



2026-2027

MSW PRACTICUM MANUAL

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Welcome!

As a Master of Social Work student, you are embarking on one of the most significant and transformative components of your social work education - the practicum experience. Practicum education is considered the signature pedagogy of social work education, serving as the critical bridge between academic learning and professional practice. Through your practicum experience, you will have the opportunity to integrate theoretical knowledge, social work values, and practical skills in a supervised professional setting.

Our MSW program is committed to providing you with a comprehensive practicum education experience. This manual serves as your guide throughout your practicum education journey, outlining the policies, procedures, expectations, and resources designed to support your professional development and success in the field.

Whether you are entering your foundation or advanced practicum placement, this manual will help you understand the requirements, responsibilities, and opportunities that lie ahead. We encourage you to read this document carefully and refer to it regularly throughout your practicum experience. Your practicum education team is dedicated to supporting your growth as you develop the competencies necessary to become an effective and ethical social work practitioner.

We look forward to accompanying you on this important phase of your professional journey and witnessing your development as a social work professional.

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Eastern Oregon University Mission

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

MSW Program Mission

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

Land Acknowledgement

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

Accreditation

Council on Social Work Education (CSWE) Accreditation

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

EOU's MSW Program has achieved candidacy for accreditation by the Council on Social Work Education's (CSWE) Board of Accreditation (BOA) in June of 2026. Candidacy status indicates that it has made progress toward meeting standards of program quality evaluated through a peer review accreditation process. A program that has attained candidacy status has demonstrated a commitment to meeting the accreditation standards but has not yet demonstrated full compliance.

Students that are admitted to candidate programs in the fall (or later) of the academic year in which the program is granted candidacy status will be retroactively recognized as graduates from a CSWE-BOA accredited program as long as the program attains initial accreditation.

Candidacy is typically a 3-year process and attaining candidacy does not guarantee that a program will eventually attain initial accreditation. The earliest that the program will receive full CSWE accreditation is in June of 2028. Candidacy applies to all program options, which include locations and delivery methods. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

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

State Licensure and NC-SARA

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

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

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

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

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

EOU's Master of Social Work degree does not meet the educational requirements for licensure in Florida, New Hampshire, and New York. Admission to the program, whether for regular standing or advanced standing, is not available to students who reside in these states.

For the **2026-2027** academic year:

- All Regular Standing students from all states other than Florida, New Hampshire, and New York may apply to the program.
- *Part-time* Advanced Standing students from all states other than Florida, New Hampshire, and New York may apply to the program.
- *Full-time* Advanced Standing students from Florida, New Hampshire, and New York **or** the states listed below may **not** apply to the program.

States that require full accreditation to be able to take in order to sit for the first-level level licensure exam include: Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, Hawaii, Illinois, Maine, Maryland, Massachusetts, Michigan, Missouri, Nebraska, Pennsylvania, Rhode Island, Texas, Vermont, Virginia, Washington, Wisconsin, and Wyoming.

The determination of which states are open to admission is based on state licensure requirements and the earliest projected date for the program to receive full accreditation (June 2028). Please note, it is not guaranteed that the program will obtain full accreditation in June 2028. The program will update the states from which it will accept student admissions as the program progresses through accreditation.

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

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

Helpful Links

Association of Social Work Boards (ASWB) [How to get a License](#)

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

[Council on Social Work Education](#)

[NC-SARA Professional Licensure Directory](#)

Diversity and Inclusion Statement

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

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

We actively:

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

Our faculty model anti-racist and anti-oppressive practice while fostering an equitable and inclusive learning environment. We are committed to:

- Recruiting and supporting diverse students, faculty, and staff
- Implementing inclusive teaching practices that reduce barriers and optimize accessibility
- Engaging in continuous self-examination of our own biases and privileges
- Building strong partnerships with diverse communities and organizations
- Preparing students for culturally responsive advanced generalist practice

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

Section 1: Practicum Education Program in the Social Work Curriculum

Generalist Social Work

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

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

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

CSWE Competencies

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

enhance the CSWE competencies. Please see Appendix A for a detailed description of the CSWE competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Practicum Education Courses

SOWK 521 Foundation Practicum I

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

SOWK 522 Foundation Practicum II

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

SOWK 621 Advanced Practicum I

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

SOWK 622 Advanced Practicum II

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

Life Experience Policy

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

Section 2: Structure of the Practicum Education Program

Students in the MSW Program apply their classroom learning in internships that are conducted under the supervision of an MSW practicum instructor. The Program has established placements in a range of social service agencies throughout Oregon. In conjunction with the Practicum Education Director and students, practicum placements are arranged.

The Council on Social Work Education (CSWE) establishes the minimum standard for the number of hours required to complete the MSW degrees. The total for year one (Foundation) and year two (Advanced) is 900 hours, which is the minimum CSWE requirement. Advanced standing students with baccalaureate degrees from a CSWE accredited program are required to complete 500 field practicum hours, considering the 400 field practicum hours completed as part of their BSW degree.

Students enrolled in the regular standing program full or part time complete two foundation practicum experiences. The courses SOWK 521 and SOWK 522, Foundation Practicum I and II are grounded in generalist social work competencies and practice behaviors. A minimum of 200 hours must be completed in both practicum experiences. The two foundation practicum experiences are carried out in the same setting. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities, and organizations and furthering the goals of social justice. A generalist foundation prepares the MSW student for advanced social work practice.

Building on a generalist foundation, students bring knowledge, values and skills from the competencies and core practice behaviors into advanced practicum education. The MSW curriculum prepares social work students to be advanced social work practitioners in working with families and children. All MSW students complete two advanced practice placements, SOWK 621 and SOWK 622. A minimum of 250 hours must be completed in both practicum

experiences. The two advanced practicum experiences are also carried out in the same setting; however, typically the setting or the placement within an agency will be different from that of the first-year practicum agency and must provide more advanced practice learning opportunities.

Students may not terminate or switch practicum settings at any point without the prior written approval of the Practicum Education Director. Please refer to the section of this manual titled “Practicum Placement Reassignment/Change of Placement Request” for additional information.

Practicum Education Roles and Responsibilities

The practicum education program is structured to provide a comprehensive learning experience that bridges academic knowledge with professional practice. Eastern Oregon’s program operates through the coordinated efforts of several key stakeholders, each playing vital roles in ensuring student success. The following terms will be used throughout the practicum manual to facilitate understanding of practicum education policies and procedures.

MSW Practicum Education Director - The MSW Practicum Education Director is a full-time faculty member who is responsible for oversight of all aspects of the practicum education program.

Practicum Liaison - Liaisons serve as the primary link between student practicum placements and the Practicum Education Office. Their role is to support and guide the student and practicum instructor through the practicum experience for the duration of the academic year.

Practicum Instructor - The Practicum Instructor is an agency employee who supervises the day-to-day activities of the MSW student. The Practicum Instructor meets with the student one hour weekly, assists in developing the Learning Contract, reviews process recordings and completes the midterm and the final evaluation. The Practicum Instructor has an MSW from an accredited program and at least one year of experience in the agency. An external practicum instructor who holds a CSWE accredited social work degree can support students who are assigned task supervisors. The off-site instructor will provide at least one hour of weekly supervision. Agencies may make arrangements for an external supervisor through the use of board members or contracting with a social worker who meets the criteria, The Practicum Liaison can also serve in this role.

Task Supervisor - A student may be assigned a task supervisor if the student’s practicum instructor is off-site or not always available to the student in the practicum. The task supervisor is a staff member who does not hold an MSW but guides and shapes the student’s practicum experiences on a day-to-day basis.

MSW Practicum Education Director

The MSW Practicum Education Director provides leadership in all aspects of the MSW Practicum Education Program and works in collaboration with the Dean of the College Education, MSW Program Director, Faculty, and Faculty Liaisons. The MSW Practicum Education Director responsibilities are as follows:

1. Recruit, assess, and approve Practicum Education agencies and Practicum Instructors.
2. Finalize and file Memorandums of Agreement between practicum agencies, community organizations, programs, and the University
3. Facilitate placements between students and practicum agencies.
4. Monitors and evaluate students' progress in Practicum Education.
5. Maintains Practicum Education records.
6. Resolves problems and concerns related to Practicum Education.
7. Identify training needs of Practicum Instructors.
8. Plan and implement Practicum Instructor orientations and training sessions.
9. Plan and implement student orientations.
10. Administers and updates the Master of Social Work Program Practicum Education Manual as needed and make students, faculty, Faculty Liaisons, and Practicum Instructors aware of any changes.
11. Serves as a conduit between the MSW Program and the Practicum Education agencies by transmitting significant information pertaining to the operation of Practicum Education and the overall operation of the MSW Program.
12. Ensures the overall administration of the Practicum Education is in compliance with the Council on Social Work Education Accreditation Standards.
13. Assign students to Faculty Liaisons.
14. Be available as consultant to Faculty Liaisons.
15. Responsible for overseeing the overall evaluation of the Practicum Education program.
16. Responsible for developing and updating Practicum Education evaluation tools.
17. Make agency visits two times over the course of the practicum education experience.

