

Department of Social Work

Seattle University Master of Social Work Program Handbook

2023 - 2024



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Dear Social Work Student,

Welcome to the Master of Social Work (MSW) Program at Seattle University! You are commencing on a path to join a profession whose primary purpose is to promote human and community well-being and to work toward social and economic justice. We are pleased to present you with the MSW Program Handbook. The handbook is also posted on our program Canvas site. Updates to policies and procedures are posted in the online version and represent the current policy. Students are accountable to the most current version online.

This *Program Handbook* will provide you with crucial information about the MSW Program, including our mission, educational goals and philosophy, and graduating competencies, as well as your rights and responsibilities as a student. The section on Curriculum provides important information regarding degree requirements, course descriptions, and a typical sequence of courses. It is critical that you carefully follow the plan of study as our curriculum is highly sequenced. The handbook also provides valuable information about academic and professional advising and university resources to support you through the program.

As you prepare to enter the field, you will receive the [NASW Code of Ethics](#) and a *Field Practicum Manual*, which will detail the specific educational processes and policies for the Field component of your education. We hope that these documents will answer many of your questions. However, if other questions or issues arise, please contact your academic advisor, the Field Director, or the Program Director.

Welcome to professional social work education. Best wishes for your successful educational journey.

Sincerely,

Tam Q. Dinh

Tam Q. Dinh, Ph.D., LICSW
Director, Master of Social Work Program
Professor

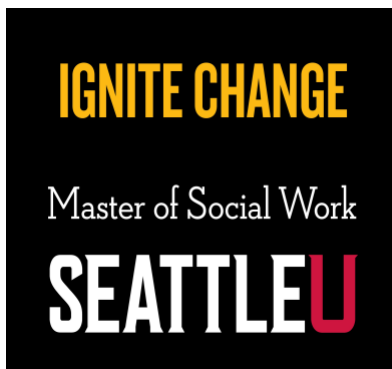


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Introduction

Overview of the Master of Social Work Program

The Seattle University Master of Social Work (MSW) Program was launched in 2015 with the social justice-focused and community-based advanced clinical social work education mission. The MSW Program consists of the Two-Year MSW program and the Advanced Standing MSW program. The inaugural cohort of the Two-Year MSW Program began their study in Fall 2016, and the first cohort of the Advanced Standing Program joined the Program in Summer 2017. The MSW program was accredited by the Council on Social Work Education (CSWE) in June 2019.

Master of Social Work Program and the Jesuit Education Tradition at Seattle University

Seattle University is one of 28 Jesuit Universities in the United States. The educational mission of the University is centered on a Jesuit and Catholic vision of the person: Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

The mission of the University is integral and highly compatible to the MSW Program in three ways. First, the University is committed to the humanistic education of each of its students. Seattle University carries on the Jesuit tradition of a humanistic education closely related to professions and careers. Integral to the mission is the preparation of students for professional life and service. "Excellent teaching, supported by high-quality scholarship and personalized attention to student learning" ensures an intellectually challenging education as the heart of the [educational mission](#). Students are joining a community of faculty and colleagues, in partnership to provide a total educational experience within the classroom, campus, and community that develops competence, character, and leadership.

Second, and perhaps most critical for the MSW Program, is the University and the Society of Jesus' long-standing and central commitment to social justice. The Jesuit educational tradition promotes independent critical thinkers who are challenged by the Jesuit priority of the "service of faith and the promotion of justice to address issues of poverty, injustice, discrimination, violence and the environment in knowledgeable, committed and effective ways" ([Seattle University, 2008](#)). This deep commitment can be seen in the academic and campus life activities available to students as well as in our academic curriculum and field education.

Third, the University's mission reflects the belief that students' moral and spiritual development is a necessary part of the educational process. Students are encouraged to explore their relationship with humanity, nature, and spirituality. While Seattle University is a Catholic Jesuit university and as such is informed by the Catholic intellectual, cultural, and religious traditions, diverse points of view, traditions, and forms of spirituality are welcomed, honored, and taught. Members of diverse value or religious traditions are considered vital members of the community. The University identifies itself as welcoming and promoting the free dialogue of persons of diverse religious and intellectual traditions.

The mission of the University is founded on six central values: care, academic excellence, diversity, faith, justice, and leadership. These values are congruent with the core values of the social work profession: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry.

Table 1 illustrates the congruence between the institution's values and the core values of the social work profession.

Table 1

Congruence Between Seattle University Values and Social Work Values

Seattle U Values	Social Work Values
care	service; the importance of human relationships; the dignity and worth of the person
academic excellence	competence; scientific inquiry
diversity	social justice; the dignity and worth of the person
faith	integrity
justice	social justice; human rights
leadership	integrity; competence; social justice

Ultimately, the mission of the program and the mission of the institution are consistent: to equip students with knowledge, values, and skills to analyze social inequity and oppression and to seek systemic change as effective advocates for social justice.

The Department of Social Work

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

Master of Social Work Program

Mission and Values of the Master of Social Work Program

The mission of the Seattle University (SU) Master of Social Work (MSW) Program is to educate students for social justice-focused and community-based advanced clinical social work practice. The Program seeks to advance equity in access to excellent clinical social work practice for historically marginalized populations by preparing competent and effective practitioners who restore, maintain, and enhance human and community well-being with unwavering attention to social and economic justice. The Program is committed to respectful engagement and collaboration with community partners in its scholarship, teaching, and service.

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

Goals of the Master of Social Work Program

The goals of the MSW Program are derived from the mission of the Program. They are also informed by the social work profession's purpose, core values, and educational competencies outlined by the CSWE Educational Policy and Accreditation Standards (2015) as well as the Program's context as a clinical social work program.

The goals of the SU MSW Program are to prepare social work students to:

1. Affirm the purpose, ethics, and values of the social work profession in their professional use of self.
2. Respect human diversity; critically consider the impact of intersectionality on human development and functioning, and clinical relationship from a person-in-environment framework and a global perspective.
3. Promote well-being and empowerment of individuals, families, and groups through competent and effective advanced clinical social work practice.
4. Understand manifestations and mechanisms of oppression and collaborate with communities to advocate for policies and practices that advance human rights and social, economic, and environmental justice.
5. Apply critical reflection, respect for diverse paradigms of knowledge, and critical thinking to engage in practice-informed research and research-informed practice.
6. Develop the capacity for empowering leadership roles in community-based clinical social work practice as advanced practitioners, supervisors, consultants, and administrators.

Social Justice Commitment

The MSW Program upholds the social justice commitment specified in the Social Work Department Statement of Commitment to Social Justice in Our Curriculum ([“Social Justice Statement”](#)) and strives to apply its principles and goals in our explicit and implicit curriculum.

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

Non-Academic Technical Standards for Social Work Education

Social work practice is guided by the National Association of Social Workers' (NASW) Code of Ethics ([Appendix C](#)). The Code states, "the primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty" (NASW, 2021). Students must uphold this mission as they prepare to become social work practitioners through admittance to Seattle University's Social Work program.

Social work education prepares undergraduate and graduate students for the practice of social work. Practice is defined as the process of doing the work of enhancing human well-being and meeting the basic needs of vulnerable, oppressed, and impoverished people within real-world agency settings. Seattle University's Social Work Program (BSW and MSW) is guided by the *NASW Code of Ethics* and Council on Social Work Education (CSWE) *Educational Policy and Accreditation Standards*. CSWE adopted a competency-based educational framework that focuses on student learning outcomes. These outcomes require students to demonstrate social work competence by integrating and applying social work knowledge, values, skills, and cognitive and affective processes in real-world practice situations ([CSWE, 2015](#)). CSWE (2015) defines cognitive and affective processes as the exercise of critical thinking, good judgment, and the capacity to manage affective reactions when engaging in social work practice. Critical thinking and judgment are essential skills for social work practice, and they require a willingness to integrate other sources of knowledge with one's own assumptions and personal biases when engaged in social work practice.

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

The Social Work Program has established a set of [technical standards](#) that are required to achieve these learning outcomes. Technical standards are defined as the non-academic criteria established by an educational program that are deemed essential for students to successfully progress through and complete academic requirements ([Blacklock & Montgomery, 2016](#); [de Saxe Zerden, et al., 2019](#)). Upon admission, any violation of these standards may become grounds for dismissal from the Social Work Program.

Council on Social Work Education Accreditation

The MSW Program was granted Initial Accreditation by the CSWE Commission on Accreditation (COA) in June 2019 and adheres to the CSWE Educational Policy and Accreditation Standards ([EPAS, 2015](#)).

Administrative Structure

The MSW and BSW Programs are housed within the Department of Social Work in the College of Arts and Sciences at Seattle University. The Dean of the College of Arts & Sciences appoints the MSW Program Director. The MSW Director has the responsibility for establishing the vision and mission of the program, curriculum development, supporting faculty and staff, and ensuring a coherent delivery of the overall program consistent with the CSWE Educational policy and accreditation standards (EPAS).

Generalist Practice

Definition of the Generalist Practice

Generalist social work practice is defined by the CSWE's 2015 EPAS Educational Policy 2.0 as:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (p. 11)

Generalist Practice Competencies for Master of Social Work

The MSW Program has adopted the Generalist Practice core competencies and definitions of the CSWE's 2015 EPAS. Faculty has developed a matrix of the Program's course curriculum content across these competencies to ensure curriculum coherence, continuity, and coverage.

Competency 1: Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social

workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice. Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

- Engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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

Competency 5: Engage in Policy Practice. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers:

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

Specialized Practice

Our Program's specialization, social justice-focused and community-based advanced clinical social work, embodies the characteristics of Jesuit education (i.e., reflective practice from personal engagement with experience) as well as the [values and principles](#) established by the National Association of Social Workers (NASW).

Definition of Specialized Practice

In addition, our Program is consistent with the adopted definition of advanced clinical social work practice by the Council on Social Work Education:

As a specialty within the practice of social work, clinical social work builds on the professional values, ethics, principles, practice methods, and person-in-the-environment perspective of the profession. It reflects the profession's mission to promote social and economic justice by empowering clients who experience oppression or vulnerability. Clinical social work requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of individuals, families and groups. The practice of clinical social work requires the application of advanced clinical knowledge and clinical skills in multidimensional assessment, diagnosis, and treatment of psychosocial dysfunction, disability, or impairment including emotional, mental, and behavioral disorders, conditions, and addictions. [...] ([CSWE, n.d.](#))

Specialized Practice Competencies for Master of Social Work

Competency 1: Demonstrate Ethical and Professional Behavior. Advanced clinical social workers adhere to the mission, values and ethical standards of the profession. Advanced social workers are knowledgeable about ethical issues, legal parameters and regulations, and shifting societal mores that affect the clinical relationship. Advanced clinical social workers demonstrate the professional use of self with clients, ethical decision-making and commitment to social justice in their behaviors. Advanced clinical social workers:

- apply ethical decision-making skills to resolve issues specific to clinical social work while demonstrating ability to tolerate ambiguity;
- use self-reflection and self-regulation of one's cognitive and affective processes in clinical practice situations and maintain professional demeanor in behavior, appearance, and communication appropriate to the clinical relationship and setting;
- identify and use knowledge of relationship dynamics, including power differentials; and
- recognize and manage personal values and biases as they affect the clinical relationship in the service of the client's well-being.

