SEATTLE UNIVERSITY

DEPARTMENT OF SOCIAL WORK

BACHELOR OF SOCIAL WORK PROGRAM HANDBOOK

REVISED FALL 2023

ACCREDITED BY THE COUNCIL ON SOCIAL WORK EDUCATION

NONDISCRIMINATION POLICY

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WELCOME LETTER

Dear Social Work Student,

Welcome to the Social Work program at Seattle University! You are commencing on a path to join a nationally recognized and respected profession, whose primary purpose is to advocate for social and economic justice and improve the well-being of diverse people and the communities in which they live.

This **Student Handbook** will provide you with critical information about the Bachelor of Social Work (BSW) degree including our mission, goals, graduating competencies and practice behaviors. In addition, you can gain an understanding of the academic progression of the degree including the internal application process. Within the section on curriculum you will find degree requirements, course descriptions, and a typical sequence of courses. It is critical that you *carefully follow this plan of study* as our curriculum is highly sequenced with prerequisites before entering the field. Also, valuable information is described about academic and professional advising and university resources to support you through the program. *Quarterly contact with your advisor* is highly recommended as it will maximize your educational experience. Advisors can assist with course schedules, choosing electives, discussing career or graduate school options, and connect you with university resources. Finally, your rights and responsibilities and other policies are detailed; it is wise to be familiar with them.

As you prepare to enter the field, you will receive a **Field Practicum Manual** which will detail the specific educational processes and polices for this component of your education. Between these two documents, hopefully many of your questions will be answered. However, if other questions or issues arise, please contact your advisor.

Again, welcome to the major and all that awaits you!

Sincerely,

Amelia Seraphia Derr, PhD MSW
Chair, Department of Social Work
Director, BSW Program
Associate Professor

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I. INTRODUCTION

A. Overview of the Bachelor of Social Work Program

The Social Work program has developed and matured into a vibrant and regionally respected educational experience for undergraduate students, graduating a cohort each year that overwhelming describes being well prepared for their field experience and confident entering the world of professional work or graduate school. The late Dr. Madeline Lovell began the BSW program in autumn 2001 growing from an applied Sociology major within the Department of Society, Justice and Culture, graduating our first class in 2002. After candidacy, the program was granted initial accreditation in February 2005 from the Council on Social Work Education (CSWE). This accreditation was reaffirmed by CSWE in 2009 and again in 2017. Our next reaffirmation is in 2024. The vast array of community social service agency partners that accept our students for their field practicum, repeatedly report seeing a distinctive difference in their preparation and competencies demonstrated in the field of practice. We hear that our graduates are often preferred and final candidates for employment opportunities. Those students who go on to graduate school are accepted at the top-rated Social Work programs in the country. Clearly, we feel that we have a strong program that effectively prepares our graduates for social work generalist practice.

Our Social Work program benefits from a strong mission "fit" with the university. Our students understand from their Ignatian inspired liberal arts formation their role as global citizens to advocate for social and economic justice. Students join a cohort and engage disciplinary knowledge and gain practice skills within small classes (under 25 students) and accessible professors with years of field experience. Our Field Education is thoughtfully designed with an array of placement sites, trained supervisors, and faculty liaison support. Seniors complete their study with a rigorous capstone course which has students research, evaluate, and present a component of their field practice.

B. Bachelor of Social Work Program and the Jesuit Tradition at Seattle University

Seattle University is one of 28 Jesuit Universities in the United States. The educational mission of the University 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.*

The mission of the University is founded on six central values: care of students, academic excellence, celebration of diversity, faith, justice and leadership. This mission is integral and highly compatible to the Social Work Program in three ways.

First, the University sees itself as committed to the humanistic education of each of its students. It consciously builds its undergraduate mission on a required core curriculum. Seattle University carries on

the Jesuit tradition of a humanistic education closely related to professions and careers. Integral to the mission is the preparation of students for professional life and service; the majority of students are enrolled in professional programs. "Excellent teaching, supported by high quality scholarship and personalized attention to student learning" insures an intellectually challenging education as the heart of the educational mission. Students are joining a community of faculty and colleagues, in partnership to provide a total educational experience within the classroom, campus, and community that develops competence, character, and leadership.

Second, and perhaps most critically for the Social Work Program, is the University's long standing and central commitment to social justice. The Jesuit educational tradition promotes independent critical thinkers who are challenged by the Jesuit priority of the " 'service of faith and the promotion of justice' to address issues of poverty, injustice, discrimination, violence, and the environment in knowledgeable, committed and effective ways". This is deep commitment can be seen in the academic and campus life activities available to students.

Third, the University mission reflects the belief that students' moral and spiritual development is a necessary part of the educational process. Students are encouraged to explore their relationship with humanity, nature, and spirituality. While Seattle University 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. The University identifies itself as welcoming and promoting "the free dialogue of persons of diverse religious and intellectual traditions". The Social Work Program feels very fortunate to be located within an institution whose values and mission are so congruent with those of the profession of social work.

C. The Department of Social Work

The Bachelor of Social Work Program is housed within the Department of Social Work, which is composed of the Bachelor of Social Work and Master of Social Work Programs. The mission of the Social Work Department is to educate students for social justice-focused and community-based social work practice. We educate our students to challenge systemic injustice, help those in vulnerable situations, heal trauma, and strive for social change through their practices. The Department is committed to respectful engagement and collaboration with its community partners in its scholarship, teaching, and service.

II. BACHELOR OF SOCIAL WORK PROGRAM

A. Mission and Values of the Bachelor of Social Work Program

Seattle University Bachelor of Social Work (BSW) Program 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 community and human well-being. (Adopted 9/2014)

Rooted in the Jesuit academic tradition, which is drawn from the vision of Ignatian spirituality and worldview, the 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. In particular, given the University's Jesuit ethos and liberal arts foundation, the program prepares students to analyze social inequities, oppression and discrimination, effectively advocate for social change, and practice competently with diverse populations. The social work faculty is committed to teaching, service and scholarship that directly addresses economic and social justice and enhances the well-being of those without financial resources and who are marginalized. The Program acknowledges, celebrates, and draws from its strength in diversity as seen in its students, faculty, field education experiences, campus life, and neighboring community in Seattle.