Practicum Liaison

The Practicum Liaison provides ongoing support and information to the students and Practicum Instructor. They report directly to the MSW Practicum Education Director.

1. Identify appropriate learning opportunities for the student.
2. Consult with the student and Practicum Instructor on the progress of the placement.
3. Consulting with Practicum Instructors and students regarding practicum related issues when they are not being resolved between the Practicum Instructor and the student and developing procedures for resolution.
4. Ensuring that the social work perspective is sufficiently emphasized for those students whose Practicum Instructor does not hold a social work degree.
5. Providing evaluative information on the quality of agency practicum instruction to the MSW Practicum Education Director and recommending revisions in the practicum education program.

6. Providing additional supervision to students as needed.
7. Communicating with the MSW Practicum Education Director on any issues of concern about student interns and agencies and practicum instructors.

Practicum Instructor/Task Supervisor

Overall, a Practicum Instructor and a Task Supervisor have the same role and are expected to complete the same tasks during the student's internship placement with the exception that the Task Supervisor is not "required" to provide one hour of weekly supervision. The task supervisor/ practicum instructor has the multiple tasks of being a "teacher in the profession," a superior, a mentor, and a professional role model. The following are the minimum tasks expected from the instructors/supervisors who have been approved by the MSW Practicum Education Director:

1. Complete the Practicum Instructor Application and Agency Agreement form and forward it to the MSW Practicum Education Director. (Located in the appendix)
2. Take part in the agency interview of each prospective student intern prior to placement (if possible and available).
3. Attend the practicum education instructor/supervisor training session.
4. Provide the student intern with an orientation to the internship agency including:
 - (a) Overview of the agency policy and procedure manual as well as agency budget and funding sources
 - (b) Opportunities to visit community resources utilized by the agency and its client(s)
 - (c) Overview of charts and documentation related to agency policies and procedures
 - (d) Opportunities to attend new employee training sessions and workshops as available and appropriate
 - (e) Identify recommended readings that are appropriate and relevant.
5. Collaborate with the intern on a mutually agreed upon learning contract related to the student's learning needs and the agency expectations. (Located in the appendix)
6. Provide regular formal supervision through weekly meetings (minimum of one hour for Practicum Instructors) and informal meetings (as needed) to support ongoing discussion related to achievement of tasks and assignments, exploration of feelings and concerns, and overall discussion related to the agency, agency client(s), and profession of social work.
7. Review, verify, and electronically sign student intern's weekly time/activity reports in In Supervision Assist Practicum Software.
8. Practicum instructors are all expected to adhere to the NASW Code of Ethics. Violations in Code of Ethics may result in termination of the practicum placement and discontinued use of the agency until issues can be resolved and the agency is further approved by the Practicum Education Office.
9. Include the student intern in ongoing operations of the agency such as staff meetings, workshops, agency conferences, board meetings when available and appropriate.
10. Complete Mid-Term and Final Field Evaluation of the student intern by adding feedback

and direct observations of student intern. Task supervisors should collaborate with practicum instructor, if necessary, when completing the evaluation.

Student

The effectiveness of student learning is largely dependent on the student. It is the student's responsibility to become an active learner and to have a sense of ownership in the practicum experience. Active learning involves the student developing a learning plan, evaluating practice, confronting personal biases and prejudices, and assessing one's professional development.

Students are expected to meet the following additional responsibilities:

1. Have an open mind about the practicum experience. Work collaboratively with the field instructor and the task supervisor (if applicable) to prepare the Practicum Learning Agreement, outlining specific learning activities assignments; Revise the learning agreement as necessary to maintain educational relevance and for accurate use in evaluating student competency.
2. Actively explore learning opportunities within the agency and participate with the practicum instructor/task supervisor in the selection of appropriate learning materials and activities.
3. Plan an agenda and meet weekly with the practicum instructor (and task supervisor, if applicable) for direction in planning, managing, and completing practicum assignments; applying theory to social work practice, and discussing other issues associated with the profession of social work.
4. Dress appropriately. The student should keep in mind that he/she is in the role of a professional.
5. Be prompt (on time) for the internship and leave at the agreed time.
6. Follow instructions of the practicum instructor and ask questions when details are not clear.
7. Participate fully in activities planned to include staff meetings, webinars, training conferences, seminars, etcetera.
8. Respect clients and agency personnel by being considerate and helpful, whenever possible.
9. Use initiative and creativity in their work.
10. Respect the confidentiality of clients' information and agency regulations governing such matter and others.
11. Notify the agency supervisor via e-mail AND phone call if unable to report to the agency. If more than three days are missed the student is expected to make up the day. When a student is absent from placement, they must submit a copy of the "Request for Absence Form" (Located in the appendix) to the MSW Practicum Education Director within two days of the absence.
12. Students will log their internship hours and weekly supervision forms into Supervision Assist weekly. Practicum instructors will sign off electronically on both forms in Supervision Assist. Students are to complete a minimum of 400 clock hours during the Foundation Practicum. The Advance Practicum students will complete a minimum of 500 clocks hours.

13. Comply with agency standards and requirements as well as all of the policies and procedures of the Social Work Practicum Education Experience and adhere to the guidelines within the Eastern Oregon Practicum Manual. Adhere to the NASW Code of Ethics. Violations of the Code of Ethics may result in the termination of the placement, and a failing grade for the practicum course if the violation is determined to be on the part of the student by the practicum education faculty and program director.

Practicum Requirements

The practicum experience is a fundamental component of MSW education, designed to provide students with supervised professional experience that integrates academic knowledge with practical skills. Before beginning practicum, students must meet specific prerequisites that ensure readiness for this intensive learning experience. These prerequisites include successful completion of designated coursework, maintenance of required academic standing, and completion of all necessary documentation and clearances.

Required Hours

The CSWE establishes the minimum standard for the number of hours required to complete the MSW degrees. The total for year one and year two is 900 hours, which is the minimum CSWE requirement. Below is an overview of the practicum education model.

Regular Standing Full-Time Fall Start

Year One (400 total hours)

Quarter	Generalist	Weekly Hours (11 weeks)	Total Hours Per Quarter
Spring Term 3	Foundation Practicum I	16-19	200
Summer Term 4	Foundation Practicum II	16-19	200

Year Two (500 total hours)

Quarter	Generalist	Weekly Hours (11 weeks)	Total Hours Per Quarter
Winter Term 6	Advanced Practicum I	21-23	250
Spring Term 7	Advance Practicum II	21-23	250

Regular Standing Full-Time Spring Start

Year One (400 total hours)

Quarter	Generalist	Weekly Hours (11 weeks)	Total Hours Per Quarter
Summer Term 2	Foundation Practicum I	16-19	200
Fall Term 3	Foundation Practicum II	16-19	200

Year Two (500 total hours)

Quarter	Generalist	Weekly Hours (11 weeks)	Total Hours Per Quarter
Summer Term 6	Advanced Practicum I	21-23	250
Fall Term 7	Advanced Practicum II	21-23	250

Advanced Standing Full-Time Fall Start

Year One (500 total hours)

Quarter	Generalist	Weekly Hours (11 weeks)	Total Hours Per Quarter
Winter Term 2	Advanced Practicum I	21-23	250
Spring Term 3	Advanced Practicum II	21-23	250

Advanced Standing Full-Time Spring Start

Year One (250 of 500 total hours for practicum)

Quarter	Generalist	Weekly Hours (11 weeks)	Total Hours Per Quarter
Summer Term 2	Advanced Practicum I	21-23	250

Year Two (250 of 500 total hours for practicum)

Quarter	Generalist	Weekly Hours (11 weeks)	Total Hours Per Quarter
Fall Term 3	Advanced Practicum II	21-23	250

