Pacific University MSW Program Manual
(updated summer 2016)
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Introduction to Pacific University Oregon

Origins
Pacific University began as a school for orphans from the Oregon Trail in 1848 and in 1849 was chartered as a college founded by Congregationalists and modeled after the best schools of New England. Over time, the university has grown into a unique combination of undergraduate and graduate programs in liberal arts and sciences, education, business, and health.

Today, Pacific’s focus on teaching and learning in a close nurturing environment leads to genuine transformation in students’ lives. Distinguished by its inquiry-based curricula and interdisciplinary collaboration, Pacific offers students exceptional opportunities for experiential learning, leadership, and civic engagement.

Social Work at Pacific University
The BSW program at Pacific was accredited by the Council on Social Work Education (CSWE) in 2011, and we are extremely proud and excited to be able to offer a MSW program. We are currently seeking initial accreditation through CSWE, and we are in Candidacy status.

Mission
A diverse and sustainable community dedicated to discovery and excellence in teaching, scholarship and practice, Pacific University inspires students to think, care, create, and pursue justice in our world.

Vision 2020
Pacific University will embrace discovery as an essential characteristic of teaching, learning, scholarship, practice and creative expression. We will achieve excellence and distinction by investing in exceptional people. We will embrace a rich diversity of ideas, peoples and cultures. We will incorporate sustainability into all of our endeavors. The culture of Pacific fosters warm and supportive relationships that enable the university to provide an extraordinary educational experience. Students, faculty and staff are drawn to Pacific by its welcoming environment, emphasis on public service, and development of graduates who contribute as gifted leaders of the global community.

Approved by the Board of Trustees May 18, 2012
**MSW Program Mission Statement**

Pacific's MSW program offers an advanced generalist degree based on the purpose of the social work profession—to promote human and community wellbeing. From a person-in-environment construct, a global perspective, a respect for human diversity, and knowledge based on scientific inquiry, Pacific's MSW program is guided by its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

The small class sizes at Pacific allow for individualized instruction and mentoring from professors, and our geographic location provides opportunities to explore social work practice in both rural and urban settings.

The MSW program at Pacific is grounded in the social work professions’ values and ethical principles of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. We seek to produce culturally responsive, advanced generalist social workers who are prepared to respond to, and prevent, the urgent problem of health disparities in the areas of emotional, community, mental, physical, and spiritual wellness. We are equally committed to preparing our students to work with diverse populations with special focus on enhancing quality of life, equity, and social justice among immigrant and native Latino peoples.

The website for the social work program at Pacific University is:
http://www.pacificu.edu/as/msw/index.cfm

**MSW Program Goals**

The MSW program at Pacific University has identified 10 goals that are derived from the MSW program’s mission statement. A number of themes from the mission statement are emphasized in the program goals. Specifically, the MSW program at Pacific seeks to:

1. Prepare social workers to enter practice, at an advanced level, under professional supervision in the fields of Health & Wellness and Latino Families and Cultures.

2. Prepare social workers with cultural competence skills to practice with diverse populations, including special preparation for work with recently arrived Latino individuals and families through attainment of Spanish language skills and in-depth cultural knowledge.
3. Provide MSW students with rigorous academic and field based experiences that allow students to integrate theoretical and applied knowledge at the micro, mezzo, and macro levels of practice across practice settings.

4. Prepare social workers to intervene effectively in a variety of complex human and social problem areas and to evaluate the effectiveness of interventions.

5. Prepare social workers to understand current social policies impacting clients and acquire the skills necessary to advocate for desired changes within organizations, and at all levels of government, in order to advance human rights and social and economic justice.

6. Prepare social workers to understand and utilize the ethical standards of the profession embodied in the code of ethics of the National Association of Social Work (NASW) and to practice within the values of the social work profession.

7. Facilitate the entry of nontraditional students into the social work profession by offering the MSW degree program in formats that can allow nontraditional students, particularly employed persons and persons from marginalized groups, the opportunity to work toward the MSW degree.

8. Collaborate with individuals and organizations to develop new social work knowledge and provide service and leadership to the local community.

9. Strengthen the social service delivery system of the Pacific Northwest by producing highly trained MSW graduates to serve in leadership positions in practice, policy, and/or research.

10. Prepare MSW graduates to compete successfully for admission to doctoral programs in Social Work and/or related fields.
CSWE Competencies

The Council on Social Work Education (CSWE) is the accrediting body for social work programs in the U.S. The MSW curriculum has been designed so that students have the opportunity to master the following 10 CSWE competencies by the time they graduate from our program [as outlined in the 2008 Educational Policy and Accreditation Standards (EPAS)]:

EP 2.1.1: Identify as a professional social worker and conduct oneself accordingly.

EP 2.1.2: Apply social work ethical principles to guide professional judgments.

EP 2.1.3: Apply critical thinking to inform and communicate professional judgments.

EP 2.1.4: Engage diversity and difference in practice.

EP 2.1.5: Advance human rights and social and economic justice.

EP 2.1.6: Engage in research-informed practice and practice-informed research.

EP 2.1.7: Apply knowledge of human behavior and the social environment.

EP 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social services.

EP 2.1.9: Respond to contexts that shape practice.

EP 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Full-time MSW Faculty

Don Schweitzer, Ph.D., MSW
Associate Professor of Social Work and MSW Program Director
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Dr. Schweitzer is the Interim Program Director for the MSW Program. Don is a tenured Associate Professor and has been teaching full-time at Pacific since 2009. Don received his BA in Social Work from Idaho State University in 2004, his MA in Social Work from Boise State University in 2005, and his PhD in Social Work from Portland State University in 2011. During his tenure at Pacific University, he has provided leadership for the BSW field program as its Director of Field Education and contributed to the BSW program’s initial accreditation in 2011.

Professor Schweitzer has worked with homeless populations throughout his social work career. His current research focuses on understanding and ameliorating the problem of homeless and runaway youth. His research goals are to continue to conduct participatory and qualitative research in an effort to help shape innovative forms of policy, treatment models and service evaluation that can help overcome the problems associated with homeless and runaway youth.

He has demonstrated leadership in the community through his service work. He has served on the Board of Directors for the Forest Grove Community and Senior Center; on the Washington County Anti-poverty Workgroup; and has volunteered his time for a number of years to the Oregon Chapter of NASW by serving on their Board as Treasurer and as the Chair of the Social Work Reinvestment Taskforce. In 2012, he received a significant honor by being selected for an NIH Early Career Scholar Training Program.

Rachel Jensen, MSW
Assistant Professor and Field Education Director
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As the Director of Field Education for Pacific University’s MSW program, Rachel Jensen seeks to strengthen the community-academy relationship, create opportunities for students to link classroom knowledge to practice, and prepare them to become lifelong, inquisitive learners. She received her MSW in 2006 from Humboldt State University. Rachel’s practice experience includes children and family services, school social work, community work, and medical social work. Rachel has served as an instructor at Oregon State University, teaching, advising, and coordinating internships for students majoring in human services. She embraces a collaborative, strengths-based, constructivist approach to teaching and learning. Rachel was recently appointed by the Governor to join the Oregon Board of Licensed Social Workers.
Michele Eggers, MSW
Assistant Professor
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Michele Eggers is a doctoral candidate in the University of Connecticut School of Social Work. She is interested in global policies addressing immigration and women’s health, and in understanding and implementing ethical ways of using documentary filmmaking to communicate the human experience and larger systemic issues of inequality. Michele holds a Master’s of Social Work from San Francisco State University, and has considerable professional experience with adolescents and women in a variety of settings. These settings range from street outreach to health clinics and schools and colleges. She has produced or directed ten short films with human rights themes, and brings a creative and dynamic perspective to her teaching and research on promoting social justice within a human rights framework. She has taught both MSW and undergraduate courses in social work and women, gender, and sexuality studies.

Jon Talebreza-May, Ph.D., MSW, LCSW
Assistant Professor
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Professor May received his Ph.D. from Pacifica Graduate Institute in 2013 and his MSW degree from New Mexico Highlands University in 2004. His work experience includes psychotherapy with individuals, families, and groups. In addition, Dr. May has experience in supervision and administration in the agency setting. His professional and research interests include men’s issues, race and ethnicity in clinical practice, and rural social work practice. He has previous experience in social work education. He was a Field Instructor for six and a half years at New Mexico Highland University and taught a range of social work courses at the University of Central Missouri since August of 2012.

Del Quest, Ph.D., MSW
Assistant Professor
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Dr. Del Quest is a new faculty member in our MSW Program in Eugene. She completed her B.A. in Social Work from Colorado State University in 1987 and her MSW from University of Denver in 2004. She earned her PhD in Social Work and Social Research from Portland State University in 2014. Del practiced as a clinical social worker in an adolescent residential treatment facility which served youth experiencing substance abuse and mental health diagnoses and youth in out of home placements. Her research focuses on how best to support and train emerging professionals for the diverse and challenging situations they will face in the field. She is primarily interested in how social environments impact young people and how social workers and youth workers can best offer culturally responsive services. Her research includes topics related to suicide
prevention, intervention, and postvention, advanced generalist social work curriculum, LGBTQ youth, and youth in out of home care.

Future Faculty

The MSW Program will hire a minimum of one more full-time faculty for the 2017-16 academic year—a MSW Program Director and a full-time, tenure track faculty member.

Affirmative Action Policy (AAP):

Affirmative action extends past equal employment opportunity through the tracking and evaluating hiring and promotion practices as it relates to minorities and women. While not under the Office of Federal Contract Compliance Programs’ (OFCCP) jurisdiction, it is the objective of the Pacific University Master of Social Work (MSW) program to follow the outlined practices of an AAP to continue to strengthen diversity within the university.

MSW Professional Advisory Board

The MSW Professional Advisory Board (PAB) has eight to ten members. Members of the Board are practicing social workers and/or human services providers in the surrounding community who represent a diverse range of practice settings. Additionally, two MSW students will also serve on the PAB.

The PAB has two primary purposes:

1. To develop, maintain, and enhance ongoing ties between the social work practice community and Pacific’s MSW Program.

2. To provide opportunities and avenues for students, field supervisors, and social work practitioners to contribute to the MSW Program’s policies and curriculum.

Board members are asked for feedback, suggestions and recommendations in the areas listed below, as well as others identified by the Board:

1. To examine how well students are prepared to meet the needs that exist in the community;
2. To examine the program’s expectations for students in field education and the ability of agencies to meet those expectations;
3. To provide feedback on proposed or anticipated changes in the curriculum and/or structure of the program; and
4. To contribute to the development of educational policies regarding student recruitment, admission, advisement, retention, and graduation.