The BSW Program adopted as its values the eight core values of the social work profession delineated in the Council on Social Work Education (CSWE) Educational Policy 1.0. Thus, the core values of the SU BSW Program are: *service; social justice; the dignity and worth of the person; the importance of human relationships; integrity; competence; human rights; scientific inquiry.*

B. Goals of the Bachelor of Social Work Program

The goals of the Bachelor of Social Work Program are derived from its mission, informed by CSWE's Educational Policy and Accreditation Standards (EPAS) and specify the intentions of the program to prepare baccalaureate students with the knowledge, values, and skills:

1. For competent and effective entry-level generalist social work practice with varying client systems (i.e., individuals, families, groups, organizations, and communities)
2. To practice competently with diverse populations.
3. To effectively promote and advocate for economic and social justice and human rights.
4. To apply the values, ethics, and standards of the social work profession into generalist practice.
5. For service and leadership to improve human and community well-being in evolving contexts.

C. Social Justice Commitment

The BSW Program upholds the social justice commitment specified in the Social Work Department Statement of Commitment to Social Justice in Our Curriculum ("Social Justice Statement") and strives to

apply its principles and goals in our explicit and implicit curriculum. The Social Justice Statement is an evolving document that illustrates the Department's conceptualization of social justice and how it is applied in our curriculum. The Department adopted the current version of the Social Justice Statement in September 2020.

D. Non-Academic Technical Standards for Social Work Education

Social work practice is guided by the National Association of Social Workers' (NASW) Code of Ethics. 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" (NASW, 2021). Students must uphold this mission as they prepare to become social work practitioners through admittance to Seattle University'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. Seattle University'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, 2015). CSWE (2015) 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 Seattle University'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 that are required to achieve these learning outcomes. Technical standards are defined as the non-academic criteria established by an educational program that are deemed essential for students to successfully progress through and complete academic requirements (Blacklock & Montgomery, 2016; de Saxe Zerden, et al., 2019). Upon admission, any violation of these standards may become grounds for dismissal from the Social Work Program.

Pease see Technical Standards in its entirety: https://www.seattleu.edu/media/college-of-arts- and-sciences/graduate-degrees/master-of-social-work/documents/Non-Academic-Technical- Standards-for-Social-Work-Education-Seattle-University.pdf

Please see Appendix B. NASW Code of Ethics.

E. Council on Social Work Education 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 2017. The BSW program adheres to the CSWE 2015 Educational Policy and Accreditation Standards.

Please see CSWE Educational Policy and Accreditation Standards (2015) in its entirety: https://www.cswe.org/getmedia/23a35a39-78c7-453f-b805-b67f1dca2ee5/2015-epas-and-glossary.pdf

F. Administrative Structure

The BSW and MSW Programs are housed within the Department of Social Work in the College of Arts and Sciences at Seattle University. 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 Educational policy and accreditation standards (EPAS).

G. Generalist Social Work Defined

The generalist social work practice, as defined and adopted from the CSWE's 2015 EPAS *Educational Policy 2.0* 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 and economic 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.

The Seattle University Bachelor of Social Work 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 Seattle University 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 Seattle University, 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 Seattle University'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.

H. Generalist Social Work Competencies

The BSW Program's generalist social work competencies and definitions are directly adopted from CSWE's 2015 Educational Policy and Accreditation Standards (EPAS). Faculty has 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.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in 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: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi- disciplinary sources and

multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence- informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that

beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration.

Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals

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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

I.   Program Assessment and Continual 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
- Final Field Practicum Evaluation of students' performance based on competencies as rated by their Practicum Instructor

Supplemental measures may include:
- Final Field Practicum Self Evaluation of students' performance based on competencies as rated by each student
- The Year End Survey evaluates 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. Students rate courses on quality, rigor, level of active learning, professor's effectiveness and availability.
- Field Education Annual Report summaries various evaluation tools including: 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.

III. PROGRAM ADMISSION AND PROGRESSION IN THE MAJOR

A. Program Admission Eligibility Requirements

Students are Social Work major candidates (SOCW.CAND) until they formally apply and are accepted into the program during the fall of their junior year.

Admission eligibility requirements include:

1. Prior admission to Seattle University and declared Social Work as a major

2. Junior level standing (90 or more credits)

3. A cumulative G.P.A. of at least 2.5/4.0 and G.P.A. of 2.5/4.0 in social science and social work courses at the time of application

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

5. Completion of the following prerequisite courses:

    a. Module I of Seattle University's Core Curriculum

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

6. 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.

B. Career Discernment, Personal Development, and 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 Field 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.

C. Application Procedure

Application packets are distributed by the program to eligible social work major candidates via email during fall quarter of their junior year. The student will complete the Application packet by the second week of January. There is no application fee. The application packet includes:

1. A completed BSW Application form that provides information about relevant experience.

2. A current Program Evaluation (available from MySeattleU).

3. A Personal Statement (guidelines are provided in the admissions packet).

4. Signed acknowledgement of the Seattle University Social Work Department [Non-Academic Technical Standards for Social Work Education](#).

5. Signed consent to abide by the NASW Code of Ethics.

6. A signed and completed Applicant Disclosure Form and results of a Criminal Background Check. Instructions for completing the background check are provided in application packet.

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 Seattle University.

D. Admissions Criteria

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 National Association of Social Work (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, Seattle University 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, Seattle University 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.

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

E. Student Submitted Materials and Admissions

The materials in the application packet assist the Committee in assessing the students entering abilities to grow and develop while in the Program. Described below are purposes for each of the packet components.

- The program application provides information about relevant human service experience and academic achievements.

- The personal statement provides the opportunity for the Committee to assess both the content of the essay as well as the student's ability to communicate in a professional manner. Students are asked to describe their interest and plans for their social work education and compatibility with social work values. In that writing is an essential skill required for academic success and for the social work profession the essay will also be evaluated for writing quality.