Regular Standing Part-Time Fall Start

Year Two (400 total hours)

Quarter	Generalist	Weekly Hours (11 weeks)	Total Hours Per Quarter
Spring Term 7	Foundation Practicum I	16-19	200
Summer Term 8	Foundation Practicum II	16-19	200

Year Three (500 total hours)

Quarter	Generalist	Weekly Hours (11 weeks)	Total Hours Per Quarter
Winter Term 10	Advanced Practicum I	21-23	250
Spring Term 11	Advanced Practicum II	21-23	250

Regular Standing Part-Time Spring Start

Year Two (400 total hours)

Quarter	Generalist	Weekly Hours (11 weeks)	Total Hours Per Quarter
Spring Term 5	Foundation Practicum I	16-19	200
Summer Term 6	Foundation Practicum II	16-19	200

Year Three (250 of 500 total hours)

Quarter	Generalist	Weekly Hours (11 weeks)	Total Hours Per Quarter
Summer Term 10	Advanced Practicum I	21-23	250

Year Four (250 of 500 total hours)

Quarter	Generalist	Weekly Hours (11 weeks)	Total Hours Per Quarter
Fall Term 11	Advanced Practicum II	21-23	250

Practicum hours must be completed as outlined by the Practicum Education Program. Supervision Assist is a web-based software system designed to keep track of students placed in internships with various agencies. Supervision Assist allows the Practicum Education Program and practicum agencies to communicate with students. It is an essential part of all students' practicum hours and forms to keep all information current. All students in the foundation practicum placement (SOWK 521 and SOWK 522) must complete a minimum of 400 hours in practicum as documented on the time sheet form in Supervision Assist.

Students enrolled in the advanced practicum placement (SOWK 621 and SOWK 622) must complete a minimum of 500 hours in practicum as documented on the time sheet form in Supervision Assist. A practicum placement is not defined by hours completed, but rather by competencies gained as expressed in the learning contract and measured during practicum work assessment. The scheduling of practicum hours is determined by the agency and the student. It is the responsibility of the student to comply with the negotiated schedule. The student is responsible for notifying both the Practicum Instructor and the Practicum Course Instructor whenever attendance is not possible and for arranging make-up hours for any time missed. The student must complete the Absence Form and submit it to the Practicum Course Instructor. The form can be found under files in SOWK 521, SOWK 522, SOWK 621, and SOWK 622.

Section 3: Practicum Scholastic Performance Expectations

Practicum placements are a significant part of student learning in the MSW program, providing students with the opportunity to apply classroom learning with social work clients in agency setting under the supervision of an experienced professional who serves in the role of the practicum instructor. Students who are unable to achieve a satisfactorily grade in their practicum are unable to complete the requirements for the MSW degree. Students enrolled in a practicum placement (SOWK 521, SOWK 522, SOWK 621, SOWK 622) are expected to demonstrate growth in knowledge, skills, and implementation of social work values, and expected to reach proficiency in the nine competencies.

Students are evaluated formally at the end of each practicum course: SOWK 521, SOWK 522, SOWK 621, and SOWK 622. Formal evaluation focuses primarily on the student's progress in meeting learning goals established at the beginning of the internship by the student and the practicum instructor. The practicum instructor may include in the formal evaluation recommendations on new or revised learning goals, based on assessment of the student's practicum performance.

When a Practicum Instructor has concerns that a student is not making adequate progress in their practicum learning, the practicum instructor will communicate these concerns to the student. The Practicum Instructor will:

1. Clarify expected levels of performance/behavior.
2. Outline improvement benchmarks.
3. Work with the student to develop a specific plan for improvement.
4. Discuss concerns with the student's field liaison or MSW Practicum Education Director if appropriate.

When a student's performance in practicum is at a level that threatens their achievement of a satisfactory grade in the practicum setting, the practicum instructor will do all of the above and will also:

1. Inform and discuss concerns with the student's Practicum Liaison and or the MSW Practicum Education Director.
2. A Student Performance Improvement Plan will be completed with the student, Practicum Instructor, Practicum Liaison, and/or MSW Practicum Education Director. The plan will outline the specific performance concerns identified, the expectations and measurable benchmarks the student must meet, the timeline for achieving them, the supports or resources available to assist the student, and the consequences for the student's continued participation in the practicum and the MSW program if performance does not improve within the specified timeframe.

A student who is terminated from a practicum placement due to performance issues or other reasons not related to unforeseeable changes at an agency may, with approval from the MSW Practicum Education Director, potentially be assigned a replacement internship. A second termination from a placement for reasons not related to agency issues will result in a failing grade for practicum education. A conference between the student, the Practicum Liaison, the MSW Practicum Education Director, and the MSW Program Director will be held to discuss continuation in the program. In cases where the MSW Practicum Education Director has concerns about allowing the student to be placed in another setting, the MSW Practicum Education Director will:

1. Inform appropriate school administration (EOU MSW Program Director, academic advisor, and Dean of the College of Education);
2. Meet with the student and appropriate faculty members and administrators to communicate the program's concerns with the student's practicum performance; and
3. Provide an opportunity for the student to respond to concerns.

Following this process, if the MSW Practicum Education Director determines whether the student should not be placed in another practicum setting, the MSW Practicum Education Director will recommend to EOU MSW Program Director that the student be dismissed from the MSW program. **Falsification of hours will result in dismissal from the program.**

Practicum Placement Process

All practicum placements are coordinated through the EOU MSW Practicum Education Program to ensure quality educational experiences. ***Students should not contact agencies independently to arrange placements.*** When students identify a potential practicum site that does not currently have an affiliation with EOU, they may provide the agency's contact information to the MSW Practicum Education Director. The Director will then evaluate the site's potential to provide comprehensive educational experience and determine its viability as a new placement location.

The placement process is designed to be both individualized and collaborative, recognizing that quality placements require significant time and attention. This approach facilitates a smooth transition for students entering their practicum settings while demonstrating respect for agency personnel's time and professionalism, which the program holds in highest regard.

For newly admitted MSW students (both generalist and advanced standing), the practicum placement process begins soon after the start of the first quarter of enrollment. The placement process typically extends multiple weeks to months, depending on student and agency availability as well as specific agency interview procedures. The MSW Practicum Education Director works closely with partner agencies to coordinate placements according to their specific timelines and requirements.

This structured approach ensures that all placements meet CSWE accreditation standards while maintaining strong partnerships with community agencies and providing optimal learning experiences for students. The steps below detail the process:

1. **Step 1:** Students are to think seriously about the type of placement they want and the population that they wish to serve. Private practice placements are not allowed due to the nature and liability of the practice.
2. **Step 2:** The MSW Practicum Education Director will contact students two to three terms before their scheduled practicum placement regarding the practicum education process.
3. **Step 3:** Students will complete the Practicum Education Application via Supervision Assist.
4. **Step 4:** Students will interview with the MSW Practicum Education Director. Students will then receive contact information about an agency based on their expressed interests, fit with the agency, and the assessment of the potential practicum instructor.

5. **Step 5:** The MSW Practicum Education Director will contact the agency to prepare it to hear from the student. Students will contact the potential agency via email to schedule an interview. Students will attach their resume to the interview request. The student-agency interview is required— there are no exceptions.
6. **Step 6:** Students will follow up with the MSW Practicum Education Director after the interview to discuss their assessment of the interview. If students are not selected by the agency, the MSW Practicum Education Director will assist with arranging an interview with a different agency.
7. **Step 7:** Once the student receives an offer for placement, the MSW Practicum Education Director will follow up with the agency to confirm.
8. **Step 8:** Once a placement is confirmed, students will complete the required paperwork provided by the MSW Practicum Education Director.
9. **Step 9:** The agency's practicum instructor will be invited to the Practicum Instructors Orientation by the field director.
10. **Step 10:** Students are encouraged to stay in touch with the agency prior to the beginning of the placement. This should be in the form of a check-in to make sure all is well. Sometimes Practicum Instructors leave or there may be agency changes before the placement begins.

NOTE: The MSW Program is only offered in select states. If at any point in the program a student moves to another state, their ability to continue in the program could be impacted. You are encouraged to contact your Academic Advisor upon contemplating an address change to understand the effect of the change on your ability to progress in the program.