Meetings for the Social Work Advisory Board will be scheduled two-three times per year, with additional meetings scheduled as needed.
Admission to the MSW Program

**Regular Admission to 2-year Program:** Any applicant with a four-year (undergraduate) degree from an accredited institution is eligible to apply for admission to Pacific’s MSW program. The degree need not be in the social sciences but should contain courses that address the Liberal Arts Requirement stated below.

**Admission to Advanced Standing MSW Program:** Any applicant who has completed a Bachelor of Social Work degree from a CSWE accredited program, no longer than five years prior to beginning the MSW program, is eligible. Applicants who have completed a BSW degree more than five years ago are not eligible for admission but may apply for Regular Admission to the 2-year program. **Note:** A BSW does not guarantee applicants admission to Pacific’s MSW program.

Along with meeting all other requirements for admissions, Admission with Advanced Standing status is offered to students who have completed a baccalaureate degree in social work (BSW) from a Council on Social Work Education accredited program, those recognized through its international Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

**Admission Requirements**
The criterion used for admission by Pacific University’s Master of Social Work program is as follows:

**Liberal Arts Requirement:** While specific courses are not required, ideally, applicants will have completed a minimum of two courses from **each** of the following three categories:

- **Natural Sciences:** Examples include Anatomy, Biology, Botany, Chemistry, Environmental Science, Geography, Geology, Mathematics, Physics, and Statistics.
- **Social and Behavioral:** Examples include Anthropology, Latino Studies, Counseling, Economics, History, Human Development, Native American Studies, Political Science, Psychology, Sociology, and Women’s Studies.
- **Humanities and Arts:** Examples include Art History, Film Studies, Oral Communication, Critical Thinking, Dance, English, Foreign Language, Literature, Music, Philosophy, Religion, Sign Language, and Theatre.

Qualified candidates are academically strong with excellent oral and written communication skills and a passion for helping others. Participation in community programs, leadership experience, and the ability to work as an effective team member are also highly valued.
The program uses a holistic review process, including such factors as:

- Academic record
- Community service and social work related experience
- Communication skills
- Strength of interview
- Ability to work as an effective team member
- Letters of evaluation/recommendation
- Commitment to the profession

The accuracy, completeness, and neatness of the application are determining factors in our admissions decision. The admissions committee cannot evaluate an incomplete application.

A complete MSW program application packet will include:

- Pacific University MSW program application form and fee. A separate application to the University is not required.
- Official transcripts from each college and graduate school you have attended. Candidates must successfully complete a bachelor’s degree from an accredited institution prior to enrollment in the MSW program. Degree completion must be evidenced by an official transcript.
- Resume including all paid employment and relevant volunteer experience. Include and describe additional/relevant qualifications such as honors received, memberships in school, community or professional organizations, leadership positions and offices held, and publications.
- Personal Essay Questions: Responses will be reviewed for content, critical thinking, grammar, punctuation and spelling. Not to exceed three (3) pages in length.
- Evaluation forms from two individuals who know you well and can comment objectively about your ability to grow professionally in Pacific’s MSW program. It is recommended at one evaluation be from a current employment or professional source and the other from an academic source, such as a college faculty member or advisor. We also ask applicants to include contact information for one additional reference that we may contact as needed.
- Character Questions Form: Because social workers work with vulnerable populations, criminal history, especially crimes against persons, is taken seriously. It is for this reason that we ask applicants to reveal any felony convictions at the time of application. The MSW Admissions Committee will consider the nature, number, recency and remedial measures taken. After careful evaluation, the Admissions Committee will, at its discretion, decide that an applicant is either suited or not suited for social work practice. Please be advised that one’s criminal history may limit employment options after graduation. You must answer “yes” or “no” to each of the questions; any other response will result in your application being considered incomplete. All “yes” answers must be fully
explained in writing on a separate piece of paper and the explanation must be signed and dated by you.

- Your signature is required to validate the information you provide.
- **GRE Scores** are NOT required for application to our MSW program

**GPA Requirement:** The last 45 semester hour GPA must be 3.00 and the minimum cumulative GPA must be 2.75. Exceptions may be granted by the Admissions Committee if a student’s most recent grades show significant improvement over earlier ones. For example, if an applicant had a 2.4 GPA for the first 45 semester credits and a 3.5 GPA in the next 45 semester credits, he or she would be given serious consideration.

The process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission occur within the following timeline:

- Application Deadline: Mid-December (preferred) and Mid-February
- Application Reviews: Early March
- Interviews: Mid-March
- Admissions Notification: Early April
- Confirmation Deadline: Mid-April
- Program Starts: End of August

**First Round: Review of Application**

The MSW program Admissions Counselor works closely with the MSW Program Director, MSW review and interview teams, faculty and staff, and candidates throughout the admissions process. The Admissions Counselor receives candidates’ application materials, creates a file for each candidate, enters the candidate’s information and status into a database, and emails the application status to the candidate. This email confirms receipt of the application and indicates whether or not the application is complete or incomplete, listing any missing items. The Admissions Counselor maintains communication with candidates via telephone and email throughout the admissions process.

It is the responsibility of the MSW Admission Counselor to review the applicant files to assess whether they meet the standards for admission to the MSW program. Each applicant whose file meets the standards is invited for an in-person interview with the MSW Admissions Committee. In some cases, the MSW Admissions Counselor will consult with MSW faculty (e.g., when a candidate looks very strong overall but is not meeting one standard) to decide whether the candidate should be invited for an interview or not. The Admissions Counselor updates candidates’ statuses in Datatel and then contacts candidates, inviting those selected to participate in an admissions interview. The Admissions Counselor also informs those not selected of the denial decision. Finally, upon completion of the applicant files, applications are forwarded to the Admissions Teams in preparation for the personal interviews.
Second Round: Personal Interview with Applicants

We are very pleased that we are able to offer personal interviews (in-person or skype) with applicants to our MSW program who pass the first round (i.e., review of application). The admissions counselor, in partnership with the MSW Program Director, coordinates and schedules the interview day(s). First, there is a group session with groups of applicants where they meet with MSW faculty and are given an overview of the program and answer questions from the applicants. Next, candidates interview individually with an interview team composed of a minimum of two full-time faculty/administrators of the MSW program. While candidates are waiting to be interviewed, they are given a timed writing assignment. The interview team uses a rating form with standardized scores to rate the applicants and then the MSW faculty as a whole meet to discuss each candidate and decide who will be admitted and who will be denied.

At the completion of the interview process, the admissions committee notifies the MSW Admissions Counselor of their decisions. The Admissions Counselor then updates candidates’ statuses in Datatel and notifies candidates of the admissions decision (e.g., accepted; denial; or waitlisted). Any contingent conditions associated with admission are clearly outlined in the letters of admission to candidates along with directions for formally accepting the offer of admission. Copies of all admissions letters are held in the candidates’ files.

The Admissions Counselor, with direction from the MSW Program Director, prepares and maintains a waitlist. Offers of admission to waitlisted candidates are extended if and when any admitted candidate declines an offer of admission. The admission counselor then updates the database to reflect status changes.

Policy on BSW Students Not Repeating Course Content

Under no circumstances will BSW graduates entering the MSW program repeat course content mastered in their BSW programs. Mastery of course content is evaluated by all of the following:

- A BSW degree from a CSWE accredited program
- A BSW degree within 5 years of admission to the MSW program
- A cumulative GPA of 3.00 or above in BSW coursework
- High quality of letters of reference
- A score of 80 or higher on the application writing assignment
- A score of 80 or higher on the individual interview

Repeating course content is not an issue for BSW students who are admitted into the Advanced Standing program since they enter the program at Year 2, the concentration year. Each of the courses in the concentration year are advanced courses with content that goes well beyond what is taught in the foundation year. Thus, advanced standing students are waived from taking the entire foundation year. Students who have a BSW
degree but fail to demonstrate mastery do not meet the criteria for Advanced Standing and may apply to the 2-year program. Failure to demonstrate mastery includes:

- A BSW degree from a non-CSWE accredited program
- A BSW degree obtained more than 5 years prior to admission to the MSW program
- A cumulative GPA below 3.00 in BSW coursework
- Low quality letter(s) of reference
- A score below 80 on the application writing assignment
- A score below 80 on the individual interview. If the two interviewers’ scores vary, the student may be asked to conduct an additional interview via Skype or other online method.

**Policy on Credit for Life/Previous Work Experience**

As stated on the Pacific’s MSW website, all field education must be new learning, in a new social service setting, approved by our Field Education Director. Academic credit for life experience and previous work experience will not be given in lieu of the Practicum experience or any of the courses required for the major.

**Transferring Credits**

Pacific’s MSW Program welcomes transfer students. We appreciate the diversity of experience and perspective that transfer students bring to the program and the classroom. We are committed to making your transition to Pacific as smooth as possible.

Pacific’s MSW may admit students who are currently attending another accredited social work program and/or have successfully completed graduate coursework in social work from an accredited program. P/NP courses are not transferable. Students may transfer up to 9 credits, not previously used to obtain a degree, to the MSW program at Pacific.

**Academic Advising in the MSW Program**

All MSW students are assigned an Academic Advisor (AA) upon admission to the MSW Program. MSW students are advised by a full-time faculty member in the MSW program. The advisor works closely with the student to;

- Insure the student is on track to graduate
- Insure that required and special topics courses are taken as proscribed
- Assist the student in the selection of their concentration—either the Latino Families and Cultures track or the Health & Wellness track.
- Insure the student meets University deadlines such as applying for graduation
Ultimately, it is the responsibility of the student to register for classes in a timely fashion. Students are encouraged to meet with their AA a minimum of two times per semester. The advisor is also there to talk with their advisees about any problems the student is experiencing while they are in the MSW program—in the classroom; in the field; or personal issues that are affecting their academic performance.

**Professional Advising in the MSW Program**

Individual faculty take responsibility for the development of professionalism in the classroom and in field. Many faculty provide professional feedback and guidance through a grade on professionalism in areas such as;

- Late arrival to and early departure from class
- Any activity that detracts from the class; e.g. laptop use, side discussions, cell phone use, sleeping, etc.
- Unprofessional behavior toward other class members
- Late assignments
- Reluctance to participate and contribute to class discussion/learning activities

Students and faculty are also encouraged to develop mentoring relationships to assist students develop in the area of professionalism. Additionally, during advising appointments, faculty have discussions with students about their future careers (career planning, licensure issues, etc.).

**The MSW Curriculum at Pacific University**

Pacific’s MSW program is a full-time program. We offer a 1-year advanced standing program for high performing students with a BSW degree from a CSWE-accredited social work program and a 2-year program for all other admitted students (foundation year plus advanced generalist year).

All students admitted to the 2-year program follow the same course schedule during their first year of social work education at Pacific. This is the foundation year. Pacific’s MSW program offers students a choice between two concentrations during the second year of the program (or the first year of the program for advanced standing students).