- A current program evaluation documents the SOCW.CAND status, completion of required courses, and G.P.A. of 2.5.

- The background checks (Washington State Patrol Criminal History and DSHS Child and Adult Abuse) request verifies that students have no prior offenses against minors or vulnerable adults.

F. 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, or

- Deny admission of the student.

The Committee may request an interview with the applicant prior to making a decision in order 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 (See Fair Process Policy in Appendix).

G. Academic Standards and Progression in Social Work Major

In order to advance in the major and complete the degree, students must meet Seattle University'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.

In order to successfully progress through the BSW program, students must:

1. Declare a social work major and meet regularly with their professional and/or faculty advisor. Students may declare a major in social work at any point from admission to Seattle University through the fall of their junior year. Declaring the major as early as possible is encouraged so that students formally come to the program for all of their advising. Students are a social work candidate (SOCW.CAND) until internally accepted to advance in the major.

2. Be accepted into the program during junior year. Students cannot progress in the major nor be eligible to receive a BSW degree (i.e., graduate with a major in Social Work) without acceptance to progress in the major.

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

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

5. Maintain a cumulative GPA of 2.0 or higher and major GPA of 2.0 or higher.

6. Successfully apply, be placed, and complete the 450 hour Field Practicum. All BSW degree candidates must be eligible to be placed in the field and complete the field practicum with co-requisite courses in order to successfully complete the degree.

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

   a. National Association of Social Work (NASW) Code of Ethics (2021)

   b. Seattle University's Academic Integrity Policy 2011-3

   c. Seattle University's Student Code of Conduct

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

   e. 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 not be allowed to complete the course or program and is the basis for a failing grade. The student may also be placed on academic probation or may be subject to academic dismissal or disciplinary sanctions (see Dismissal from the Social Work Program in this Handbook).

Students are asked to continue to monitor their progress toward degree completion by performing a degree audit, called program evaluation, available 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.

Students must submit an Application to Graduate form (available on the registrar's website) to the Registrar's office by the dates below:

> November 1 for Spring graduation
> February 1 for Summer and Fall
> October 1 for Winter

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.

IV. CURRICULUM

A. Core Curriculum Requirements for Social Work Majors

Social Work students are required to have completed Module I of the Core curriculum prior to taking junior level social work courses.

Table 1.   Module I and II of the Core Curriculum Requirements.

Module I: Engaging Academic Inquiry			Module II: Exploring the Self and Others		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
UCOR 1100	Academic Writing Seminar	5	UCOR 2100	Theological Explorations	5
UCOR 1300	Creative Expressions and Interpretations	5	UCOR 2500	Philosophy of the Human Person	5
UCOR 1200	Mathematics and Quantitative Reasoning	5	UCOR 2900-2940	Ethical Reasoning	5
Inquiry Seminars					
UCOR 1400-1440	Inquiry Seminar in the Humanities	5			
UCOR 1600-1640	Inquiry Seminar in the Social Sciences	5			
UCOR 1800-1840	Inquiry Seminar in the Natural Sciences	5			
Total Credits: 30			**Total Credits: 15**		

Table 2.   Module III and IV of the Core curriculum Requirements.

Module III: Engaging the World			Module IV: Reflection		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
UCOR 3100	Religion in a Global Context	5	MAJOR 4XXX	Senior Synthesis/Departmental Capstone Course: Course designated as capstones in the majors that include an assignment asking the students to reflect on their educational experience, growth, strengths/weakness, and future directions.	3 or more
Global Challenges					
UCOR 3400-3440	Humanities and Global Challenges	5			
UCOR 3600-3640	Social Sciences and Global Challenges	5			
UCOR 3800-3840	Natural Sciences and Global Challenges	5			
Note: Students take two courses in areas outside of their major studies					
Total Credits: 20			**3 Credits in Major**		

B. College of Arts and Sciences Requirements

All students with a major in the College of Arts and Sciences, 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 the foreign language competency examination. See the Modern Language Department for details on the examinations.

Table 3.   College of Arts and Sciences Requirements.

Course Title	Credits
Modern language 1150, 1250, 1350, or equivalent	15

Choose one of the following two courses:
     HIST 1210 Studies in Modern Civilization
     HIST 2310 Survey of the United States
	5

In addition to the language requirement, the College of Arts and Sciences requires an additional History class. Students may choose either HIST 1210 Studies in Modern Civilization, or HIST 2310 Survey of the United States.

C. Transfer Students: Degree Requirements and Policy for Transfer of Credits

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

Accepted students who have an Associate degree granted by a regionally accredited Washington State community college prior to first matriculation at Seattle University 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 with the exception of:

- 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 will also need the College of Arts and Sciences requirements of a modern language through the 135 level and the History requirement (please see above).

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. Continuing Seattle University students who wish to take additional work at another college must complete a Transfer Verification form 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.

D. Credit for Life Experience Policy

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

E. Social Work Major Requirements

Social Work majors are required to complete 70 credits in social work, including those described in Table 4.

Table 4.   Social Work Credits Required for Social Work Majors.

Course Number	Course Title	Credits
SOCW 1510	Introduction to Social Work	5[1]
SOCW 2010	Social Justice	5[1]
SOCW 3010	Human Behavior in the Social Environment	3[1]
SOCW 3020	Human Development and Social Work	5[1]
SOCW 3040	U.S. Social Welfare Policy	5[1]
SOCW 3050	Advocacy & Activism	3[1]
SOCW 3110	Practice I: Social Work with Individuals and Families	5[1]
SOCW 4010	Anti-Oppressive Social Work Research: Data Analysis	5[1]
SOCW 4020	Anti-Oppressive Social Work Research: Methods	5[1]
SOCW 4110	Practice II: Social Work with Groups	3[1]
SOCW 4120	Practice III: Social Work with Organizations and Communities	3[1]
SOCW 4510-30	Field Practicum I, II, III	9
SOCW 4610-30	Field Seminar I, II, III	3[1]
SOCW 4030	Social Work Capstone	3
Choose electives from SOCW, or other departments as approved by Program Director		8
Total		**70**

[1] Must be graded C (2.0) or better

F. Social Work Two Year Plan of Study

The sequence of courses over the Junior and Senior years is displayed below in Figure 1. Students may declare social work as their major at any point through 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 field are SOCW 3010, 3020, and 3110. A two-year schedule of classes is posted on the Program's web page that includes scheduling of elective offerings. It is also found in the appendices of this Handbook. However, it is possible in a given year that there may be some differences in when special topics classes electives will be offered.