Practicum Placement Interview

Practicum placement interviews can be competitive, so the student should present in a professional manner. The student should dress as one would for any professional job interview. The student should research the agency, be familiar with its services and read its website. The agency will ask questions to determine how much the student knows about the agency and the work that it does.

During the interview, the student learns about the requirements of the placement and the educational opportunities available at the agency. The interview is two-way process. Students should have clear goals and learning priorities and be prepared to ask specific questions about learning experiences available, clients served, skills that can be developed, type of setting (structured or unstructured), and methods of supervision, etc.

Suggested Interview Questions from Student

1. What kind of activities and programs does this agency undertake?
2. What activities, tasks, and/or projects will I be able to undertake?
3. What specific skills will I be able to develop at this agency?
4. Does this agency have a theoretical approach to intervention?
5. What are the general characteristics of clients and communities served by the agency?
6. What is the approach to and structure of supervision?
7. What amount of interaction do I have with other students and with permanent staff?
8. What opportunities exist for interprofessional collaboration or cooperation?
9. What types of in-service training or workshops and conferences will be available to me?
10. What kinds of cases and/or projects do you anticipate assigning to me?
11. What kinds of skills to you hope I will bring to the agency?
12. How much independence and initiative do you expect me to demonstrate?
13. How am I helped to handle issues of diversity regarding age, gender, race, ethnicity, sexual orientation/identity, and mental and physical ability on both staff and client levels?

Students should be prepared to answer questions about their background, educational and career goals, and why they might desire the placement. At the interview, agency personnel assess the student's level of interest and suitability for the general type of assignments they have in mind. Typically, it is at this point that placement decisions are finalized. However, if there are well-founded reservations about the suitability of the match between the agency and the student, the MSW Education Director should be informed at once by the student and/or the agency practicum instructor.

Students should voice any special considerations they may need. Students must comply with agency requirements such as background checks or drug screens once they accept the placement. Agencies hold orientations at the beginning of the placement.

Oregon Health Authority Requirements for Oregon Students

In order to comply with [Oregon Administrative Rules 409-030-0100](#), all students in Oregon who complete clinical experiences as part of their training must meet a set of requirements prior to starting their clinical experiences. These requirements include gathering and uploading immunization records, completing a TB screen, drug screen, and background check, and completing training in CPR, bloodborne pathogens, and OSHA safety measures.

Our program contracts with a vendor called Castlebranch to facilitate this process and collect this information securely. Each student will need to create a Castlebranch account and submit all required items before they enroll in SOWK 521 Foundation Practicum 1. For detailed information about this requirement, please see *EOU MSW OHA Requirement Guide* document located in the appendix section.

It is the responsibility of the student to purchase the correct Castlebranch packages and complete the necessary requirements.

Practicum Learning Expectations

Entering practicum marks a pivotal transition for students, one in which foundational knowledge is tested, refined, and translated into practical skills through direct engagement with clients, communities, and organizational systems. Each student should be given increasing responsibility and be encouraged by the Practicum Instructor to work independently as the internship progresses.

- Students should generally be involved in completing assessments, formulation of goals, and assisting clients in following through with goals or other tasks appropriate to the agency setting. These may include writing social histories, assisting individuals and families to utilize community resources, intervening in interpersonal relationships when problems arise, organizing and conducting groups, participating in community organizing strategies and policy advocacy, and conducting research.
- Each student must adhere to agency regulations and schedules. This includes recordkeeping, attending staff meetings, and completing agency forms or other expectations set by the practicum instructor. The agency practicum instructor should also encourage students to attend conferences, workshops, and professional/coalition meetings.

Student Accepts Placement Offer

Once a student accepts a placement offer, they are making an agreement with the agency to complete their internship with the agency. This is not negotiable and cannot be changed without consultation with the MSW Practicum Education Director. Students are strongly encouraged to give careful consideration to their placement preferences before committing to an agency, as this thoughtful preparation supports both the students' success and the integrity of the EOU MSW Program's partnerships with community agencies. Once a placement offer has been accepted, students are expected to honor that commitment and invest fully in the learning opportunities the agency provides. Maintaining these agreements allows the Program to continue building strong, trusting relationships with agencies, which in turn helps ensure a rich and diverse range of placement opportunities for future students.

Students who fail to follow through on a verbal commitment with an agency may experience a delay in the start of their practicum placement for the academic year. Once an offer has been made, students are expected to maintain ongoing contact with the agency through the start of the placement. This may include periodic check-in emails or phone calls with the agency contact or practicum instructor, attending any required onboarding or orientation sessions, completing pre-placement paperwork or background checks in a timely manner, and confirming start dates, schedules, or any placement details as they are finalized. This continued communication helps ensure the student remains informed of any changes at the agency that could affect the placement and allows the student the opportunity to become familiar with the agency prior to beginning their practicum.

Student Not Accepted by Placement Agency

The MSW program feels strongly that the interview process is vital to a good match between student and agency. Not all students will be accepted by their first choice of agency for placement. Students must be mindful that the placement process can be competitive. Though there are many available opportunities in the area, there are also other universities that have social work programs. Their programs are also working hard to give their students the best opportunities.

The MSW Practicum Education Director will work very hard to match student and agency. However, some agencies prefer to interview several students before selecting. Invariably this means that some students may have to interview with a second agency. This is not a sign of failure or cause for alarm.

If a student has not been accepted after an initial interview with a potential practicum placement, the student will be directed to interview with another agency. If the student is not accepted by an agency a second time, the student will be re-evaluated by the MSW Practicum Education Director. If the reason for the student's nonacceptance by an agency is due to student-related issues, the MSW Practicum Education Director may refer the student to the MSW Program Director for further assessment of fit for practicum placement. It is an opportunity for further assessment and advisement.

If the student is rejected for agency-related reasons, like space, competition, or supervision, the student will be offered other placement options at the discretion of the MSW Practicum Education Director until an appropriate fit is made.

Student-Declined Placement Offer

The EOU MSW Practicum Education Program discourages shopping for the "perfect" placement. Agencies depend on the MSW Practicum Education Director to send them the most appropriate candidates. Yet, we recognize that it may not always be a good fit for various reasons. However, to make the best use of everyone's time and talents, a student can only decline one offer. The decline must be for good reason and discussed with the MSW Practicum Education Director.

Students are to be very mindful that agency staff members are very busy and prefer to meet with students that have a sincere interest in the agency. If you decline an offer from an agency, you must have a second face-to-face meeting with the MSW Practicum Education Director before getting a second referral.

Denial of Student Admission to Practicum Placements

Students may be denied admissions to practicum for reasons that include:

- Substandard (unsatisfactory) academic performance.

- Failure to complete practicum prerequisites.
- Poor adjustment to the educational process for the social work profession.
- Failure to abide by the NASW Code of Ethics (CSWE Accreditation Standard 4.0).
- Failure to abide by the EOU MSW Student Handbook and or adhere to the EOU MSW Professional Standards.

If the student disagrees with a denial decision, the student may appeal through the EOU MSW Student Appeals process.

Section 4: Establishing Placements

Process for Development of Agency Partnerships

The initial engagement between an agency and the EOU MSW Practicum Education Director occurs through phone or email to discuss potential partnership opportunities. Either party can initiate this contact. Prospective practicum agencies are identified through various channels, including direct agency inquiries, recommendations from current field instructors, faculty members, and student suggestions.

During the initial discussion, several key topics are addressed, including the agency's mission, programs, commitment to diversity and inclusion, supervision structure, and pre-placement requirements. The Director also shares information about EOU MSW Practicum Education Program's mission, approach, timeline, and expectations. Following this initial contact, the Director provides the agency with essential documentation, including the Practicum Education Manual, Memorandum of Understanding template, and MSW Agency Profile form. The agency then prepares a practicum position description and completes the Agency Profile form, identifying qualified field instructors.

A comprehensive planning meeting is then scheduled between the Director of Practicum Education and agency representatives. During this meeting, the program presents its structure, mission, student preparation, practicum requirements, and supervision needs. The agency shares details about their organizational structure, client populations, learning opportunities, practice approaches, and evidence-based methodologies. Additional discussions cover supervision models, curriculum integration, time commitments, student orientation processes, and professional development opportunities for field instructors.

The partnership formalization process continues with the Memorandum of Understanding. The Director emails the agreement to the agency for necessary signatures, after which it is returned for university administration for review and approval. Once fully executed, copies are distributed to all parties.