The **Health and Wellness concentration** is designed to prepare social workers to meet the urgent need among individuals and families to gain access to affordable, high quality health and wellness services. Students will gain competence in diagnoses and advanced therapeutic approaches that foster wellness and independence. A range of special topics courses that focus on issues related to health, mental health, and wellness are also a part of this concentration.

The **Latino Families and Cultures concentration** is designed to prepare students to work cross-culturally in order to address the multiple issues and challenges faced by the largest and one of the fastest growing populations in the United States. As well as
taking diagnoses and advanced therapeutic approaches, courses are designed to increase the cultural responsiveness of students working with Latinos, e.g., Latino Families and Cultures and Social Ecology of Latino Wellness.

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### Course Descriptions

**Year 1: The Foundation Year**
The foundation year is designed for students without an earned BSW degree or for BSW students who were not admitted to our advanced standing program and have elected to enroll in the 2-year MSW program. The foundation year includes a total of eight courses that provide students with a solid foundation in social work history, introduction to the values and ethics of the profession, human behavior in the social environment, important content on human rights and social justice, generalist practice at the micro, mezzo, and macro levels, research methods, and social policy (see course descriptions below). Students are also enrolled in Field Practicum each semester and are required to complete a total of 420 hours at their practicum site. They meet weekly in a practicum seminar class in order to process the practicum experience and facilitate the synthesis of theory and practice.

**SocWk 501: Foundations of Social Welfare & Social Work**: This course examines the foundations, history, philosophy and ethics of social welfare and social work. Focus
is on the interaction of social work and social welfare developments within wider economic, social and political forces. The course examines major philosophical, theoretical and political issues; the growth and impact of professionalization, and the development of social work methods. The course traces historical changes in social work’s identification of and response to oppressed peoples and communities.

**SocWk 511: Human Rights and Social Justice:** The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical perspectives, and theories of prejudice and social change. Human Rights and the creation of a culture of equality for all, is analyzed as a framework for creating social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age, and ability are presented.

**SocWk 521: Social Work Human Behavior in the Social Environment I:** This course emphasizes human growth and lifespan development from conception through late adulthood in the context of family, community and society. Theories are explored to gain an understanding of how individuals develop within various systems (groups, families, organizations, communities and society). The mutual impact of systems on individuals and of individuals on systems will be of special interest. Careful attention is paid throughout the course to the impact of different theories upon the social worker’s craft, the nature of practice applied as service, and the social work profession itself. The course perspective is strongly centered in client strengths and empowerment perspectives.

**SocWk 522: Social Work Human Behavior in the Social Environment II:** This course analyzes theories of human behavior in the social environment from a life span developmental approach across two semesters. The second semester focuses on how the stages of human development are impacted/influenced by the social environment. The content of this course is designed to increase students' potential for effective generalist social work assessment and interventions with individuals, families, groups, social systems, and communities. The course strives to build students' appreciation for and understanding of the ramifications of the “person-in-environment” principle that takes into consideration the social, biological, and psychological influences of the environment. Students will examine the effects of social structures, social policies, and cultural patterns on individuals at all stages of life.

**SocWk 531: Social Work Generalist Practice I:** This course provides an opportunity for students to begin applying the concepts of generalist social work practice. Skills necessary for working with individuals, families, and groups at each stage of the planned change process are defined, modeled, rehearsed, and evaluated. The course content and associated readings and assignments are designed to prepare the beginning social worker for generalist practice based on the strengths perspective. Attention will be focused on a holistic foundation for practice, incorporating general systems theory, ecological ideas, and professional knowledge. People and their
environments will be viewed as a unitary system and basic social work processes from engagement through evaluation and termination are described and analyzed.

**SocWk 532: Social Work Generalist Practice II:** This course provides an overview of the macro realm of social work practice, or generalist practice with large groups, organizations, and communities. Social work values and ethics in macro social work practice will be emphasized as well as advocacy on behalf of vulnerable and oppressed populations. This course is designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community settings. These include basic administrative skills, community assessment, community organizing, strategic planning, and community development.

**SocWk 541: Social Work Practicum/Seminar I:** The foundation practicum is an intensive supervised field experience at a selected social work agency. Students spend two semesters (Foundation Field I and II) in the field under the guidance of a University appointed field instructor and the Director of Field Education. This service/learning experience is supported by a regularly scheduled process seminar, which facilitates the integration of social work theory and practice.

A year sequence designed to prepare students to become entry-level generalist social work practitioners, the practicum is an intensive field experience in human services and community agencies. Students will gain skills and experiences in working with client systems on the micro, mezzo, and macro levels by using an eclectic knowledge base that is couched in systems, strengths, and problem-solving perspectives as well as the value base of the social work profession. It will assist students in developing leadership skills and a better understanding of the interconnectedness and interdependence of global issues, community, and client issues.

Students will be expected to spend 14 hours each week for the entire fall and spring semesters in a specified human services agency for a total of 420 hours. Students must attend a process seminar, which is scheduled through the academic year. This course will focus on integration of theory and practice. Students will be provided with the opportunity to analyze and share practicum experiences, increase knowledge of various practice problems and settings, and work on refining generalist social work skills. Topic coverage depends in part upon student identified interests and needs.

**SocWk 542: Social Work Practicum/Seminar II:** The foundation practicum is an intensive supervised field experience at a selected social work agency. Students spend two semesters (Foundation Field I and II) in the field under the guidance of a University appointed field instructor and the Director of Field Education. This service/learning experience is supported by a regularly scheduled process seminar, which facilitates the integration of social work theory and practice.

A year sequence designed to prepare students to become entry-level generalist social work practitioners, the practicum is an intensive field experience in human services and community agencies. Students will gain skills and experiences in working with client
systems on the micro, mezzo, and macro levels by using an eclectic knowledge base that is couched in systems, strengths, and problem-solving perspectives as well as the value base of the social work profession. It will assist students in developing leadership skills and a better understanding of the interconnectedness and interdependence of global issues, community, and client issues.

Students will be expected to spend 14-16 hours each week for the entire fall and spring semesters in a specified human services agency for a total of 420 hours. Students must attend a process seminar, which is scheduled through the academic year. This course will focus on integration of theory and practice. Students will be provided with the opportunity to analyze and share practicum experiences, increase knowledge of various practice problems and settings, and work on refining generalist social work skills. Topic coverage depends in part upon student identified interests and needs.

**SocWk 551: Social Work Research Methods:** This course is an introduction to qualitative and quantitative social work research methods, which are fundamental to the development and critical use of information relevant to social work practice decision-making and evaluation. Students will be prepared to understand and utilize research findings to inform and enhance their practice and to carry out their own evaluation and research. The course will cover all phases of the research process, including the development of research questions, research design, data collection, and analysis. Ethical issues in research will also be emphasized and explored.

**SocWk 561: Influencing Social Policy:** This course provides an examination of both the historical and contemporary context of social policies, programs, and legislation. It provides an analysis of various social welfare policies and the ways in which legislation is developed, enacted, and implemented in our society, including how policies have emerged in response to social problems at the local, national, and international levels. It explores and assesses existing policies and programs with particular emphasis on how they impact populations at risk. Social welfare policy will be investigated as a dimension of generalist social work practice and the course will include content related to human diversity, social and economic justice, and political advocacy as a means to achieving social and political change. U.S. social welfare policy will be examined in a global and human rights context.

**Year 2: The Concentration Year**

In Year 2 (or Year 1 for advanced standing students), students choose one of two concentrations: (1) Health and Wellness or (2) Latino Families and Cultures. Only the advanced standing students are required to enroll in a 1-credit course (Advanced Standing Prep) before the program begins to orient them to the MSW program. Students are enrolled in a Practicum each semester and are required to complete a total of 500 hours at their practicum site. They meet weekly in a practicum seminar class in order to process the practicum experience and facilitate the synthesis of theory and practice.
Health and Wellness Concentration

Students in the Health and Wellness concentration take 7 advanced courses. These courses include: Latino Family and Culture; Advanced Research Methods; Mental Health Diagnosis; Advanced Therapeutic Approaches in Wellness and Mental Health; and Special Topics courses. They also take the Practicum course each semester (500 hours plus weekly seminar). Finally, students in this concentration enroll in a MSW Thesis course where they are required to complete a thesis project (original research, program evaluation, or project). Course descriptions are provided below.

**SocWk 600: Advanced Standing Prep:** Designed for advanced standing students poised to enter the graduate (MSW) program at Pacific University, SocWk 600 provides an overview and clarifies expectations for the MSW coursework at Pacific University. Particularly valuable for students who have been away from a University setting for a year or more, this course offers “refresher” material in research methods and writing skills, requisite elements for success in graduate level social work education.

**SocWk 611: Latino Families and Cultures:** Designed to prepare students to practice social work with Latino individuals and families, in a culturally appropriate way. To understand the Latino experience in the US, students will need to learn the history and socio-political backdrop through a historical review of the relationship between the US and various Latin American countries. Traditional as well as changing cultural norms, values and belief systems will be discussed within the context of migration and the experience of living in the United States. The course provides a survey of current family theory with application to Latino families. Content will showcase the richness and diversity of culture through an exploration of music, dance, food, arts, and cultural traditions and celebrations. To deepen knowledge, students will have opportunity to explore a social issue or clinical topic of interest within the particular context of a specific Latino group. The course will conclude with concrete application of cultural awareness and humility to the practice of social work, particularly to engagement and the development of therapeutic working relationships.

**SocWk 621: Advanced Research Methods:** SOCWK 621 is the first class in a two-course sequence (SOCWK 621 + SOCWK 622). Evaluating the effectiveness of social work programs and interventions is a key focus of this class. In SOCWK 621, students master advanced research methods in Program Evaluation related to the conceptualization, design, implementation, analysis, and public presentation of research findings. Equipped with these tools, students will develop a proposal for a thesis project that will be conducted in SOCWK 622.

**SocWk 622: MSW Thesis:** SOCWK 622 is the second course in a two-course sequence (SOCWK 621 + SOCWK 622). Students finalize a research proposal and conduct a program evaluation that is connected to their practicum site. Upon completion of data collection and analysis, students will present their findings to their peers, professors, and area social work professionals. Presentations will include linkages to all
components of the MSW curriculum (e.g. HBSE, Social Policy, Research Methods, Generalist Practice).

**SocWk 643: Practicum/Seminar III:** Building on Foundation Field Instruction I and II, the advanced field practicum is an intensive supervised field experience at a selected social work agency. Students spend two semesters (SOCWK 643 and 644) in the field under the guidance of a University appointed field instructor and the Director of Field Education. This service/learning experience is supported by a regularly scheduled process seminar, which facilitates the integration of social work theory and practice.

A year sequence designed to prepare students to become advanced social work practitioners, the practicum is an intensive field experience in human services and community agencies. Students will gain skills and experiences in working with client systems on the micro, mezzo, and macro levels by using an eclectic knowledge base that is couched in systems, strengths, and problem-solving perspectives as well as the value base of the social work profession. It will assist students in developing leadership skills and a better understanding of the interconnectedness and interdependence of global issues, community, and client issues.