Figure 1.   Typical Social Work Two-Year Plan of Study (70 Credits)

Social Work majors are required to apply for formal admission as a Bachelor of Social Work (BSW) degree candidate in the fall of their junior year.

Junior year	Fall	Winter	Spring
	SOCW 1510 Introduction to Social Work[1] (5)	SOCW 3010 Human Behavior the Social Environment (3)	SOCW 3020 Human Development and Social Work (5)
	SOCW 2010 Social Justice in Social Work Practice (5)	SOCW 3040 Policy Advocacy for Social Change (5)	SOCW 3110 Practice I: Social Work with Individuals and Families (5)
		UCOR 3XXX Core curriculum	SOCW 3050 Advocacy & Activism for Social Justice (3)
BSW Total Credits	(10)	(8)	(13)

Senior year	Fall	Winter	Spring
	SOCW 4010 Social Work Research Data Analysis (5)	SOCW 4020 Social Work Research Methods (5)	SOCW 490 Social Work Research III: Capstone[3] (3)
	SOCW 4610 Field Seminar (1) SOCW 4510 Field Practicum[2] (3)	SOCW 4620 Field Seminar (1) SOCW 4520 Field Practicum (3)	SOCW 4630 Field Seminar (1) SOCW 4530 Field Practicum (3)
	SOCW 4110 Practice II: Social Work with Groups (3)	SOCW 4120 Practice III: Social Work with Organizations and Communities (3) SOCW Elective (3 or 5)	SOCW Elective (5) OR Core curriculum
BSW Total Credits	(12)	(15)	(12)

[1] SOCW 1510 Introduction to Social Work is a prerequisite for Social Work candidates applying to progress in the major, therefore social work majors are advised to take it during their sophomore year.

[2] SOCW 4510-30 Field Practicum: Monday and Wednesdays are designated as "field days". Required senior social work classes are offered on Tuesdays and Thursdays.

[3] Electives may be taken at any time during the two years of study.

G. Bachelor of Social Work Course Descriptions

Required Courses   No. of Credits

SOCW 1510   Introduction to Social Work   5

Historical development of 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 needs.

SOCW 2010   Social Justice   5

Focuses on personal and professional development toward social work practice for social justice. Uses critically self-reflective, experimental and dialogical learning processes to explore personal meaning systems and narratives in the context of professional values of social justice, multiculturalism, human behavior theory, empowerment and globalization.

SOCW 3010   Human Behavior in the Social Environment   3
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
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.

SOCW 3040   U.S. Social Welfare Policy   5
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 and Activism   3
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.

SOCW 3110   Practice I: Social Work with Individuals and Families   5
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 degree majors only. Prerequisite SOCW 3010.

SOCW 4010   Anti-Oppressive Social Work Research: Data Analysis   5
An introduction to data analysis strategies for quantitative and qualitative data. Introduction to the application of computers and computer software in descriptive and inferential statistics. Majors only.

SOCW 4020   Anti-Oppressive Social Work Research: Methods   5
Methods of scientific investigation with application to the social welfare field. Values and ethics for social work research. Stages of the research process including design, data collection, qualitative and quantitative methods. Accepted Social Work degree majors only. Co-requisites: SOCW 4520.

SOCW 4030   Social Work Capstone   3
This course serves as the final capstone experience in the BSW Program as well meets the senior synthesis 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 learning from across the curriculum through evaluating a component of their field practicum. Corequisites: SOCW 4630, SOCW 4530. Meets senior synthesis requirement.

SOCW 4110   Practice II: Social Work with Groups   3
Second 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 groups. Skills in group participation and leadership. Accepted Social Work degree majors only. Prerequisite: SOCW 3110.

SOCW 4120   Practice III: Social Work with Organizations and Communities   3
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 degree majors only. Pre-requisite: SOCW 3110 and SOCW 4110.

SOCW 4510, 4520, 4530 Field Practicum I, II, III   3 each
The 450 hour field practicum 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 degree majors only. Mandatory credit/no credit. Pre-requisites: SOCW 3010, 3020, 3110. Co-requisite: SOCW 4610-30.

SOCW 4610, 4620, 4630 Field Seminar I, II, III   1 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 degree majors only. Co-requisite: SOCW 4510-30.

Electives

SOCW 3170   Race and Ethnicity   5
Investigation of the social construction of race and ethnicity in comparative perspective, including the political and socio-historical factors affecting individual and group identities. Special attention paid to the economic and social-psychological dimension of racism and domination. Cross listed with SOCL 3320.

SOCW 3030   Juvenile Justice   5
An overview of the juvenile justice system from its early history to contemporary philosophy, issues and interventions with today's at-risk adolescents. Sociological, psychological and developmental theories that attempt to explain why youth act-out criminally, as well as current

practices being used by King County's Juvenile Probation Department, and other youth-serving agencies, to intervene are covered.

SOCW 4350   Social Work with Children and Youth   5
A course focusing on methods of working with children and youth in social and interpersonal conflicts at home, in school and in the community. Also covers child welfare system, intervention, ethical and legal responsibilities.