Competency 2: Engage Diversity and Difference in Practice. Advanced clinical social workers understand many forms of diversity that shape human identity and experience as well as the impact of intersectionality on human development, functioning, and relationship, including clinical relationship. Advanced clinical social workers recognize forms and mechanisms of oppression and the interconnection between individual struggles, structural inequalities, and historical oppression. Advanced clinical social workers strive to engage in culturally relevant and anti-oppressive clinical service with marginalized populations. Advanced clinical social workers:

- critically analyze the dynamics of power that produce inequities in the context of clinical assessment, diagnosis, and treatment;
- develop culturally relevant and anti-oppressive intervention strategies in collaboration with clients;
- develop client relationships based on understanding how diversity and oppression shape life experiences and impacts clinical work; and
- apply self-reflection and self-regulation to mitigate the influence of personal and societal biases and to practice cultural humility.

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

Advanced clinical social workers understand the potentially challenging effects of economic, social, and environmental factors in the lives of clients and client systems. Advanced clinical social workers understand the societal stigma and historical injury associated with disorders, diagnoses, and help-seeking behaviors across diverse populations. Advanced clinical social workers understand and practice strategies for advancing human rights and social, economic, and environmental justice in domestic and global contexts. Advanced clinical social workers:

- use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention;
- advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations; and
- engage in clinical practice that advances human rights and social and economic justice.

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

Advanced clinical social workers are knowledgeable about evidence-based interventions, best practices, and the evidence-based research process. Advanced clinical social workers:

- use the evidence-based practice process in clinical assessment and intervention with clients;
- participate in the generation of new clinical knowledge through research and practice; and
- use research methodology to evaluate clinical practice effectiveness and/or outcomes.

Competency 5: Engage in Policy Practice. Advanced clinical social workers recognize the connection between clients, practice, and both public and organizational policies. Advanced clinical social workers understand factors that influence the development of legislation, policies, program services, and funding at all system levels. Advanced clinical social workers are knowledgeable about advocacy methods to contribute to effective policies that promote social and economic well-being. Advanced clinical social workers:

- analyze and advocate for policies that advance social and economic well-being;
- communicate to stakeholders the implication of policies and policy change in the lives of clients; and
- collaborate with colleagues, clients and communities for effective policy action that promotes social and economic justice.

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

Advanced clinical social workers understand that engagement is a dynamic, interactive, and reciprocal process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced clinical social workers value the importance of human relationships and understand strategies to engage diverse clients to advance practice effectiveness. Advanced clinical social workers have knowledge of clinical practice theories and critically evaluate and apply this knowledge to facilitate engagement with individuals, families, and groups. Advanced clinical social workers understand how their personal experiences, social identities, and affective reactions may impact their ability to effectively engage with diverse clients. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Advanced clinical social workers:

- develop a culturally responsive therapeutic relationship;
- attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; and
- encourage clients to be equal partners in the establishment of treatment goals and methods, and outcomes.

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

Advanced clinical social workers understand that assessment is a dynamic, interactive, and iterative process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced clinical social workers have knowledge of clinical practice theories and critically evaluate and apply this knowledge in the assessment with individuals, families, and groups. Advanced clinical social workers recognize the interconnection between individual struggles, structural inequalities and historical oppression and consider the impact of human diversity and intersectionality on human development and functioning in assessment. Advanced clinical social workers understand culturally relevant methods of assessment with diverse clients and value collaboration with clients and other professionals in this process. Advanced clinical social workers understand how their personal experiences, social identities, and affective reactions may impact their assessment and case formulation. Advanced clinical social workers:

- clarify the client's perspective of concerns and needs, client's readiness for change, and presenting issues;
- assess client's strengths, coping strategies, and support systems to aid in improvement in functioning and well-being;
- gather and consider appropriate information, including social and structural factors, from a variety of sources to create a multidimensional bio-psycho-social-spiritual assessment;
- when appropriate, utilize this formulation to aid in diagnosis;
- collaborate with the client to define goals within the context of the agency's services; and
- select and modify appropriate intervention strategies based on continuous clinical assessment.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Advanced clinical social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced clinical social workers understand clinical practice theories and critically evaluate and apply this knowledge to effectively intervene with individuals, families, and groups. Advanced clinical social workers are knowledgeable about evidence-informed interventions and understand methods of identifying, critically analyzing and implementing evidence-informed interventions to achieve treatment goals. Advanced clinical social workers value the importance of collaboration with clients and inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Advanced clinical social workers:

- critically evaluate, select and apply best practices and evidence-based interventions;
- initiate and implement treatment plans in collaboration with the client to meet treatment goals;
- demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention, client-centered advocacy, and community linkage strategies as needed;
- appropriately facilitate termination and/or referral for continued service; and
- collaborate with other professionals to coordinate treatment interventions.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Advanced clinical social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Advanced clinical social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Advanced clinical social workers understand clinical practice theories and critically evaluate and apply this knowledge in evaluating outcomes. Advanced clinical social workers:

- engage in continuous evaluation of client progress and intervention effectiveness in collaboration with the client and in accordance with practice of the agency;
- contribute to the theoretical knowledge base of the social work profession through practice-based research; and
- use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

Program Assessment & Continual Improvement

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

- embedded mastery assignments contained in academic courses
- Final Field Practicum Evaluation of student performance based on competencies as rated by their Practicum Instructor
- Year-End Survey, which evaluates the implicit components of the curriculum

Supplemental measures may include:

- Final Field Practicum Self Evaluation of student performance based on competencies as rated by each student
- various Field Education evaluation tools including student evaluation of the field site and Practicum Instructor; Practicum Instructor evaluation of the Program's administration of field; and Faculty Liaison evaluation of the field site and Practicum Instructor
- alumni survey

The MSW Program reports our most recent assessment outcomes to the Social Work Community Advisory Committee and the Seattle University College of Arts and Sciences. In addition, results of the assessment are reported to the public through our website.

Program Admissions

Program Admission Criteria

The MSW offers two degree options: a Two-Year MSW designed for individuals who do not have a bachelor's degree in social work, and a Ten-Month Advanced Standing MSW designed for graduates from CSWE-accredited bachelor of social work programs.

Two-Year MSW Program Admission Eligibility:

- Earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Applicants who are finishing their baccalaureate degree may apply. Applicants must complete the baccalaureate degree before enrolling in the MSW program. An admission decision is considered provisional until a degree is posted.
- Academic Preparation: Completion of 3 courses (5 quarter credits or 3-semester credits each) in liberal arts content, specifically one course in each of these areas: Humanities, Social Science, and Natural Science.
- A GPA of 3.0 (B) or better on a 4.0 scale in the last 90 quarter or 60-semester credits. Applicants with a GPA below 3.0 (B) must submit a GPA Explanation Statement detailing the circumstances surrounding the GPA.
- Applicants for whom English is a non-native language must demonstrate English proficiency regardless of English language studies, residence in the United States or an English-speaking country, or immigration status. Graduate applicants with a baccalaureate or higher degrees from recognized colleges in the U.S., Canada, Great Britain, Ireland, New Zealand or Australia and who have continued to reside in countries where English is the primary language for at least two years prior to applying to Seattle University will have this requirement waived. English proficiency may be met with an official TOEFL score of 92 (IBT), or 580 (PBT); the IELTS exam with a minimum score of 7.0; or a PTE score of 63.
- Criminal Background Check/Criminal Offender Record Information. Although this is not part of the application process applicants who are offered admission will receive instructions to complete the background check before field placement. Students should be aware that human services agencies often require an additional criminal history background check on students who apply to their agencies for field placements. A background check report that reveals a criminal history will not automatically disqualify an applicant from admission into the program, but it may preclude the student from many potential field placements and will limit the field placements available to the student. The MSW program cannot guarantee field placements (a requirement for completion of the MSW degree and social work licensure) for students with a positive criminal background report although we will do our best to find placements.
- Signed acknowledgment of the Seattle University Social Work Department Non-Academic Technical Standards for Social Work Education. This document is required to complete the MSW application process.

Enrollment Prerequisites

- Completion of a Statistics prerequisite course before enrollment.

Advanced Standing MSW Program Admission Eligibility:

- Completed bachelor's degree from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors (henceforth referred to as BSW/BASW degree). Applicants who are finishing their baccalaureate degree may apply. Applicants must complete the BSW/BASW degree before enrolling in the MSW program. An admission decision is considered provisional until a degree is posted.

Per CSWE EPAS (2015) M3.1.1 Baccalaureate social work graduates entering the MSW program are not to repeat what has been achieved in their baccalaureate social work programs.

- GPA of 3.0 (B) or higher in each required course for the applicant's BSW/BASW degree.
- Applicants for whom English is a non-native language must demonstrate English proficiency regardless of English language studies, residence in the United States or an English-speaking country, or immigration status. Graduate applicants with a baccalaureate or higher degrees from recognized colleges in the U.S., Canada, Great Britain, Ireland, New Zealand or Australia and who have continued to reside in countries where English is the primary language for at least two years prior to applying to Seattle University will have this requirement waived. English proficiency may be met with an official TOEFL score of 92 (IBT), or 580 (PBT); the IELTS exam with a minimum score of 7.0; or a PTE score of 63.
- Criminal Background Check/Criminal Offender Record Information. Although this is not part of the application process applicants who are offered admission will receive instructions to complete the background check before field placement. Students should be aware that human services agencies often require an additional criminal history background check on students who apply to their agencies for field placements. A background check report that reveals a criminal history will not automatically disqualify an applicant from admission into the program, but it may preclude the student from many potential field placements and will limit the field placements available to the student. The MSW program cannot guarantee field placements (a requirement for completion of the MSW degree and social work licensure) for students with a positive criminal background report although we will do our best to find placements.
- Signed acknowledgement of the Seattle University Social Work Department Non-Academic Technical Standards for Social Work Education. This document is required to complete the MSW application process.