Students will be expected to spend 18-20 hours each week for the entire fall and spring semesters in a specified human services agency for a total of 500 hours. Students must attend a process seminar, which is scheduled through the academic year. This course will focus on integration of theory and practice. Students will be provided with the opportunity to analyze and share internship experiences, increase knowledge of various practice problems and settings, and work on refining generalist social work skills. Topic coverage depends in part upon student identified interests and needs.

**SocWk 644: Practicum Seminar IV:** The advanced field practicum is an intensive supervised field experience at a selected social work agency that is specific to the student’s selected concentration. Students spend two semesters (SOCWK 643 and 644) in the field under the guidance of a University appointed field instructor and the Director of Field Education. This service/learning experience is supported by a regularly scheduled process seminar, which facilitates the integration of social work theory and practice.

A year sequence designed to prepare students to become advanced social work practitioners, the practicum is an intensive field experience in human services and community agencies. Students will gain skills and experiences in working with client systems on the micro, mezzo, and macro levels by using an eclectic knowledge base that is couched in systems, strengths, and problem-solving perspectives as well as the value base of the social work profession. It will assist students in developing leadership skills and a better understanding of the interconnectedness and interdependence of global issues, community, and client issues.

Students will be expected to spend 18-20 hours each week for the entire fall and spring semesters in a specified human services agency for a total of 500 hours. Students must
attend a process seminar, which is scheduled through the academic year. This course will focus on integration of theory and practice. Students will be provided with the opportunity to analyze and share internship experiences, increase knowledge of various practice problems and settings, and work on refining generalist social work skills. Topic coverage depends in part upon student identified interests and needs.

**SocWk 661: Mental Health Diagnosis:** This course focuses on the process of conducting a differential diagnosis of mental health disorders using the Diagnostic and Statistical Manual of Mental Disorders, fifth edition. The course furthers students’ knowledge of psychiatric disorders as well as how to complete a differential diagnosis. Students will read and discuss cases throughout the class in order to become proficient in completing a formal psychiatric diagnosis.

**SocWk 671: Advanced Therapeutic Approaches in Wellness & Mental Health:** This course builds on the foundation of the first year, expanding and deepening knowledge and skills for professional clinical practice. A conceptual framework of client dynamics and the change process are discussed within the context of the client’s social-cultural circumstance and the realities of agency setting, client-worker relationship, and available resources. Assessment and intervention are emphasized, building upon client strengths and cultural/spiritual resources. Understanding of theoretical perspectives, traditional and non-traditional, is advanced through practice opportunities that utilize case examples and vignettes. Therapeutic modalities to be discussed may include: Brief Therapies, Child Therapy, Cognitive/Behavioral, Family Therapy, Trauma Therapy, and Treatment of Pairs. In addition, transpersonal and other complementary alternative therapies will be studied and their value to the therapeutic process accessed. Focus will be given to building on interpersonal and relational skills that will strengthen clients’ ability to cope and return to an improved state of being, maximizing their quality of life. Students have opportunity to identify professional issues and dilemmas in both knowledge and practice, providing opportunity to struggle through these dilemmas.

**SocWk 6XX: Special Topics courses:** Students in the Health and Wellness concentration are required to complete three Special Topics courses. Topics may be rotated from year to year to ensure that courses are able to remain relevant and topical.

### Latino Family and Cultures Concentration

Students in the Latino Family and Cultures concentration take 7 advanced courses. These courses include: Advanced Research Methods; Latino Families and Cultures; Mental Health Diagnosis; Advanced Therapeutic Approaches in Wellness and Mental Health; and three Special Topics courses. They also take the Practicum course each semester (500 hours plus a weekly seminar). Finally, students in this concentration enroll in a MSW Thesis course where they are required to complete a thesis project (original research or program evaluation). Course descriptions are provided below.
**SocWk 600: Advanced Standing Prep:** Designed for advanced standing students poised to enter the graduate (MSW) program at Pacific University, SocWk 600 provides an overview and clarifies expectations for the MSW coursework at Pacific University. Particularly valuable for students who have been away from a University setting for a year or more, this course offers “refresher” material in research methods and writing skills, requisite elements for success in graduate level social work education.

**SocWk 611: Latino Families and Cultures:** Designed to prepare students to practice social work with Latino individuals and families, in a culturally appropriate way. To understand the Latino experience in the US, students will need to learn the history and socio-political backdrop through a historical review of the relationship between the US and various Latin American countries. Traditional as well as changing cultural norms, values and belief systems will be discussed within the context of migration and the experience of living in the United States. The course provides a survey of current family theory with application to Latino families. Content will showcase the richness and diversity of culture through an exploration of music, dance, food, arts, and cultural traditions and celebrations. To deepen knowledge, students will have opportunity to explore a social issue or clinical topic of interest within the particular context of a specific Latino group. The course will conclude with concrete application of cultural awareness and humility to the practice of social work, particularly to engagement and the development of therapeutic working relationships.

**SocWk 621: Advanced Research Methods:** SOCKW 621 is the first class in a two-course sequence (SOCKW 621 + SOCKW 622). Evaluating the effectiveness of social work programs and interventions is a key focus of this class. In SOCKW 621, students master advanced research methods in Program Evaluation related to the conceptualization, design, implementation, analysis, and public presentation of research findings. Equipped with these tools, students will develop a proposal for a thesis project that will be conducted in SOCKW 622.

**SocWk 622: MSW Thesis:** SOCKW 622 is the second course in a two-course sequence (SOCKW 621 + SOCKW 622). Students finalize a research proposal and conduct a program evaluation that is connected to their practicum site. Upon completion of data collection and analysis, students will present their findings to their peers, professors, and area social work professionals. Presentations will include linkages to all components of the MSW curriculum (e.g. HBSE, Social Policy, Research Methods, Generalist Practice).

**SocWk 643: Practicum/Seminar III:** Building on Foundation Field Instruction I and II, the advanced field practicum is an intensive supervised field experience at a selected social work agency. Students spend two semesters (SOCKW 643 and 644) in the field under the guidance of a University appointed field instructor and the Director of Field Education. This service/learning experience is supported by a regularly scheduled process seminar, which facilitates the integration of social work theory and practice.
A year sequence designed to prepare students to become advanced social work practitioners, the practicum is an intensive field experience in human services and community agencies. Students will gain skills and experiences in working with client systems on the micro, mezzo, and macro levels by using an eclectic knowledge base that is couched in systems, strengths, and problem-solving perspectives as well as the value base of the social work profession. It will assist students in developing leadership skills and a better understanding of the interconnectedness and interdependence of global issues, community, and client issues.

Students will be expected to spend 18-20 hours each week for the entire fall and spring semesters in a specified human services agency for a total of 500 hours. Students must attend a process seminar, which is scheduled through the academic year. This course will focus on integration of theory and practice. Students will be provided with the opportunity to analyze and share internship experiences, increase knowledge of various practice problems and settings, and work on refining generalist social work skills. Topic coverage depends in part upon student identified interests and needs.

**SocWk 644: Practicum Seminar IV:** The advanced field practicum is an intensive supervised field experience at a selected social work agency that is specific to the student’s selected concentration. Students spend two semesters (SOCWK 643 and 644) in the field under the guidance of a University appointed field instructor and the Director of Field Education. This service/learning experience is supported by a regularly scheduled process seminar, which facilitates the integration of social work theory and practice.

A year sequence designed to prepare students to become advanced social work practitioners, the practicum is an intensive field experience in human services and community agencies. Students will gain skills and experiences in working with client systems on the micro, mezzo, and macro levels by using an eclectic knowledge base that is couched in systems, strengths, and problem-solving perspectives as well as the value base of the social work profession. It will assist students in developing leadership skills and a better understanding of the interconnectedness and interdependence of global issues, community, and client issues.

Students will be expected to spend 18-20 hours each week for the entire fall and spring semesters in a specified human services agency for a total of 500 hours. Students must attend a process seminar, which is scheduled through the academic year. This course will focus on integration of theory and practice. Students will be provided with the opportunity to analyze and share internship experiences, increase knowledge of various practice problems and settings, and work on refining generalist social work skills. Topic coverage depends in part upon student identified interests and needs.

**SocWk 661: Mental Health Diagnosis:** This course focuses on the process of conducting a differential diagnosis of mental health disorders using the Diagnostic and Statistical Manual of Mental Disorders, fifth edition. The course furthers students’ knowledge of psychiatric disorders as well as how to complete a differential diagnosis.
Students will read and discuss cases throughout the class in order to become proficient in completing a formal psychiatric diagnosis.

**SocWk 671: Advanced Therapeutic Approaches in Wellness & Mental Health:** This course builds on the foundation of the first year, expanding and deepening knowledge and skills for professional clinical practice. A conceptual framework of client dynamics and the change process are discussed within the context of the client’s social-cultural circumstance and the realities of agency setting, client-worker relationship, and available resources. Assessment and intervention are emphasized, building upon client strengths and cultural/spiritual resources. Understanding of theoretical perspectives, traditional and non-traditional, is advanced through practice opportunities that utilize case examples and vignettes. Therapeutic modalities to be discussed may include: Brief Therapies, Child Therapy, Cognitive/Behavioral, Family Therapy, Trauma Therapy, and Treatment of Pairs. In addition, transpersonal and other complementary alternative therapies will be studied and their value to the therapeutic process accessed. Focus will be given to building on interpersonal and relational skills that will strengthen clients’ ability to cope and return to an improved state of being, maximizing their quality of life. Students have opportunity to identify professional issues and dilemmas in both knowledge and practice, providing opportunity to struggle through these dilemmas.

**Socwk 6XX: Special Topics courses:**

Students in the Latino Family and Cultures concentration are required to complete three Special Topics courses. Topics may be rotated from year to year to ensure that courses are able to remain relevant and topical.

The matrix below outlines all of the courses that are offered throughout the MSW program. This matrix assumes that students will be attending full-time for four consecutive semesters plus a one-credit course (SocWk 600) taken in the summer prior to program entry (for advanced standing students only) and a four-credit Latin American Experience (SocWk 643) taken in January of the concentration year. Note that courses highlighted in yellow are required for the Latino Families and Cultures track, and courses highlighted in red are required for the Health and Wellness track.

