalist practice are based on a strength-based perspective and empowerment theory within a process of planned change. Practice that incorporates empowerment theory views the client as possessing the capacity for change and as central to the process. It is a collaborative practice that engages and incorporates strengths when identifying areas for desired change and ways to improve well-being. The process of planned change - including engaging, assessing, contracting, intervening, terminating, and evaluating - is taught as a way to practice with individuals, families, groups, communities, and organizations. Successful engagement for collaborative practice is informed by knowledge, respect and valuing of diverse populations and developed through strong communication skills. Identification of client strengths within their environment is a component of assessments. Contracting and intervention techniques use empowerment strategies to resolve areas of concern and unmet needs. In addition to a variety of skills, generalist practitioners may assume various roles including that of broker, educator, advocate, case manager, community organizer, or counselor depending on what is needed and the organizational setting and services.

Competencies

The BSW Program's generalist social work competencies and definitions are directly adopted from CSWE's 2022 Educational Policy and Accreditation Standards (EPAS). Faculty have mapped the program's course curriculum content including readings and assignments across these competencies forming a matrix. The curriculum matrix ensures curriculum coherence, continuity, and coverage. See Appendix C for the full generalist competencies.

Non-Academic Technical Standards

Social work practice is guided by the National Association of Social Workers' (NASW) 2021 Code of Ethics (see Appendix B). The Code states,

> the primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.

Students must uphold this mission as they prepare to become social work practitioners through admittance to SU's Social Work program.

Social work education prepares undergraduate and graduate students for the practice of social work. **Practice** is defined as the process of doing the work of enhancing human well-being and meeting the basic needs of vulnerable, oppressed, and impoverished people within real-world agency settings. SU's Social Work Department (BSW and MSW programs) is guided by the NASW Code of Ethics and Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE). CSWE adopted a **competency-based educational framework** that focuses on student learning outcomes. These outcomes require students to demonstrate social work competence by integrating and applying social work knowledge, values, skills, and cognitive and affective processes in real-world practice situations (CSWE, 2022). CSWE (2022) defines cognitive and affective processes as the exercise of critical thinking, good judgment, and the capacity to manage affective reactions when engaging in social work practice. Critical thinking and judgment are essential skills for social work practice, and they require a willingness to integrate other sources of knowledge with one's own assumptions and personal biases when engaged in social work practice.

Learning integration involves a student's ability to conceptualize course content and integrate new knowledge into the field practicum experience (Boitel & Fromm, 2014). Learning integration in SU's BSW Program is evaluated based on student learning outcomes from both coursework and the field practicum experience. To achieve these learning outcomes, students must have the capacity to learn and apply a set of cognitive, behavioral, and social attributes necessary to demonstrate social work knowledge, values, skills, and cognitive and affective processes in real-world practice situations. Before deciding to apply to the Social Work Program, applicants must consider their capacity to achieve these learning outcomes, with or without accommodations.

The Social Work Program has established a set of technical standards—or non-academic criteria students must meet to achieve BSW learning outcomes (see Appendix A). Upon admission, any violation of these standards may become grounds for dismissal from the BSW Program.

Accreditation

The BSW Program is accredited by the Council on Social Work Education (CSWE) Commission on Accreditation (COA). The last reaffirmation of accreditation, which occurs every eight years, was in 2024. The BSW program adheres to the CSWE 2022 Educational Policy and Accreditation Standards.

Assessment & Improvement

The BSW Program is committed to evaluating the degree to which our program goals and outcomes for student learning are accomplished. By engaging in program assessment at regular intervals and gaining information from multiple sources and measures, continuous improvement in the program can be accomplished. These measures are more extensive than the University course evaluation forms that students are asked to rate the effectiveness of the instructor and the overall quality of the course. The methods of assessment for program evaluation include:

- Embedded mastery assignments contained in academic courses (i.e., course assignments)

- Final evaluation of students' performance based on competencies as rated by their Practicum Instructor (i.e., Education Plan evaluation).

Supplemental measures may include:

- Final self-evaluation of students' performance based on competencies as rated by each student (i.e., Education Plan evaluation);

- The Year End Survey evaluating the implicit components of the curriculum (i.e. Advising, Commitment to Diversity, Resource and supports utilization, etc.);

- Senior Focus Group with structured questions for discussion on the strengths and weaknesses of the program;

- College Course Evaluations where students rate courses on quality, rigor, level of active learning, professor's effectiveness and availability; and/or

- Practicum evaluation measures such as student evaluation of the field site and Practicum Instructor, Practicum Instructor evaluation of the program's administration of field, and Faculty Liaison evaluation of the field site and Practicum Instructor.

Admissions & Progression

Eligibility for BSW Admissions

Students can declare a major in social work (SOCW.CAND) at any point from admission to SU through fall of their junior year. We encourage students to declare social work as their major as soon as possible and meet with our Faculty Advisors.

Students are Social Work major candidates (SOCW.CAND) until they formally apply and are accepted into the program (SOCW.MAJOR). Students cannot receive a BSW degree (i.e., graduate with a major in Social Work) without acceptance to the program (typically in Junior year).

To be eligible to apply for the BSW Program, students must meet the following requirements:

- Prior admission to SU and Social Work major declared

- Junior level standing (90 or more credits)

- A cumulative G.P.A. of at least 2.5/4.0 in social science courses and G.P.A. of 2.5/4.0 in social work courses

- A grade of at least C (2.0) in any completed Social Work required courses

- Completion of the following prerequisite courses:

    a. Module I of SU's Core Curriculum

    b. SOCW 1510 Introduction to Social Work, with a grade of C or higher

- Completion of an Application packet

A student who does not meet one or more of the admission requirements at the time of application (i.e., G.P.A., required course) may be considered for provisional acceptance to the program by submitting a written plan to complete the requirement with the application to the Program.

Transfer Students

The Social Work Program welcomes transfer students. Transfer students must first apply and be accepted by SU. All transcripts are evaluated by the University Registrar to determine requirements already fulfilled by previous courses. Courses that are completed when you enter SU will be listed on your Program Evaluation, which is available at MySeattleU.

Application Packet & Procedure

Application packets are distributed by the program to eligible social work major candidates via email during fall quarter of their junior year. There is no application fee. The student will submit a complete application packet by the second week of January. The materials in the packet assist the Committee in assessing the students entering abilities to grow and develop while in the Program. Below is a list of packet components and their respective purposes:

- **BSW Application Form:** provides information about relevant human service experience and academic achievements;

- **Current Program Evaluation** (available from MySeattleU): documents that the student has declared social work as a major (SOCW.CAND status), completed required courses for eligibility, and meets the required cumulative 2.5 GPA in social science and social work courses;

- **Personal Statement** (guidelines in packet) about the student's interest and plans for social work education and compatibility with social work values: provides the opportunity for the Committee to assess the content of the essay, the student's ability to communicate in a professional manner, and the student's writing quality (an essential skill for the social work profession);

- Signed acknowledgement of the SU Social Work Department **Non-Academic Technical Standards for Social Work Education**; and

- Signed consent to abide by the NASW **Code of Ethics**.

Application packets are available from the Social Work Program. All application materials are held confidential and shared only with faculty directly involved in the admissions process. All records and documents become property of the Social Work Program at SU.

Evaluation of Student Applications

The Social Work Program educates and prepares students for professional generalist social work practice. The academic preparation requires students to attain, integrate, and apply course content knowledge as well as practice and demonstrate competent intervention skills within the values and ethics of the profession. Students must therefore be capable of developing and demonstrating appropriate professional, behavioral, and social attributes for successful practice as outlined by the NASW Code of Ethics. Both the application of knowledge and ability to perform basic practice skills in the field experience are essential competencies for the Social Work Program. Work in social or civic organizations—either paid or volunteer—is viewed favorably as evidence of the kind of motivation and focus of interest sought in applicants.

In that social work students will intervene with clients while in their Field Practicum placement, SU and the Social Work Program have the responsibility to assure that our students possess the knowledge, intelligence, judgment, ethics, integrity, and physical and emotional capacity necessary for this field experience and the profession. Therefore, in deciding whether to admit,

retain, or graduate a student and to permit a student to enter a practicum, SU considers not only the University's academic requirements but also the student's professional characteristics, conduct, and potential to serve effectively and ethically in the profession for which the student is seeking training or certification.

Acceptance in the Social Work Program is based on an assessment of items listed below. Students are evaluated based on the contents of their application packet, prior course work, and information from social work faculty members who know the student. Factors considered for admission include:

- Academic performance;

- Ethical conduct;

- Ability to communicate effectively both orally and in writing, including sufficient English competency to understand course content and work effectively in field placement;

- Capacity for self-awareness and willingness to examine own values, attitudes, and beliefs as it relates to social work practice;

- Understanding, appreciation, and respect for diversity;

- Social, emotional, and psychological maturity and stability to engage in social work practice;

- Possession of values consistent with those of Social Work (i.e., service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence);

- Ability to develop and maintain positive working relationships with faculty, fellow students, and clients, staff and supervisors from volunteer and work experiences; and

- Capacity for professional behavior (i.e., ability to meet deadlines, punctual, dependable, initiative, follow through).

Response to Student Applications

The Admissions Committee, comprised of the Program Director and selected faculty, will review the applicant's completed packet and make one of the following decisions:

- **Accept** the student

- **Provisionally accept** the student pending satisfactory completion or attainment of a requirement

- **Deny** admission of the student.

The Committee may request an interview with the applicant prior to making a decision to get additional information. Students are officially notified individually of the Committee's decision by email. If students are accepted provisionally, their acceptance letter states the criteria that needs

to be met for full admittance. The Program is committed to a fair and ethical process free from discrimination that recognizes the value to the Program and the field to have a diverse and representative cohort of students. The Committee's decision is final.

Academic Standards & Progression in Social Work Major

To advance in the major and complete the degree, students must meet SU's Core Requirements, the additional College of Arts and Sciences requirements in History and Modern Language, the Social Work major requirements and sufficient general electives to make a total of 180 or more credits. Graduating students must possess a cumulative grade point average of 2.0 and 70 credits in social work with a grade point average of at least 2.0 in the major.

To successfully progress through the BSW program, students must:

- Successfully complete all social work required courses with a grade of C (2.0) or better.

- Progress through the sequenced arrangement of the curriculum to meet prerequisites for advanced course work. Students may not take courses out of sequence.

- Maintain both a cumulative GPA (all coursework) and major GPA (social work coursework) of 2.0 or higher.

- Successfully apply, be placed, and complete a 400-hour practicum alongside co-requisite courses.

- Adhere to ethical, personal conduct, and academic standards of behavior as defined by:

    - NASW Code of Ethics

    - SU Academic Integrity Policy

    - SU Code of Student Conduct

    - Department of Social Work Non-Academic Technical Standards for Social Work Education

    - Washington State Regulations of Health Professions – Uniform Disciplinary Act (RCW18.130.180)

If a student's conduct is judged to be unsafe, unethical, illegal, or unprofessional by faculty guided by above standards, they may be prohibited from completing or passing a course, or completing the BSW program. The student may also be placed on academic probation or may be subject to academic dismissal or disciplinary sanctions (see Dismissal section).

Students should monitor their progress toward degree completion by performing a degree audit ("program evaluation") in MySeattleU. During formal advising appointments it is customary to review this evaluation. Students are encouraged to speak to their advisor or General Evaluator within the Registrar's office as soon as possible if there are questions or discrepancies about the evaluation.