Application Procedures

The MSW Program has only one admission cycle per year. There is no application fee. All applicants to the Program must submit an online application via the Seattle University Graduate Admissions online portal (Slate). The application portal is typically opened during the summer prior to the application year. The priority deadline is January 20th (unless this date falls on a

holiday, in which case it will be on January 21st) of the calendar year (e.g., the priority deadline for the 2023-2024 academic year is January 20, 2023).

The MSW Program informs potential applicants of its admission criteria, procedure, and other necessary admission information through the MSW Program website.

The following admission procedures are shared with all prospective applicants via the [Admissions page of the MSW Program website](#):

Two-Year MSW Program Application Procedure

- Complete the graduate application form. There is no application fee.
- Include an official, degree-posted transcript from the last 90 quarter/60 semester graded credits of your bachelor's degree, including any transfer institution credit earned during this time period as well as any post-baccalaureate coursework. The minimum GPA for eligibility is 3.0 or equivalent.
- Applicants from institutions issuing non-graded transcripts may be required to submit official results from the Graduate Record Exam (GRE). Please reach out to the MSW department as soon as possible if you graduated from a non-graded institution.
- Submit three professional or academic recommendations using the MSW forms supplied through the application. The references should be from people who know your academic capabilities as well as interpersonal strengths. Personal references or references from co-workers are not accepted.
 - Applicants who recently completed their undergraduate degree (within 1-3) years, at least one academic reference is recommended.
 - Professional recommendations can be from paid employment supervisors or volunteer work supervisors.
- Include a résumé documenting education, work and volunteer experiences (please distinguish between those experiences). Include your role, dates employed, whether part-time or full-time as well as the organization name. Résumé should list the name of every college or university attended and dates.
- Submit two admission essays: Personal Statement with three questions and Social Problem Analysis.

Admission Essay 1: Personal Statement. Please answer questions A, B, and C separately. (1500 words max total)

- a) Bearing in mind the mission of the SU MSW program:

The mission of the Seattle University (SU) Master of Social Work (MSW) program is to educate students for social justice-focused and community-based advanced clinical social work practice. The program seeks to advance equity in access to excellent clinical social work practice for historically marginalized populations by preparing competent and effective practitioners who restore, maintain, and enhance human and community well-being with unwavering attention to social and economic justice. The program is

committed to respectful engagement and collaboration with community partners in its scholarship, teaching, and service.

Discuss how your education and/or experience (work, volunteer, personal) prepared you to pursue graduate social work education at this program.

- b) The SU MSW program offers a single specialization in advanced clinical social work practice. Council on Social Work Education (CSWE) defines clinical social work:

As a specialty within the practice of social work, clinical social work builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. It reflects the profession's mission to promote social and economic justice by empowering clients who experience oppression or vulnerability. Clinical social work requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of individuals, families, and groups.

Why is clinical social work a good fit for you? What relevant skills and qualities do you bring to clinical social work?

- c) Discuss your preparation for a rigorous graduate academic program and field practicum. What are your academic strengths? What strategies or skills do you currently have to maintain strong performance in classes and in field practicum (which occur simultaneously)? What do you recognize as areas for development in order to succeed in this program?

Admission Essay 2: Social Problem Analysis. Identify and analyze a social problem that is significant to the profession of social work. This analysis paper must include appropriate references and use the American Psychological Association (APA) style citation and formatting. Faculty will evaluate the paper for its content and social justice framework, organization, and writing quality.

The following elements must be addressed in this essay:

- a) Definition and description of the social problem
- b) Societal issues that contributed to the creation and maintenance of the problem
- c) Possible solutions or interventions to address the problem
- d) Limitations of the proposed interventions or obstacles to proposed solutions

Advanced Standing MSW Program Application Procedure

- Complete graduate application form. There is no application fee.
- Submit an official, degree-posted transcript from the last 90 quarter/60 semester graded credits of your BSW/BASW degree from a baccalaureate social work program accredited by CSWE, recognized through the International Social Work Degree Recognition and Evaluating Service, or covered under a memorandum of understanding with international social work. Include any transfer institution credit earned during this time period as well as any post-baccalaureate coursework. The minimum GPA for eligibility is a 3.0 or equivalent

- Applicants from institutions issuing non-graded transcripts may be required to submit official results from the Graduate Record Exam (GRE). Please reach out to the MSW department as soon as possible if you graduated from a non-graded institution.
- Submit three professional or academic recommendations using the MSW forms supplied through the application. The references should be from people who know your academic capabilities as well as interpersonal strengths. One of the three recommendations must be from a BSW program the applicant attended (preferably a Field Advisor or Field Supervisor). Personal references or references from co-workers are not accepted.
- Include a résumé documenting education, work, and volunteer experiences (please distinguish between those experiences). Include your role, dates employed, whether part-time or full-time as well as the organization name. Résumé should list the name of every college or university attended and dates.
- Submit a senior final field evaluation. Applicants applying for Advanced Standing must submit a copy of their senior* final field evaluation as an attachment to the application. This document may be from your own records or directly from your undergraduate school. If the school no longer has a copy of the final field evaluation, the Field Director, Liaison, or BSW/BASW advisor may submit a letter that specifies: name of agency and type of services provided, number of hours completed, description of learning activities, clients, number of cases, frequency of contact, and overall performance.
*Current BSW/BASW seniors may submit a current field evaluation at the time of application. The final field evaluation must be submitted upon completion of their BSW/BASW program.
- Submit three admission essays: 1. Personal Statement with three questions, 2: Social Problem Analysis, and 3: Case Study.

Admission Essay 1: Personal Statement. Please answer questions A, B, and C separately. (1500 words max total)

- a) Bearing in mind the mission of the SU MSW program:

The mission of the Seattle University (SU) Master of Social Work (MSW) program is to educate students for social justice-focused and community-based advanced clinical social work practice. The program seeks to advance equity in access to excellent clinical social work practice for historically marginalized populations by preparing competent and effective practitioners who restore, maintain, and enhance human and community well-being with unwavering attention to social and economic justice. The program is committed to respectful engagement and collaboration with community partners in its scholarship, teaching, and service.

Discuss how your education and/or experience (work, volunteer, personal) prepared you to pursue graduate social work education at this program.

- b) The SU MSW program offers a single specialization in advanced clinical social work practice. Council on Social Work Education (CSWE) defines clinical social work:

As a specialty within the practice of social work, clinical social work builds on professional values, ethics, principles, practice methods, and the person-in-environment

perspective of the profession. It reflects the profession's mission to promote social and economic justice by empowering clients who experience oppression or vulnerability. Clinical social work requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of individuals, families, and groups.

Why is clinical social work a good fit for you? What relevant skills and qualities do you bring to clinical social work?

- c) Discuss your preparation for a rigorous graduate academic program and field practicum. What are your academic strengths? What strategies or skills do you currently have to maintain strong performance in classes and in field practicum (which occur simultaneously)? What do you recognize as areas for development in order to succeed in this program?

Admission Essay 2: Social Problem Analysis. Identify and analyze a social problem that is significant to the profession of social work. This analysis paper must include appropriate references and use the American Psychological Association (APA) style citation and formatting. Faculty will evaluate the paper for its content and social justice framework, organization, and writing quality.

The following elements must be addressed in this essay:

- a) Definition and description of the social problem
- b) Societal issues that contributed to the creation and maintenance of the problem
- c) Possible solutions or interventions to address the problem
- d) Limitations of the proposed interventions or obstacles to proposed solutions

Admission Essay 3: Case Study. (1000 words max total) Submission of a Case Study is required for Advanced Standing applicants. Drawing upon your BSW/BASW practicum or social work experience, please describe a case (individual, family, or group) with which you worked directly. Write a case summary addressing the following elements. If you do not have direct experience, you may use the case provided to develop your case study. If you are using the case provided, please propose an appropriate intervention for (d) and how you might evaluate your intervention for (e).

- a) Client description, including age, race, ethnicity, gender, and other relevant sociocultural factors (use a pseudonym and appropriate disguise to protect the identity of the client).
- b) Presenting problem(s).
- c) Contributing factors: what are the factors (biological, psychological, sociological, and spiritual) that might have contributed to the presenting problem?
- d) Intervention: describe your intervention and why you chose that intervention strategy.
- e) Evaluation: How effective was the intervention? What have you learned from this case? What would you do differently in retrospect?

Evaluation of Applications

The MSW Program educates and prepares students for professional social work practice. The academic preparation requires students to attain, integrate, and apply course content knowledge to practice and demonstrate competent engagement, assessment, intervention, and evaluation skills consistent with the values and ethics of the profession. Students must therefore be capable of developing and demonstrating appropriate professional, behavioral, and social attributes for successful practice as outlined by the NASW Code of Ethics and to uphold the values of the social work profession, particularly social justice, which is the program's focus. Both the application of knowledge and ability to perform basic practice skills in the field are essential competencies for the MSW Program.

Because social work students will intervene with clients while in their Field Practicum placements, Seattle University and the MSW Program have the responsibility to assure that our students possess the initial knowledge, values, skills, and cognitive and affective processes and exercise ethical and sound judgment in regard to unique practice situations [per CSWE EPAS (2015)]. Therefore, in deciding whether to admit, retain or graduate a student and/or permit a student to enter a practicum, the MSW Program considers not only the academic requirements but also the student's potential to serve effectively and ethically in the social work profession. The *Non-Academic Technical Standards for Social Work Education* ("Technical Standards") addresses this component of qualifications. All prospective applicants are required to read and sign the Technical Standards document in order to complete their application.

Work in social or civic organizations, either paid or volunteer, is viewed favorably as evidence of the kind of motivation and focus of interest sought in applicants. Given the importance of communication, a facility in English communication is considered an entry competency needed for admission to the Program.

Applicants are evaluated based on the contents of their online application, prior course work, relevant paid or volunteer human service experience, and strength of their essays and recommendation letters. Factors considered for admission may include:

- Academic performance
- Ethical conduct
- Ability to communicate effectively both orally and in writing, including sufficient English competency to understand course content and work effectively in field placements
- Capacity for self-awareness and willingness to examine own values, attitudes and beliefs as it relates to social work practice
- Understanding, appreciation, and respect for diversity
- Social, emotional, and psychological maturity and stability to engage in social work practice
- Possession of values consistent with those of Social Work (i.e., service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence)

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

The Program is committed to a fair and ethical process free from discrimination that recognizes the value to the Program and the Field to have a diverse and representative cohort of students.