The partnership becomes active when three key elements are in place: a fully executed Memorandum of Understanding, confirmed qualified practicum instructor(s), and established supervision structure. This comprehensive process ensures compliance with CSWE standards while establishing strong academic-agency partnerships for practicum education.

Eligibility Criteria for Practicum Partner Agencies

1. Organizational Structure and Status
 - Must be a non-profit, municipal, county, state, or federal organization
 - Private practices are not eligible as practicum sites
2. Professional Standards
 - Must have established mission statement
 - Must maintain documented policies and procedures
 - Service delivery must align with social work values and ethics
3. Supervision Requirements
 - Must provide qualified staff for practicum instruction
 - Agency Practicum Instructors typically hold an MSW degree
 - Instructors must demonstrate expertise in their practice area and supervised services
 - Exceptions to the MSW requirement may be considered on a case-by-case basis
4. Supervision Commitment
 - Agency supervisors must be available for:
 - Student assignments and meetings
 - Site visits with Practicum Faculty
 - Discussion of practicum requirements
 - Review of documentation and academic assignments
 - Training Support

For new Agency Practicum Instructors, the MSW program provides training in:

- Structuring the practicum experience
- Developing training plans and task assignments
- Supervision techniques
- Providing reflective feedback
- Student evaluation methods

These criteria ensure high-quality educational experiences that meet CSWE standards while maintaining strong partnerships with community agencies.

Orientation and Support for Agency Partners

The MSW Practicum Education Director provides comprehensive training at the beginning of each academic year. While all Practicum Instructors are encouraged to participate for professional development and networking opportunities, first-time Practicum Instructors must complete the initial training program.

Core Training Components:

1. Program Orientation
 - EOU MSW Practicum Education Program overview
 - Online platform training
 - Academic requirements and expectations
 - Student evaluation processes
 - Supervision requirements and resources
2. Essential Documentation
 - Learning Agreement development
 - Assessment procedures (mid-term and final evaluations)
 - Course syllabus review
3. Student Integration
 - Agency orientation best practices
 - Observation and feedback methods
 - Reflective practice techniques

Placement Restrictions: Private Practice Settings

Students are prohibited from completing practicum hours within a private practice setting (including solo or group private practices.) This restriction applies regardless of whether the agency offers supervision, training, or a stipend.

This policy exists to ensure the following:

1. **Adequate Supervision and Oversight:** Placements provide a level of organizational infrastructure, administrative oversight, and layered supervision that supports student learning and accountability, consistent with CSWE Educational Policy and Accreditation Standards (EPAS).
2. **Liability and Risk Management:** The university's liability coverage and risk management protocols are structured for agency-based placements with institutional oversight. Private practice settings often lack the administrative and organizational safeguards (e.g., HR processes, incident reporting structures, multiple layers of clinical review) necessary to adequately protect students, clients, and the university from liability exposure.

3. **Licensure and Regulatory Compliance:** Many state licensing boards restrict or prohibit unlicensed students from providing services in private and fee-generating practice settings,
4. **Conflict of Interest:** Private practice placements may create potential conflicts of interest related to client billing, dual relationships, or the appearance that student labor is being used to generate private revenue without appropriate institutional safeguards.

Students who are uncertain whether a prospective placement site qualifies as a "private practice" under this policy should consult with the MSW Practicum Education Director prior to pursuing or confirming the placement. Placements identified after the fact as violating this policy will not be approved for practicum credit, and the student will be required to secure an alternate placement, which may result in delayed progression in the program.

Section 5: Process for Approving Practicum Education Settings

In selecting an agency or setting for the practicum experience, the objectives of the Council on Social Work Education guide the process. The approval process for the practicum is determined through a process of dialogue and negotiation between the MSW Practicum Education Director and the agency's director or designated representative. Agencies are selected based on the following criteria:

- Interest in and commitment to participate in the educational preparation of MSW students.
- Availability of CSWE-accredited MSW degreed supervisor (with two years of post-master's experience) to provide one hour of weekly face-to-face practicum supervision to the MSW student; and,
- Investment in social work education, including the importance of helping students integrate classroom and practicum competency-based learning.
- Evidence of appropriate competency-based learning opportunities in all systems levels including individuals, families, groups, organizations and communities for generalist practicums.
- Capability to provide students with opportunities to develop and practice skills at all stages of the social work process, including engagement, assessment, intervention, and evaluation of practice.
- A range of progressively advancing competency-based learning opportunities that continuously support new student learning and professional development.
- Ability to have the practicum instructor directly observed students in practice during each field period.
- Additional considerations may apply in the selection and approval process as determined by the Practicum Education Office.

Each new potential practicum site must complete an electronic Agency Profile Form. The form identifies information regarding whether the agency is appropriate for a practicum setting. The MSW Practicum Education Director will make the determination if the potential site will be approved. In addition, the agency will identify a practicum instructor and or task supervisor. The designated personnel will complete a Practicum Instructor Application.

If approved, the agency and Practicum Instructor information are then entered into the Practicum Education Department's web-based system Supervision Assist. Practicum Instructors will receive an email containing login information and instructions.

Affiliation Agreement

Eastern Oregon University MSW Program will enter into an Affiliation Agreement with agencies accepted for educational partnership with the University. Unless otherwise required by an agency, Eastern Oregon MSW Program will provide a copy of the University's Affiliation Agreement for use. The agreement defines the roles and responsibilities of the MSW Program and the agency. The agreement must be signed by all appropriate parties before a student can be placed at the site.

Employment Based Internship

Requirements For Internship at Place of Employment

The following is required to complete your internship at your placement of employment.

- Students must submit an Employment-Based Practicum application. The application must be completed by both the student and the agency. The application will be reviewed by the MSW Practicum Education Director, and the student will be informed of the Director's decision.
- Students will be advised when seeking an Employment-based Practicum placement that termination from either the job or internship position could jeopardize the other (especially if the student is new in their current position of employment).
- If an employment-based practicum student has a change in employment, is terminated, or resigns, the Practicum Office will work with the student to identify an alternate placement that meets the course requirements. Students are required to communicate within 48 hours to the Practicum Office following employment termination. If a student chooses to delay moving to an alternate placement identified by the Practicum Office, this may impact the completion of the practicum course. This may result in a delay to the student's progression in the program, as identifying and securing an alternative placement may require additional time to arrange.

- The proposed agency must meet the same criteria as other approved Practicum Office practicum agencies as stated in the standards set by the Council on Social Work Education (CSWE).
- If the student is employed by the agency during the time in which the practicum placement takes place, the agency must assure the availability of release time for coursework and practicum instruction. The agency must also assure that the MSW program's established requirements for coursework and practicum placement are fully maintained, that practicum instruction remains educationally focused rather than centered on agency operational needs, and that student assignments are clearly designed for educational purposes and challenge the student's developing skills.
- The Employment-based request must include in detail the proposed learning opportunities for the student. The student and employment supervisor must detail on the application the time that will be dedicated to practicum while the student is employed. Students filling out the application are required to provide in detail whether they are requesting to count all of their employment hours towards practicum, counting differently scheduled hours towards practicum, or a combination of counting employment hours and differently scheduled hours to achieve their practicum learning. For each option, the student must outline the learning activities associated with each competency. Students are required to complete an average of 16–19 hours per week during the foundation practicum and 20–23 hours per week during the advanced practicum. These hours must align with their learning objectives. The learning experiences assigned for the student must meet the requirements of EOU MSW Practicum Education Office. The level of assignments will be determined by the student's educational role, not the employee role. All changes in employment responsibilities that are being counted towards practicum hours must be approved by the Practicum Office.
- Students may complete both their Foundation and Advanced Generalist practicum experiences at the same place of employment, if both requirements below are met:
 - The practicum duties are distinct according to the level of educational expectation, and
 - the practicum duties are approved by the Agency Practicum Instructor and the MSW Practicum Education Director.
- The Practicum Instructor needs to be a qualified, on-site MSW with two years' post-masters work experience. The student and Practicum Instructor are required to meet for one hour of practicum instruction per week. The Practicum Instructor is required to attend Practicum Instructor's training.
- The student and proposed practicum instructor are responsible for outlining the "student as intern" roles as it differs from the "student as employee" role and to

document the new educational emphasis in the learning contract submitted to the Practicum Education Program.