To graduate, students must submit an Application to Graduate Form through MySeattleU. Students can find their anticipated graduation date in their MySeattleU program evaluation. Students can apply to change their anticipated graduation date by submitting a Graduation Update Notification form to the Registrar.

For AY25-26, students whose last term is Winter 2026 should apply to graduate by October 15, 2025. Students whose last term is Spring, Summer, or Fall 2026 should apply to graduate by January 20, 2025.

Student Academic Specialists in the Registrar's Office will audit your academic progress and send you a degree status email, indicating what course requirements you still need to complete before your last term of attendance. It is your responsibility to check the requirements in this letter carefully and report any issues to your General Evaluator and your Advisor as soon as possible.

Career Discernment, Personal Development, & Professional Growth

Students are encouraged to continually assess their motivation, aptitude, and personal capacity for their "fit" with the field of social work. Within advising, students can explore various career paths in the social work profession (e.g. child welfare, juvenile justice, aging services, mental health, case management, medical social work, school social work). All courses provide the opportunity for self-reflection and assessment through papers, readings, small group dialog, surveys, and exploratory exercises. Students are regularly encouraged to examine their strengths, areas of growth, biases, privilege, and the impact of contextual influences in order to develop as a professional.

Students are regularly prompted to explore their own values and the values of the profession, seeking practice that is guided by professional ethics and standards. Several courses require academic service learning to provide students with exposure to various types of social service agencies and the people they serve. Practice courses are designed to link theory with empirically based models and strategies of planned change for individuals, families, groups, organizations, and communities. Students are taped and observed, receiving feedback from peers and their professors. Finally, the senior year Practicum experience requires an openness to challenge oneself, grow from feedback and self-assessment, and develop professional habits while learning to engage in social work generalist practice with diverse populations.

BSW Curriculum

Core Requirements

Social Work students are required to have completed SU's Core Curriculum Module I: Engaging Academic Inquiry **prior to taking junior level social work courses**. Module I includes:

- UCOR1100 Academic Writing Seminar (5 cr)

- UCOR1200 Quantitative Reasoning (5 cr)

- UCOR1300 Creative Expression and Interpretation (5 cr)

- UCOR1400 Inquiry Seminar in the Humanities (5 cr)

- UCOR1600 Inquiry Seminar in the Social Sciences (5 cr)

- UCOR1800-1810 Inquiry Seminar in the Natural Sciences (5 cr)

Before graduating, Social Work Majors must complete

Module II: Engaging Jesuit Tradition:

- UCOR1200 Theological Explorations (5 cr)

- UCOR2500 Philosophy of the Human Person (5 cr)

- UCOR2900-2920 Ethical Reasoning

Module III: Engaging the World

- UCOR3100 Religion in a Global Context (5 cr)

- 2 Global Challenge Courses

- UCOR3400 Humanities & Global Challenges (5 cr)

- UCOR3600 Social Sciences and Global Challenges (5 cr)

- UCOR3800 Natural Sciences and Global Challenges (5 cr)

Module IV: Reflection

- Students complete SOCW4030 Social Work Research Capstone (3 cr)

Transfer Students

Accepted students who have an associate degree granted by a regionally accredited Washington State community college prior to first matriculation at SU will be admitted with junior status, with 90 credits. The Direct Transfer Agreement (DTA) allows for students with an AA degree to meet University Core requirements *except for*:

- UCOR 2500: Philosophy of the Human Person

- UCOR 2900: Ethical Reasoning

- UCOR 3100: Religion in a Global Context

- UCOR 3800 Natural Sciences and Global Challenges

Students with DTA agreements should work with their advisors to plan to complete the above UCOR courses.

College of Arts & Sciences Requirements

All students with a major in the College of Arts and Sciences (CAS), including all social work majors, must demonstrate competency in a foreign language through the 1350 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 1150, 1250, and 1350. Because these courses are a College requirement, no course in the sequence may be taken on a pass-fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on Language Challenge Exams. It is strongly recommended that students fulfill this program requirement in their first year. Students educated to the age of 16 in a language other than English are presumed to have satisfied the goal of this requirement. Proficiency to the third-quarter of college-level American Sign Language (ASL) will fill this requirement beginning summer term 2013. Those wishing to document fluency in a language other than those tested on campus, including ASL, may see the Modern Languages and Cultures department chairperson to discuss acceptable validation techniques.

In addition to the language requirement, the College of Arts and Sciences requires an additional history class. Students may choose *one* of the following 5 credit courses to meet this requirement:

- HIST 1200 Constructing Past and Present I

- HIST 1210 Constructing Past and Present II, or

- HIST 2310 US in the World.

Transfer Students

Transfer students must also complete the College of Arts and Sciences modern language and history requirements. Continuing SU students who wish to take additional work at another college must complete a Transfer Verification Request with the Office of the Registrar prior to attendance. Please read the Registrar's policies for the transferring of credits and/or course content only transfers.

Major Requirements

Social Work majors are required to complete 70 credits in social work. The Two-Year Plan of Study below shows the required social work (SOCW) courses sequenced over two years (Junior and Senior year). Students may declare social work as their major at any point during the fall of their junior year. However, the first and second years are generally dedicated to completion of the University and College requirements (with the exception of transfer students). The Program recommends also taking SOCW 1510 Introduction to Social Work during that time. This required social work course serves as the foundation for all other social work courses and provides an excellent overview of the profession, its philosophy, methods and values and ethics.

The Social Work Plan of Study is highly sequenced, one course building upon another and thus often being a prerequisite for the next course in the sequence. Many courses are only offered in the quarter identified below. Prerequisites for entering the senior practicum are SOCW 3010, 3020, and 3110.

Social Work majors must complete 8 credits of 3000-4000 level social work (SOCW) electives (typically two courses) before graduating.

Two-Year Plan of Study

Year 1 (Junior Year or 1st Transfer Year)

Quarter	Fall	Winter	Spring
Course	SOCW 1510 (5 cr) Introduction to Social Work	SOCW 3010 (3 cr) Human Behavior in the Social Environment	SOCW 3020 (5 cr) Human Development & Social Work
Course	SOCW 2010 (5 cr) Social Justice	SOCW 3040 (5 cr) US Social Welfare Policy	SOCW 3050 (3 cr) Activism & Advocacy for Social Justice
Course	UCOR XXXX (5 cr) Module II-III University Core	SOCW XXXX (3-5 cr) Social Work Elective	SOCW 3110 (5 cr) Practice I: Social Work with Individuals & Families
Course		UCOR 2XXX (5 cr) Module II-III University Core	UCOR 2XXX (5 cr) Module II-III University Core
Major Credits	10 credits	11-13 credits	13 credits

Notes:

- The Social Work Department typically offers SOCW1510 and SOCW2010 at least twice a year. Both courses can be taken prior to junior year.

- SOCW1510 is required for application to the major, so students are encouraged to take this during their freshmen or sophomore year.

- Students can take social work electives at any time during the two years of study.

Year 2 (Senior Year or 2nd Transfer Year)

Quarter	Fall	Winter	Spring
Course	SOCW 4010 (5 cr) Critical Research Literacy for Social Work	SOCW 4020 (5 cr) Anti-Oppressive Research Methods for Social Work	SOCW 4030 (3 cr) Social Work Research Capstone
Course	SOCW 4110 (3 cr) Practice II: Social Work with Groups	SOCW 4120 (3 cr) Practice III: Social Work with Organizations & Communities	SOCW 4530 (3 cr) Practicum III
Course	SOCW 4510 (3 cr) Practicum I	SOCW 4520 (3 cr) Practicum II	SOCW 4630 (1 cr) Practicum Seminar
Course	SOCW 4610 (1 cr) Practicum Seminar I	SOCW 4620 (1 cr) Practicum Seminar II	UCOR 2XXX (5 cr) Module II-III University Core
Course	SOCW XXXX (3-5 cr) Social Work Elective		
Major Credits	12-17 credits	12 credits	7 credits

Notes:

- Practicum I-III require approximately 134 hours of practice at a field site (community organization) per quarter. Students must complete these hours before progressing to the next quarter, for a total of 400 minimum practicum hours to complete the BSW degree. Senior major courses are scheduled on Tuesdays and Thursdays so that students can complete practicum hours on Mondays and Wednesdays (if desired).

- Students can take social work electives at any time during the two years of study.

See Appendix D for descriptions of required Social Work courses.

Transfer Students

The student's social work advisor with the approval of the Program Director can evaluate University accepted transferred courses for pre-requisite and social work foundation courses. Students may be asked to provide a copy of the course description and syllabus for this review.

Only courses taken at an accredited social work program may be eligible for social work foundational course equivalency.

Credit for Life Experience

SU's Social Work Program does not accept, nor offer credit for, life experience or any professional experience. This includes the Practicum. The Program requires 450 hours of field practicum for all students regardless of past employment or experience.

Practicum Education

Practicum education, the signature pedagogy of social work education, provides the student with the experiential opportunity to enhance and practice social work practice skills at a specifically selected social service agency through field practicum. Practicum Education is comprised of two interdependent components taken during senior year: Practicum and Seminar. Together these two components provide the major culminating experience for social work majors, integrating and applying theory and practice.

The Practicum (SOCW 4510, 4520, & 4530) courses are 3 credits each. The student's practicum experience runs concurrently at the same site (organization) over Fall, Winter, and Spring quarters for a total of 400 hours. Each quarter the student is at the their site for 134 hours, on average 6-7 hours per day, two days per week (typically Mondays and Wednesdays) for 10 weeks.

The Seminar (SOCW 4610, 4620, & 4630) courses are 1 credit each and provide the student with the opportunity to participate in a faculty-led, integrative seminar while in an agency placement each quarter. The seminar design and sequencing of delivered of content strives to keep in mind the whole student and their process of growth.

The Practicum is a critically important part of the Social Work Program. Graduates often describe their practicum placement as the most significant and influential experience of their undergraduate education. Students begin to apply the skills they have learned in the classroom and integrate the components of their education in working with real life agency-based situations. Pre-requisites for practicum include:

- Complete with a grade of C (2.0) or better, required pre-requisite coursework: SOCW 3010 Human Behavior in the Social Work Environment, SOCW 3020 Human Development and Social Work, SOCW 3110 Social Work with Individuals and Families.

- Cumulative G.P.A. in social work classes of 2.0.

- Be able to concurrently enroll in second and third practice courses (SOCW 4110- Practice II: Social Work with Groups and SOCW 4120- Practice III: Social Work with Organizations and Communities).

The Field Director provides a Practicum Manual to students before entering their practicum. The manual provides important information, including field policies. Students are accountable for reviewing all information in the Manual.

During the Field Practicum, the student is in contact with the public, usually in terms of working with agency clients. This contact with the public necessitates ethical practice in which the student discloses their student status to clients, works closely under supervision, and is careful to limit their level of practice to areas within their training and ability. The student must also be well versed in the expectations for ethical social work practice as described in the NASW Code of Ethics.

Students participate in a placement process for the Field practicum in the winter quarter of their junior year. First students attend an *Introduction to the Field* meeting during which they learn about the placement process. The next step for students is to complete the Practicum Application, which includes selecting three potential sites. Information about approved placement sites is available electronically. Students then meet with the Field Director to discuss their application. Students are subsequently matched with an agency. Following the pre-placement interview at the agency, the student and agency representative notify the program of their acceptance (or rejection) of the placement. Consult the BSW Practicum Manual for a more in-depth discussion of the Practicum.

Because fieldwork involves contact with the public, especially with vulnerable individuals, students who do not have the required skills, attitudes, and capacities will not be placed in an agency. In that event the student will not be able to complete the Program. This is a very serious decision made only under conditions in which respect is given to due process and student rights.