Application Review Policies & Procedures

- The MSW Admissions Committee is composed of the Program Director, Program Coordinator, and selected Social Work faculty.
- The application portal is typically opened during the summer prior to the application year. The priority deadline is January 20th (unless this date falls on a holiday, in which case it will be on January 21st) of the calendar year (e.g, the priority deadline for the 2023-2024 academic year is January 20, 2023). Applications are considered priority if they are completed and submitted by midnight on the priority deadline. All required materials must be received by this deadline. Review of priority applications begins during the week after the priority deadline.
- MSW Program Coordinator assigns applications to reviewing faculty using the Seattle University Graduate Admissions online application system, Slate. All application reviews are conducted online through Slate.
- Admission applications are reviewed by Social Work faculty. Each application is reviewed by two Social Work faculty members. Faculty reviewers evaluate the completed application and make a decision to: a) accept the applicant, b) provisionally accept the applicant pending satisfactory completion or attainment of a requirement, c) accept the applicant on a probationary status under the condition to maintain a minimum 3.0 (B) G.P.A., d) deny admission of the applicant, or e) deny admission of the applicant but recommend re-application in the future after strengthening their application.
- If both reviewers agree on an admission decision, the decision moves forward. If there are conflicting admission recommendations, the reviewers meet to discuss the application. If consensus is not reached after the meeting, a third faculty member may be added to the review to reach a decision.
- Admissions Committee may request an interview with the applicant to gain more information or clarification prior to making a decision.
- Advanced Standing applications are reviewed first due to the condensed schedule of the specialized practice field placement process. Advanced Standing applicants are assigned at least one clinical practice faculty member. Otherwise, applications are assigned randomly to reviewers.
- Social Work faculty who submitted letters of recommendation for applicants are not assigned to review those applicants.
- Regular applications are reviewed after all priority applicants have been reviewed. The application review process continues until the cohort is filled.

- Applicants are notified of the admission decision via Slate. (see Notifying Applicants below).
- Admission decisions are final. Individual feedback to applicants is not offered. However, general information on how to strengthen an application for re-application is offered to those applicants who are recommended to reapply in the future.
- All application materials are held confidential and shared only with faculty and staff directly involved in the admissions process. All records and documents become property of the Master of Social Work Program at Seattle University.

Notifying Applicants

Applicants are notified of the admission decision by the Seattle University Graduate Admissions via official email through Slate.

Conditional Admission

An applicant who does not meet one or more of the admission requirements at the time of application (e.g., applicants who are completing their baccalaureate degree or required Statistics course; applicants who do not meet the minimum G.P.A. requirement) are considered for provisional or probationary acceptance to the program. Provisional admission is conditional upon receipt of an official transcript demonstrating completion of degree or a successful completion of the required course(s) prior to the first term of enrollment. For an applicant who did not meet the GPA requirement at admission, probationary admission is conditional for a minimum 3.0 (B) G.P.A. maintained throughout the first year of the program. Applicants who receive provisional or probationary admission are notified of the condition via official admission email.

Transfer Applicants

Because of the cohort model and the highly sequenced nature of the Program, transfer from another institution or program is seldom accepted. The Program may consider students who are in good standing at a CSWE-accredited MSW Program in the generalist practice level and demonstrate competencies at such level of education. Students who wish to transfer are strongly advised to consult with the Program Coordinator before submitting an application.

Students who wish to transfer must submit the online application for the 2-year MSW Program to the Seattle University Graduate Admissions. They must meet all requirements for the 2-year MSW Program admission. They should indicate that they wish to be considered for transfer in their essay. Transfer applications will be reviewed on a case-by-case basis by the MSW Admissions Committee.

If admitted, transfer students may be considered for a waiver for the courses listed below. Per SU Graduate Admission Transfer Policy, a maximum of 10 credits completed in the last 6 years may be transferred from another institution. In order to be considered for the waiver, students must have successfully completed the courses (3.0 or higher grade point) and submit the syllabus for each course. Transfer students must complete no fewer than 36 credits at the Seattle University MSW Program in order to earn their SU graduate degree.

Course List:

- Generalist Practice I: Social Work with Individuals and Families
- Generalist Practice II: Social Work with Groups
- Generalist Practice III: Social Work with Organizations and Communities
- Human Behavior in the Social Environment
- Human Development: Across the Life Span
- Social Work Research I: Methods and Design
- Social Work Research II: Program Evaluation
- Foundation Field Practicum and Seminar I, II, III

Credit for Life Experience or Previous Work Experience

Per CSWE EPAS (2015) 3.1.5 the MSW program does not grant social work course credit for life experience or any previous professional work experience. This policy applies to the Field Practicum as well. The Program requires 1168 hours of field practicum for the Two-Year MSW, and 720 hours of field practicum for the Advanced Standing MSW, regardless of past employment or experience.

Curriculum

Two-Year MSW Program Requirements

The Two-Year MSW degree program requires completion of 66 degree credits, which includes a field practicum each quarter. The Program is designed to be full-time and completed in two years. The first year (Generalist Practice) field practicum is 448 hours earned at the rate of 16 hours per week for 28 weeks. The second year (Specialized Practice) field practicum is 720 hours earned at the rate of 24 hours per week for 30 weeks. The total practicum hour requirement for completing the degree is 1168.

Please see [Appendix A. 2-Year MSW Plan of Study](#) and [Appendix B: Advanced Standing MSW Plan of Study](#).

Year One: Generalist Practice

The Two-Year MSW Program begins with a curriculum in generalist practice. The generalist curriculum is designed to prepare students to practice with individuals, families, groups, organizations, and communities according to the purpose of the social work profession as articulated by the CSWE EPAS (2015).

Required Courses:

- Generalist Practice I: Social Work with Individuals & Families
- Generalist Practice II: Social Work with Groups
- Generalist Practice III: Social Work with Organizations and Communities
- Social Work and Social Justice: Ethical Professional Formation
- Social Work Foundations-Policy: History and Justice
- Human Behavior in the Social Environment
- Human Development Across the Life Span
- Social Work Research I: Methods and Design
- Social Work Research II: Program Evaluation
- Foundation Field Practicum and Seminar I, II, III

Year Two: Specialized Practice

The second year of study in the MSW degree provides students with the opportunity to develop specialized knowledge and skills in clinical social work and complete the required 66-credit. Students are required to take three clinical practice courses encompassing the knowledge, skills, and values necessary to work with individuals, families, and groups, as well as an advanced mental health assessment course. Given the central role of advocacy to achieve social and economic justice at all levels of practice, second-year students also take Advanced Social Welfare Policy Practice for Advocacy. Students may develop a sub-specialty within a field of clinical practice, such as Medical Social Work, Addictions Counseling, and Trauma-Informed Practice, through a pairing of an elective and field practicum site (e.g., Addictions Counseling and placement at Therapeutic Health Services; Medical Social Work and placement at Swedish Hospital).

Required Courses:

- Advanced Practice I: Clinical Social Work with Individuals

- Advanced Practice II: Clinical Social Work with Families
- Advanced Practice III: Clinical Social Work with Groups
- Advanced Social Welfare Policy: Practice for Advocacy
- Advanced Clinical Assessment and Treatment: Mental Health Disorders
- Advanced Field Practicum I, II, III

Electives

Students may choose from a variety of course offerings for two electives (6 credits) during the second year. These six elective credits are required for the completion of the degree.

Advanced Standing Program Requirements

The Advanced Standing MSW Program allows students who have obtained a baccalaureate degree in social work from a CSWE-accredited program, those recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors across all program options, and meet application requirements to finish their graduate degree in 10 months. The Advanced Standing Program requires completion of 39 degree credits, which includes specialized field practicum of 720 hours. The Program is full-time for four quarters, starting in the summer inter-session.

All social work students who have graduated from CSWE-accredited baccalaureate degree in social work programs must meet the same generalist Educational Policy and Academic Standards. Thus, the BSW degree preparation nationally has common generalist competencies for students mapped across curriculum matrices. Advanced Standing MSW students will therefore take the same second-year courses as the Two-Year MSW students with the addition of nine credits in the summer inter-session preceding their first fall quarter. The inter-session course curriculum starts with the history of social welfare course and the social justice course as they play an essential formative role in preparing students for social justice-focused and community-based clinical social work practice. The Advanced Field Practicum Seminar course helps new students prepare to enter a specialized practice field practicum in fall quarter.

Students may develop a sub-specialty within a field of clinical practice, such as Medical Social Work, Addictions Counseling, and Trauma-Informed Practice, through a pairing of an elective and field practicum site (e.g., Addictions Counseling and placement at Therapeutic Health Services; Medical Social Work and placement at Swedish Hospital).

Required Courses:

- Social Work Foundations-Policy: History and Justice
- Social Work and Social Justice: Ethical Professional Formation
- Advanced Field Practicum Seminar
- Advanced Field Practicum I, II, III
- Advanced Practice I: Clinical Social Work with Individuals
- Advanced Practice II: Clinical Social Work with Families
- Advanced Practice III: Clinical Social Work with Groups
- Advanced Social Welfare Policy: Practice for Advocacy
- Advanced Clinical Assessment and Treatment: Mental Health Disorders

Electives

Students choose from a variety of course offerings for two electives (6 credits). These six elective credits are required for the completion of degree.

Master of Social Work Course Descriptions (AY 2022-23)

Required Courses

SOCW 5010 Foundation Field Practicum and Seminar I | 3 credits

This is the first of three consecutive and interdependent Practicum and Seminar courses in the generalist year. During Fall quarter of the MSW generalist year the Field Practicum and Seminar I serves as an introduction to professionalization as a social worker, to field practicum and to community agency setting. The seminar provides the generalist year student with the necessary information and skills to maximize their success in their field practicum. The student will be at the practicum agency site, under the supervision of an experienced MSW social worker, for 16 hours/week for 8 weeks, for a quarterly total of 128 hours. The student will meet in the university classroom for 10 hours as part of this course. In this seminar the student will continue learning and integrating professional behaviors with professional knowledge and values with the practice skills learned at the agency site.

SOCW 5020 Field Practicum and Seminar II | 3 credits

This is the second of three consecutive and interdependent Practicum and Seminar courses in the generalist year. During Winter quarter of the MSW generalist year, the Field Practicum and Seminar II serves as a continuation of introduction to professionalization as a social worker. The student will be at the practicum agency site, under the supervision of an experienced MSW social worker, for 16 hours/week for a quarterly total of 160 hours. The student will meet in the university classroom for 10 hours as part of this course. In this seminar the student will continue learning and integrating professional behaviors with professional knowledge and values with the practice skills learned at the agency site. Required. Prerequisite SOCW-5010.