**Immersion Class**

**SocWk 631: Immersion in Latin America:** This course offers an immersion experience in a Latin American culture. Students will be exposed to various aspects of culture, such as language, traditions, and the social, economic, and political dimensions of Latino experience with a direct application to social work practice and human rights. This class may be offered either internationally or domestically. Whether local or abroad, students interact with Spanish-speaking families and community members. Students also learn about social services specific to the needs of the Latino community and participate in community service projects. Because world events can impact travel courses such as this, the specific location of travel will be announced during the spring semester and may change from year to year. Travel fees required. Open to all students. 3 credits. **NOTE:** This class may not be offered every year.
Students who have completed a BSW degree within five years prior to beginning the MSW program may apply for Advanced Standing status and, if accepted, waive the entire (first) Foundation Year of the curriculum. After taking SOCWk 600, they begin the program in Year 2 (the Concentration Year). ONLY STUDENTS POSSESSING A BSW DEGREE FROM A CSWE ACCREDITED PROGRAM MAY BE ADMITTED TO ADVANCED STANDING STATUS.

2 Required for “Advanced Standing” students only
Grievance Policy for Students in the MSW Program

We want to ensure that when a MSW student at Pacific University has a complaint or a grievance while in our program, they know the process for resolving this.

If a student has a disagreement about a grade they have received:
1. Talk first to the Instructor of the course.
2. If not adequately resolved, meet with the MSW Program Director.
3. If not adequately resolved, meet with the School Director of Social Sciences who will make the final decision.

For any other general complaints or grievances about the MSW program or a faculty member, please use the following process:
1. Meet with the MSW Program Director.
2. If not adequately resolved, meet with the School Director of Social Sciences.
3. If not adequately resolved, meet with the Dean of the College of Arts and Sciences.

Pacific University Policy on Sexual Harassment:

General Statement: Pacific University reaffirms the principle that its students, faculty, and staff have a right to be free from harassment in workplace and academic settings and activities. Harassment is inconsistent with the nature of an academic community and in some circumstances can be a violation of federal and state law.

Pacific University does not tolerate any kind of harassment. This includes harassing actions between and among supervisors and employees, between and among fellow employees, between and among employees and students and between and among third parties such as vendors or visitors and any member of the University community.

Harassment
Harassment is unwelcome verbal or physical conduct that demeans or shows hostility toward an individual because of the individual’s race, color, gender, sexual orientation, religion, age, marital status, national origin, physical or mental disability, veteran status or any other basis protected by applicable local, state or federal law. Harassment occurs when it (1) has the purpose or effect of creating an intimidating, hostile, offensive working or academic environment; (2) has the purpose or effect of unreasonably interfering with an individual’s work or academic performance; or (3) otherwise adversely affects an individual’s employment or learning opportunities.

Sexual Harassment
Sexual Harassment is a form of gender (sex) discrimination. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and or other verbal or written or physical conduct of a sexual nature. Sexual harassment occurs when (1) submission to sexual conduct is made either explicitly or implicitly a term or condition of
an individual’s employment or academic progress, (2) submission to or rejection of
sexual conduct influences employment or academic decisions (3) sexual conduct or
communication interferes with an individual’s work performance or academic
performance, or (4) sexual conduct creates an intimidating, hostile, or offensive work or
academic environment.

If an individual is in a position to influence academic decisions or employment benefits
of another, even a completely welcome, consensual, romantic or sexual relationship can
raise the appearance of impropriety and can create an unwelcome appearance of
favoritism and bias. (See also University policy statement on Conflicts of Interest) Such
a relationship can lead to sexual harassment allegations if it later becomes unwelcome
or if others believe they are being subjected to unequal treatment because of the
relationship. Sexual harassment is not, however, limited to situations where there is an
unequal power relationship between individuals and may occur between or among
coworkers or students.

**Reporting Alleged Harassment**

Any student, faculty member or staff member who believes that he or she has been
subjected to harassment should report the circumstances immediately to his or her
supervisor or one of the following three individuals: the Vice-President for Academic
Affairs, the Vice-President of Student Life or the Director of Human Resources. If a
supervisor or administrator is made aware of a complaint, he or she must inform one of
the above listed individuals.

The University strictly prohibits retaliation against any individual making a good faith
report of harassment or for participating or cooperating in an investigation of
harassment. Pacific University will not tolerate any form of reprisal, whether actual or
implied, and whether related to employment or academic work, and such retaliatory
behavior will result in discipline.

Complaints of harassment or retaliation will be examined promptly, thoroughly and will
be impartially investigated. The University must investigate complaints of harassment of
which it has knowledge. The interest in confidentiality of all members of the University
will be respected, insofar as it is practical and possible, given the need for a thorough
and complete investigation.

**Violations of Policy**

Violation of this policy will result in disciplinary action up to and including termination of
employment or expulsion from school.
Non-Discrimination Policy

It is the policy of Pacific University not to discriminate on the basis of sex, physical or mental disability, race, color, national origin, sexual orientation, age, religious preference or disabled veteran or Vietnam Era status in admission and access to, or treatment in employment, educational programs or activities as required by Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, or any other classification protected under state or federal law, or city ordinance.

For any complaints, please contact the Director of Human Resources at Pacific University.

Maintaining Good Standing in MSW Program

Maintaining good standing in the social work program at Pacific University includes meeting both academic and professional standards. Students admitted to the MSW Program must meet or exceed the requirements of the MSW Program as outlined below.

MSW Program Academic and Professional Standards

Satisfactory progress in the MSW program is maintained with:

1. A cumulative GPA in the MSW Program at Pacific University of at least 3.0.
2. Earning a grade of B- or higher in each course. However, a grade of C is acceptable provided that the student maintains a cumulative 3.0 GPA during each semester. Failure to have a 3.0 GPA will require students to re-take any course where they earned less than a grade of B-.
3. 12 hours of coursework credited toward graduation in the previous semester in which they were enrolled as a full-time student (students may not be part-time).
4. Record of successful field placements (with grade of B or higher)
5. Adherence to the NASW Code of Ethics.

All MSW students must earn a 3.0 cumulative GPA per semester in order to remain in good academic standing. For all courses the student must earn a grade of B- or higher however, a grade of C is acceptable provided that the student maintains a cumulative 3.0 GPA during each semester and must also complete all the course work with a cumulative 3.0 GPA for degree completion. Failure to have a 3.0 GPA will require students to re-take any course where they earned less than a grade of B-. The one exception to this policy is that all Practicum Seminar Courses must be completed with a B or higher.
Depending on the nature and severity of the violation of the standard, the student may be referred to the Student Review Committee. That committee will decide whether the student may be placed on probation, suspension, or be dismissed from the MSW program. **Note:** Please see Practicum Manual for procedures on being removed from a field placement or terminated from the field program.

**Alert of Academic Difficulty**

It is extremely important that instructors submit *Alert of Academic Difficulty* notices for students whose performance/behavior puts them in academic jeopardy. An Alert form may be submitted at any time during the term. Copies are routed to the MSW Director who then forwards to the student and their academic advisor.

By submitting Alert notices, you are (1) documenting your concerns about students' substandard work, and (2) providing an opportunity for systematic interventions with students to occur.

The Alert form may be submitted electronically or in hard copy. Route hard copy forms via sealed campus mail envelope marked confidential.

If the student continues to have challenges, a Student Review Process will be initiated.

**Student Review Process**

**Student Review Committee**

The Student Review Committee is established to oversee and implement all policies and procedures related to academic review and unprofessional conduct.

The Committee will:

1. Review and update policies and procedures annually
2. Review the progress of students identified with substandard academic or behavioral performance at least once per term
   a. Evaluate, discuss and recommend specific outcomes and expectations (action plan, etc.)
   b. Hold hearings as necessary
3. Document proceedings and outcomes, including communication with students according to designated timelines
4. Create recommendations and share with appropriate administrator.

The Committee consists of [3-5] voting members. [Members may be from other schools or programs]. Members are appointed by [administrator] in staggered terms. Each term will be 3 years. [A student member is appointed annually (recommended)]. [Add ex
officio members if applicable]. If a conflict of interest is noted, an alternative will be identified. The members will vote a Chair annually.

All members have equal voting rights. A quorum is defined as a majority of members present. After a decision, the Chair will document Committee decisions and submit documentation to [administrator] for preservation of information.

Students are reviewed each semester to ensure they are making adequate and appropriate progress through their program. Reviews are conducted as soon as grades are final at the end of each term or more often. When a student is not meeting standards and dismissal from the program is a possibility, an Academic Performance Hearing by the Student Review Committee will be held. Students are not dismissed without the opportunity to participate in a hearing.

Hearing procedures for Academic performance and Unprofessional Behavior are described as follows:

**Academic Performance Hearing**

Within five (5) University business days of the initial review, the student is notified of the day and time of the hearing, which will be scheduled for a time that does not conflict with the student’s class schedule or other academic activities. The notification should include a list of Committee members who will be in attendance so the student has an opportunity to identify any conflict of interest. (See Glossary for definition of “Conflict of Interest”) Concurrently, Committee members are given the name of the student to be reviewed in order to identify a possible conflict of interest. Potential conflicts of interest should be disclosed to the Chair within a reasonable time in advance of the hearing to avoid a delay.

The student may be given the option of attending through Skype, or other remote access, when appropriate. If the student chooses not to participate in the process, the hearing will proceed as scheduled. The hearing will be scheduled within 10 University business days of the date in which the notification to the student was sent.

The student has the right to have an advisor selected from the University community with him or her during the hearing. The advisor must be a member of the University community and may not be an attorney. The student is responsible for presenting her/his own information, and therefore, advisors are not permitted to speak or to participate directly in any Committee hearing. The student should select as an advisor a person whose schedule allows attendance at the scheduled date and time for the Committee hearing because delays may not be allowed.

A typical hearing will follow this sequence:

1. A preliminary meeting of voting and *ex officio* Committee members is held to review procedures.
All voting Committee members will be present and participating unless one or more are excused because a conflict of interest has been disclosed, or they are excused by the Dean/Program Director for appropriate personal or professional reasons. Alternates shall serve on behalf of absent/excused Committee members. The definition of “Conflict of Interest” should be included in the Bylaws for the Committee and should be provided to the student being reviewed well in advance of the hearing, together with a list of Committee members who will be in attendance. See Glossary for definition of “Conflict of Interest”.

All conflicts of interest that have not been resolved in advance of the hearing are disclosed. Persons with conflicts of interest may be excused at their request or by vote of the Committee and replaced by an alternate.

A maximum of one voting member may be absent for a hearing to be conducted. If more than one voting member is absent because of conflict of interest or unavailability, a replacement faculty member may be replaced by an alternate; a replacement student member may be appointed by [president of student government, or other mechanism pre-determined by School/College].

The Secretary is responsible for documenting the minutes, excluding deliberations and ballots.

2. The student is brought in and the Chair explains that the proceedings will be audio-recorded and recording is started. All Committee members introduce themselves for the record.