SOCW 4320   Domestic Violence   3
An overview of issues related to intimate partner violence in the United States. An introduction to current theories, research, interventions, and prevention strategies, including local services and legal remedies for domestic violence victims, perpetrators and their children

SOCW 4330   Politics of Homelessness   3
This course examines homelessness in Seattle and King County from social, economic, political, and ethical perspectives. Consideration will be given to the causes, characteristics, and potential cures of/for homelessness. Presentations from homeless and formally homeless people, service providers, and local public officials responsible for policy responses to homelessness, are key features of this course.

SOCW 4340   Introduction to Drug and Alcohol Addictions   3
This course covers the history, scope, physiological, social, psychological, and family aspects of alcohol and other addictions. Discussions include the similarities and differences between individuals and groups of individuals, governmental and societal responses to addiction, causality, prevention, progression, and treatment.

And others as relevant. Elective offerings change from year to year.

H. Field Education

Field 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. Field Education is comprised of two interdependent components taken during senior year: Field Practicum and Field Seminar. Together these two components provide the major culminating experience for social work majors, integrating and applying theory and practice.

The Field Practicum (SOCW 4510, 4520, & 4530) courses are 3 credits each. The student's field experience runs concurrently at the same field site over Fall, Winter, and Spring quarters for a total of 450 hours. Each quarter the student is at the their site for 150 hours, on average 8 hours per day, two days per week for 10 weeks. Mondays and Wednesdays are designated field days.

The Field 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 Field Practicum is a critically important part of the Social Work Program. Graduates often describe their field 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 the field include:

1. 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.

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

3. 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 Field 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 (See Appendices).

Students participate in a placement process for the Field practicum in the winter quarter of their junior year. First students attend the 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. The Program's Field Manual can be consulted for a more in-depth discussion of the Field 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.

V. ADVISING, SUPPORT, AND ENGAGEMENT

A. 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 Seattle University, 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 insures 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 (See Appendices) 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.

B. 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. Seattle University 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. An annual Professional Development Night for Social Work Majors, sponsored by the Program and hosted by the Career Development Center, is held in Winter Quarter. During the workshop students learn about networking, identifying their work-related strengths, preparing resumes, and doing a job search. Recent alumni join current students for the evening's small group activities as well as sit on a panel and share their employment search experiences. Human Resource professionals from several local social service organizations share what they look for in an employment and interviewing strategies. Students have found this evening very helpful as they prepare for life after graduation. Waiting until Spring Quarter is

too late to strategize your job search. Plan on attending this event where you will get the most in-depth preparation for career planning and job searches.

The Career Engagement Office https://www.seattleu.edu/careerservices/) in the Student Center Pavilion 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 Seattle University. 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.

C. Student Support: University Resources

Career Engagement Office

 https://www.seattleu.edu/careerservices/

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

Counseling and Psychological Services (CAPS)

https://www.seattleu.edu/caps/

Counseling and Psychological Services 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

http://www.seattleu.edu/disabilities-services/

Disability Services is a program that 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

https://www.seattleu.edu/isc/

The International Student Center strives to enable international students to achieve success at Seattle University 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

https://www.seattleu.edu/library/

Social Work students will benefit from the Library's link to the campus-wide computer network. The on-line 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

https://www.seattleu.edu/learning-assistance/

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

https://www.seattleu.edu/fellowships/

The 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

https://www.seattleu.edu/mosaic/

At the MOSAIC Center, you'll find 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

 www.seattleu.edu/safety
296-5911 (emergency), 296-5990 (non-emergency)
Public safety provides 24 hour security for the campus. Security staff is available to assist students in a variety of ways including first aid, safety escorts, crime prevention and vehicle assistance.

Student Academic Services

https://www.seattleu.edu/sas

Student Academic Services 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

https://www.seattleu.edu/student-health/

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

Writing Center

http://www.seattleu.edu/writingcenter/

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).

D. Student Engagement: Program

Social Work Club

The 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 (i.e., Educational Awareness day), visits by graduate schools, and a "Professionals in Field" speaker series. Representatives from the Club serve on the Program's Community Advisory Board. Officers are elected each spring to ensure continuity from year to year. A faculty member serves as the Club's advisor. The Club is a main 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.

Phi Alpha Honor Society

The Lambda Tau Chapter of Phi Alpha – 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.

National Association of Social Workers (NASW) – Washington Chapter

NASW's Chapter in the State of Washington 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 Washington Chapter of NASW

sponsors the annual Lobby Day at the State capital in Olympia. Lobby 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.

E. Student Engagement: University

Campus Ministry

www.seattleu.edu/campus-ministry

Campus Ministry nurtures and supports the eclectic faith communities at Seattle University. 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

 www.seattleu.edu/csce/

The Center for Service and Community Engagement (CSCE) promotes student leadership I the community, supports service-learning courses and builds partnerships with local community-based organizations through various service opportunities. Several major CSCE 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

https://www.seattleu.edu/involvement/

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

Recreational Sports

https://www.seattleu.edu/recreation/

Recreational sports 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.

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.

VI. STUDENT RIGHTS AND RESPONSIBILITIES

Seattle University provides a variety of policies regarding student rights and responsibilities. Use the links to view the most updated policy. Students are strongly advised to review these policies (including the major policies listed below): https://www.seattleu.edu/policies/

A. Nondiscrimination Policy

https://www.seattleu.edu/policies/nondiscrimination-policy/

Seattle University 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.

B. Academic Integrity Policy

https://www.seattleu.edu/media/redhawk-service-center/registrar/registrar-policies/Academic-Integrity-2011-03-Interim-Update-3.24.23.pdf

Seattle University 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. The Academic integrity Policy provides and describes a non-exhaustive list of prohibited conduct including:

1. Plagiarism which is the unacknowledged use of the work or intellectual property of other persons, published or unpublished, presented as one's own work. This includes the use of Artificial Intelligence (AI).

2. Cheating on Exams and Other Assignments - Acting dishonestly or deceptively in connection with an assignment, examination or other activity related to a course.

3. Academic Fraud - Misrepresenting one's academic work.

Students are encouraged to consult the original policy in its entirety in order to familiarize themselves with breath and scope of Academic Integrity and the examples given found in the link provided.