SOCW 5030 Field Practicum and Seminar III | 3 credits

This is the third of three consecutive and interdependent Practicum and Seminar courses in the generalist year. During spring quarter of the MSW generalist year the Field Practicum and Seminar III serves as a continuation of professionalization as a social worker. The student will be at the practicum agency site, under the supervision of an experienced MSW social worker, for 16 hours/week for a quarterly total of 160 hours. The student will meet in the university classroom for 10 hours as part of this course. In this seminar the student will continue learning and integrating professional behaviors with professional knowledge and values with the practice skills learned at the agency site. Required. Prerequisite SOCW-5020.

SOCW 5110 Generalist Practice I: Social Work with Individuals & Families | 3 credits

This is the first in a 3-course practice sequence designed to prepare students with the generalist knowledge, values, and skills to work with individuals and families. The course will draw upon social work theories to understand human behavior within the environmental context. Emphasis is placed on the importance of the impact of the larger social and cultural environment on life challenges as well as on the helping relationship. Students will have the opportunity to practice

interviewing skills within lab role-plays. Students will develop knowledge and skills in the process of planned change (i.e., engagement, assessment, contracting, intervention, and practice termination and evaluation). Required.

SOCW 5120 Generalist Practice II: Social Work with Groups / 3 credits

This is the second in a 3-course practice sequence designed to prepare students with the generalist knowledge, values, and skills for generalist social work practice. This introductory course in group work practice examines theories about groups and group processes, values and ethical issues in group practice, and uses of task and treatment groups in a broad range of settings with diverse client groups. Students will learn effective group practice skills and practice them via in-class role-plays. Required. Prerequisite: SOCW 5110.

SOCW 5130 Generalist Practice III: Social Work with Organizations and Communities / 3 credits

This is the third in a 3-course practice sequence designed to prepare students with the generalist knowledge, values, and skills for generalist social work practice. This course provides conceptual frameworks, knowledge and skills for clinical social workers to contribute to changes in organizations, communities and policies to promote social and economic justice. The course will introduce selected concepts from community practice theory to understand and bring about change in community and organizations. Students will also learn processes of community development, organizing, and planning to affect change. Required. Prerequisite: SOCW 5110.

SOCW 5210 Social Work and Social Justice: Ethical Professional Formation / 3 credits

This course focuses on personal and professional development toward social work practice for social justice and complements the rest of the social work graduate curriculum by locating the self in a professional and political context. The purpose of this course is to enable students to articulate a personal-professional stance toward social work practice for social justice. This course aims to help students develop critical understanding of major theories of justice as well as the competencies of critical self-reflection, multicultural values and ethics, knowledge, awareness and skills in a variety of ways that they can act against manifestations of social injustices and promote greater diversity and justice. Required.

SOCW 5220 Social Work Foundations – Policy: History and Justice / 3 credits

This course is designed as an introduction to the field of social welfare in the United States and the development of the social work profession. The course connects the history, ethics, justice and professional social work policy practice. It provides a framework for the analysis of social welfare policy and then uses that framework to explore selected social policy areas. Part of the framework involves an examination of the history both of social welfare in the United States and of the social work profession. Required.

SOCS 5310 Human Behavior in the Social Environment / 3 credits

This course provides generalist theoretical frameworks for understanding human behavior and the interaction between person and the environment. The course critically examines various theories from the ecological-developmental perspective, which emphasizes the ways in which the

broader social environment shapes human behavior and identity as well as effects of human behavior on the environment. Particular attention is paid to race, class, gender, and sexual orientation as dynamic social constructions that can be both constraining and enabling forces in human development at all levels of social systems. Required.

SOCW 5320 Human Development Across the Life Span | 3 credits

This course examines human development across the lifespan, including specific developmental stages and critical factors that shape and influence human developmental trajectories. Students will gain knowledge of developmental theories with a focus on the biological, psychological, social and spiritual person and the interrelatedness of emotion and cognition, neurobiology, and the social environment. The course emphasizes the dynamic and interactive processes that shape human behavior and development of self across the life span and their implications on social work practice. Required.

SOCW 5410 Social Work Research I: Methods and Design | 3 credits

This course is the first in a two-course sequence designed to develop research skills in a social work context. This course introduces scientific research methods relevant to social work practice as well as stages of the research process, including: problem identification, ethical considerations, project design, qualitative and quantitative methods, and proposal writing. This course prepares students to be effective producers of research and competent evaluators of social work practice. Required.

SOCW 5420 Social Work Research II: Program Evaluation | 3 credits

This course is the second in a two-course sequence designed to develop research skills in a social work context. This course provides an opportunity for students to develop advanced knowledge and skills necessary to use research as a social work practitioner. Students will actively apply research knowledge to conduct program evaluation in collaboration with a community partner agency and to evaluate their own practice at their practicum. This course prepares students to be effective producers of research and competent evaluators of their own practice. Required.
Prerequisite: SOCW 5410

SOCW 5500 Advanced Field Practicum Seminar | 3 credits

This seminar course provides necessary information and skills to prepare students in the Advanced Standing MSW Program for the Advanced Field Practicum. This introductory seminar will acquaint the students to Seattle University's advanced standing field practicum program (placement, policies, and procedures) and to the social service community in Seattle. Required for Advanced Standing students.

SOCW 5510 Advanced Field Practicum I | 3 credits

This course is the first of the 3-course sequence, Advanced Field Practicum, for Advanced Standing MSW students and for students who are in the second year of their MSW Program. This practicum course is designed to provide advanced learning and practice in settings that will deepen knowledge and skill in specialized clinical social work practice under the instruction of a qualified agency-based social work supervisor. Students will complete 24 practicum hours per

week (240 quarterly hours) toward the total of 720 agency hours during this 3-quarter sequenced practicum. Required. Prerequisite: SOCW 5030 or 5500

SOCW 5520 Advanced Field Practicum II | 3 credits

This course is the second of the 3-course sequence, Advanced Field Practicum, for Advanced Standing MSW students and for students who are in the second year of their MSW Program. This practicum course is designed to provide advanced learning and practice in settings that will deepen knowledge and skill in specialized clinical social work practice under the instruction of a qualified agency-based social work supervisor. Students will complete 24 practicum hours per week (240 quarterly hours) toward the total of 720 agency hours during this 3-quarter sequenced practicum. Required. Prerequisite: SOCW 5510.

SOCW 5530 Advanced Field Practicum III | 3 credits

This course is the third of the 3-course sequence, Advanced Field Practicum, for Advanced Standing students and for students who are in the second year of their MSW Program. This practicum course is designed to provide advanced learning and practice in settings that will deepen knowledge and skill in specialized clinical social work practice under the instruction of a qualified agency-based social work supervisor. Students will complete 24 practicum hours per week (240 quarterly hours) toward the total of 720 agency hours during this 3-quarter sequenced practicum. Required. Prerequisite: SOCW 5520.

SOCW 5610 Advanced Practice I: Clinical Social Work with Individuals | 3 credits

This course builds upon and deepens the knowledge and skills of generalist practice with vulnerable individuals across the life span. Theoretical frameworks and practice strategies are discussed. The process of planned change (i.e. engagement, assessment, treatment planning, intervention, and evaluation of practice) with individuals is highlighted. Opportunities to integrate and apply course content to concurrent specialized field practicum are provided. Advanced Practice I is the first course in a 3-course clinical social work practice sequence building upon the competencies students gained in the generalist curriculum. Required. Prerequisite*: SOCW 5110 and 5120. *Pre-requisite not required for Advanced Standing students

SOCW 5620 Advanced Practice II: Clinical Social Work with Families | 3 credits

This course builds upon the generalist knowledge and skills of engagement, assessment, intervention, and evaluation of practice with families. Students will learn the theoretical constructs of methods for engagement, assessment, and intervention with families using ecological systems and resiliency frameworks. Advanced Practice II is the second course in a 3-course clinical social work practice sequence building upon the competencies students gained in the generalist curriculum. Required. Prerequisite: SOCW 5610

SOCW 5630 Advanced Practice III: Clinical Social Work with Groups | 3 credits

This course builds upon the generalist knowledge and skills of group work, and prepares students for specialized clinical group practice. The course will provide skills and knowledge to work with clients with a pertinent clinical issue in a treatment group setting, such as trauma-focused

group treatment for children/adults, including engagement, assessment, intervention, and evaluation of practice. Advanced Practice III is the third course in a 3-course clinical social work practice sequence building upon the competencies students gained in the generalist curriculum. Required. Prerequisite: SOCW 5610

SOCW 5710 Advanced Social Welfare Policy: Practice for Advocacy / 3 credits

This course, for students in the specialized year of the MSW Program, supports students' development through the study of analysis, implementation and development of social welfare policies as well as the skills and knowledge of social work policy advocacy. It will focus on current policies that are directly related to contemporary, local, regional, national and global social work practice. Required. Prerequisite: SOCW 5220

SOCW 5720 Advanced Clinical Assessment and Treatment: Mental Health Disorders / 3 credits

This course provides an opportunity for students to explore assessment and treatment issues of major mental health disorders in the biological, psychological, sociocultural and spiritual contexts. Topics include: ethical and social justice concerns in diagnosis, history and theories of mental health disorders, critical examination of DSM V diagnostic system and criteria, bio-psycho-social-spiritual assessment of mental health disorders, evidence-based practice (EBP) interventions, professional use of self, and critical reflexivity in working with clients with major mental health disorders. Required. Prerequisite*: SOCW 5110 and 5120. *Pre-requisite not required for Advanced Standing students.

Elective Courses

The MSW Program offers a variety of elective courses in Winter and Spring quarters in the Specialized Practice year. Please consult with the [Seattle University Course Catalogue](#) for the most current elective offerings.

Field Education

The MSW Program requires field practicum in the Generalist Practice year and the Specialized Practice year:

- **Generalist Practice practicum:** 448 hours, required of all students in the first year of the Two-Year MSW, on average eight hours per day, two days per week for 28 weeks
- **Specialized Practice practicum:** 720 hours, required of all students in the second year of the Two-Year MSW Program and all students in the 10-month Advanced Standing MSW Program, on average eight hours per day, three days per week for 30 weeks

Field education, the signature pedagogy of social work education, provides the student with the experiential opportunity to enhance and practice social work practice skills with client systems at a specifically selected social service agency through field practicum. Field practicum helps students integrate empirical and practice-based knowledge; students apply what they have learned in classroom courses in their practice with clients in a community-based social service agency. They also bring their experience in the field to classroom learning. This integration allows students to continue developing their social work practice competencies and identification as a social work professional.