   - During the hearing, the student has the right to be present at all times when information is being received by the Committee.
   - The student is given a final opportunity to object to the presence of any Committee member because of conflict of interest. (The first opportunity is with the written notification to the student which includes the names of committee members.) The reasons for the presumed conflict must be stated. The Committee member may then choose to excuse him- or herself. If the Committee member does not excuse him- or herself, a majority vote by the remaining Committee members will determine whether the member stays or is excused. To the extent possible, conflicts of interest should be identified in advance of the scheduled hearing so alternate Committee members may be present to avoid a delay in the process.

3. The Committee Chair presents the academic information that led to the hearing. The student may respond to the information and include statements about what contributed to his/her academic struggles.

4. Voting and ex officio members of the Committee may ask questions of the student.
5. The student is excused. The Committee then deliberates in closed session and determines if there will be any change in academic status, up to and including dismissal from the program.

- Committee deliberations are not recorded and may not be disclosed outside of hearing.
- The Committee initially formulates a motion and votes by paper ballot.
- Decisions are made based on a majority vote.

6. Following deliberations, the Committee will forward its decision (see Possible Hearing Outcomes below) to the Dean/Director for review. When the Dean/Director affirms the decision, then the Chair finalizes the letter and sends it to the student. If there is a difference of opinion regarding outcome, the Dean/Director will meet with the committee to reach a resolution by consensus. (Refer to “Checklist for Letters” as well as letter templates for guidance on language, important information to include, and offices to copy.)

7. A written appeal of a Committee decision may be made at the College level in accordance with the [College bylaws – not all Colleges publish appeal procedures within bylaws; refer to appropriate document as applicable.]

8. If the student wishes to appeal the College’s decision, a further appeal may be made to the University Provost/Vice President for Academic Affairs in accordance with the procedures of the University Standards and Appeals Board as outlined in the Faculty and Governance Handbook.

9. The Secretary retains recordings, minutes, and other relevant documents of the hearing and transfers these records to his/her successor. Ballots are shredded. The length of time such records are retained shall be in accordance with University policy.

**Unprofessional Behavior Hearing (including academic misconduct)**

Allegations of unprofessional behavior include actions that are contrary to the [School/College] stated expectations of conduct. Alleged violations of Title IX need to be referred to the Pacific University Title IX Coordinator. For alleged violations of the Pacific University Student Code of Conduct, the Committee Chair should consult with the Office of Student Conduct to determine how the case should be adjudicated.

Allegations of unprofessional behavior must be submitted in writing to [administrator] and cannot be anonymous. Once an allegation is brought to the Student Review Committee, the Committee will hold a hearing to consider the allegation.

Prior to the hearing, the Chair will review the allegation with [administrator] and determines if there are other individuals who might have knowledge of the incident concerned with the allegation.
If there are possible witnesses, the Chair and one other member of the Committee will meet with those individuals to determine if they should be called as witnesses during the hearing. The purpose of this initial meeting is not to gather testimony, but to determine whether or not the identified witness has direct knowledge regarding the allegation. “Character” witnesses are not a necessary or appropriate part of this process.

- Confidential contemporaneous notes of all such meetings, including date, time and place, should be taken.
- Potential witnesses are asked, and expected, to cooperate with the investigation.

The parties at the hearing are the Complainant and the Respondent. Documents presented to the Committee and the audio-recording of statements made by the Complainant, witnesses, and the Respondent will be maintained by the Secretary of the Committee consistent with University policy. In the case of dismissals, records are kept indefinitely and transferred by the Secretary to his/her successors.

Within five (5) University business days of the allegation, the Complainant and the Respondent will be notified of the day and time of the hearing, which will be scheduled for a time that does not conflict with class schedules or other academic activities. The notification should include a list of Committee members who will be in attendance so the parties have an opportunity to identify any conflict of interest. *(See Glossary for definition of “Conflict of Interest”)* Concurrently, Committee members are given the name of the Complainant and the Respondent to be reviewed in order to identify a possible conflict of interest. Potential conflicts of interest should be disclosed to the Chair within a reasonable time in advance of the hearing to avoid a delay.

The Complainant and the Respondent may be given the option of attending through Skype, or other remote access, when appropriate. If the Complainant and the Respondent chooses not to participate in the process, the hearing will proceed as scheduled. The hearing will be scheduled within 10 University business days of the date in which the notification to the parties was sent.

The Complainant and the Respondent have the right to have an advisor selected from the University community with him or her while testimony is being received. The advisor must be a member of the University community and may not be an attorney unless criminal charges are pending or likely. The Complainant and the Respondent are responsible for presenting her/his own information, and therefore, advisors (including attorney advisors when criminal charges are pending or likely) are not permitted to speak or to participate directly in any Committee hearing. The Complainant and the Respondent should select as an advisor a person whose schedule allows attendance at the scheduled date and time for the Committee hearing because delays may not be allowed. The University reserves the right to have legal counsel present if a student has an attorney of his/her choice present during the hearing, where criminal charges are pending or likely.
Pacific University uses “preponderance of evidence” as the decision-making standard for student conduct processes. A student is found in violation of a policy if the Committee determines that it is more likely than not (i.e. 51 percent likely) that the violation occurred.

A typical hearing will follow this sequence:

1. A preliminary meeting of voting and *ex officio* Committee members is held to review procedures and the allegation.
   - All voting Committee members will be present and participating unless one or more are excused because they brought the allegation, a conflict of interest has been disclosed, or they are excused by the Dean/Program Director for appropriate personal or professional reasons. Alternates shall serve on behalf of absent/excused Committee members. *The definition of “conflict of interest” should be included in the Bylaws for the Committee and should be provided to the student being reviewed well in advance of the hearing, together with a list of Committee members who will be in attendance. See Glossary for recommended definition of “conflict of interest”.*
   - All conflicts of interest and prior discussions with involved parties are disclosed. Persons with conflicts of interest can be excused at their request or by vote of the Committee and replaced by an alternate. *Suggestion: Committee members and student being reviewed disclose potential conflicts of interest within a reasonable time in advance of the hearing so that sufficient numbers of alternates may be available.*
   - A maximum of one voting member can be absent for a hearing to be conducted. If more than one voting member is absent because of conflict of interest or unavailability, a replacement faculty member can be replaced by an alternate; a replacement student member can be appointed by [president of student government].
   - The Secretary keeps minutes.

2. The Respondent is brought in and the Chair explains that the proceedings will be audio-recorded and recording is started. Recording is stopped during periods in which persons giving testimony are entering and exiting the room. All Committee members introduce themselves for the record. The accusation is reviewed with the Respondent.
   - During the hearing, the Respondent has the right to be present at all times when evidence or testimony is being received by the Committee.
   - The Respondent cannot directly address any person presenting evidence or testimony but may formulate questions in writing and submit them to the Chair who reserves discretion with respect to relevancy and propriety, whether to ask them. All questions must be proper and relevant to the issue at hand.
   - The Respondent is given a final opportunity to object to the presence of any Committee member because of conflict of interest. They may object to the
presence of any Committee member because of bias. The reasons for the presumed bias must be stated. The Committee member can then choose to excuse him- or herself. If the Committee member does not excuse him- or herself, a majority vote by the remaining Committee members will determine whether the member stays or is excused. To the extent possible, conflicts of interest should be identified in advance of the scheduled hearing so alternate Committee members can be present to avoid a delay in the process.

- The Chair informs the Respondent that s/he has two options during the hearing: to remain silent or to speak in truth.

3. The Complainant is then brought in and introduced by the Chair.

- It is explained that the information he or she is about to give will be audio recorded, and the recording is started.
- It is also explained that only direct observations or evidence may be presented. The Complainant is asked about conflicts of interest and may be asked about any substantive interactions with the Respondent other than the specific incident.
- The Chair informs the Complainant that s/he has two options during the hearing: to remain silent or to speak in truth.
- The Complainant then presents information to the Committee.
- Following this, voting and ex officio Committee members can ask questions.

4. Witnesses are called individually to provide testimony. Prior to being interviewed, The Chair administers the oath to each Witness: “Repeat after me: I (state your name) recognize I have two options: to speak or to remain silent, but if I do speak, I promise to tell the truth.” The Committee may ask questions of the Witness.

- Once the Committee has completed its interview of a witness he/she is excused from the proceedings. Witnesses, other than the Respondent, should not have the ability to hear statements of other witnesses.

5. The Respondent is then allowed to present information to the Committee.

- The Respondent is given an opportunity to respond to the allegation and other information presented to the Committee.
- Voting and ex officio members of the Committee can then ask questions.
- Following this, both the Respondent and the Complainant are excused but both must remain available for questions.
- Audio recording is concluded.
- If there are contradictions between statements made by the Complainant and the Respondent, the Committee can bring both back into the hearing room and review the areas of contradiction. Audio recording is resumed.
The Complainant and the Respondent can then submit written questions for each other, which will be reviewed by the Chair who reserves discretion with respect to relevancy and propriety, whether to ask them.

The questioning process will continue until the Committee is satisfied that the contradictions have been resolved or it has been determined that they cannot be resolved.

Should evidence be presented for which the Respondent identifies a need for further investigation the Respondent may request a reasonable delay in the proceedings. The committee will vote on this request in closed session.

If at any time during the proceedings the committee determines that further investigation is needed or that there are other possible witnesses it can vote to suspend the hearing to conduct such an investigation.

6. The Committee then deliberates in closed session concerning the alleged violation and determines an appropriate sanction (if any).

- Committee deliberations are not recorded and may not be disclosed outside of hearing.
- The Committee initially formulates a motion regarding the merit of the allegation. When the decision is made, the Complainant and Respondent are brought back into the hearing room so the decision can be delivered.
- If the Respondent is found in violation, the Committee can ask the Respondent if s/he has any thoughts regarding appropriate sanctions. The Committee will then deliberate in closed session to determine sanctions.
- Paper ballots are taken for motions at hearings. Decisions are made based on a majority vote; committee members will base their individual votes on the weight of evidence presented to them.

7. Following deliberations, the Committee will notify the Dean/Director of the Committee’s decision regarding the allegation and any sanction imposed by the Committee. The Dean/Director can affirm the decision or, if there is a difference of opinion, will meet with the committee to reach a resolution by consensus. When the decision is final, the Committee Chair will notify, in writing, both the Complainant and Respondent of the outcome.

- Sanctions may include dismissal, counseling recommendation, remediation, professional development related to the subject offense, special work, or other actions deemed appropriate by the Committee.
- A separate communication will advise the Complainant of the Committee’s decision regarding the allegation, but not the details of specific sanctions.

8. If a student is dismissed from the College/School/Program as a result of Committee action, the Dean/Director immediately follows appropriate protocol and notifies appropriate administrators.
9. A written appeal of a Committee decision can be made to the Dean of the College in accordance with the [College bylaws – not all Colleges publish appeal procedures in bylaws; refer to appropriate document as applicable.]

10. If the student wishes to appeal the Dean’s decision, a further appeal can be made to the University Provost and Vice President for Academic Affairs in accordance with the procedures of the University Standards and Appeals Board as outlined in the Faculty and Governance Handbook.