Advising, Support, & Engagement

Academic Advising

The Social Work program has dual advising system for Social Work majors. Upon declaring a major in social work, students are assigned both a College of Arts and Sciences Academic Advisor as well as a Social Work faculty member. Given the prerequisites and sequenced nature of the curriculum, we highly encouraged students to see their advisor each quarter during Advising Week as a minimum. Each student will have a 2- or 4-year Plan of Study which they must follow to ensure they remain on track for timely completion of the Program. Any desired variations from the established typical plan of study must be approved by a student's advisor. If a student wishes to include an education abroad experience during their time at SU, it is wise to plan far ahead.

All first- and second-year students, as well as new transfers will be advised primarily by the College of Arts and Sciences Academic Advisors in the College's Advising Center. The Advising Center has flexible hours to accommodate student schedules. Social Work faculty are always available for professional or academic planning meetings. Any special situations, (i.e., questions about fitting in an education abroad, selecting a minor, course withdrawals, needing a petition to exception to policy) must also be discussed with and approved by Social Work faculty advisor. Juniors and seniors will primarily be advised by assigned Social Work faculty, though students may also gain assistance the College's Academic Advisors for registration assistance and final degree audits. All faculty maintain office hours in addition to being available for scheduled appointments.

Prior to Advising Week, an Advising Memo is emailed and distributed to social work majors. The memo details that quarters required social work course offerings. Students should go over the memo and plan their courses for registration. Then they should meet with their advisor to discuss any questions. After that meeting, the advisor will lift any holds that may be present which will enable students to register.

Students often focus on course selection for the following Quarter in advising sessions. Faculty advisors develop two-year study plans with Juniors and Seniors using the form in the Appendices. That ensures all University and program requirements are met for graduation. In addition, advising can also assist students to:

- Select Core courses

- Incorporate a Study Abroad experience

- Identify a possible minor consistent with their interests

- Select Social Work electives

- Face challenges through discussion, problem solving, and/or referral to on-campus or off-campus resources (i.e., Loyola Learning Center/Disabilities Services, the Writing Center, Counseling and Psychological Services, and Registrar's office)

- Explore career and academic goals

- Reflect on the personal "fit" with the social work field and profession of social work

- Begin the process of discussing the field practicum and areas of practice interest

In preparation for an academic advising appointment in advance of registration, students are encouraged to use the academic advising tools available through the Program and University including:

- Arts and Sciences Core Requirements Checklist form

- Social Work Two or Four Year Plan of Study form

- Program Evaluation available from MySeattleU which shows how students are progressing in the major.

Professional Advising

The Social Work Program values and recognizes that many students will be desirous of gaining social work experience whether paid or volunteer after graduation. Discernment about life after completion of the BSW degree is woven throughout a student's experience in the Social Work program. Faculty advising plays a particular role in assisting students. Students may choose to find work as a generalist practitioner, volunteer for a national or international service organization, or apply to graduate school.

Career advising for generalist practice upon completion of the BSW degree is a significant area of focus between students and their advisors. Our faculty has direct practice experience to draw from when discussing career options including: school-based social work, juvenile justice, public health, residential treatment, migration, domestic violence, housing and homelessness, and child welfare. Advising faculty are also able to connect students to other social work faculty and practicing social workers within the community depending on their interests for informational interviews and job shadowing. SU Social Work alumni are employed at numerous local human service organizations (i.e., Elderhealth Northwest, Child Haven, Atlantic Street Center, First Place) and are also resources for information. Graduates have gone on to volunteer for national and international organizations including: AmeriCorps, Peace Corp, Jesuit Volunteers, Teach for America, and Catholic Relief Services. In addition to professional advising, the program engages in a variety of sponsored and co-sponsored events to assist students in their discernment of post-graduate paths.

The Career Engagement Office is a great resource to draw upon. The Center hosts an annual Job Fair with excellent representation from local non-profit organizations. Staff in the Center is also

available for individual appointments for one-to-one assistance. Many local non-profit organizations electronically post job listings as well through the Center. The numerous service organizations: AmeriCorps, Jesuit Volunteers, Peace Corps, Teach for America, Catholic Refugee Services, and Merci Corps also are frequently visiting campus and classrooms.

BSW students often consider graduate school at some point post-graduation. Numerous graduates have chosen to pursue a Master's in Social Work at universities around the country and at SU. Most MSW programs have a degree option called Advanced Standing. This path of study acknowledges the BSW's academic work and field practicum experience as equivalent to the first foundational year of graduate school. Advance standing programs do not exist at all universities and vary in their admittance requirements. Generally, however, you will need to get a 3.0 GPA and a B in all your social work courses to be eligible for advance standing in a MSW program. Typically, students have 5 years after graduation with their BSW to apply.

Student Support

See Appendix E for a list of university resources available to support students at SU.

Student Engagement

Social Work Club: provides opportunities for students to learn more about the profession and engage in service activities. The Club has hosted a variety of well-supported events including community service opportunities, visits by graduate schools, speakers series, and advocacy events. Representatives from the Club serve on the Social Work Department's Community Advisory Board (CAC). Club members elect officers each spring to ensure continuity from year to year. A faculty member serves as the Club's advisor. The Club is a key source of student feedback to the Program about student issues and concerns. For information on joining the Club please contact the Social Work office for a list of the current officers.

Alumni Activities: The Social Work Department is actively engaging with BSW and MSW alumni in a variety of capacities. The Department regularly reach out to alumni for professional gatherings, mentoring opportunities, graduate school resource contact and potential Program committee involvement.

Lambda Tau Chapter of Phi Alpha Honor Society: a national Honor Society for social work students is also active with social work majors. There is a student representative that mangers membership. The Honor Society combines efforts with the Social Work Club for events and activities. Please contact the Social Work office to find out the student representative and eligibility requirements.

Washington Chapter of the National Association of Social Workers (NASW-WA): provides various opportunities for student members to become educated and involved in local issues. The program has a student representative that networks with other University reps and participate in local chapter meetings. The NASW-WQ sponsors the annual Advocacy Day at the State capital in Olympia. Advocacy Day, typically held in mid-January during legislative session draws social workers from around the state and from all the various colleges and universities. The State conference held in April often utilizes student volunteers. Membership for students is available at a reduced rate. www.nasw-wa.org; 1(800) 864-2078.

See Appendix F for a list and description of university opportunities for student engagement.

Program Governance

Students can and do provide important feedback about the overall functioning of the program including for example: curriculum content and effectiveness of teaching; policies and procedures; level of support and engagement with students; connections to our community; and faculty hires. Student input helps shape and continually improve our program. In addition, students can be involved in College and University initiatives. To that end there are several avenues for formal and informal involvement including:

Community Advisory Committee (CAC): CAC is made up of social work faculty, agency representatives, Practicum Instructors, alumni, and current students. The Program Director appoints a student representative to serve on the CAC. The CAC provides input to the Program Director and faculty about a range of issues including contemporary issues in the profession and emerging trends, review of Program assessment summaries and plans for improvement, and support remaining engaged with our constituencies through collaborative efforts.

Practicum Advisory Board (PAB): PAB consists of the Field Director, social work faculty, Practicum Instructors, and social work students that are in the field. The Board provides input to the Field Director on the functioning of field education; policies and procedures; and current issues and needs in the field. Student involvement and input is sought because their experience "on the ground" in the field provides valuable observations about the Field Practicum functioning.

Senior/Director Meetings: One of the methods of program evaluation and inputs for continual improvement is the periodic meetings between the Program Director and current seniors. These can take the form of quarterly lunches, a focus group at the end of the year to solicit program feedback, and the senior exit survey. Summaries of these meetings are provided to the faculty for discussion at the annual retreat as part of the assessment process.

Informal Program Meetings: The Department Chair, BSW Director, and/or faculty may invite social work majors to periodic informal/spaces meetings to discuss topical issues of interest and areas of involvement (i.e.**, i**nternational study, curriculum revisions, etc.). This method allows for free-flowing relaxed discussions on a range of issues and serves to keep faculty abreast of student concerns.

College of Arts and Sciences Student Executive Council (SEC): Chairs and Program Directors of each Major in the College of Arts and Sciences nominate a student to be on the Dean's Student Executive Council (SEC). This Council works with and advises the Dean of the College on various tasks and topics. The SEC participates in the College of Arts and Sciences New Student Convocation as well as organizing the annual student nominated faculty awards and student academic awards.

Student Government of Seattle University (SGSU): The SGSU, SU's undergraduate student government, organizes and leads services and programs geared to students.

Formulating & Modifying Social Work Program Policies: The BSW program recognizes, encourages, and supports students' rights and responsibilities to participate with social work

faculty and staff in the formulating and modifying of Social Work program academic and student affairs policies. The program also recognizes, encourages, and supports students' rights and responsibilities to be engaged at the college and university level in the formulating and modifying of academic and student affairs policies.

Student Rights & Responsibilities

SU provides a variety of policies regarding student rights and responsibilities. Use the links to view the most updated policy. See Appendix G for a list and description of select SU policies, and SU's Policies and Regulations page for a full list.

Program Policies

Academic File

The BSW program maintains a file on each social work student. This file contains:

- University correspondence including the acceptance letter.

- Transcripts from all schools attended and grades from all courses at SU.

- The student's completed Social Work degree candidate application materials and the Program's response letter.

- Field Education forms and final field evaluations.

All faculty and staff have been briefed in the Family Educational Rights and Privacy Act (FERPA) and agree to abide by it. Social Work faculty and staff have access to student files. Upon graduation, all duplicate and irrelevant information is taken from the file, which is then transferred to a secure electronic file system. Files are often used for letters of recommendation. Students may review their own file.

Criminal Background Check

The Seattle University Social Work program does not complete compulsory background checks prior to the start of practicum. However, they may be required by some agencies. Some agencies are precluded by law or practicum setting policy from accepting students with a criminal background history. Additionally, some agencies are unwilling to supervise students with certain criminal charges. The effect of a positive report will vary according to the practicum setting policies and explanation of individual circumstances.

For more information, see the BSW Practicum Manual.

Grading

Social Work majors must receive a C (2.) or better in all required Social Work courses. Practicum is graded Credit/No Credit. The Program follows the University's policies on grading as outlined below contained in the Academic Regulations of the SU Undergraduate Catalog. Each letter grade has a quality point value assigned for the grade achieved. The quality point value is assigned to each letter grade as follows:

A	4.0	Superior Performance	C	2.0	Adequate Performance
A-	3.7		C-	1.7	
B+	3.3		D+	1.3	
B	3.0	Good Performance	D	1.0	Poor Performance
B-	2.7		D-	0.7	
C+	2.3		F	0.0	Failing

Probation, Repeating a Course, Suspension, or Dismissal from the Program

Social work is an applied discipline involving professional practice with defined standards and ethics of care. The social work curriculum encompasses course work within the traditional class setting, academic service learning, practice lab, and in the field. Practicum Education is comprised of the Seminar and Practicum. The Practicum is a 400-hour, credit bearing, supervised, evaluated, and graded experience in a social service agency with clients and colleagues. Students' performance in the field encompasses professional values, knowledge and skills as articulated by the Council on Social Work Education (CSWE) Competencies and Practice Behaviors. Practicum Performance standards for social work students therefore involve academic as well as professional performance conduct and competencies. In addition, students receive and agree in writing to comply with the NASW Code of Ethics.