C. Accommodation Policy

https://www.seattleu.edu/media/policies/NEW-ADA-Policy--2013-TOC-and-Cover4780.pdf

Seattle University 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: https://www.seattleu.edu/disabilities-services/. Disability-based adjustments to course expectations can be arranged only through this process. Students with approved accommodations must discuss their needs with their professors—and it is suggested that they also discuss their needs with their faculty advisor and the field director.

D. Bias-Related Harassment Policy

https://www.seattleu.edu/deanofstudents/policies/bias-harassment-policy/

Seattle University values and celebrates the diverse backgrounds, cultures, experiences, and perspectives of our community. By encouraging and protecting diversity, we create an environment that promotes freedom of thought and academic excellence. 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: https://www.seattleu.edu/equity/reporting/

E. Change in Criminal Background

Once admitted as a BSW candidate, students are responsible for notifying the Program Director if there is a change in the student's criminal background history, such as a new criminal charge.

F. Code of Student Conduct

As a Catholic and Jesuit university, Seattle University is a learning community that values the dignity and worth of persons. Consistent with its values, the University fosters the respect needed for students to live, work, study, and socialize together as a community. All members of the University community are expected to observe standards that reflect personal accountability and responsibility for the common good; demonstrate regard for the safety, security, and health of others; maintain the atmosphere needed for study and reflection; show respect for individuals; and value truthfulness and personal integrity. This policy is referred to as the "Code of Student Conduct" or "Code." Taken from University's Student Handbook found at: https://www.seattleu.edu/media/dean-of-students/files/Code-2023-24.pdf

Some of the categories of unacceptable behavior that could lead to disciplinary action are listed below, but please view the full text of the policy at the link above:

- Acts of dishonesty including plagiarism.

- Destructive or unauthorized use of property.

- Conduct toward others including:

    o   Assault, physical abuse, verbal abuse, threats, intimidation, harassment, and other conduct that threatens the health and safety of any person including oneself.

    o   Harassment or discrimination on the basis of race, sex, national or ethnic origin, religion, gender, sexual orientation, immigration status, political orientation, veteran status, or disability.

- Sexual misconduct such as exposure, rape, harassment.

- Health and Safety offenses including possession, use or display of firearms, explosives, or other weapons real or simulated.

- Use, possession, providing, sale, or distribution of illegal narcotics.

G. Contact Information: Current Address and Phone Number, Email

Students are responsible for maintaining current contact information with Seattle University. The University and Program will have over the course of a student's time at Seattle University the need to use the U.S. Mail to send official letters. All Seattle University 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 Seattle University email. It is 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.

H. 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:

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

2. Contact the Bachelor Social Work Program Director or the 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.

Academic Grading Grievance Policy

Students who want to appeal the assignment of a course grade given in a particular course should consult the procedures set out in Seattle University's Academic Grading Grievance policy (Policy #2004-7) available at https://www.seattleu.edu/redhawk-axis/academic-policies/ . This policy outlines the process that guides the University's response to allegations that a faculty member acted arbitrarily and capriciously in assigning course grades.

Academic Probation Dismissal Appeal UG

Students who desire to appeal probation or dismissal due to academic deficiencies should consult the procedures set out in Seattle University's Academic Probation Dismissal Appeal UG available at https://www.seattleu.edu/redhawk-axis/academic-policies/

Professional Conduct: Appeal Procedures

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 Seattle University's Professional Conduct policy available at: https://www.seattleu.edu/redhawk-axis/academic-policies/

I.   Involvement in 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)

The Social Work Program's Community Advisory Committee (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)

The Practicum Advisory Board (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 issue 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

All social work majors are invited to periodic informal brown bag meetings with the Director and faculty to discuss topical issues of interest and areas of involvement (i.e., International study, curriculum revisions, etc.). This method allows for free-flowing relaxed discussions on a range of issues and serves to keep faculty abreast of concerns of students.

College of Arts and Sciences Student Executive Council

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)

https://www.seattleu.edu/sgsu/

The SGSU, Seattle University's undergraduate student government, organizes and leads service and programs geared to students.

Policy and Opportunities

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.

J.   Sexual Harassment Policy

https://www.seattleu.edu/deanofstudents/policies/sexual-harassment-policy/

Seattle University seeks to promote and maintain an environment free from harassment of any type. Sexual harassment that is experienced either within the campus environment or in field practicums can interfere with a student's academic performance and emotional and physical well- being. Preventing and remedying sexual harassment at Seattle University is essential to ensuring a nondiscriminatory environment in which students can learn. A complete explanation of the Policy and Complaint

Procedure Relating to Sexual Harassment is available in the office of the Vice Provost for Student Development.

K. Sexual Misconduct: Information and Resources

https://www.seattleu.edu/deanofstudents/sexual-misconduct-resources/?redirect=true

Seattle University affirms respect, responsibility, and care for all persons. Conduct constituting a sexual offense, such as non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, or sexual assault is not tolerated. Behavior of this nature, whether within the campus community or field practicum, is inconsistent with Seattle University values and is a violation of Seattle University's Code of Student Conduct. Students committing sexual misconduct in any form will be disciplined under the Code of Student Conduct. For 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 field practicums should notify their field liaison and Social Work Field Director immediately. All Seattle University faculty and staff are required to report incidents of sexual misconduct to the Title IX Coordinator, a representative of Seattle University who responds to student reports of sexual harassment and misconduct experienced on campus and in field practicums.

Seattle University provides resources to assist and support students who experience sexual harassment, sexual assault, domestic violence, dating violence, stalking, or other sexual misconduct, regardless of where or when it occurs, or by whom. A complete list of resources can be found on the website of the Dean of Students.

L. Student Academic File

The Bachelor of Social Work 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 Seattle University.

- 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.

VII. PROGRAM AND UNIVERSITY POLICIES

A. 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. Field Education is comprised of the Field Seminar and Field Practicum. The Field Practicum is a 450 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. Field 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 National Association of Social Workers (NASW) Code of Ethics.