- The student and proposed Practicum Instructor should include in the application significant activities that will broaden the student's understanding of service systems outside of her/his employing agency. If the agency site is approved, the student and Practicum Instructor will be required to include the learning contract regular activities that will support the student's learning and critical thinking about other social work systems and approaches.
- The Practicum Education Office must be assured that the employment agency supports the placement as an educational experience and is committed to providing the time and supervision to be involved in discrete learning activities with specific learning objectives that are related to the placement objectives. The employing agency is expected to help the student and the University to create and maintain an environment for learning to take place.
- The student's employer is willing and able to designate a supervisor for the student's practicum course requirements/social work education. Supervisors will be responsible for:
 1. Evaluating the student's performance in the practicum/job activities using the university's assessment tool and system/protocol;
 2. Verifying and approving practicum hours completed/logged on a weekly basis;
 3. Participating in required virtual practicum site visits/meeting with university Practicum Faculty, and the student to discuss performance and evaluation.
- It is ***preferred*** that the assigned supervisor be someone other than the student's direct supervisor (to reduce conflicts of interests and dual roles), and an individual who is a MSW practitioner who received their MSW degree from a CSWE accredited program and has 2 years of post-graduate experience. Supervision time for practicum education learning must be separate from supervision time for employment.
- No life experience/work experience can be counted for credit and/or practicum hours. For employment based, practicum hours start once practicum starts for the academic year. No past work experience can count for credit and/or practicum hours. Students must be approved to begin placement before they can begin to accrue hours.

Criminal Records (Felony or Misdemeanor)

The EOU MSW Program maintains a dual commitment to public safety and student self-determination. While we have a responsibility to protect vulnerable populations from potential harm, we also recognize that a criminal record alone is not necessarily an accurate indicator of someone's capacity to practice social work at the master's level. Our program embodies values

of inclusion and social justice, which includes providing educational opportunities to qualified individuals with criminal histories.

Students with criminal convictions should be aware that their history may impact several aspects of their educational and professional journey. This includes potential limitations on practicum placement options, as many agencies have policies restricting student interns with criminal records. These placement limitations could, in turn, affect a student's ability to complete the MSW Program. Furthermore, a criminal conviction may influence future employment opportunities in social work and could impact eligibility for professional licensure. Students are encouraged to contact the licensing board in their respective state to inquire about how their criminal history may impact their eligibility for licensure.

The Practicum Education Program is committed to supporting students through this process and helps prepare them for sensitive conversations regarding background disclosure, which may become necessary during the practicum placement process. We encourage students to discuss their situation with the MSW Practicum Education Director early in the program to develop appropriate strategies for successful completion of practicum requirements. Students who fail to inform the Director of a prior conviction, and the conviction becomes known to the Practicum Education Office, may be dropped from the practicum agency, and may result in dismissal from the MSW Program.

Physical and Mental Health Issues

A responsibility of the social work program is for the well-being of the client population served by the Practicum Education Office. Occasionally, a student may have a physical or mental health issue that may affect their work with a particular client group. This information must be shared in confidence with the Practicum Education Director at the time of the pre-placement interview.

If deemed necessary, the student should share relevant information about the physical or mental health issue with the prospective practicum instructor. The student will be supported in making this decision through consultation with the Practicum Education Director. Examples are diseases that may put the student or the client population at risk or may necessitate the student having hours or activities modified in order to complete the required hours. Also included are students who may have a condition similar to the agency's client population. All students, regardless of disability, must complete the required CSWE hours and perform satisfactorily in the field agency.

Impairment

The MSW Program Director, in consultation with the Practicum Education Director, may deny a student's admission into the practicum experience or may suspend or terminate the practicum placement for reasons of student impairment, within the definition of NASW Code of Ethics Section 4.05. The MSW program may require the student to provide professional documentation of fitness for placement before being admitted to practicum or continuing in their placement.

NASW Code of Ethics Section 4.05 Impairment

Students are admitted to practicum placement at the discretion of the MSW program. If a student experiences or appears to be experiencing impairment as defined in the NASW Code of Ethics Section 4.05, the social work faculty has an obligation to take action to safeguard students, practitioners, and clients. Similarly, if a social work student believes that they or another student is experiencing impairment as defined under Section 4.05, then the student has an obligation under Section 4.05 to share this information with a social work faculty member.

- (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.

Mandatory Reporting and Duty to Warn

State and federal laws cover the mandatory reporting of the suspected abuse or neglect of children or vulnerable adults and the duty to warn if a client is considered harmful to themselves or others. Practicum instructors are responsible for educating all students with regard to these laws. Students should not be required to be the primary mandated reporter while functioning as an intern in an agency. This role is reserved for the Practicum Instructor, who is responsible for ensuring that all agency policies, regulations, laws, and ethical obligations are followed. The student can assist and should have exposure to situations that involve mandatory reporting and duty to warn.

Dual Relationships

Dual (or “multiple”) relationships exist in practicum when a student, practicum instructor, and/or task supervisor have an existing or significant past relationship that is in addition to the practicum instructional relationship.

A dual relationship has the potential for significantly compromising the student learning in practicum and may, in some instances, cause great harm to students and others. Because of this risk, any student, Practicum Instructor, or Task Supervisor who becomes aware of a dual relationship in a proposed or existing practicum placement should immediately inform the MSW Practicum Education Director. The MSW Practicum Education Director will assess the

nature of the dual relationship and its potential impact on the practicum experience and make a decision regarding continuance of the practicum arrangement.

Several types of dual relationships are not permitted. Examples include:

- The student's Practicum Instructor or Task Supervisor is a family member or close personal friend.
- The student's Practicum Instructor or Task Supervisor is a domestic/sexual partner of the student.
- The student is, or has been, a client of the Practicum Instructor or Task Supervisor.
- A family member or significant other is or has been a client of the Practicum Instructor or Task Supervisor.
- The student's work supervisor and Practicum Instructor or Task Supervisor are domestic partners.

Other types of dual relationships are problematic and can hinder a rich intern experience. It is the Practicum Education Program avoids making practicum placements when:

- The student's Task Supervisor is also a student in the MSW program.
- The student has contractual responsibility for the agency in which the student interns.
- The student is involved with the Practicum Instructor or Task Supervisor through another institution or private voluntary group (such as a religious community, Parent Teacher Association, Homeowners Association).
- The student, a family member, or other significant person is or has been a client at the proposed field agency.

Accommodation in the Practicum

It is recognized that students who have special needs due to a disability or medical condition/health concern may require certain accommodation in order to participate in practicum education courses. Any student with a disability or a medical need who requires an accommodation in the practicum should inform the Practicum Education Office as early as possible in the practicum placement process so accommodations in the practicum can be discussed and considered. If an accommodation is requested, the Practicum Education Director will assist the student in seeking accommodation with a practicum placement site, partnering with EOU Disability Services for support and guidance.

Due to the ever-changing nature of practicum placement/internship availability, the Practicum Education office cannot guarantee that a practicum site will always be available to a student who requires specified accommodation. These placements will depend on agency availability. Students may be required to delay or postpone their practicum education courses until there is an available placement site to meet their accommodation needs.

Student Liability Insurance

All students are required to carry malpractice insurance. During the pre-placement interview, students receive information on how to apply for NASW malpractice insurance. It is the student's responsibility to apply for insurance well in advance to ensure it is in effect by the

start of the placement period. NASW offers a discounted rate on membership and liability insurance for student members. Applications for NASW membership and professional liability insurance are available online at www.socialworkers.org.

All students are required to have malpractice insurance. During the pre-placement interview, students are given information on how to apply for NASW malpractice insurance. It is the student's responsibility to apply for insurance in advance so it will be in effect at the beginning of the placement period. NASW offers a discounted rate for membership and liability insurance for student members. The application forms for NASW membership and professional liability insurance through NASW are available online at www.socialworkers.org.

The student must submit a copy of their Certificate of Insurance to the MSW Practicum Education Director one month prior to entering their practicum placement. If the student does not obtain malpractice insurance prior to beginning their placement starting, they will not be allowed to enter into their internship.

The evaluation of a student's readiness for practicum placement involves a comprehensive assessment process conducted through the MSW program and practicum application. The MSW Practicum Education Director collaborates with faculty to evaluate each student's preparedness for practicum experience. Additionally, partner agencies establish their own criteria and assess student suitability through their interview process.

For students entering advanced generalist practicum placements, performance evaluations from their generalist practicum experience will be considered in determining readiness for advanced placement.