11. The Secretary retains recordings, minutes, and other relevant documents of the hearing and transfers these records to his/her successor. Ballots are shredded. The length of time such records are retained shall be in accordance with University policy.

- When privacy concerns or extenuating circumstances exist that may severely compromise the ability to conduct a fair hearing, the Committee may allow testimony to be offered in a manner that protects the witness from humiliation or other duress, but allows the Committee and the Respondent full hearing of the evidence presented.
- When extenuating circumstances prevent the Complainant from physically being present at the hearing the Committee may allow testimony to be offered in a manner deemed appropriate by the Committee and available to the Respondent.
- All allegations brought before the Review Committee will be resolved within 10 (ten) University working days.

If during the above process, information discovered indicates possible risks or threats to personal safety of students or others, the situation must immediately be brought to the attention of the Dean orally and in writing with copies to the Vice President of Enrollment Management and Student Affairs, Dean of Students, Office of Student Services, and the Chair.

Appendix A: Glossary for Student Review Process

**ACTION PLAN** - Specific assignments, remediations, and expected behaviors/responsibilities stipulated to a student by the Dean/Director, which are to be completed according to a detailed timeline prior to returning to “Good Standing”. An Action Plan can be created in conjunction with a change in status (i.e. Warning or Probation) or to outline requirements for a student re-entering after a temporary exit (i.e. LOA, Suspension).

**APPEAL** – A student’s formal written request for a hearing regarding a prior decision. There are two levels of appeal available to any student – at the College (which oversees the student’s program) and at the University. Appeals need to meet certain criteria, which are defined in the respective handbooks for the Colleges and the University.
APPEAL HEARING – A formal meeting between the student and an Appeal Committee to review the student’s Appeal and to resolve questions or issues related to the Appeal.

CONFLICT OF INTEREST - Conflict of interest: Any member of a committee having information that could impair his/her impartiality or give rise to a potential or actual conflict of interest shall recuse him/herself from decision-making responsibility during the review or hearing process and be replaced by an alternate. Conflict of interest disclosures by a committee member or student must include sufficient detail to persuade the committee that an injustice would result from his/her service in a decision-making capacity. Disclosures based merely on casual acquaintance or classroom interactions are not recognized as potential biases.

COMPLAINANT – The person (faculty, staff, student or administrator) who brings forward an allegation of a student or student group violation of program, school, college or university policy which is actionable and may result in an unprofessional behavior hearing.

DISMISSAL – Status to be used when the concerns about a student are so serious, or of a chronic nature, that permanent separation from program and the University is warranted. It is unnecessary to distinguish a Dismissal from an Expulsion. Currently students are told that if they are Dismissed, they may reapply for admission in the future whereas Expulsion means that reapplication is not allowed. However there are no mechanisms that would prevent any prospective student from applying to any of the programs at the University. It is up to the schools to decide how, and if, they will review applications.

DUE PROCESS – Students should be afforded due process when they are going through a hearing or similar formal action. The main aspects of due process are:

• Advanced notice of issues
• In a timely manner
• Ability to confront your accuser
• In front of a neutral hearing authority which is empowered to make a decision

EXIT – When a student leaves the University, either temporarily or permanently, prior to completing a degree. Exits can be voluntary (Withdrawal, Leave of Absence) or involuntary (Suspension, Dismissal).

GOOD STANDING – A status to indicate a student’s satisfactory and expected academic progress through a program. A status of Warning or Probation is not considered Good Standing.

HEARING – A formal meeting between the student and a neutral committee/panel; typically occurs at a program or school level. The committee/panel reviews the relevant information and arrives at a formal decision. The outcome from a Hearing is
communicated to the student in a formal document within 5 (five) University Business Days.

INCOMPLETE (grade) – Majority of coursework is completed satisfactorily, but health or other extenuating circumstances keep the student from completing the course. Incompletes should be used in the spirit of this definition and not as a placeholder unrelated to health or personal issues, or as a means to force remediation. Any questions about use of the grade of Incomplete should be referred to the Registrar’s Office.

LEAVE OF ABSENCE (LOA) – When a student requests a break in their program for medical or personal reasons, and has a pre-arranged return date. A student requesting an LOA should be encouraged to talk with University offices (Business Office, Financial Aid, International Programs), as appropriate, to understand potential ramifications of taking time away from their study. Students on a processed Leave retain their admitted status; however, they are not registered and therefore do not have the rights and privileges of registered students. An Action Plan will be created for the student that outlines the plan for return, including any modifications to curriculum. LOA is never used in lieu of suspension or dismissal to avoid academic consequences for substandard performance or inadequate progress.

PREPONDERANCE OF EVIDENCE – The decision making standard to be used during an unprofessional conduct hearing. The student review committee determines if a student is in violation of a school, program, college or university policy if it is more likely than not that the violation occurred. In other words, the committee must decide if it is 51 percent likely that the violation occurred.

PROBATION – Status to be used when a student has area(s) of significant concern. Students on Probation need to make significant and immediate changes as outlined in their Action Plan. Students placed on Probation remain enrolled; this status does NOT signify an exit from the university.

RESPONDENT – The student or student group accused of violating school, program, college or university policy.

STUDENT REVIEW COMMITTEE – A group that exists at the School level in order to render decisions about student progression for those in academic jeopardy, and to adjudicate cases of unprofessional behavior. For Colleges without a School structure, this committee should exist at the College level but be separate from any appeals committee.

SUSPENSION – Status to be used when the concerns about a student are significant enough to warrant a temporary and defined separation from the program with the expectation that the student will return. Suspensions may include specific stipulations that must be met prior to return (Action Plan). Failure of students to complete required
stipulations of Suspension should be considered Unprofessional Behavior and reviewed as such.

**UNIVERSITY BUSINESS DAYS** – When defining timelines, “University Business Days” is defined as days that are not Saturday or Sunday and days that are not University recognized holidays (Human Resources website). University Business Days may include days when classes are not in session, but the University is open.

**UNPROFESSIONAL BEHAVIOR** – Actions or attitudes that are contrary to a School/College’s stated expectations of conduct (i.e. code of ethics, pledge of professionalism) or Pacific University’s Student Code of Conduct. These actions or attitudes could be exhibited in a classroom, clinic or off-campus setting and include academic misconduct (i.e. cheating, plagiarism).

**WARNING** – Status to be used when a student has area/s of concern which may be academic, professional, or clinical in nature. Students on Warning need to make measurable changes as outlined in their Action Plan.

**WITHDRAWAL** – A student can voluntarily Withdraw from the program at any time*, for any reason, with no intention of returning to the program. A student who plans to return at a later date should be advised to consider a Leave of Absence rather than Withdrawal. If a student is accused of an actionable offense and withdraws from the school or college before the administrative process takes place, that process shall move forward and the outcome will remain part of the student’s record.”

Students who withdraw completely from all classes may be eligible for a refund of all or a portion of their University charges. The policy of refunding University charges reflects the formula prescribed in Federal law that governs the return of Federal funds to the appropriate financial aid programs. Refunds on all charges will be prorated on a per diem basis up to the 66% point in the semester. Students who withdraw before the first day of classes will be refunded 100% of their charges; students who withdraw after the 66% point in the semester will not be eligible for a refund. A copy of the refund schedule is available from the Financial Aid Office.

*Withdrawing after the 66% point of any term will result in grades of “F” for all courses, unless overridden by the Dean or Director of the respective program/school/college. Contact the Registrar’s Office with any questions.

**WITNESS** – A person identified by a student review committee, respondent or complainant who may have direct knowledge of the incidents related to an allegation. Witnesses who can only speak to the personality or moral character of the Respondent or Complainant (“Character Witnesses”) are not permitted in hearings.
Possible Hearing Outcomes

Sanctions may include probation, suspension, dismissal, counseling recommendation, remediation, professional development related to the subject offense, special work, or other actions deemed appropriate by the Committee.

Probation

Students who are not meeting Academic and/or Professional standards may be placed on Probation for one semester. Students who are on Probation will:

1. Meet with the MSW Program Director and his/her advisor in order to outline a plan, including timeline, to address the problem areas that lead to the Probation. This plan must be in writing and signed by both student and Program Director. This written plan will be kept on file with the MSW Program Director.
2. Meet with their advisor and the MSW Program Director at regular, specified intervals to assess progress toward resolution.
3. At the conclusion of the probationary period, a letter will be written by the MSW Program Director documenting the outcome and recommending (a) end of Probation, or (b) suspension or dismissal from the program.

Suspension

Students who have been on Probation and fail to meet one or more of the four academic and/or professional standards in any subsequent semester (or who have a single, egregiously poor semester record, as determined by the MSW Director) may be placed on suspension. Suspension typically lasts one academic year, and students may not be enrolled in Pacific University’s MSW during the suspension.

Readmission after Suspension

After the suspension period has ended, the student must apply for readmission. To gain readmission, a student must present a reasoned and compelling argument (via a formal letter) for being allowed to return to study at Pacific. Such an argument might include a record of satisfactory academic work completed at another institution during the period of suspension, a record of substantial employment, lessons learned, and a carefully crafted plan for improvement. Those who are readmitted after suspension are placed on Probation (see above) for the semester of their return. If a readmitted student subsequently does not meet the MSW program’s academic and/or professional standards, the student will be permanently dismissed from the program. The student will be given a letter in writing from the Program Director notifying him or her of the decision whether to be readmitted.

Dismissal from the MSW Program
On very rare occasions, a student may be dismissed for being unable to meet the academic and professional standards of the MSW program. A student may be dismissed from the program for any of the following reasons:

**Violation of MSW Student Code of Conduct:**

- The student’s performance in the classroom and/or practicum demonstrates that the student shows little likelihood of succeeding, either in completing the MSW degree requirements or in professional practice. This may be a matter of academics or professional skills.
- The student demonstrates attitudes or values that are incompatible with the practice of professional social work.
- The student persists in conduct in the field that endangers clients, the agency, the University, other students, or the student.
- The student commits a serious violation of the NASW Code of Ethics.
- The student is consistently unable to form productive working relationships with clients, Field Instructors, or other students.
- The student’s personal problems preclude effective social work practice.
- The student engages in serious academic dishonesty put forth by the Academic Integrity Guidelines in the University Student Handbook.
Field Education in the MSW Program at Pacific University

Field education (or “Practicum” or “Field Work”) is the heart of Pacific University’s MSW Program. After students are accepted into the MSW program, placements at approved social service organizations (e.g., governmental; nonprofit; for-profit) are established. This intensive experience is designed to promote the application of social work values and ethics, theory, and skills to practice. During both the foundation and concentration years of the program, students serve their practicums under the supervision of an MSW Field Instructor and the administration of the MSW Field Director.