Seattle University's Professional Conduct policy ([Policy #2011-2](#)) 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 insure 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.*

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 Field 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 Field 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:

1. Probation

2. Suspension/Removal from the field

3. 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 (2011-2). 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:

1. The student's cumulative GPA falls below 2.0

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

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

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

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

6. 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

1. 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.

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

Suspension/Removal from Field

As described in the Field Manual, Practicum Instructors and the Field Director have the authority to suspend or remove the student from the Field 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 Field Policy Manual should be consulted for detailed policy and procedure. From the Professional Conduct policy 2011-2:

> *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.*

Dismissal

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

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

2. Students who are on Academic Probation after two consecutive quarters

3. Failing grade or withdrawal from two Social Work courses

4. Violation of Seattle University's Academic Integrity Policy (2011-03), https://www.seattleu.edu/redhawk-axis/academic-policies/

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:

1. Behavior judged to be in violation of the NASW Code of Ethics, 2008

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

3. 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.

4. Violation of the Seattle University's Code of Student Conduct.

Appeals

1. 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 Probation Dismissal Appeal UG, Policy 2005-2.

2. 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 Seattle University Professional Conduct Policy, Policy 2011-2.

3. An academic penalty that results from a violation of Section 3.5 of the Seattle University Code of Student Conduct, such as cheating or plagiarism, will be reviewed under the procedures in the Seattle University Academic Integrity Policy 2011-3.

B. Grading Policy

Social Work majors must receive a C (2.) or better in all required Social Work courses. The Field 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 Seattle University 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
A-	3.7	
B+	3.3	
B	3.0	Good Performance
B-	2.7	
C+	2.3	
C	2.0	Adequate Performance
C-	1.7	
D+	1.3	
D	1.0	Poor Performance
D-	0.7	
F	0.0	Failing

C. Sexual Misconduct Information and Resources

Seattle University 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 Seattle University 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.

Seattle University provides many resources to assist and support students who experience sexual harassment, sexual assault, domestic violence, dating violence, stalking, or other sexual misconduct, regardless of where or when it occurs, or by whom. For a complete list see:

http://www.seattleu.edu/deanofstudents/sexual-misconduct/

APPENDICES

Please Note: In the effort to provide students with the most up to date and accurate University policy and procedural information, including contact names and numbers, we have been counseled to provide direct web site links to referenced policies versus directly citing and placing them in the Appendices.

APPENDIX A

BACHELOR OF SOCIAL WORK PROGRAM EDUCATIONAL PLANS

BACHELOR OF SOCIAL WORK SAMPLE 4 YEAR EDUCATIONAL PLAN

2023-2024	BSW.SOWK - Bachelor of Social Work	Sample 4 Year Educational Plan

Year 1

	Fall	Winter	Spring
Course 1	Language 1150 (5)	Language 1250* (5)	Language 1350* (5)
Course 2	UCOR Module I (5)	UCOR Module I (5)	SOCW 1510 Intro to Social Work (5)
Course 3	UCOR Module I (5)	UCOR Module I (5)	UCOR Module I (5)

Steps for Success
- ☐ Meet with your Academic Advisor
- ☐ Create plan in Student Planning
- ☐ Get Involved

Year 2

	Fall	Winter	Spring
Course 1	SOCW 2010 Social Justice (5)	HIST 1200, 1210 *OR* 2310 (5)	Social Work Elective (3)
Course 2	UCOR Module I (5)	General Elective (5)	General Elective (5)
Course 3	UCOR Module II* (5)	UCOR Module II* (5)	UCOR Module II* (5)
Course 4			UCOR Module III* (5)

Steps for Success
- ☐ Meet with your Academic Advisor(s)
- ☐ Plan for Study Abroad
- ☐ Meet with Career Engagement Office

Year 3

	Fall	Winter	Spring
Course 1	Social Work Elective (5)	SOCW 3010 Human Behavior in the Social Environment (3)	SOCW 3020 Human Development and Social Work (5)
Course 2	General Elective (5)	SOCW 3040 US Social Welfare Policy (5)	SOCW 3050 Activism and Advocacy for Social Justice* (3)
Course 3	UCOR Module III* (5)	General Elective (2)	SOCW 3110 Practice 1: Social Work with Individuals and Families* (5)
Course 4		UCOR Module III* (5)	General Elective (2)

Steps for Success
- ☐ Submit application to advance in the major (due in January)
- ☐ Meet with Faculty Advisor
- ☐ Review Educational Plan

Year 4

	Fall	Winter	Spring
Course 1	SOCW 4010 Social Work Research Data Analysis* (5)	SOCW 4020 Social Work Research Methods* (5)	SOCW 4030 Social Work Research Capstone* (3)
Course 2	SOCW 4110 Practice 11: Social Work with Groups* (3)	SOCW 4120 Practice 111: Social Work with Orgs/Cmty* (3)	SOCW 4530 Field Practicum 111* (3)
Course 3	SOCW 4510 Field Practicum 1* (3)	SOCW 4520 Field Practicum 11* (3)	SOCW 4630 Field Seminar 111* (1)
Course 4	SOCW 4610 Field Seminar 1* (1)	SOCW 4620 Field Seminar 11* (1)	General Elective (5)
Course 5	General Elective (3)	General Elective (3)	

Steps for Success
- ☐ Meet with Faculty Advisor
- ☐ Apply for Graduation
- ☐ Continue Post Graduation Planning

BACHELOR OF SOCIAL WORK SAMPLE 2 YEAR EDUCATIONAL PLAN

2023-2024	BSW.SOCW - Bachelor of Social Work	Sample 2 Year Educational Plan

The example below assumes that you enter Seattle University with junior standing (90 credits), have earned a transferable associate's degree, and have successfully completed an equivalent to the following:

Seattle University Course Number and Title	Washington State Community College Common Course Number
Language 1150, 1250, and 1350	Foreign Language or ASL 121, 122 and 123 or demonstrated proficiency
HIST 1200, 1210 or 2310	HIST 126, 127, 128, 136, 137, 146, 147 or 148

Visit the Transfer Equivalency Guide on the Transfer Tools site for more information on how your credits may transfer to SU: https://www.seattleu.edu/registrar/transfer-tools/. Some courses not listed on the Transfer Equivalency Guide may still transfer to SU. For courses not found on this tool, compare course descriptions with SU's course catalog to determine equivalent courses at your college/university: http://catalog.seattleu.edu/

This is a sample and not the only way to complete this plan. Number of credits are in parentheses. *Some classes have prerequisites.