Key Assessment Areas for Practicum Readiness:

1. Academic Achievement
 - a. Demonstration of required knowledge and competencies
 - b. Successful completion of prerequisite coursework
2. Physical and Emotional Capacity
 - a. Ability to meet placement demands
 - b. Physical and emotional endurance sufficient to meet the demands of professional practice, including the ability to sustain attention and effective functioning over extended work hours, manage stress in high-pressure or emotionally demanding situations, and maintain consistent performance throughout the placement.
3. Professional Competencies
 - a. Emotional maturity and stability
 - b. Effective interpersonal skills
 - c. Professional communication abilities
 - d. Appropriate conduct and behavior
 - e. Professional performance standards

- f. Responsible use of technology
 - g. Development of self-awareness
 - h. Demonstration of self-regulation
- 4. Background Considerations
 - a. Review of past and/or current legal matters
 - b. Professional conduct history

This assessment ensures students are prepared to engage in competency-based practicum education that aligns with CSWE standards and agency requirements for professional social work.

Section 6: Practicum Education Learning Process Policies and Procedures

Monitoring of Practicum Performance

Students enrolled in practicum courses complete several required assignments that monitor their practicum performance. The assignments help them conceptualize their practice, and these tools are used to strengthen the classroom–practicum connection. These assignments are

- a. The Learning Agreement
- b. Supervision
- c. Time Sheets
- d. Monthly Reflection Journal, and
- e. Mid-Term and Final Field Evaluation

Learning Agreements

The Learning Agreement is a required component of the practicum experience. It serves as a foundational tool for outlining expected tasks and for assessing student progress toward the CSWE Competencies during each semester’s final evaluation. Students are responsible for developing a Learning Agreement with their practicum site for each quarter of the practicum. The Learning Agreement is due at the beginning of the quarter. The Learning Agreement shall outline the activities that the student will complete during the term that will allow them to incorporate what they are learning in the classroom and be able to demonstrate the competencies in the 2022 EPAS social work knowledge, skills, values, and cognitive and affective processes during their Practicum. (See Appendices).

Students are required to develop learning activities in their Learning Agreement that address each system level: Individuals, Groups, Families, Organizations, and Communities over the course of the practicum. It is critical that the student review the document throughout their placement to review and adjust the Learning Agreement so that all practice areas are an aspect

of their learning. Failure to submit a completed Learning Agreement by the deadline may result in a grade reduction and suspension from practicum.

Weekly Individual Supervision

Through supervision, the student and Practicum Instructor/Task Instructor plan, organize, review, and evaluate the practicum experience. The practicum instructor should have conferences with the **student at least one hour per week**. Practicum Instructors should also help students as they question some of their attitudes toward the people with whom they are working. Both the practicum instructor and the student are expected to participate actively in the supervisory conference. The student should develop an agenda that is submitted to the instructor prior to the conference and should take responsibility for planning the issues to be discussed in the conference. Students are required to complete the Supervision Form that is housed and completed in Supervision Assist before the scheduled supervision meeting. At the end of the meeting the Practicum Instructor and student will sign off on the form.

Weekly supervision meetings with the Practicum Instructor provide a forum for the student to reflect on and analyze their own practice and explore alternative or advancing methods to broaden their practice repertoire. Such risk taking can only occur in an open environment where free expression is positively sanctioned and new ideas are encouraged, rewarded and valued by the student and Practicum Instructor. Along with integrating theoretical perspectives into practice, risk taking is necessary for competency-based learning in the field and cannot occur in an atmosphere that is judgmental or punitive.

Supervision meetings are to include components such as role plays, discussion of process recordings/analyses, discussions of ethics and ethical dilemmas, application of relevant theories and research that are raised through the work that the student is doing and other activities that support the student in developing and achieving competence. Observation of the student's practice and timely feedback from the Practicum Instructor are essential elements of practicum education and should also be incorporated into weekly supervision meetings. Students should be directly observed in practice by the Practicum Instructor each quarter.

Weekly Supervision by External Practicum Instructors

In circumstances where an agency does not have an MSW-credentialed staff member who meets the requirements for a Practicum Instructor, an external Practicum Instructor may be obtained to provide MSW educational supervision for the student. In this arrangement, the agency employs a task supervisor who provides the student with daily assignments, tasks, and supervision, while the external Practicum Instructor is responsible for the student's educational supervision. The external Practicum Instructor must provide a minimum of one hour of weekly supervision, maintain regular contact with the MSW Practicum Education Director, and establish a consistent weekly meeting time with the student.

Practicum Hours: Weekly Time Input

To maintain accurate documentation of practicum experiences, students are required to track and record their hours each week. Students must input their practicum hours weekly into Supervision Assist. The Practicum Instructor and Practicum Faculty will verify the hours by signing the time sheet. Attendance is a beginning benchmark of the developing professional social worker. Students should treat their practicum as a formal job. Students are expected to be present in their assigned placement during the normal hours the agency operates unless a special schedule has been worked out and approved by the Practicum Instructor and Practicum Faculty.

Students are allowed two (2) excused absences from their practicum placement per quarter. An excused absence is defined as an absence due to illness, injury, a family emergency, bereavement, or other unavoidable circumstances that are communicated to the Practicum Instructor and Practicum Course Instructor. Students who have two (2) unexcused absences from their placement will receive an "F" for their course grade in the corresponding practicum course (SOWK 521, SOWK 522, SOWK 621, or SOWK 622). Students are required to notify the Practicum Instructor and Practicum Course Faculty of the absence prior to the start of the workday.

Students are required to complete an average of 16-19 hours per week during the foundation practicum and 20-23 hours per week during the advanced practicum, for a total of 400 hours in the foundation placement and 500 hours in the advanced placement. A *Request for Absence Form* must be completed within three days of any missed hours. If a student has a medical issue or an official disability accommodation affecting the completion of practicum hours, all plans will be reviewed in consultation with the EOU Disability Services Office and must be approved by the MSW Practicum Education Director

Accurate and timely documentation of practicum hours directly impacts seminar course grades, making prompt submission essential to academic success. Delays in logging hours in Supervision Assist or obtaining the necessary approvals may result in point deductions, negative impacts to final course grades, or an incomplete grade designation. Students are responsible for ensuring their hour logs are submitted according to established deadlines to facilitate timely grade processing and maintain academic progress. **Falsification of hours is grounds for dismissal from the Practicum Education Program.**

Students are expected to be in the assigned agency from the beginning date of the quarter until the end date of that quarter unless an alternative plan has been negotiated and approved by the MSW Practicum Education Director. Students are allowed regular University holidays and prospective religious holidays that fall on practicum days. However, the holiday is not counted as a part of the required number of practicum hours. All students are required to attend their practicum through the last day of the quarter, and internship hours must be completed as scheduled and may not be finished early during the quarter.

Frequently Asked Questions About Attendance

- Can I get hours for driving to training/internship? - No.
- Does my lunch break count towards my practicum hours? - No.
- Does a conference or training related to my practicum work count toward my hours? Yes, with prior approval from the Practicum Instructor and Practicum Faculty. Students must complete a *Professional Meeting Request for Absence Form*, which can be found under the files tab within the Practicum Course in Canvas.

School Social Work Placements

It is important to note that students who are placed in a school social work setting will follow the host district calendar for holidays, school closings, and spring break. Students should review the school calendar with their practicum instructor to assure that they will be able to meet the required number of hours for practicum that academic year.

Inclement Weather

If an agency remains open during inclement weather, students should prioritize personal safety when deciding whether to travel to and from the agency. Should a student choose not to travel under such conditions, the missed hours must be made up by the end of the quarter. Practicum Instructors are strongly encouraged to work flexibly with students in planning activities to make up any missed hours.

Monthly Reflection Journal

Within the practicum seminar students complete and submit monthly journals to report information about their practicum experiences. The monthly journal accounts for students' professional activity in the internship to:

- Demonstrate professional development related to contracted learning experiences and the nine (9) core competencies.
- Reflect on professional growth and development.
- Provide information that facilitates dialogue between the student and their field instructor.

Provide documentation of concerns, dilemmas, and issues that may arise in the agency's setting.

The Evaluation Process

Mid-Term and Final Evaluation

The ongoing evaluation of a student's performance is an integral part of the Practicum Instructor's responsibilities. During weekly supervision, the Practicum Instructor can help the student identify performance strengths and weaknesses, evaluate progress towards achieving learning objectives, and demonstrate professional responsibility. The Practicum Instructor will complete a Mid-term and Final Evaluation for the practicum placement.