SU's Professional Conduct policy recognizes the responsibility of, in this case, the Social Work the program to protect the clients that students may work with in their field education practice settings and ensure students conform to Social Work professional codes of conduct. The policy states:

In preparation for their chosen professions, Seattle University students may work in direct contact with clients or patients as a part of their practice, clinical or field experiences. Due to the obligation to protect clients and patients, students in practice and other professional settings must demonstrate the requisite knowledge, skills, and judgment needed to be a competent practitioner. Additionally, students in practice and other professional settings must at all times conform to conduct that demonstrates the appropriate ethical, professional and social (behavioral) attributes expected of professionals in that practice. Professional conduct is, therefore, determined by the professional standards and codes of ethics of the profession for which the student is being prepared and educated. (p. 1)

Therefore, all faculty are responsible to report concerns to the Program Director or other relevant faculty members to ensure student academic integrity and ethical practice. Often, a faculty member will first address the situation with the student and, given the severity of the situation, may notify the student's faculty advisor. At times, other faculty within the program may be consulted and information disclosed in the spirit of gathering a full picture of the situation and potential responses. If the student is in the field, the Practicum Instructor (agency-based supervisor) may initiate contact with the program's Field Liaison or be contacted by the Field Liaison or Field Director. If a pattern of behavior or professional conduct is noted that is interfering with academic success or practice, a Plan for Improvement may be constructed and maintained by initiating faculty member. If the concern is field related, the Field Liaison will meet with the student and Practicum Instructor to construct a Plan of Improvement. A detailed procedure is outlined in the BSW Practicum Manual.

If the situation is not resolved by the informal process described above, or if the situation is of a more serious nature, all involved parties (i.e., student, involved faculty, Faculty Advisor, Program Director, Field Director) shall meet to discuss the academic and/or behavioral concerns. Potential disciplinary action could include:

- Probation

- Suspension/Removal from practicum

- Dismissal from the program

Following the meeting, a letter will be written by the Program Director documenting the determination of disciplinary action. If the decision results in probation, suspension, or removal from the field, a clear description of the student required steps or actions necessary will be outlined as well as a timeline for completion and process of review. If the decision is to dismiss the student from the program, the student will be informed of the appeal process outlined in the Professional Conduct policy. A copy of the letter will be sent to the student's advisor and relevant Social Work faculty members. As with the procedures set forth in the Professional Conduct policy, the Dean of the College of Arts and Sciences will also be notified. Meeting notes shall be recorded and kept by the Program Director.

Probation

A student will be placed on probation for the following term for any of the following circumstances:

- The student's cumulative GPA falls below 2.0.

- The student's social work major GPA falls below 2.0.

- The student achieves a grade lower than C (2.00) in any social work required course.

- The student fails 10 credits of coursework in one quarter.

- The student's participation in the Practicum displays a pattern of behavior or professional conduct that is significantly interferes with their performance and places them in danger of failing field.

- The student is found to have engaged in unsafe, unethical, illegal, or unprofessional conduct. Misconduct may warrant disciplinary dismissal rather than probation. See Dismissal from the Social Work Program below.

When a student is placed on probation, the Program Director, with recommendations as needed from the full-time faculty, establishes the terms and conditions for the student's continuing progression in the Social Work program. The student must comply with the conditions of probation to progress in the Social Work program.

Repeating a Course

A student who receives a grade lower than C (2.00), No Credit, or a W (withdrawal) in any social work required course must repeat that course. The student may repeat any social work course only once after receiving a grade lower than C, No Credit, or a W.

A student who fails or withdraws from the Field Practicum must also withdraw from the linked courses (Practicum Seminar and Research courses) and repeat the entire sequence.

Suspension/Removal from Practicum

As described in the BSW Practicum Manual, Practicum Instructors and the Field Director have the authority to suspend or remove the student from the Practicum site pending the investigation of possible unethical, illegal, behavior. They will not be replaced in the original agency or placed in another agency until the situation is resolved. The Practicum Manual should be consulted for detailed policy and procedure.

From the Professional Conduct policy:

In instances where a student engages in behavior that violates the applicable Professional Conduct Policy and/or poses a risk of harm to clients, patients, other students, and/or themselves, the student may be removed immediately and temporarily from the practice setting by the responsible faculty member, program director, department chair or university official. …The decision to remove the student immediately and temporarily from the practice setting is not reviewable or appealable. It is final. The student may also be removed from the site by an appropriate supervisor or administrator of the site according to the policies and procedures of the site. Such actions by site staff are not appealable under this policy. (p. 1)

Dismissal

Academic Dismissal from the program will result from any of the following:

- Achievement of a grade lower than a C (2.0) in a social work course being repeated

- Students who are on Academic Probation after two consecutive quarters

- Failing grade or withdrawal from two Social Work courses

- Violation of SU's Academic Integrity Policy

Disciplinary Dismissal will result from any professional conduct violations. The student has engaged in unsafe, unethical, or unprofessional conduct or behavior. A violation of ethics may include:

- Behavior judged to be in violation of the NASW Code of Ethics

- Behavior defined as unprofessional in the Regulations of Health Professions – Uniform Disciplinary Act in the Revised Code of Washington (RCW18.130.180)

- Documented evidence of criminal activity that is contrary to professional practice occurring during the course of study or which occurred prior to admission to the program and only became known after admission.

- Violation of the SU's Code of Student Conduct.

Appeals

The decision to dismiss a student or to place a student on academic probation due to a failing grade will be reviewed under the Academic Warning, Probation, Suspension, and Reinstatement Policy for Undergraduate Students Policy.

The decision to dismiss a student or to place a student on disciplinary probation because the student has engaged in unethical, illegal, unprofessional, or unsafe conduct or because the student has not demonstrated the requisite knowledge, skills, or judgment needed to be a competent practitioner will be reviewed under the SU Professional Conduct Policy.

An academic penalty that results from a violation of Section 2 of the SU Code of Student Conduct, such as cheating or plagiarism, will be reviewed under the procedures in the SU Academic Integrity Policy.

Grievances & Appeals

Grievances and Appeal Processes: If students have a grievance defined as dissatisfaction about an academic situation that affects them unjustly or inequitably within a course, they are encouraged to:

- Discuss the concern with the faculty or staff member(s) involved.

- Contact Dr. Sam Harrell, BSW Program Director or Dr. Tam Dinh, Department Chair to discuss the matter if students do not feel comfortable talking directly to the faculty/staff member or are dissatisfied with the outcome of that discussion.

In addition, students may always contact the Associate Dean in the College of Arts and Sciences.

Professional Conduct Appeal: Students who desire to appeal dismissal from the Social Work program due to violations of the programs professional standards of conduct should consult the procedures set out in SU's Professional Conduct Appeal Procedures policy.

See Appendix G for more information about university policies.

Appendix A: Non-Academic Technical Standards

Applicants considering admission to SU's Social Work Programs must evaluate their capacity to learn and apply, with or without accommodations, the specific non-academic criteria outlined below. These criteria, hereinto called technical standards, explain the following skills: effective use of communication and interpersonal skills, respect for diversity, equity and inclusion, exercise stress management skills, demonstrate self-awareness, and adhere to SU's academic standards and the profession's conduct and ethical standards.

Communication Skills

Communication is defined as the transfer and exchange of messages in all modalities, which can include verbal and non-verbal forms of communication (Matsumoto et. al., 2013). The form of communication used must first and foremost serve to engage with clients and constituents (i.e. practice with individuals, families, groups, organizations, and communities). Students must prepare to learn and apply the following:

- A capacity to convey empathy and self-reflection within all aspects of social work practice.

- A capacity to express feelings and ideas that contribute to learning transfer and integration.

- A capacity to suspend judgment when listening to others.

- Be proficient in the verbal and written English language. English is the language by which course content, classroom discussions, and assignments are articulated at SU.

Interpersonal Skills

Interpersonal skills involve the application of behaviors and types of communication to effectively interact with others. In social work practice, interpersonal skills are integral to achieving the overall wellbeing of client systems (i.e. individuals, families, groups, and/or communities). Students must prepare to learn and apply the following:

- An ability to interact with diverse clients and constituents, including colleagues (students and field agency staff), faculty, and organizational leadership.

- Recognize the importance of exercising empathy as an acknowledgement of the multivariate lived experiences of others.

- Understand the importance of operating within established channels to resolve conflicts and affect change towards the overall wellbeing of clients and constituents.

- An ability to apply problem-solving skills that respond to personal and academic challenges.

Respective for Diversity, Equity, and Inclusion

SU prohibits discrimination and/or harassment based on an individual's lived experience and social/cultural identities. The Social Work Program promotes an equitable and inclusive learning environment within classroom and field practicum settings. Students must prepare to learn and apply the following:

- An appreciation for diversity and inclusion of people's lived experiences and social and cultural identities.

- Commitment to increasing awareness of one's own personal biases and how they impact the learning and demonstration of social work practice.

- Receptivity to acknowledging structural and systemic inequities that marginalize and disenfranchise diverse populations.

- A capacity to respond to inequities and foster inclusive practices in the learning environment and through practice in the field.

Stress Management

When learning new information and skills, particularly those that are challenging to take in, students may experience a stress response (Sue, 2013). Managing personal stress is demonstrated through an ability to be aware of how stress impacts emotions when interacting with others (MacCann et al., 2011; Goleman, 2006). The ability to manage personal stress is imperative for effective social work learning and practice. Students must prepare to learn and apply the following:

- Exercise organizational and time management skills to consistently prepare for and be punctual to class and field practicum.

- Meet due dates, keep appointments, and proactively plan for the unexpected when preparing for course and field education requirements.

- Navigate transportation and travel to and from field practicum.

- When needed, identify supports and strategies to manage personal stress.

Self-Awareness

Self-awareness is an active and continuous process of understanding ourselves, how we make decisions, and being conscious of how we behave in different situations (Trevithick, 2018). Self-awareness and interoceptive awareness skills increase one's capacity for emotional understanding and the ability to have attention and tolerance for the physical sensations, feelings, and thoughts experienced between individuals in the present moment. The ability to exercise these skills helps social workers maintain attention on growth and restoration during practice (Porges, 2011). Students must prepare to learn and apply the following:

- A commitment to examining one's own values, beliefs, biases, prejudices and how they impact behavior and interaction with others.

- A commitment to critically examining one's lived experiences and beliefs.

- A capacity for applying critical thinking skills in their knowledge and skill development of social work practice.

- The ability to accept constructive feedback and use resources (i.e. supervision) to facilitate learning and skill development.

Academic & Professional Conduct Standards

Acceptance to and continuance in the Social Work Program is contingent upon students upholding the academic requirements necessary for completion of degree requirements at SU Applicants must attest to the accuracy and authenticity of all items in their application package. Upon admission, students are expected to uphold the technical standards. Students must also adhere to the ethical standards of the NASW Code of Ethics, SU's Professional Conduct Policy: Appeal Procedures and Code of Student Conduct.

Appendix B: NASW Code of Ethics (2021)

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:

- The Code identifies core values on which social work's mission is based.

- 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.

- The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

- The Code provides ethical standards to which the general public can hold the social work profession accountable.

- 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.

- The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that

are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

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

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

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

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional

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

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 B: Social Work Department Statement of Commitment to Social Justice in Our Curriculum

adopted September 4, 2020

Our Commitment

The Social Work Department is committed to educating students for social justice-focused social work practice by integrating a social justice lens throughout our undergraduate and graduate programs. All courses in our curriculum, rather than one or two designated "diversity" courses, examine issues of social justice. The department seeks to prepare competent and effective practitioners who restore, maintain, and enhance human and community well-being with unwavering attention to social and economic justice. As we do so, we integrate four central facets of Social justice: (i) an Equity lens, (ii) Anti-Oppressive Analysis and Practice, (iii) Critical Pedagogy (including multiple critical theories), and (iv) Decolonizing Framework. In this document, we introduce our definitions of social justice, and explain how we incorporate it into our department.