It is the belief of the MSW Program at Pacific that field education is an integral component of student’s learning experience. Therefore, multiple opportunities are required for students to engage in field education. The Practicum is an educationally directed field based learning opportunity. It has been well established that this type of experience is crucial to successful social work education. This intensive experience is designed to integrate theory, skills, values and ethics under the guidance of both a field instructor and a university based faculty liaison. **Important note:** The Practicum is more fully discussed in the MSW Practicum Manual available through the Director of Field Education and on the Social Work homepage.

Each practicum involves a yearlong experience at one agency. From September to May of their first year, students participate in a 2-semester long practicum consisting of 14-16 hours per week, totaling 420 hours. During the concentration year, students participate in another 2-semester long practicum consisting of 18-20 hour per week, totaling 500 hours. Over the entire course of the MSW program, students participate in a total of 920 practicum hours.

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<th>Year 1/Foundation Year</th>
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<tbody>
<tr>
<td>420 hours total</td>
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<tr>
<td>14-16 hours per week in field</td>
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<tr>
<th>Year 2/Concentration Year</th>
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<tr>
<td>500 hours total</td>
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<td>18-20 hours per week in field</td>
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<th>920 hours total</th>
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<td>2 placements</td>
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In addition to the time dedicated to agency placements, students attend a seminar class. Seminar affords an interactive setting where students can process, integrate classroom knowledge with practice, and address professional issues and development.

A field education placement form will be made available to all students admitted to the MSW program immediately after notification of admission. Students are responsible for completing and returning the form to the MSW field director by mail, fax, or e-mail within two weeks (14 days).
Practicum during Foundation Year (for students in 2-year program only)
From September to May of their first year, students participate in a 2-semester long practicum consisting of 14-16 hours per week, totaling 420 hours. Field faculty determine student placement for foundation year students with consideration of student strengths, interests, and agency availability and needs. Foundation year placements orient students to the social work profession and provide generalist practice opportunities. Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings.

Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the wellbeing of individuals, families, groups, communities and organizations and furthering the goals of social justice.

Practicum during Concentration Year
During the concentration year, students participate in another 2-semester long practicum consisting of 18-20 hour per week, totaling 500 hours. Concentration year placements provide advanced practice opportunities, essentially building on foundation year learning, in one of two specific concentrations: (1) Latino Families and Cultures or (2) Health and Wellness. Placements are designed to complement these concentrations and prepare students for advanced level social work practice in these specialized fields of practice. Students are required to develop a learning contract for each respective concentration that includes advanced level learning tasks and goals that are tied to the 10 CSWE competencies.

Background Checks
All social work students are required to complete 920 hours of field experience plus a weekly practicum seminar. Many of the agencies utilized for these experiences require a background check, which includes a criminal history.

Any student with concerns or questions about successfully completing a background check or criminal history should speak with the MSW Program Field Director.

While enrolled as a student in the MSW program at Pacific University, students must report to the Director of Field Education any involvement with law enforcement, Department of Human Services, or similar encounter.

**Student Participation**

MSW students are expected to be active members of the Pacific University community. There are a variety of avenues for student involvement within and outside the MSW Program.

**Student Involvement within the MSW Program**

**Professional Advisory Board (PAB)**
The MSW PAB has eight to ten members. Students interested in serving on the Advisory Board should contact the MSW Program Director.

**Social Work Club**
The MSW Program has plans to establish a Social Work Club at Pacific University. If you are interested in helping with this effort, please contact the MSW Program Director.

**Student Review Committee**
The Student Review Committee is established to oversee and implement all policies and procedures related to academic review and unprofessional conduct.

**Social Work Program Assistant**
Typically, the Social Work Program has one student Program Assistant each year. This is a work-study position. The Program Assistant is responsible for holding regular office hours, meeting with faculty from the MSW Program, and for doing administrative work as assigned by MSW faculty. Students interested in this position should contact a faculty member in the MSW Program.

**Social Work Research Assistant**
Advanced Social Work students with excellent academic records and an interest in advanced research have the opportunity to work with a faculty member in the Social Work Program as a Research Assistant on ongoing, professional research projects. These positions are offered at the discretion of the individual faculty members of the Social Work Program and can be offered as either work-study positions or for academic credit.

**Search Committees**
Social Work students are invited to serve on search committees when new faculty members are being hired. These are short-term, but time-intensive positions. Membership on a search committee is at the invitation of the MSW Program Director.
Student Involvement outside the MSW Program

NASW
Upon acceptance into the MSW Program, students will be encouraged to become a member of the National Association of Social Workers. NASW allows students to join at a reduced rate. Please visit their website for more information at www.socialworkers.org

The Professional Student Senate
The Professional Student Senate (PSS) is the body within the University’s governance structure representing graduate and professional students. Senators are the voice of the students and act to express concerns and foster inter professional development between programs and the University as a whole. Each program appoints two senators to the student senate. They work to support students through the distribution of hardship, graduation, research, professional, and inter professional development funds. PSS also plans social events, acts as a forum for student ideas, and provides a link between all the professional programs. Senators also are appointed to university committees giving students a voice across the institution. The MSW, like all graduate/professional programs at Pacific will provide 2 student senators to the Professional Student Senate. You can find more information at: http://www.pacificu.edu/current-graduate-professional/activities/professional-student-senate

Mission Statement of the PPS: “Provide opportunities for the promotion of inter-professional relations between the University’s professional/graduate programs as well as the professional/graduate programs and the community at large (collegial, local and global). Provide a voice for the professional/graduate students to the larger University. Provide input and recommendations on Pacific University policies, issues and decisions affecting professional students.”

National/Regional Organizations
There are a wide variety of social work organizations regionally and nationally. Some are designed to provide support and networking for social workers from particular ethnic traditions or those with particular interest areas. Please see the resources section in this Program Handbook for more information on many of these organizations.

Community Organizations and Agencies
Social work students are encouraged to build their field experience and exposure to different populations by volunteering with area organizations and agencies. The Director of Field Education can assist you in locating appropriate volunteer or service learning opportunities.
Beyond Pacific University

Students graduating from the Social Work Program are encouraged to maintain their memberships in national and regional professional social work organizations.

Post Graduate Study

A Master of Social Work degree will afford you broad marketability as an advanced practitioner. Most students will be content to end their University education at this point. But in case you are hungry for more, as you enter your second (concentration) year, you may wish to consider pursuing a doctoral (PhD) degree in Social Welfare, Social Work, or a related field. If you would like to become a social work professor, a PhD will be your ticket. There is currently a shortage of qualified social work professors and, as baby boomers continue to retire and the number of social work programs increase, the need for more social work faculty will only increase.

The strongest applicants to graduate school are able to demonstrate the following:

- Excellent undergraduate preparation as demonstrated by your grades, performance in your required fieldwork and senior practicum, and faculty letters of recommendation.
- Commitment to social work as demonstrated by your understanding of the field and your experiences in field placements (as part of your college education and as a volunteer).
- Oral and written communication skills as demonstrated through your application materials (e.g., personal statement), your grades, and your senior capstone.
- Critical thinking skills and broad liberal arts education as demonstrated by your course preparation, transcript, application essay, and letters of recommendation.
- Skills and potential as a student and researcher of social work as demonstrated through your education in research methods and your senior capstone experience.
- An adherence to the NASW Code of Ethics as demonstrated by your actions, field supervisor evaluations, and faculty letters of recommendation.

Employment

The job market for MSWs is excellent and will likely remain so for decades to come. MSW graduates of Pacific University, with its sterling reputation, will be in high demand. For more information on the current demand for social workers in the U.S. visit the Department of Labor: http://www.bls.gov/ooh/community-and-social-service/social-workers.htm

Social Work students are encouraged to be thinking about their possible future careers when selecting their practicum sites. These experiences can be helpful in assisting students to determine what fields of practice are most rewarding, and they provide
excellent networking opportunities. Professional social work employment will definitely be a hot topic in Practicum Seminars.

**Social Work Licensure in Oregon**

In Oregon, social workers are required to be licensed by the state of Oregon. For more information, visit the website of the Oregon Board of Licensed Social Workers: [http://www.oregon.gov/blsw/pages/index.aspx](http://www.oregon.gov/blsw/pages/index.aspx)

There are currently 3 levels of licensure for social workers in Oregon:

1. Mandatory license for those who practice clinical social work (CSWA and LCSW)
2. Voluntary license for non-clinical MSWs (LMSW); however, you can only call yourself a “social worker” if you are licensed since this is a protected title.
3. Voluntary license for BSWs (RBSW); however, you can only call yourself a “social worker” if you are registered since this is a protected title.

The requirements for obtaining these licenses varies, so please consult the website, but it typically consists of:
- completing an application
- paying a fee
- passing an exam
- completing a criminal background check
- continuing education (CE) requirements

**Important Note:** Anyone using the title “social worker” in Oregon must hold one of the four licenses offered by the Board: RBSW, LMSW, CSWA, or LCSW.
Online Resources for MSW Students

Council on Social Work Education www.cswe.org
National Association of Social Workers www.socialworkers.org
Oregon Board Licensed Social Workers www.oregon.gov/BLSW/Pages/index.aspx
Society for Social Work and Research www.sswr.org
International Association of Schools of Social Work www.iassw-aets.org
International Federation of Social Work www.ifsw.org
Asian Social Workers Network www.aswn.org
Latino Social Workers Organization www.lswo.org
National Association of Black Social Workers www.nabsw.org
National Association of Puerto Rican/Hispanic Social Workers www.naprhsw.org
Influencing State Policy http://www.statepolicy.org/
Association for Community Organization and Social Administration www.acosa.org
Association for the Advancement of Social Work with Groups www.aaswg.org
Association on Oncology Social Work www.aosw.org
Institute for Geriatric Social Work www.bu.edu/igsw/
National Center for Gerontological Social Work http://www.jhartfound.org/
School Social Work Association of America www.sswwa.org
The New Social Worker Online www.socialworker.com
Help Starts Here www.helpstartshere.org
Social Welfare Action Alliance www.socialwelfareactionalliance.org
Clinical Social Work Association http://www.clinicalsocialworkassociation.org/about-us
Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

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

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code’s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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

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

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

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

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

**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 act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

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

**Ethical Standards**

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

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

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

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

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

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

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

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

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

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

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

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

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

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

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

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

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

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

1.09 Sexual Relationships
(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

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

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

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

1.13 Payment for Services
(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

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

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

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

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

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

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

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

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

2.04 Disputes Involving Colleagues
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.
(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

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

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

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

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

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

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

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS
3.01 Supervision and Consultation
(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

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

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

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

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

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

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

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

3.09 Commitments to Employers
(a) Social workers generally should adhere to commitments made to employers and employing organizations.
(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.
(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.
(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.
(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

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

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

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

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

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

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

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

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

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

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

5.02 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.
(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.
(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

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

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

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

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

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

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

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