Year 3

	Fall	Winter	Spring	Steps for Success
Course 1	SOCW 1510 Introduction to Social Work (5)	SOCW 3010 Human Behavior in the Social Environment (3)	SOCW 3020 Human Development and Social Work (5)	☐ Meet with your Academic Advisor
Course 2	SOCW 2010 Social Justice (5)	SOCW 3040 U.S. Social Welfare Policy (5)	SOCW 3050 Activism & Advocacy for Social Justice * (3)	☐ Meet with Career Engagement Office
Course 3	UCOR Module II * (5)	Social Work Elective (3)	SOCW 3110 Practice I: Social Work with Indiv/Families * (5)	☐ Submit Course Plan for approval via mySeattleU
Course 4		UCOR Module II * (5)	UCOR Module II * (5)	

Year 4

	Fall	Winter	Spring	Steps for Success
Course 1	SOCW 4010 Social Work Research Data Analysis * (5)	SOCW 4020 Social Work Research Methods * (5)	SOCW 4030 Social Work Research Capstone * (3)	☐ Meet with Advisor for Senior Graduation check
Course 2	SOCW 4110 Practice II: Social Work with Groups * (3)	SOCW 4120 Practice III: Social Work with Orgs/Cmty * (3)	SOCW 4530 Field Practicum III * (3)	☐ Apply for Graduation
Course 3	SOCW 4510 Field Practicum I * (3)	SOCW 4520 Field Practicum II * (3)	SOCW 4630 Field Seminar III * (1)	☐ Continue Post Grad Planning
Course 4	SOCW 4610 Field Seminar I * (1)	SOCW 4620 Field Seminar II * (1)	UCOR Module III * (5)	
Course 5	Social Work Elective (5)			

APPENDIX B

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW) CODE OF ETHICS (2021)

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)
CODE OF ETHICS

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. The 2021 update includes language that addresses the importance of professional self-care. Moreover, revisions to Cultural Competence standard provide more explicit guidance to social workers. All social workers should review the new text and affirm their commitment to abide by the Code of Ethics. Also available in Spanish.

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, **Purpose of the NASW Code of Ethics**, provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, **Ethical Principles**, presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, **Ethical Standards**, includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

PREAMBLE

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

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

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

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

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

PURPOSE OF THE NASW CODE OF ETHICS

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

The NASW Code of Ethics serves six purposes:

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

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

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

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

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

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

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

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

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

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

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

ETHICAL PRINCIPLES

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

ETHICAL STANDARDS

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

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

(j)   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.

(k)   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.

(l)   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.

(m)   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.

(n)   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

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

(p)   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.

(q)   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.

(r)   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.

(s)   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

(t)   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.

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

(v)   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.)

(w)   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.

(x)   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.

(y)   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.

(z)   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.

(aa)   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

(bb)   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.

(cc)   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.

(dd)   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.

(ee)   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.

(ff)   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.

(gg)   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.

(hh)   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.

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

(jj)   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.

(kk)   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.

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

(mm)   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.

(nn)   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.

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

(pp)   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.

(qq)   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.

(rr)   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.

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

(tt)   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.

(uu)   Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(vv)   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.

(ww)   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.

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

1.08 Access to Records

(yy)   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.

(zz)   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.

(aaa)   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

(bbb)   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.

(ccc)   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.

(ddd)   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.

(eee)   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

2.   *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

3.   *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

4.   *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
a. 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

5.   *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

(d)   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.

(e)   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.

(f)   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.

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

(h)   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.

(i)   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.

Social Workers' Ethical Responsibilities to Colleagues

Respect

- Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to 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 disability
- Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

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.*

Interdisciplinary Collaboration

- 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.
- 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.

Disputes Involving Colleagues

- 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.
- 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.

Consultation

- Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- 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.
- When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

Referral for Services

- Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- 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.
- Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

Sexual Relationships

- Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- 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.

Sexual Harassment

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

Impairment of Colleagues

- 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.
- 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.

Incompetence of Colleagues

- 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.
- 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.

Unethical Conduct of Colleagues

- Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- 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.
- 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.
- When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

Social Workers' Ethical Responsibilities in Practice Settings

Supervision and Consultation

- Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- 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.
- Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

Education and Training

- 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.
- Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- 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.
- Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

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.

Client Records

- Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- 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.
- 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.
- Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

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.

Client Transfer

- 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.
- 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.

Administration

- Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- 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.
- Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- 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.

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.

Commitments to Employers

- Social workers generally should adhere to commitments made to employers and employing organizations.
- Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

- 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.
- 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.
- Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- 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.

Labor-Management Disputes

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

Social Workers' Ethical Responsibilities as Professionals

Competence

- Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- 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.
- Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

Discrimination

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

Private Conduct

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

Dishonesty, Fraud, and Deception

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

Impairment

- 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.
- 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.

Misrepresentation

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

Solicitations

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

Acknowledging Credit

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

Workers' Ethical Responsibilities to the Social Work Profession

Integrity of the Profession

- Social workers should work toward the maintenance and promotion of high standards of practice.
- 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.
- 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.
- 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 con-tribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- Social workers should act to prevent the unauthorized and unqualified practice of social work.

Evaluation and Research

- Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- 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.

- 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.
- 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.
- 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.
- 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.
- Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- 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.
- 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.
- Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- 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.
- 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.
- Social workers should educate themselves, their students, and their colleagues about responsible research practices.

Social Workers' Ethical Responsibilities to the Broader Society

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.

Public Participation

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

Public Emergencies

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

Social and Political Action

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