Why Social Justice?

The Social Work Department's commitment to Social Justice builds off the mission of SU. The university is committed to value-oriented education. SU is committed to teaching, learning, and growth of the whole person through a process of formation for leadership to improve the well-being of others and work toward "a just and humane world." The department prepares its students with knowledge, values, and skills to analyze social inequity and oppression in its manifest forms and to seek systemic change as effective advocates for social and economic justice. In addition, the Social Work Department's focus on social justice is in keeping with the values of the social work profession.

> The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.
>
> — Council on Social Work Education, Educational Policy, 2015

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers'

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> 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.

> —National Association of Social Workers, Code of Ethics, 2008

> Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means: Challenging negative discrimination… Recognizing diversity… (and) Distributing resources equitably.

> — International Federation of Social Workers, Statement of Ethical Principles, 2012

Justice is clearly an essential value of the social work profession and social work education; however, it can inadvertently become a hollow ideal unless it is specifically addressed in all applications of social work knowledge and skills. Consequently, the concept of justice anchors the curriculum, and is central to the department's mission.

Our Conceptions of Social Justice

Introductory Notes

Our BSW program prepares students for generalist practice while our MSW program has a clinical specialization. The following ideas and plans about social justice will be applied in ways that correspond with the focus of each program.

In addition, these definitions and goals may change as we continue to grow and learn and as we respond to changes to the higher education landscape, and changes in scholarly, socio-political, cultural, and activist thinking. This document is ever evolving, and it reflects our current thinking about the current landscape.

As faculty, we are in process with this work. The following is an articulation of our goals and commitments. However, we are not there yet. Our curriculum will be revised on an ongoing basis, and our faculty constantly strives to learn more, so that we can achieve the goals stated on the following pages. Sometimes we succeed and sometimes we fail, but we continue trying. This is a lifetime of work, and we will not ever be done with it. We are always working to live up to the aspirational goals and values described in the following sections.

Finally, although this document focuses on our curriculum, we have also been incorporating a social justice analysis to the implicit (non-curricular) aspects of our program. This includes

admission and enrollment, advising, course scheduling, hiring, mentoring, scholarships and allocation of resources, etc.

Our Four-Facet Framework

The Social Work Department is committed to integrating a social justice lens throughout our programs. We understand social justice as a concept involving multiple dimensions. As such, we integrate four central facets of social justice:

(1) an Equity Lens,

(2) Anti-Oppressive Analysis and Practice,

(3) Critical Pedagogy, and

(4) Decolonizing Framework.

In the following pages, we describe each of these four facets.

Equity Lens

In this department, the concept of justice is examined through the lens of equity, rather than equality. While equality guarantees equal rights and access under the law, it does not address the reality that some people need more than others, or have been denied equal access throughout history. On the other hand, equity is concerned with addressing need and restitution, rather than mere equality. Equity requires equality under the law but also requires the remedying of material hardships. Equity involves economic, political, social, and human rights and opportunities.

Our Department operates from the assumption that social justice is not measured merely by legal equality or by simply an equal distribution of social and economic goods. Yes, social justice includes legal equality and equal distribution of goods, but it also encompasses whether people are able to reach their full capacities, how decisions are made, which and whose perspectives are represented, and to what extent. Consequently, SU's Social Work Department defines equity as consisting of four components: (A) distribution; (B) representation and recognition; (C) process and participation; and (D) capabilities. Students in our department can expect to be required to interrogate these four concepts:

Distribution

Throughout history, many influential thinkers considered the distribution of wealth, resources, and goods to be a key component of social justice (Reisch, 2002). Distributive justice is the idea that resources should be distributed equally, and social and economic systems must be arranged and redistributed so that they most benefit the least advantaged members of society.

Consequently, systems of economic oppression or structural discrimination must be challenged, in order to create social policies directed toward a more just distribution of social goods. Poverty and economic inequality are the result of structural economic oppression and the systematically unequal distributions of resources.

Equity that is focused on distribution is based upon the redistribution of goods and resources as determined by need, rather than by class, merit, or identity.

One example of how we utilize this aspect of equity can be seen in how we distribute scholarships to our students. In our department, scholarships are based upon need, rather than on merit, because too often merit is measured by criteria that are more easily achieved by students with resources.

Representation & Recognition

Equity that is focused on issues of representation and recognition is concerned with how marginalized groups are treated in the public sphere (e.g., the media, literature, research, or the law), and whether/how they are granted access to certain social institutions (e.g., schools, marriage, public accommodations, voting, etc.). Representation and recognition requires full equality under the law for all social identity groups, as well as their fair, accurate, and multi-dimensional representation in cultural and educational domains.

In the pursuit of social justice focused on representation and recognition, our department centralizes the concept of intersectionality. Originating from Black feminists such as Patricia Hill Collins (2002), the Combahee River Collective (1977), Kimberlé Crenshaw (1989), bell hooks (1990), and Audre Lorde (1983), intersectionality requires the examination of any issue through the lens of multiple identity groups. Feminists of color have argued that there are multiple oppressions, along lines of social identity groups such as gender, race, and class (as well as ability, age, citizenship, ethnicity, religion, and sexual orientation). Intersectionality posits, among other things, that it is impossible to understand any one experience of discrimination without understanding how it is impacted by all other systems of oppression and privilege (racism, capitalism, sexism, heterosexism, xenophobia, able-ism, etc.). An intersectional analysis recognizes that people have both advantages and disadvantages due to their locations in multiple systems of oppression. Thus, they can receive privilege from their position in one system (e.g., racism), but be disadvantaged because of their position in another overlapping system (e.g., homophobia). True justice requires liberation from all of these oppressions, none of which can be assigned a place of primacy over the others.

By virtue of their positions on society's "margins," certain groups have unique and important perspectives that must be centralized in social justice work. Centering the margins is the process of prioritizing the needs of those people who have been marginalized. Building off of the ideas of bell hooks (1990), many social justice activists engage in "trickle up social justice work", which operates from the assumption that social justice trickles up, but it does not trickle down (DeFilippis & Anderson-Nathe, 2017; Flanders, 2012). In other words, if policies are made with the intention of helping the most dominant members of society, the benefits rarely trickle down to also support the most marginalized. However, policies designed to help those at the margins usually trickle up and also provide benefits to those with more privilege. Centering the margins is the commitment to serving everyone by prioritizing the needs of those placed at the bottom of structural hierarchies.

One example of how we operationalize this aspect of equity is through our commitment to representational equity in our curriculum. At least 50% of the learning materials in all Social Work classes (and other classes designed by Social Work faculty) will reflect non-dominant perspectives, knowledge and authorship of people of color, and/or knowledge and authorship of other marginalized populations.

Process & Participation

We believe that equity cannot be measured only by outcomes, but also by the systems of process and participation that lead to the outcomes. Equity that is focused on process and participation draws from long-standing notions (going back at least to Jean-Jacques Rousseau, 1762) that the people must come together to function and legislate as a collective, and that decision-making must be made by the people, not the elite.

To do this, equity efforts must focus on increasing the ability of subordinated groups to access power and control in all areas of society. Social justice requires a society where all people have access to, and control of, various systems and institutions, such as voting, government, education, media, economics, social services, etc.

Examples of how we operationalize this aspect of equity can be seen in various courses taught at the undergraduate and graduate level. In the community practice course, learning activities are designed so that students work on community development or organizing issues in collaboration with community partners. Community partners determine the issue that they would like students to understand and collaborate on, develop collaborative learning/project work plans that are mutually useful to the community and the students' learning, and help evaluate and/or reflect on the project. Such assignments provide pertinent opportunities for students to deepen their engagement with the community in the learning process. In the program evaluation course, students work on an impact evaluation for a selected agency using community-based research methodologies. In the policy courses, students get an opportunity to participate in advocacy and lobby events, such as the NASW Lobby Day.

Capabilities

We also believe that equity requires that all individuals be able to live up to their own capabilities. We draw on the ideas of Amartya Sen (1985, 2011), Martha Nussbaum (2003), and others who examine social justice through the lens of capabilities. Capabilities can be described as the opportunities that an individual has in order to achieve their fullest potential or do what they believe adds value to their own life. These capabilities are impacted by social, political, economic, and cultural structures that individuals are embedded in and interact with.

We believe this framework is connected to the social work value (described in the NASW Code of Ethics) of the dignity and worth of all people. Social workers promote clients' self-determination and seek to enhance clients' capacity to change and to address their own needs. Because of this, we believe that social justice requires the need for all individuals and communities to get equitable opportunities to reach their full potential.

With our department, we operationalize this aspect of equity in our pedagogical framework as well as the contents that we teach the students. For example, all professors utilize a diverse set of teaching tools and close mentorship so that students from all backgrounds and learning styles can be supported to achieve their fullest potential. In addition to this, our hallmark course on Social Justice ensures that students understand the inequities at micro, mezzo and macro levels, and how it impacts an individual or community's ability to access opportunities to achieve well-being. Our department defines equity in all four of these ways, and we believe that without a careful and critical investigation of the mechanisms and sources of inequity in distribution, representation and recognition, process and participation, and capabilities, inequities may go unnoticed. Or worse, inequities may be blamed on the marginalized.

As are result of the above, we are committed to teaching about social justice in ways that:

- look beyond the usual questions of diversity and equality, to examine the more complex issues of distribution, representation and recognition, process and participation, and capabilities;

- emphasize and explore equity (including all of the above dimensions of equity) in the classroom discussions, readings, assignments, and through field practice.

Anti-Oppressive Analysis & Practice

We begin with an anti-oppressive analysis.

Our understanding of social justice includes a critical anti-oppressive analysis (Morgaine & Capous-Desyllas, 2014). An anti-oppressive curriculum examines the dynamics of power that produce economic oppression (poverty, homelessness, exploitation, and class disparities) as well as inequities, discrimination, and oppression based upon identity (race, gender, ability, immigration status, religion, sexuality, etc.). Our department is committed to respect for diversity, and to considering the impact of human diversity and intersectionality on human development and functioning. To prepare students for practice with diverse individuals, families, groups, organizations, and communities, the department emphasizes a critical consideration of the impact of intersectionality on human development and functioning, and the social work practice setting. An anti-oppressive analysis emphasizes the consequences of structural injustice and socioeconomic oppression on the lives of vulnerable populations, and the importance of equity-based practice. Such an analysis must centralize the historical, economic, and structural contexts that produce oppression.

As a result of this analysis, we are committed to the following as we teach students how to engage in social work practice:

In the classroom and in the field, we educate students to bring an anti-oppressive analysis into their practice.

AOP requires the social work practitioner to critically examine the various power imbalances that are found in society, within organizational structures, and between the social worker and their

clients. AOP requires that social workers strategize ways to diminish all three of those power imbalances, promoting equity and empowerment for their clients in all contexts. The department emphasizes the interconnection between individual struggles, structural inequalities, and historical oppression. We also emphasize how those struggles are connected to human diversity and intersectionality. All of these areas of study must be integrated in order to understand human development and functioning, and to engage in empowering practice.