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

Advising, Support, Student Participation, & Engagement

Academic Advising

Students are assigned a faculty academic advisor in the beginning of the academic year in their program. Students generally meet with their faculty academic advisor during the Advising Week. However, students are explicitly encouraged to contact and consult with their faculty academic advisors on any academic issues that they are experiencing outside the Advising Week. In addition, students are offered academic advising by Laura Hauck-Vixie, College of Arts and Sciences Assistant Director of Academic Advising (email: hauckl@seattleu.edu). Students may also contact the Program Director or Field Director for consultation on related issues.

Program Director
Tam Q. Dinh, Ph.D., LICSW
tamdinh@seattleu.edu

Field Director
Gabriela A. Hyre, MSW
ghyre@seattleu.edu

Professional Advising

Faculty advisors are available to provide professional advising. In addition, the Seattle University [Career Engagement Office](#) is a great resource to draw upon. The Career Engagement Office hosts an annual Job Fair with excellent representation from local non-profit organizations. Staff in the Career Engagement Office is also available for individual appointments for one-to-one assistance for job search, resume writing, and other professional development. Many local non-profit organizations electronically post job listings as well through the Center.

Student Support: University Resources

Career Engagement Office

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

Student Success and Outreach

[Student Success and Outreach](#) (SSO) provides a variety of services and programming to promote student success. The goal of SSO is to acknowledge the diverse identities of each student, provide space for communities of support, and challenge students to unleash their leadership potential to position them to thrive at Seattle University and beyond. Located in Pigott Pavilion 150.

SSO offers the following services and programming for student support, including:

- [First Generation Students Success and Outreach](#)
- [Commuter Students Success and Outreach](#)
- [Transfer Students Success and Outreach](#)
- [Veteran and Military-connected Students Success and Outreach](#)

Graduate Student-Specific Support and Resources

Seattle University offers diverse resources and support designed specifically for graduate students.

- [Graduate Students Resources, Success and Outreach](#)
- [The McGoldrick Collegium for Graduate Students and Adult Learners](#)
- [The Graduate Resource Hub](#) lists a wealth of resources available to graduate students

Student Counseling and Psychological Services

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

Disability Services

[Disability Services](#) (DS) partners with the University community to recognize disability as a valued aspect of diversity and to embrace access as a significant component of social justice. The DS office facilitates equal access to courses, programs, and activities through campus leadership on disability access and inclusion issues.

International Student Center

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

Lemieux Library

The [Lemieux Library](#)'s link to the campus-wide computer network is an excellent resource for social work students. The online catalog is accessible 24 hours per day from remote sites in classrooms, dormitory rooms, offices and computer labs. It is also accessible off-campus online. Through the University's web page, users have easy access to a number of databases, indexes, and electronic databases.

Learning Assistance Programs

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

Office of Fellowships

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

Office of Multicultural Affairs (OMA)

The [Office of Multicultural Affairs](#) (OMA)'s mission is "to promote an inclusive learning environment for all students to enhance their understanding of identity and power, to build intercultural awareness and skills, and to support the success of students from historically underrepresented backgrounds." OMA's goals are to:

1. Establish a sense of cultural solidarity and community among our underrepresented students
2. Assist in the retention of students from underrepresented student groups
3. Support students in their multicultural competency development
4. Serve as a campus partner on issues of multiculturalism and inclusion for students

Public Safety

[Public Safety](#) provides 24-hour security for the campus. Security staff is available to assist students in a variety of ways including first aid, safety escorts, crime prevention and vehicle assistance. 206-296-5911 (emergency) | 206-296-5990 (non-emergency)

Student Health Center

The [Student Health Center](#) provides primary health care to all students. All services are confidential and no information is released without the student's permission.

Writing Center

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

Student Participation and Involvement in Program Governance and Policies

The MSW Program recognizes, encourages, and supports students' rights and responsibilities to participate in the formulating and modifying of the MSW Program's academic and student affairs policies. The program also recognizes, encourages, and supports students' rights and responsibilities to organize in their interests at the program, college, and university level in the formulating and modifying of academic and student affairs policies.

Students can and do provide important feedback about the overall functioning of the program including curriculum content and effectiveness of teaching; program policies and procedures; level of support and engagement with students; connections to our community; and faculty hires. Student involvement in formulating and modifying academic and student affairs policies helps shape and continually improve our program.

The MSW Program provides the following opportunities for students to participate in formulating and modifying policies affecting academic and student affairs.

Community Advisory Committee

The Social Work Department Community Advisory Committee (CAC) is typically composed of social work faculty representatives (MSW Program Director, BSW Program Director, and Field

Director), University/College representatives, community and/or public agency representatives, alumni representatives, and current student representatives. CAC provides feedback, guidance, and advice to the Social Work Department on its policies and practices as well as its direction. CAC provides input to the Department about contemporary issues in the profession and emerging trends and helps the Department remain engaged with our constituencies through collaborative efforts. CAC members also serve as the Department's accountability partners as they review program assessment reports and plans for improvement, as well as the Department's progress toward its goals.

MSW student representatives to CAC represent their cohort's interests and concerns to CAC. The MSW Program Director also meets with the MSW CAC student representatives regularly to solicit student perspectives and input on the Program. Student representatives to CAC is either elected by their cohort or appointed by the MSW Program Director (if no such elections occurred).

Practicum Advisory Board

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

Year-End Survey

One of the methods of program evaluation and feedback for continual improvement is the Year-End survey for students. Students are asked specific questions to assess the program's implicit curriculum (including university services) as well as more open-ended questions (e.g., strengths and areas for improvement of the program). The assessment coordinator analyzes survey data and creates a written summary of the results, which is provided to the faculty for discussion at the annual retreat as part of the assessment process. Survey results are integrated into the overall assessment process for continuous improvement of the program, including modifying and formulating program policies and practices.

Informal Program Meetings

All MSW students are invited to periodic informal meetings with the Program Director and faculty to discuss topical issues. This method allows for free-flowing, relaxed discussions on a range of issues and serves to keep faculty abreast of student concerns. All MSW students are invited to a quarterly Tea or Lunch with the Program Director. The Tea/Lunch is an opportunity for students to dialogue with the Program Director about their experiences in the program and give input to the Program.

Social Work Faculty Hiring

The MSW Program values and welcomes students' input in the hiring process of tenure-track or multi-term full-time clinical faculty. Students are invited to participate in teaching demonstration sessions by faculty candidates after which they are asked to share their feedback on faculty candidates (students may choose to give their feedback anonymously via feedback survey). The

faculty hiring committee takes student feedback into account when evaluating faculty candidates for hire.

Graduate Student Council

The Program encourages MSW students to participate in the Graduate Student Council. The [Graduate Student Council](#)'s mission is to improve the graduate student experience at SU by communicating the needs and ideas of the graduate student body to the University.

Student Engagement

National Association of Social Workers – Washington Chapter

The National Association of Social Workers' (NASW) [Washington Chapter](#) provides various opportunities for student members to become educated and involved in local issues. The Program encourages MSW students to select a student representative who networks with other University reps and participates in local chapter meetings (alternatively, MSW Program Director may appoint a student representative). The MSW Program funds the student representative's membership to NASW-WA. The State conference held in April often utilizes student volunteers. Membership for students is available at a reduced rate.

Campus Ministry

[Campus Ministry](#) nurtures and supports the eclectic faith communities at Seattle University. In addition to outreach and education, the office promotes social justice, pastoral care and service, and personal and spiritual growth through various programs and regional and international learning experiences.

Center for Community Engagement

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

Student Events and Activities Council

The [Student Events and Activities Council](#) (SEAC) is responsible for planning and implementing campus-wide social activities such as concerts, dances, comedy shows, lectures and public forums.

Recreational Sports

Recreational sports provide opportunities for students to get connected with the SU community by participating in club sports, intramurals, leisure education classes, or working out at the [Connolly Center](#).

University Clubs

Seattle University has over eighty [vibrant clubs](#) on campus focusing on service (e.g., Habitat for Humanity, Calcutta Club, Friends of Belize, l'arche); cultural heritage (e.g., MEChA, Black

Student Union, United Filipino Club, Hui O Nani Hawai'i), and special interests (e.g., Amnesty International, Coalition for Global Concern, Gay Straight Alliance, Triangle Club).

Alumni Activities

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

Student Rights & Responsibilities

University Policies

Seattle University provides a variety of [policies](#) in regard to student rights and responsibilities. Students are strongly advised to review these policies (including the major policies listed below).

Non-Discrimination Policy

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment-related policies and practices. In addition, the university does not discriminate based on genetic information in its employment-related policies and practices, including coverage under its health benefits program. To review the full policy, visit [SU Policies](#).

Student Code of Conduct

Students are responsible for being informed about the Seattle University Redhawk Commitment and [Code of Student Conduct](#) (the “Code”). The Redhawk Commitment and Code are not contracts between the University and a student and they do not create express or implied contractual rights. Students are responsible for accessing the most current version of the Redhawk Commitment and Code on the Seattle University website. Students are also responsible for accessing, being informed about, and complying with other University policies located online at <https://www.seattleu.edu/policies>. Please read this document carefully. Students are accountable to its contents.

Professional Conduct Policy

In preparation for their chosen professions, Seattle University students may work in direct contact with clients or patients as a part of their practice, clinical or field experiences. Due to the obligation to protect clients and patients, students in practice and other professional settings must demonstrate the requisite knowledge, skills, and judgment needed to be a competent practitioner. Additionally, students in practice and other professional settings must at all times conform to conduct that demonstrates the appropriate ethical, professional and social (behavioral) attributes expected of professionals in that practice. Professional conduct is, therefore, determined by the professional standards and codes of ethics of the profession for which the student is being prepared and educated. These procedures apply to student violations of a school, college and/or program’s professional standards of conduct that are considered to be so egregious by the school or college as to warrant dismissal from a professional program and/or denial of a certificate or licensure for violation of professional standards.

Per the SU [Professional Conduct Policy](#), MSW students must uphold and adhere to the NASW [Code of Ethics](#).

Academic Integrity Policy

Seattle University asserts that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic

community. Acts of academic dishonesty or fraud will be addressed according to the SU [Academic Integrity Policy](#).