A vital aspect of AOP is critical analysis of client and social worker relationship. Building on the concept of critical reflexivity (D'cruz, Gillingham, & Melendez, 2007; Fook, 2016; Lay & McGuire, 2010), social workers are compelled to locate themselves and their clients within the larger sociopolitical and historical dynamics of power in analyzing and understanding not only the client-worker interactions but also the interactions between the worker, the client, and the larger systems (including organizations and social and economic policies). From the basis of that critical analysis social workers are called to co-create, with clients, interventions that consider changes at all (micro, mezzo, macro) levels.

We train our students to think critically about both the strengths and limitations of their agency-based practice, and to be informed of the important critiques of the non-profit industrial complex that has been offered by a range of activists and scholars (INCITE: Women of Color Against Violence, 2007). These critiques contend that when social service work is completely disconnected from large social change work it has the potential to calcify social problems. They also argue that many nonprofits are structured like for-profit corporations and may function in ways that do not promote social justice values. And yet, these critics also recognize that most social service workers and social service agencies are operating from the best of intentions and frequently do very important work, despite the reality of working within the significant legal, funding, and structural limitations of 501(c)3s. Consequently, our faculty help students to wrestle with these tensions, and to identify ways that agency-based work can be conducted in alignment with the social justice principles we have identified throughout this document.

In the classroom and in the field, we educate students to make the connections between the problems facing an individual and the structural issues that may be contributing to those problems.

Furthermore, such analysis of power is required at all levels of interaction—micro, mezzo, and macro—including in client-social worker interactions. It also encourages seeking interventions that integrate micro, mezzo, and macro level changes, including activism. Our goal is to train our students to develop strategies for creating a just society, free from oppression, racism, exploitation, and other forms of discrimination in the larger society by engaging at the community, legal and political levels, while also delivering services with individuals and families in an inclusive manner.

In the classroom and in the field, we educate students to make advocacy a central part of their practice.

Promotion of human and social well-being involves all levels of practice, including advocacy for human rights, social justice, and economic justice. The department explicitly aims to educate students to understand manifestations and mechanisms of oppression. These forms of oppression may include the larger policies, norms, or laws that can impact the ability of social work agencies to provide effective services, as well as those manifestations of injustice that can occur within direct social work practice. Students are thus prepared to understand the impact of the organizational realities in which they practice as it affects clients and community members, as well as social workers, and their relationships with each other. With this understanding, students can collaborate with clients or community members as partners with whom to advocate for policies and practices that advance human rights and social, economic, and environmental justice.

In the classroom and in the field, we educate students about evidence-based practice.

In the classroom and in the field, we introduce students to a wide range of thought, modalities, interventions, programs, adaptations, and ideas that are thought to enhance well-being. We train students in the knowledge and skills related to evidence based practice but also acknowledge the limitations and need for further model and intervention development to meet the unique needs of communities, particularly marginalized and diverse communities. We understand that the evidence for these practices is not applicable for all individuals, families and communities. We consider how many interventions, services, and programs are not accessible, even to those they were designed to serve. We recognize that some communities are underserved or unserved, and therefore requirements of evidence-based practice can stifle or prohibit the ingenuity and creativity needed to develop programs for them. Therefore, we teach students to think about ways that interventions can be adapted and developed. We also teach students to consider other research-informed interventions and promising practices.

We teach students about clinical skills from a place of curiosity and compassion - understanding that just as individuals, families, and communities have unique reactions to systems of oppression, students also may have unique reactions to learning the material. We believe that students should be equipped with a wide range of therapeutic tools in order to provide choice in their practice. What may provide regulation, connection, and calm for one, may be triggering and dysregulating for another. The on-going impact of systems of oppression cannot be ignored in every aspect of clinical work and therefore a trauma sensitive approach is woven through courses. We work to destigmatize social work and mental health by both understanding the complex systems within we are living in and our natural reactions to those systems. We consider how harm happens in each system in unique ways for different people in unique ways. We, along with students, challenge ourselves to find many different ways to connect.

Because critical self-reflection is an integral component of anti-oppressive practice, student have opportunities to self-reflect on not only the material presented, but on how the material sits

with students and how reactions are often connected with the lens of our experience. Our goal is for this self-reflection to be done with compassion and patience and to be on-going throughout the program in a supportive environment and a life-long practice. We understand that ultimately this helps us to show up authentically in our work.

Critical Pedagogy

Our philosophy of teaching centers social justice-focused content and process.

The department's commitment to social justice is carried into teaching and learning; as such, educational content and process must be congruent with each other.

Deeply influenced by Freire's (1970) critical pedagogy, the department strives to foster an equitable environment where students and instructors co-construct critical knowledge. We believe that students' own lived experiences and life knowledge can help inform class discussions and practice.

Deconstructing where ideas or facts come from helps students uncover unstated assumptions, biases, or values, and examine the role of power in the creation of knowledge.

We consider critical thinking an essential skill for social work practice.

An important aspect of critical pedagogy is critical thinking. In this philosophy of teaching, critical thinking incorporates critical analysis that questions normative discourses and excavates dynamics of power that undergird such discourses.

Social work knowledge is necessarily complex and equivocal because the lives that social workers are entrusted to work with are complex and heterogeneous. Furthermore, social workers can unintentionally participate in maintaining repressive normative discourses if they lack critical analysis. This critical perspective of knowledge, which is practiced and reinforced through class content and process, helps students understand that critical analysis is an essential tool and process for social justice practice. Instructors actively promote the development of multiple perspectives in students' analyses through class discussions, instructor feedback, and peer feedback.

Equipped with critical thinking, critical reflection, and respect for diverse paradigms of knowledge, students are prepared to engage in research-informed practice with unwavering attention to social and economic justice.

We believe that students should be exposed to a range of theories that foster critical thinking.

We believe that there is no one all-purpose theoretical approach to our practice. Understanding the strengths and limitations of multiple theories will give students a range of perspectives and options from which to draw in their academic work and in their practice.

As are result of the above, we are committed to doing the following in our classrooms:

- The department fosters **critical and complex thinking** in students through its education, and this principle is infused and explicitly present throughout the curriculum. In order to foster critical thinking skills, instructors encourage students to question what may be taken for granted/normalized and what may be silenced or "othered" in all aspects of learning, including textbooks, articles, and lectures. To prepare students for practice in today's diverse world, the department underscores the importance of multiple perspectives in understanding diverse realities.

- We help students deconstruct dominant ideologies and behaviors.

- Faculty invite students to take **ownership of their learning** rather than assume a traditional role of a passive receiver of education.

- Faculty and students are encouraged to bring themselves into the course content, **putting their lived experiences in the contexts of the class material**, and learning from each other's practice and lives. Instructors often urge students to be accountable to the collective's overall learning by actively participating in all aspects of the learning process. Facilitating this active adult learning stance may include opportunities for students to take active leadership in class, such as a class discussion leadership assignment where students assign themselves to lead a brief class discussion.

- Students are encouraged to extend their critical thinking skills to reflect on the ways in which their assumptions, social locations, and actions influence a situation and how this **reflective process** in turn changes their thinking and practice.

- We are also committed to helping students explore how marginalized communities define **justice for themselves**. For example, the concept of "restorative justice" comes out of the work of various subordinated groups, including American indigenous populations (Zehr, 1990). It is a framework that approaches justice by focusing on the needs of the victims, the offenders, and their communities. It is more focused on healing than on punishment. Victims take an active role in the process, while offenders are encouraged to repair the harm they have done. Restorative justice is just one example of the different conceptions of social justice to which our department is committed to exposing students.

- Critical thinking and analysis guide the department's approach to learning social work theories. The department employs a **multi-theoretical model** and emphasizes robust and critical understanding of contemporary social and psychological theories that inform social work knowledge and practice.

- The department is grounded in the **person-in-environment framework**. This framework informs the department's use of ecological and systems perspectives to conceptualize social work practice, which locate the focus of work within the person-in-environment interaction. Together these perspectives influence and inform the elements of practice by situating difficulties and interventions within and between the systems at the micro,

mezzo, and macro levels. This holistic view of the client or community member allows for comprehensive assessments that interrogate interactions and mutual influences between the person and the environment. In doing so, students learn how larger issues of economic or social injustice can impact the immediate well-being of clients and community members.

- We encourage students to consider theories that **look critically at how society is constructed**, as well as how **knowledge is produced and disseminated**. For instance, Critical Race Theory puts race at the center of critical analysis, by focusing on how endemic and pervasive racism is in society and its institutions, and emphasizes multiple and varied voices of people of color (Williams, 1991). Similarly, feminist theories, Marxist theories, queer theory, postcolonial theory, and other critical theories also focus on structural analyses of society, while elevating the voices and lived experiences of various marginalized groups. Our classes may combine these critical theories with more dominant social work theoretical frameworks to help students develop complex and nuanced theoretical understandings of their work from multiple perspectives.

- Theories are not assumed to be authoritative or unequivocal but understood as always **evolving and enriched by diverse perspectives** of participants. Thus, the department encourages students to engage in deep interrogation of knowledge paradigms and contextual examination of relevant theories. The emphasis is not on finding the "right" theory that works for every case but rather on critical understanding of theoretical tenets and their applications, moderated by contextual appraisal for just practice. Course contents and assignments are designed to foster this learning process.

A Decolonizing Framework

Preface. We acknowledge that there is no one, unified conceptualization of decolonization in scholarly literature. In fact, decolonization is a controversial issue. Indigenous scholars such as Tuck and Yang (2012) warn against turning decolonization into a metaphor, and contend that decolonization must "bring about the repatriation of Indigenous land and life (p.1)" and that the project of decolonization is distinct from the project of social justice. We also heed the distinction between colonialism and settler colonialism as argued by scholars of settler colonialism such Veracini (2011) and Steinman (2016).

We interrogate the continuing impact and practice of global colonialism and settler colonialism and our practice as social work educators and practitioners. In this endeavor we use the lens of coloniality (Quijano & Ennis, 2000) to understand global colonialism: the historical and continued modernist production of Eurocentric global hegemony that includes European conquest and occupation; racialization (Omi & Winant, 2012) and formation of "racial" hierarchy of the world population; re-identification of geocultural regions from the European dominance perspective; production of global capitalism through subjugated labor, resources, and products; and establishment of Eurocentric dominance of production of knowledge and culture. Veracini (2011) and Steinman (2016) distinguish settler colonialism from colonialism in that the project of settler colonialism is displacement and elimination of the Indigenous people and world (as compared to

domination and extraction of labor and resources of the colonial project). Thus, Steinman argues, that decolonization and settler decolonization are different projects.

In this context, we are aware that the decolonizing framework that we are engaging here is in the sense of global colonialism. This view also at least partially reflects the make-up of our faculty; more than half of us are from nations that are formally or culturally/economically colonized. But more than that, we are thoroughly aware that coloniality is deeply implicated in the system of education, including social work education, within which we were educated and also currently located.

In our efforts to avoid reducing decolonizing into a metaphor, we follow the guidance provided by Gray et al. (2016):

> Decolonizing social work requires that the [social work] profession acknowledge its complicity and ceases participation in colonial projects, openly condemns the past and continuing effects of colonialism; collaborates with Indigenous Peoples in engaging in decolonizing activities against public and private colonizing projects, and seeks to remove often subtle vestiges of colonization from theory and practice. (p. 7)

Background

We know that universities are often sites of the colonial project.