The Academic Integrity Policy provides and describes a non-exhaustive list of prohibited conduct including:

- Plagiarism: The unacknowledged use of the work or intellectual property of other persons, published or unpublished, presented as one's own work
- Cheating on Exams and Other Assignments: Acting dishonestly or deceptively in connection with an assignment, examination or other activity related to a course
- Academic Fraud: Misrepresenting one's academic work

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

Accommodation Policy

Seattle University provides reasonable accommodation to students with documented disabilities in academic situations in order to ensure equal opportunity for participation in all its programs and activities ([Accommodation Policy](#)). Students who have (or think they may have) a disability that interferes with their performance as a student in this program are encouraged to arrange support services and/or accommodations through [Disabilities Services](#). Disability-based adjustments to course expectations can be arranged only through this process.

Students with approved accommodations must discuss their needs with their professors—and it is suggested that they also discuss their needs with their faculty advisor and the field director.

Bias Harassment Policy

Seattle University values and celebrates the diverse backgrounds, cultures, experiences, and perspectives of our community. By encouraging and protecting diversity, we create an environment that promotes freedom of thought and academic excellence.

It is a violation of university policy and SU's Code of Student Conduct to engage in bias-related conduct that has the purpose or effect of unreasonably creating an intimidating, hostile, or offensive educational, living, or working environment. The term "bias-related" conduct refers to language or behaviors that demonstrate bias against persons or groups because of race, color, ethnicity, gender, religion, faith, national origin, political ideology, or sexual orientation. These categories are examples and are not an exhaustive list of attributes or characteristics protected under this policy. Review the Bias Harassment Policy on the SU [Dean of Students Policy page](#).

A student feeling unsafe or threatened because of bias-related harassment, either in class or in field practicum, should always seek help from a member of the university community who is trained and able to assist. Seattle University offers informal and formal procedures for processing and responding to concerns of hostile or unwelcome behavior. The procedures can be found in the [Code of Student Conduct](#).

Sexual Harassment Policy

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

Sexual Misconduct: Information and Resources

Seattle University affirms respect, responsibility, and care for all persons. Conduct constituting a sexual offense, such as non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, or sexual assault is not tolerated. Behavior of this nature, whether within the campus community or field practicum, is inconsistent with Seattle University values and is a violation of Seattle University's Code of Student Conduct. Students committing sexual misconduct in any form will be disciplined under the [Code of Student Conduct](#). For emergency assistance please call (206) 296-5911 to reach our [Department of Public Safety](#) or call 911 to reach Seattle Police.

Students who experience sexual misconduct from any persons at their field practicums should notify their Field Liaison and Social Work Field Director immediately. All Seattle University faculty and staff are required to report incidents of sexual misconduct to the Title IX Coordinator, a representative of Seattle University who responds to student reports of sexual harassment and misconduct experienced on campus and in field practicums.

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

Department & Program Policies

Non-Academic Technical Standards for Social Work Education

The Social Work Department has established a set of [technical standards](#) that are required to achieve its program goals and learning outcomes. Technical standards are defined as the non-academic criteria established by an educational program that are deemed essential for students to successfully progress through and complete academic requirements (Blacklock & Montgomery, 2016; de Saxe Zerden, et al., 2019). Upon admission, any violation of these standards may become grounds for dismissal from the Social Work Program.

Change in Criminal Background

Once admitted to the MSW Program, the student is responsible for notifying the Field Director if there is a change in the student's criminal background history, such as a new criminal charge, because such changes may affect the student's practicum placement.

Contact Information: Current Address and Phone Number, Email

Students are responsible for maintaining current contact information with Seattle University and the Program. All Seattle University students have assigned email accounts. Students are responsible for ensuring that they have a viable SU account and check it at least 3 times weekly. The University and the Program communicate important information and announcements to students about events, activities, Advising Week, course changes, etc., through the official Seattle University email. It is the student's responsibility to stay abreast of such notifications. Even if students have another email account, they must have and regularly check their SU account as the Program and the University use the official SU email account exclusively for email communication with students. In addition, the University and Program may have the need to use the U.S. Mail to send official letters or contact the students via phone; therefore, students are responsible to update their current address and phone number with the Program.

Student Academic File

The MSW Program maintains a file on each social work student. Student files are kept electronically. This file contains:

- University correspondence including the acceptance letter
- Transcripts from all schools attended and grades from all courses at Seattle University
- The student's application materials and the Program's response letter.
- Criminal background check results are kept in a separate file in the Field Director's office.
- Field Education forms and final evaluations are kept in a field file system by the Field Director.

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

Program & University Policies

Please Note: In the effort to provide students with the most up-to-date and accurate University and College policy and procedural information, the Program has been counseled to provide direct website links to referenced policies in the Handbook.

Academic Progression

MSW students follow either the Two-Year Plan of Study or the Advanced Standing Plan of Study according to their program option. Students are responsible for monitoring their progress toward degree completion by performing a degree audit, called Program Evaluation, on their [MySeattleU](#) page. Throughout the program, regular advising sessions occur with the student's academic advisor to review the student's progress and to ensure that the Plan of Study is being followed. During formal advising appointments, it is customary to review the program

evaluation. Students are encouraged to speak to their advisor as soon as possible if there are questions about or discrepancies in the evaluation.

Student Academic Specialists in the Registrar's Office will audit the student's academic progress and notifies the student, indicating which course requirements the student needs to complete before the last term of attendance. It is the student's responsibility to check the requirements in this notification carefully and to report any issues to the General Evaluator and the student's advisor as soon as possible.

Per [University Policy 75-02](#), graduate students must maintain a B (or 3.0) average and must have a minimum 3.00 cumulative GPA in order to earn a master's, educational specialist, or doctoral degree. Therefore, students are required to maintain a cumulative GPA of 3.0 or higher in the MSW Program to be considered "in good standing" and to graduate. In addition, students are required to earn a C grade or higher in their courses. If a student earns a grade of C- or lower, the student is required per Seattle University policy to repeat that course. Students who earn lower than a 3.0 cumulative GPA in any given quarter will be placed on Academic Probation from the Dean's office in the College of Arts and Sciences. Students who fail to raise their GPAs after being placed on academic probation for two consecutive quarters may be dismissed from the MSW Program per Seattle University policy.

Student Performance Evaluation: Grading Policy

Expectations on student performance, as well as a course grading system, in classroom-based and field practicum courses are described in each course syllabus. Students are required to read and understand the course syllabus. Students are expressly encouraged to seek clarification on performance expectations and/or grading systems from their instructors.

The University's policy on grading is available on the [SU website](#). The Program adheres to the Seattle University [grading system](#).

Probation

A student is placed on Academic Probation from the College of Arts and Sciences (CAS) Dean's Office for any of the following circumstances:

1. The student's cumulative GPA falls below 3.0.
2. The student achieves a grade lower than C (2.00) in any required course.
3. The student fails any course.

When a student is placed on academic probation, the CAS Dean's Office notifies the student and the Program Director by the first two weeks of the following quarter via email. The student is required to meet with the Program Director by the Dean's Office as one of the conditions of academic probation.

The Program Director meets with the student to review the nature of the probation and to discuss necessary intervention plans. The Program Director, with recommendations as needed from faculty, establishes the terms and conditions for the student's continuing progression in the program and notifies the student of the terms and conditions in writing (via email). The student must comply with the conditions of probation in order to progress in the program.

If the student fails a field practicum course, the Field Director meets with the student to review the nature of the probation and to discuss necessary intervention plans. The Field Director, with recommendations as needed from faculty, Field Liaison, and/or Practicum Instructor, establishes the terms and conditions for the student's continuing progression in the program and notifies the student and the Program Director of the terms and conditions in writing (via email). The student must comply with the conditions of probation in order to progress in the program.

If the academic concern is not resolved by the end of the following quarter, or if the concern is of a more serious nature, the Student Review Committee is convened by the Program Director or the Field Director (for Field courses) to discuss the concerns and determine disciplinary action(s) and/or intervention. The Student Review Committee may invite any relevant parties (e.g., the student, faculty, the Program Director or the Field Director) to solicit necessary perspectives in this process. As part of the review process, the Student Review Committee determines appropriate disciplinary actions and/or intervention plans. Potential disciplinary actions may include probation, suspension/removal from the field, or dismissal from the program. The Program Director or the Field Director notifies the student and the student's academic advisor of the disciplinary actions or intervention plans in writing via email within 5 business days of the decision. The student's academic advisor follows up with the student on the intervention plans.

Repeating a Course

1. A student who receives a grade lower than C (2.0), No Credit, or W (withdrawal) in any required course must repeat that course.
2. A student who fails or withdraws from the Field Practicum must also withdraw from the linked course (such as Field Seminar). However, the student may continue enrollment in other courses for the remainder of the quarter. If a student receives a failing grade in Field Practicum, the student is not allowed to continue enrollment in the Field Practicum sequence of the current year and may be required to repeat the entire sequence in the following academic year.
3. A student who fails or withdraws from any course that serves as a pre-requisite for another course in a sequence must repeat and pass the course in order to enroll in the next course in the sequence. (e.g., SOCW 5010; 5020; 5030; 5110; 5220; 5410; 5500; 5510; 5520; 5610).
4. Because of the highly sequenced nature of the program, a student may need to be on academic leave until the following year to repeat a course, which in effect will change and extend the student's Plan of Study.

Suspension from the Field

A student cannot independently end a field practicum. Students must follow intervention procedures for retention in field and adhere to the final decision from the Field Education Program about the status of the field placement. If a student is asked by a field agency site to leave a field placement prior to the official end date of field, this is considered a suspension of field practicum. When a field practicum is suspended, the student and field agency site must notify the Field Liaison and Social Work Field Director immediately.

When a field practicum is suspended, a formal review takes place to better understand the circumstances surrounding the decision to suspend the field practicum. The formal review is conducted by the Field Liaison and will be scheduled within one week of official notification by the agency site of the suspension of the field practicum. The formal review may be used as an intervention to understand the reason(s) for suspension and work with the Practicum Instructor to develop a plan that will preserve the field practicum.

Prior to the formal review, the Field Liaison must gather all necessary documents for review. The formal review process involves the following:

- Obtain written reports of the field experience from the Practicum Instructor, task supervisor (if indicated), and student.
- Review of field documentation that includes the student's education plan, log of hours, and any field evaluations that were completed prior to the suspension.
- Meet with the student to hear their explanation of the field experience. The student may request to meet alone with the Field Liaison. The student may also provide a written report explaining their field practicum experience, which will be included in the formal review. Students cannot invite family members or legal counsel to any meetings involved in a formal review of a suspension of field practicum.
- Meet with the student and Practicum Instructor, other agency staff. The Field Liaison may invite the Social Work Field Director to attend the meeting.