Edward Said (1978) described how western nations have dealt with the peoples they have colonized: by not merely settling and ruling over them, but also by authorizing views of those people that define how they are understood. Gayatri Chakravorty Spivak (1999) argued that colonized people are forced to engage in discourse, knowledge, laws, and norms that have been developed by the colonizers. Western countries perpetuate these views through their educational systems, where western thought becomes the standard – assumed to be universally relevant, valid, and applicable to all. Often what we understand as scientific and rational/objective knowledge actually serves the hidden agenda of assuming European superiority and non-European inferiority. Universities often center the experiences of white, western people, making them the invisible norm against which all other races and groups are compared. By perpetuating the idea that Whiteness is normal, all other people are implicitly (or explicitly) understood to be different, exotic, dangerous, and/or inferior. There is a

> direct and material relation between the political processes and social structures of colonialism on the one hand, and western regimes of knowledge and representation on the other . . . Western epistemology and systems of knowledge have been integral to the internal colonial domination suffered by indigenous and nonwhite peoples.
>
> —Tejada, Espinoza & Gutierrez, 2003, p. 24

For SU, the act of colonization is not merely metaphorical, it is also quite literal. We are on occupied Coast Salish land, and SU is on the homelands of the Duwamish people. And we continue to benefit from this settler colonialism and occupation.

We know that social work is also often a site of the colonial project.

We recognize that the social work profession has often contributed to colonizing and oppression. The profession began, in part, by sending "friendly visitors" to try to change the alleged moral failings of the poor, and by creating settlement houses where immigrants were taught dominant norms and behaviors (Addams, 1899; Katz, 1996; Lasch-Quinn, 1993; Park & Kemp, 2006). The profession also has a history of working with the government to monitor, target, regulate, and discipline communities of color. This has occurred in such areas as the welfare system, child protection services, and the criminal justice system, among others. Because of social work's partnership with the state, we recognize that, in the words of Freire (1990), "the social worker, as much as the educator, is not a neutral agent, either in practice or in action" (p.5). In addition, we recognize that social work has often served to uphold economic inequality in the United States. Piven and Cloward (1971) have documented how social welfare policy functions to support capitalism, rather than supporting poor people. Kivel (2006) has argued that social service programs can institutionalize and professionalize serving and controlling the poor instead of working to eradicate poverty. And Reisch (2013) has written about the ways in which neoliberal economic policies have shaped and limited social work practice. These and other scholars contend that social workers often blame the victims of economic exploitation and inequality for their own poverty, and focus on "fixing" poor people, instead of working to challenge the systems that cause the exploitation and inequality.

Social work education can perpetuate oppression as well. Students are often taught cross-cultural competency that assume static and generalized conceptions of the cultures being studied. By not positioning white experiences as deserving of cross-cultural study too, whiteness remains invisible while simultaneously othering different racial groups. Cross cultural competency also puts social work students of color in the untenable position of assuming the social worker is a white American, and thus situates their own communities as "other" and in need of help from white people. This approach only propagates marginalization and internalized racism for students of color, and upholds the worldviews, knowledge bases, and experiences of dominant white society.

Finally, SU's Social Work faculty recognize our own culpability. We know that we have been trained in the same oppressive paradigms as the dominant culture, and have internalized many problematic ideas. Consequently, we are committed to thinking critically about our own practices and pedagogies. We must also be open to feedback from each other and from students, in order to continue the ongoing work of liberating our teaching.

We know that social work also effectively responds to oppression and enacts change.

Despite the oppressive history described above, the social work profession also contributes to liberatory work, when done thoughtfully and with a focus on social justice.

Some forms of social work (anti-oppressive practice, strength-based practice, radical social work, critical social work, anti-colonial practice, indigenous social work practice, trauma-informed practice, etc.) focus on working with clients and community members in ways that prioritize their autonomy and dignity, and in pursuit of social and economic justice (Morgaine & Capous-Desyllas, 2014; Mullaly & Molgat, 2002; Reynolds, 1942, etc.). Through clinical practice, social workers respond to the complexities of people's lived experiences by practicing from equity and anti-oppressive lenses. Throughout our country's history, at times social workers have been actively involved in various social justice movements (anti-war, civil rights, immigrant rights, economic justice, welfare rights, education reform, etc.) and built coalitions with numerous social justice activists and organizations (Reisch & Andrews, 2014). The profession of social work has made important contributions to social justice.

As are result of all of the above, we are committed to decolonizing our curriculum.

- The faculty recognizes from our collective teaching experiences that the lack of representation of non-dominant perspectives as the source of knowledge has been a perennial problem. Not only is this shortfall problematic in terms of equity in representation but also it seriously limits students' ability to learn and use multiple and critical perspectives.

- Decolonizing knowledge in academia requires challenging oppressive knowledge, pedagogies, and methodologies. Social justice requires a relationship between the dominant and the subordinate that allows voices to be heard from the ground up. The dominant must be willing to unlearn domination and embrace their duty to others.

- We are committed to training our students to become leaders in dismantling unjust and unequal colonial legacies of power. In order to liberate the classroom, we require faculty and students to reflect on our dominant values and beliefs and to consider alternate ways of knowing, while examining how certain groups of voices, ideas, values, and peoples are marginalized, while others are privileged.

- We are committed to training social worker students to attack the systemic roots of poverty and economic inequality, rather than blaming the victims of those systems. This requires educating students about the role that neoliberal economic policies play in the lives of their clients and community members, as well in the design and delivery of social work programs and services.

- We are committed to beginning to liberate our profession by looking at social work practice, theory, research, programs, and policy through a critical, decolonized lens.

- We are committed to utilizing culturally relevant forms of scholarship and education that resist frameworks and paradigms that serve to universalize.

- Finally, for all of the above reasons, the Social Work Department has made an explicit commitment to representational equity in our curriculum. At least 50% of the learning materials[1] in all Social Work classes will reflect:

- non-dominant perspectives

- knowledge and authorship of people of color

- knowledge and authorship of other marginalized populations.

References

See the online copy of the Social Justice Statement for a list of references.

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[1] "Learning materials" are defined as: required and suggested readings, videos, guest speakers, and exercises.

Appendix C: Generalist Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take 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:

- 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;

- demonstrate professional behavior; appearance; and oral, written, and electronic communication;

- use technology ethically and appropriately to facilitate practice outcomes; and

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

Competency 2: 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:

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

- 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:

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

- 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:

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

- 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:

- 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

- 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:

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

- 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:

- 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

- 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:

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

- 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:

- select and use culturally responsive methods for evaluation of outcomes; and

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

Appendix D: BSW Course Descriptions

Required Major Courses

SOCW 1510 Introduction to Social Work (5 cr): Historical development of the social welfare practices and institutions. Theoretical bases underlying the structure and function of social welfare systems and services. Philosophy and methods used by professional social workers in meeting human need.

SOCW 2010 Social Justice (5 cr): This course focuses on social justice issues in the United States, providing a theoretical and empirical knowledge base related to oppression, privilege, social justice, and liberation. The course will help students critically examine their social identities, embedded in race, gender, sexual orientation, age, class, ability status, religion, and national origin, and to understand how social structures and institutions enact oppression upon different social identity groups.

SOCW 3010 Human Behavior in the Social Environment (3 cr): The theoretical perspectives for studying human behavior. The importance of organizations, communities, society and global influence in understanding human behavior in the social environment.

SOCW 3020 Human Development and Social Work (5 cr): Psychological, physiological and social approaches to human development across the life span. Examines the effects of culture, social systems and institutions on individual development from an ecological perspective. Credit not granted for both SOCW 3020 and PSYC 3220.

SOCW 3040 US Social Welfare Policy (5 cr): This course will assist students to understand contemporary social welfare policies in the United States. The course will focus on the dominant cultural values and the social, economic, and political forces affecting the establishment and maintenance of laws, public policies, and social welfare programs. It will also provide an examination of the histories of social welfare policy and the social work profession.

SOCW 3050 Advocacy & Activism (3 cr): This course will focus on developing students' skills for pursuing social justice. Students will study principles of allyship, activism, organizing, and policy advocacy, and then assume the role of change agent as they conceptualize and engage in social change and activism. Students will develop the concrete skills for intervening in oppression both at the interpersonal level and at the community levels. Prerequisites: SOCW 2010 and SOCW 3040.

SOCW 3110 Practice I: Social Work with Individuals and Families (5 cr): First course in a three-course sequence of generalist practice methods. Focuses on the knowledge, values and ethics, and methods for working with individuals and families. Skills in assessment, planning, interviewing, intervening, evaluating and terminating. Accepted social work majors only (post candidacy). Prerequisite: SOCW 1510

SOCW 4010 Critical Research Literacy for Social Work (5 cr): This course introduces students to theories and skills to support critical research literacy, with an emphasis on interpreting

descriptive and inferential data. Students learn to become critical consumers of social work research. Prerequisite: SOCW 1510

SOCW 4020 Anti-Oppressive Research Methods for Social Work (5 cr): This course introduces students to research methods, with an emphasis on anti-oppressive research practices. Students learn the building blocks of research methods, including design and data collection using both quantitative and qualitative methods. Students put social work values and ethics in context. Prerequisites: SOCW 1510 and SOCW 4010. Corequisites: SOCW 4510 or SOCW 4520.

SOCW 4030 Social Work Capstone (3 cr): Serves as the final capstone experience in the BSW Program as well as the final requirement of the university's Core Curriculum. The senior synthesis allows students to demonstrate their mastery of program curricular content and ability to integrate and apply knowledge from across the curriculum through evaluating a component of their field practicum. Accepted social work majors only (post candidacy). Meets senior synthesis requirement. Prerequisite: SOCW 1510 and SOCW 4020. Corequisites: SOCW 4530 and SOCW 4630.

SOCW 4110 Practice II: Social Work with Groups (3 cr): Second course in the three-course sequence of generalist practice methods. Focuses on the values and ethics, knowledge base and intervention methods foundational to practice with groups. Skills In group participation and leadership. Accepted social work majors only (post candidacy). Prerequisite: SOCW 3110.

SOCW 4120 Practice III: Social Work with Organizations & Communities (3 cr): Third course in a three-course sequence of generalist practice methods. Focuses on the values and ethics, knowledge base and intervention methods foundational to practice with organizations and communities. Working with organizations and communities to solve problems through assessment, planning, intervening, and evaluating. Accepted social work majors only (post candidacy). Prerequisite: SOCW 4110.

SOCW 4510, 4520, 4530 Practicum I-III (3 cr each): 400-hour field practicum (~ 134 hours per quarter) allows the student to critically apply knowledge to actual practice and to develop as a professional while placed in a social service agency under the supervision of a social work professional. Accepted social work majors only (post candidacy). Mandatory credit/no credit. Prerequisite: SOCW 3110. Corequisite: SOCW 4610, 4620, and 4630 respectively.

SOCW 4610, 4620, 4630 Practicum Seminar I-III (1 cr each): The field seminar is offered concurrent with the Field Practicum experience. Integration and application of social work foundation content areas with generalist practice. Professional development and growth, including peer consultation. Accepted social work majors only (post candidacy). Prerequisite: SOCW 3110. Corequisite: SOCW 4510, SOCW 4520, and SOCW 4530 respectively.

Major Electives (AY25-26)

Below are elective courses planned for Academic Year 2025-2026. Course offerings are subject to change. Check the SU Course Catalog for updates.

SOCW 4340 Introduction to Alcohol & Drug Addiction (3 cr): History, scope, physiological, social, psychological, and family aspects of alcohol and other drug problems. Impaired driving. Progression and symptoms of addiction; types of alcoholics. Nature of addictive diseases: causality, treatment, and prevention.

SOCW 3910 How to Set the World on Fire without Burning Out (3 cr): This course will focus on developing students' skills in radical self-care from a social justice perspective. Students will learn evidence-based skills for building resilience that can be used for themselves, their communities, and in practice. We will study topics such as the impact of trauma and oppression on the body/mind, the neuroscience of resilience, strategies to counter primary and secondary trauma, and interventions to cultivate joy and wellbeing. Emphasis will be on concrete skill building and practicing what we learn to prepare students to be healthy and happy change agents in the world.

SOCW 3030 Juvenile Justice (5 cr): Overview of the etiology of juvenile violence and delinquency from a developmental, ecological, and risk and protective factors conceptual framework. Discussion of contemporary issues including youth violence and its prevention and control in American society. Examining research leading to the best practices for working with youth. Cross-listed with CRJS 3030.

SOCW 3910 Global Migration & Trauma (5 cr): This course is designed to use a social work disciplinary lens to examine the impact of global migration on the mental health and well-being of individuals in the Asian and Pacific Islander community. We will be examining migration patterns in Asia and the Pacific with a focus on how structural inequities such as colonization, imperialism, and war can impact families and individuals that are seeking safety. This course will also explore how global migration impacts historical and intergenerational trauma within the Asian and Pacific Islander diaspora. Students will have the opportunity to develop ideas on how to support the Asian and Pacific Islander communities that are impacted by global migration, and develop their own advocacy ideas that envision and engage with social justice in action.

SOCW 4320 Domestic Violence (3 cr): An overview of issues central to understanding and intervening upon intimate partner violence in the United States. An introduction to current theories, research, and implications for policy, prevention, and practice. Exploration of local services and legal remedies for domestic violence victims, perpetrators and their children.

SOCW 4360 Queer Social Movements (5 cr) : This course examines over 75 years of LGBTQ community organizing, activism, and social movements in the United States. The course uses historical research, first hand narratives, oral histories, non-dominant perspectives, and theoretical analyses to take a critical look at the activism associated with three defining political moments: The Stonewall Riots/ The New Left, The HIV/Aids Epidemic, and The Marriage Equality Campaign.

Appendix E: Student Support Resources

Career Engagement Office: offers excellent resources for career counseling, job search, employment opportunities, and career coaching to SU students and alums.

Counseling and Psychological Services (CAPS): assists students in meeting the challenges of college life by encouraging healthy personal choices and balanced perspectives. Students can seek counseling and psychological services for a variety of concerns and reasons. Services are provided without charge to current students. All clinical services are confidential, and no information is released without student consent.

Disability Services: provides academic counseling, support, advocacy, and referrals for students with disabilities. The office arranges academic adjustments, such as testing adaptations, note takers, books on tape, facilities access, adaptive/auxiliary aids and interpreters, and coordinates other forms of reasonable accommodations to allow students with disabilities to participate in university programs, services, and activities.

International Student Center: strives to enable international students to achieve success at SU and enrich the campus community through their cultural perspectives. The ISC also serves as a focal point for activities and programs of cultural, educational, or social significance.

Lemieux Library: Social Work students will benefit from the Library's link to the campus-wide computer network. The online catalogue is accessible 24 hours per day from remote sites in classrooms, dormitory rooms, offices and computer labs. It is also accessible off-campus through the University's modem pool or the users' own Internet Service Provider. Through the University's web page, users have easy access to a number of databases, indexes, and electronic databases.

Learning Assistance Programs (LAP): provides academic support and study skill enhancement for students. LAP provides one to one academic consultation to improve learning habits and study skills, tutoring, study groups and learning strategy workshops for students who may be experiencing academic difficulties. Students may seek out services or be referred as part of a support plan.

Office of Fellowships: supports undergraduate students in their search for fellowships, grants and other academic opportunities. Its primary mission is to support students through the application process including writing assistance, advising, and interview preparation.

MOSAIC Center: provides specific programs, services, and resources that support the thriving of students of color, LGBTQIA+ students, undocumented students, first-generation students, veterans and military-connected students, commuter students, transfer students, graduate students, and adult learners.

Public Safety: provides 24-hour security for the campus. Security staff are available to assist students in a variety of ways including first aid, safety escorts, crime prevention and vehicle

assistance. Contact Public Safety at 296-5911 for emergencies and 296-5990 for non-emergencies.

Student Success Division: includes the Learning Assistance Program (McGoldrick Learning Commons and Bellarmine Advising Center) and Disability Services (Loyola 100). The range of programs and services "provide a variety of opportunities that help students engage more fully in their education and achieve their potential for academic success."

Student Health Center: provides primary health care to all students. All services are confidential, and no information is released without the student's permission.

Writing Center: located in the McGoldrick Library, is dedicated to fully engaging SU students in becoming the most effective writers they can be, offering a variety of services including 1:1 writing consultation sessions (in-person, online synchronous, and online asynchronous).

Appendix F: University Opportunities for Student Engagement

Campus Ministry: nurtures and supports the eclectic faith communities at SU. In addition to outreach and education, the office promotes social justice, pastoral care and service, and personal and spiritual growth through various programs and regional and international learning experiences.

Center for Community Engagement (CCE): promotes student leadership I the community, supports service-learning courses and builds partnerships with local community-based organizations through various service opportunities. Several major CCE projects include the Annual Serve Seattle Day, a series of service immersion trips and the year-long Student Leader for the Common Good Program.

Center for Student Involvement: connects students with student clubs and organizations as well as leadership opportunities. SU recognizes over 180 clubs annually. Each provides a different aspect of campus life based on similar interests, identities, hobbies, etc.

University Recreation: provides opportunities for students to get connected with the SU community by participating in club sports, intramurals, leisure education classes, or working out at the Connolly Center.

Appendix G: University Policies

See SU's Policies and Regulations page for a list and description of all university policies.

Academic Integrity: SU asserts that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty or fraud will be addressed according to the Academic Integrity Policy (2011-03).The Academic integrity Policy provides and describes a non-exhaustive list of prohibited conduct including:

- **Plagiarism**—defined as the use of the work or intellectual property of other persons or the outputs of Generative Artificial Intelligence ("AI") programs when presented as one's own work without appropriate citation, attribution, or acknowledgment, and regardless of intent.

- **Cheating**—defined as any act in connection with an assignment, examination or other activity related to a course or education program that seeks to gain an unfair advantage by violating rules or instructions established by faculty, or misrepresenting one's knowledge, abilities, work, or identity.

- **Academic Fraud**—defined as any act of deception, collusion, or misrepresentation in connection with academic work or in the academic context.

Accommodations: SU provides reasonable accommodation to students with documented disabilities in academic situations in order to ensure equal opportunity for participation in all its programs and activities. Students who have (or think they may have) a disability that interferes with their performance as a student in this program are encouraged to arrange support services and/or accommodations through Disabilities Services. Accommodation policies include, but are not limited to:

- **Academic Accommodations**: Decisions regarding academic accommodations will be made on a case-by-case basis, considering your specific needs, the demands of the situation, and the essential nature of the activity or program. Decisions will be made using the criteria set forth in Procedures for the Procedures for the Implementation of Academic Accommodations for Students with Disabilities.

- **Rights & Responsibilities of Students with Disabilities**: Universities are required to provide appropriate academic accommodations to ensure that a student with a disability is not discriminated against and has access. The university is responsible for ensuring equal opportunity to participate, but you are responsible for your achievement. You are considered an adult, and are expected to work in partnership with campus faculty and staff.

- **Housing Accommodations for Students with Disabilities**: Disability-related housing accommodations are modifications to the residential environment for students whose disabilities substantially limit their ability to participate in residential and housing life. If

you are requesting disability-based housing accommodations, you will need to meet with Disability Services staff and provide documentation supporting your request and disability-related needs.

Bias Harassment: It is a violation of University policy and the Code of Student Conduct to engage in bias-related conduct that has the purpose or effect of unreasonably creating an intimidating, hostile, or offensive educational, living, or working environment. The term "bias-related" conduct refers to language or behaviors that demonstrate bias against persons or groups because of race, color, ethnicity, religion, faith, national origin, political orientation, immigration status, or sexual orientation. These categories are examples and are not an exhaustive list of attributes or characteristics protected under this policy. A student feeling unsafe or threatened because of bias-related harassment should always seek help from a responsible member of the University community who is trained and able to assist. The University offers informal and formal procedures for processing and responding to concerns of hostile or unwelcome behavior.

Code of Student Conduct: All students are expected to read, model, and comply with the policies in the Code of Student Conduct. Lack of awareness of these policies does not exclude students from their responsibility to follow them. Our Jesuit tradition of intellectual, moral, spiritual, and social development is the foundation of our Redhawk Commitment and Code of Student Conduct. We aim to provide all students with the tools needed for success in a pluralistic society by providing feedback about behaviors that both enhance and harm the community, as well as helpful resources and opportunities to modify unacceptable behaviors. As a Jesuit and Catholic institution, we hold our students to the highest standard of ethical behavior both on- and off-campus. All students should read the full 2025-2026 Code of Student Conduct.

Contact Information: Students are responsible for maintaining current contact information (address, phone number, email) with SU. The University and Program will have over the course of a student's time at SU the need to use the U.S. Mail to send official letters. All SU students have assigned email accounts. Students are asked to make sure that they have a viable SU account and check it at least 3 times weekly. We communicate important information and announcements to our students about events, activities, Advising Week, course changes, etc. through SU email. It is the student's responsibility to stay abreast of such notifications. Even if students have another email account, they must have and regularly check their SU account.

Nondiscrimination: SU does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. In addition, the University does not discriminate on the basis of genetic information or status as a victim of domestic violence, sexual assault, or stalking in its employment related policies and practices, including coverage under its health benefits program. For more information and contact information, please see the full SU Non-Discrimination Policy.

Sexual Misconduct: SU affirms respect, responsibility, and care between all persons. Conduct constituting a sexual offense, such as non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation or sexual assault, will not be tolerated. Behavior of this nature is inconsistent with SU values, and is a violation of the Code of Student conduct and University policy. Students committing a sexual misconduct in any form can be disciplined under the Code of Student Conduct. If you are in need of emergency assistance please call 206-296-5911 to reach our Department of Public Safety or call 911 to reach Seattle Police.

Students who experience sexual misconduct from any persons at their practicums should notify their field liaison and Social Work Field Director immediately. All SU faculty and staff are required to report incidents of sexual misconduct to the Title IX Coordinator, a representative of SU who responds to student reports of sexual harassment and misconduct experienced on campus and in practicums. Visit SU's page on Sexual Misconduct for information about Title IX compliance, campus resources, university assistance and interim measures, and confidentiality.

Student Complaint Process: SU has policies guiding how students should engage with complaints, including:

- **Academic Grading**: Students with a concern about a grade in a class, or wanting to address a formal grievance regarding a final course grade, should contact their instructor. For other complaints concerning a student's academic experience at SU, such as issues about classes, professors, advising, etc., students should contact the department chair and/or associate dean.

- **Academic Support Services**: For academic issues that remain unresolved within the student's school or college after the student has contacted the appropriate individuals, or for complaints related to academic support services (tutoring, the writing center, library, etc.), undergraduate students should contact Dr. Kate Elias, Acting Vice Provost for Student Success at eliask@seattleu.edu.

- **Academic Warning, Probation, Suspensions, & Reinstatement (UG)**: A SU undergraduate student must maintain a cumulative and major GPA of at least 2.00 to remain in good academic standing. Any undergraduate student who does not meet these standards for their respective major and school or college will receive a warning, probation, or suspension. In order to recover their academic standing and re-enroll in courses at SU, students must follow the Academic Reinstatement procedure outlined in the formal notification from the school/college.

- **Non-Academic Issues**: For complaints about non-academic issues, see this page for appropriate contact information.