Following the completion of the formal review process, the Field Liaison will write a report summarizing the review process and its findings. The Field Liaison only conducts the review process and does not make the final decision regarding a student's status in field practicum. During the review process, if the agency site changes course and decides to preserve the field practicum for the student, the Practicum Instructor should revise the education plan to articulate the terms for continuance in field practicum for the student. The revised education plan is called a focused education plan and it must be reviewed and signed by the student and Practicum Instructor.

However, if the agency site maintains its decision to suspend a student's field practicum after the formal review process, the Field Liaison must write a report summarizing the outcome of the formal review and send the report to the Social Work Field Director. The Social Work Field Director notifies the MSW Program Director.

The Social Work Field Director initiates a formal review after obtaining reports from the Field Liaison and Practicum Instructor. The Social Work Field Director reviews all supporting documentation that may be included with the reports. The Social Work Field Director may also request an independent meeting with the student before a decision is made and the MSW Program Director is invited to the meeting.

The Social Work Field Director makes the decision regarding the student's status in field practicum and sends in writing the decision to the MSW Program Director, student, and Field Liaison within one week of completing the formal review. Because of a decision's implications on a student's ability to continue in the MSW program, every effort is made to render a decision as soon as possible. The final decision will be one of three options:

1. Assign the student a new field practicum within the current academic year.
2. Agree to assign the student to a new field practicum, but at a period in the future after the student has met certain field practicum readiness requirements. This decision may delay the completion of field practicum requirements, as well as MSW degree requirements.
3. To not assign the student to another field practicum and fail the student for the field practicum course. This decision may result in the student not being able to progress in the MSW program.

Dismissal

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

1. Achievement of a grade lower than a C (2.0) in a course being repeated.
2. Failure to improve academic performance after being placed on Academic Probation for two consecutive quarters.
3. Violation of Seattle University's [Academic Integrity Policy](#)

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

1. Behavior deemed to be in violation of the NASW [Code of Ethics](#).
2. Behavior defined as unprofessional in the Regulations of Health Professions – Uniform Disciplinary Act in the Revised Code of Washington (RCW18.130.180).
3. Documented evidence of criminal activity that is contrary to professional practice occurring during the course of study or which occurred prior to admission to the program and became known after admission.
4. Grave violation of the Non-academic Technical Standards for Social Work Education.
5. Violation of the Seattle University's [Code of Student Conduct or the Professional Conduct Policy](#).

Social Work is an applied discipline involving professional practice with defined standards and ethics of care. The MSW curriculum encompasses coursework within the traditional class setting, academic service learning, practice lab, and in the field. The [Non-Academic Technical Standards for Social Work Education](#) provide non-academic criteria that are deemed essential for students to successfully progress through and complete academic requirements. In addition, students receive and agree in writing to comply with the National Association of Social Workers (NASW) Code of Ethics.

Seattle University's Professional Conduct policy ([Policy #2011-2](#)) recognizes the responsibility of professional programs to protect the clients with whom students may work in their field education practice settings and to ensure that students conform to Social Work professional codes of conduct.

The policy states:

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

All faculty are responsible to report concerns to the Program Director or other relevant faculty members to ensure student academic integrity and ethical practice. A faculty member may first address the situation with the student, and depending on the severity of the situation, may notify the student's faculty academic advisor. The faculty may raise the concern at the Social Work Department meeting and/or ask for a Student of Concern meeting to discuss the concern. In this case, other program faculty may be consulted, and information may be disclosed in the spirit of gathering a full picture of the situation and potential responses. If a pattern of behavior or professional misconduct is noted that is interfering with academic success or ethical professional practice, a Plan for Improvement is constructed and shared with the student by the initiating faculty member or the student's faculty academic advisor. The student's faculty advisor follows up with the student to ensure that the Plan is implemented. If the concern is field related, the detailed procedure outlined in the MSW Field Practicum Manual will be followed.

If the concern is not resolved by the informal processes described above, or if the concern is of a more serious nature, the Student Review Committee will be convened by the Program Director or the Field Director to discuss the academic and /or behavioral concern(s) and to determine disciplinary action and/or intervention. The Student Review Committee may invite any relevant parties (e.g., the student, faculty, the Program Director or the Field Director) to solicit necessary perspectives in this process. As part of the review, the Student Review Committee will determine appropriate disciplinary action(s) and/or intervention plans. Potential disciplinary action may include: probation, suspension, or dismissal from the program. If a student is suspended or dismissed from the field, relevant procedures detailed in the Field Practicum Manual will be followed.

Following the Student Review Committee meeting, the Program Director or the Field Director writes a letter documenting the disciplinary action(s) or intervention plans. If the decision results in probation or suspension a letter describing the required actions, a timeline for the student to complete those actions, and the process for further review, is sent to the student, the student's academic advisor, and the Associate Dean or the Dean's designee (e.g., Associate Dean for Student Academic Support) within 5 business days of the decision. If the decision is to dismiss the student from the program or remove the student from the Field immediately, the student is informed of the decision within 5 business days of the decision via email and provided with the appeal process outlined in the Professional Conduct policy. A copy of the letter notifying the student of the decision and the appeal process information is sent via email to the student's advisor and relevant Social Work faculty members. As with the procedures set forth in the Professional Conduct policy, the Dean or the Dean's designee of the College of Arts and

Sciences will be notified of decisions leading to the dismissal of the student. Appropriate meeting notes will be recorded and kept by the Program Director or the Field Director chairing the Student Review Committee.

Grievance and Appeal Processes

If students have a grievance (defined as dissatisfaction about an academic situation that affects them unjustly or inequitably within a course) they are encouraged to:

1. First discuss with the faculty member involved in the grievance.
2. Contact the MSW Program Director to discuss the matter if the student is dissatisfied with the faculty member's response or has an exceptional circumstance that prohibits the student from speaking directly to the faculty member involved.
3. Follow the grievance guidelines detailed in the MSW Field Manual if the grievance is related to the student's field practicum.

In addition, students may contact the Associate Dean of the College of Arts and Sciences, Prof. Kevin Krycka, krycka@seattleu.edu.

Academic Grading Grievance Policy

Students who wish to appeal the assignment of a course grade given in a particular course should consult the procedures set out in Seattle University's [Academic Grading Grievance policy](#).

Academic Probation Dismissal Appeal

Students who desire to appeal probation or dismissal due to academic deficiencies should consult the procedures set out in Seattle University's [Academic Probation Dismissal Appeal](#).

Professional Conduct: Appeal Procedures

Students who desire to appeal dismissal from the Master of Social Work Program due to violations of the program's professional standards of conduct should consult the procedures set out in Seattle University's [Professional Conduct policy](#).

Academic Integrity Conduct: Appeal Procedures

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

Appendix A: Seattle University Two-Year MSW Plan of Study

Details	Fall	Winter	Spring
Year 1: Generalist Practice 36 credits 448 practicum hours	SOCW 5010 3 cr Foundation Field Practicum I	SOCW 5020 3 cr Foundation Field Practicum II	SOCW 5030 3 cr Foundation Field Practicum III
	SOCW 5110 3 cr Generalist Practice I: Social Work with Individuals & Families	SOCW 5120 3 cr Generalist Practice II: Social Work with Groups	SOCW 5130 3 cr Generalist Practice III: Social Work with Organizations and Communities
	SOCW 5210 3 cr Social Work and Social Justice: Ethical Professional Formation	SOCW 5220 3 cr Social Work Foundations–Policy: History and Justice	SOCW 5320 3 cr Human Development Across the Life Span
	SOCW 5310 3 cr Human Behavior in the Social Environment	SOCW 5410 3 cr Social Work Research I: Methods and Design	SOCW 5420 3 cr Social Work Research II: Program Evaluation
Year 2: Specialized Practice 30 credits 720 practicum hours	SOCW 5510 3 cr Advanced Field Practicum I	SOCW 5520 3 cr Advanced Field Practicum II	SOCW 5530 3 cr Advanced Field Practicum III
	SOCW 5610 3 cr Advanced Practice I: Clinical Social Work with Individuals	SOCW 5620 3 cr Advanced Practice II: Clinical Social Work with Families	SOCW 5630 3 cr Advanced Practice III: Clinical Social Work with Groups
	SOCW 5720 3 cr Advanced Clinical Assessment and Treatment: Mental Health Disorders	SOCW 5710 3 cr Advanced Social Welfare Policy: Practice for Advocacy	Elective – Required 3 cr
	(Elective – Optional)	Elective – Required 3 cr	(Elective – Optional)
Cumulative	66 credit minimum requirement 1168 practicum hours		

Appendix B: Seattle University Advanced Standing MSW Plan of Study

Details	Summer Intersession	Fall	Winter	Spring
Specialized Practice 39 credits 720 practicum hours	SOCW 5500 3 cr Advanced Field Practicum Seminar	SOCW 5510 3 cr Advanced Field Practicum I	SOCW 5520 3 cr Advanced Field Practicum II	SOCW 5530 3 cr Advanced Field Practicum III
	SOCW 5210 3 cr Social Work and Social Justice: Ethical Professional Formation	SOCW 5610 3 cr Advanced Practice I: Clinical Social Work with Individuals	SOCW 5620 3 cr Advanced Practice II: Clinical Social Work with Families	SOCW 5630 3 cr Advanced Practice III: Clinical Social Work with Groups
	SOCW 5220 3 cr Social Work Foundations–Policy: History and Justice	SOCW 5720 3 cr Advanced Clinical Assessment and Treatment: Mental Health Disorders	SOCW 5710 3 cr Advanced Social Welfare Policy: Practice for Advocacy	Elective 3 cr (Required)
		Elective (Optional)	Elective 3 cr (Required)	Elective (Optional)

Appendix C: National Association of Social Workers Code of Ethics

Overview

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

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

- strengthen and unify the profession
- promote the development of social work practice
- advance sound social policies.

Promoting high standards of practice and protecting the consumer of services are major association principles.¹

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:

¹ Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017. ©2017 National Association of Social Workers. All Rights Reserved.

- 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.² 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,

² For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

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

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel. Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be

judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

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

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

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

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the

clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

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

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

1.04 Competence

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

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

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

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

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

1.05 Cultural Awareness and Social Diversity

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

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

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

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social

workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

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

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

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

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

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

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

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

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

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social

workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).

Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

2.09 Incompetence of Colleagues

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

2.10 Unethical Conduct of Colleagues

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of 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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

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

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its

prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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