Evaluation Instructions

1. *Evaluation of Student Performance*: The Practicum Instructor will complete the evaluation for each practice behavior using the rating scale. If applicable, consult with the Task Supervisor for input.
2. *Narrative Evaluation Summaries*: The Practicum Instructor and Task Supervisor should provide narrative summaries highlighting the student's development and address any ongoing concerns.
3. *Review and Signatures*: The Practicum Instructor will review the evaluation with the student. Both parties will sign the document in Supervision Assist.

Students should note that some employers and state licensure boards require a copy of the Final Evaluation. The Practicum Education Office does not keep copies of these documents long term. For this reason, students should download a copy of the signed Final Evaluation from Supervision Assist for their records.

Program and Agency Evaluation

At the conclusion of each academic practicum, students complete an evaluation of their practicum agency and Agency Practicum Instructor. This evaluation serves multiple purposes: it provides valuable feedback to agencies, informs future placement decisions, and helps enhance the overall practicum experience for subsequent students. Students have the option to share their evaluation with their Agency Practicum Instructor, fostering professional dialogue and collaborative discussion about their practicum experience. The MSW Practicum Education Director reviews all student evaluations annually, using this feedback as one of several factors in determining future student placements.

In parallel, Practicum Instructors are given the opportunity to evaluate the MSW Practicum Education Program at the end of the students' practicum placement. This evaluation process provides crucial feedback directly to both the MSW Program Director and the MSW Practicum Education Director. The insights gained from these evaluations are instrumental in shaping program procedures, refining policies, enhancing curriculum, and strengthening the overall MSW Practicum Education Program. This dual evaluation system, incorporating both student and supervisor perspectives, ensures continuous quality improvement and maintains the program's commitment to excellence in social work education.

Grades and Program Progression

Students making less than a B- in any course will be required to retake the course the next term that it is offered, and based on consultation with faculty, may be prevented from moving forward in the program until the course(s), with less than a B-, are successfully completed with a grade of a B or greater.

- If a student has the need to retake a course, because they made less than a B- in the course, they will only be allowed to retake the course once.
- Students may only make two (2) Cs or lower in the program and subsequently be allowed to retake each course once.
- If upon retake, of up to two (2) courses in which a C or lower was made, each course grade remains a C or less, the student will be dismissed from the program.

Practicum Site Visits

The Practicum Faculty conducts a minimum of two structured site visits during the academic year to ensure quality educational experiences and maintain strong partnerships between EOU and practicum agencies. These visits bring together the student intern, Agency Practicum Instructor, and relevant agency personnel to discuss student progress, address any concerns, and ensure alignment with educational objectives. The visits are conducted using Zoom or an equivalent virtual platform.

Problems Related to Practicum Education

Since problem resolution is a cornerstone of the profession, the Practicum Education Office encourages students and Practicum Instructors to work together to find satisfying solutions to issues, however, occasionally a problem requires special attention. Students should immediately inform the Practicum Education Director of any of the following:

- Any problems with or concerns about the assigned Practicum Instructor.
- Any change in the assigned Practicum Instructor.
- Internship sites are unable to provide adequate supervision.
- Any significant changes or problems in assignments that affect the student's learning plan.
- Any discrimination, including sexual harassment, in the practicum placement.

When problems arise in a practicum placement, as articulated by either the student or the supervisor/agency, the Practicum Office seeks to address the issue in a way that advances the student's learning and corrects the issue in a way that satisfies the ethical demands of the profession.

Problems during placement can often be resolved informally. It is very important to address concerns as soon as they arise. The student should first talk to the Practicum Instructor about concerns and problems concerning the practicum placement. The student may choose to obtain advice from the MSW Practicum Education Director or assigned Practicum Faculty before talking to the Practicum Instructor. If the student has talked to the Practicum Instructor and problems still remain unresolved, the student may request a meeting with the MSW Practicum Education Director and together they will develop a plan of action.

Problems During Placement with Student

The first step should be to complete Practicum Internship Improvement Plan and try to resolve it informally with the student. Practicum Instructors should document problems as they arise. Should a problem not be resolved through conversations between the student and the Practicum Instructor, the MSW Practicum Education Director must be consulted. When problems occur during the practicum placement that cannot be solved informally, Practicum Faculty, Practicum Instructor, or the student may take the problem to the MSW Practicum Education Director. If no solution is forthcoming from the group, the MSW Practicum Education Director is notified and may request that other relevant participants attempt to resolve their concern.

Possible Outcomes:

1. The problem is resolved.
2. The student remains in the placement with a specific and agreed-upon plan to address the concerns.
3. The placement is terminated, and the Practicum Education Office agrees to attempt to find another placement for the student. See the paragraph below related to replacements.
4. The placement is terminated, and the student withdraws from SOWK 521, SOWK 522, SOWK 621 or SOWK 622.
5. The student fails the placement.

Student Performance Issues

Successful practicum education requires commitment by the student, practicum site personnel and Practicum Faculty. Thus, it is important to recognize and respond early to performance problems of students, particularly those of a serious nature. If an issue is noted, the practicum instructor or task supervisor should document the details immediately and contact the MSW Practicum Education Director or Practicum Liaison.

Performance Issues (This list is not all inclusive)

1. Inadequate concern and sensitivity towards human needs; inflexibility; inappropriate attitudes toward diversity; inadequate social consciousness.
2. Inadequate professional responsibility to placement site.
3. Failure to work as part of a collegial network.
4. Failure to recognize and resolve ethical conflicts and dilemmas within social work practice.
5. Failure to prioritize duties, responsibilities, and complete assignments.
6. Unsatisfactory progress towards completing learning objectives.
7. Violation of NASW Code of Ethics.

Students who fail to make satisfactory progress in the internship will be so informed by the Practicum Instructor, Practicum Faculty, or MSW Practicum Education Director. Satisfactory

progress is measured by the student's timely completion of the required number of hours and assignments in placement each quarter (200 hours in SOWK 521, SOWK 522) and 500 hours in SOWK 621 and SOWK 622), as well as developing and building proficiency in the CSWE social work competencies. The MSW program's Professional Standards Review Process will be followed for students who experience unsatisfactory progress. **(See Section Eight: MSW Professional Standards Policy)**

Termination from Field Placement

In consultation with the MSW Practicum Education Director and depending on the circumstances, alternate plans for the student can include one or more of the following:

1. Reassign the student to a new placement.
2. Reassign the student to a new placement with a remediation plan.
3. Assign a grade of F for SOWK 521, SOWK 522, SOWK 621, SOWK 622 depending on the term the infraction occurs.

Students who are approved for reassignment of their placement must be prepared to discuss the reason for their reassignment with the prospective Practicum Instructor/Task Supervisor. Once the student has been accepted into the new agency, the prospective Practicum Instructor/Task Supervisor may need to know information regarding the student's previous placement experience. The MSW Practicum Education Director will share information regarding the status of the student's social work competencies and practice behaviors and a required remediation plan (if applicable).

The student who is reassigned will be required to make up any missed practicum hours in order to fully meet the required number of practicum hours. Additionally, the student may be required to participate in additional orientation hours at the new placement which will not count toward the total required number of practicum hours.

A student will be assigned a grade of F for the Practicum Education course when there are circumstances that would seriously jeopardize the integrity of the MSW program, the educational standards of the College of Education, the University, the agency, and/or the profession, or would be considered potentially harmful to the clients with whom the student would be working.

Section 7: Additional Practicum Policies

Safety

Student interns are expected to remain attentive to personal safety considerations throughout their practicum placement. The practice of social work is not without inherent risk. In the course of the practicum experience, students will regularly interact with individuals who may be experiencing significant life stressors and, at times, considerable frustration arising from difficult circumstances. Because heightened frustration is associated with an increased likelihood of volatile or aggressive behavior, both students and practicum instructors bear a

shared responsibility to remain vigilant to potential risks in order to minimize the likelihood of dangerous situations.

The orientation of each student in his or her placement must include a personal safety plan for the student. The Practicum Education Office requires all placement agencies to conduct safety trainings with students during their orientation. The Practicum Education Office provides policy, procedures, and guidelines regarding the safety of social work students and a Student Safety Checklist to guide a safety discussion between students and Practicum Instructors during the first week of practicum. Discussions on how to develop the Safety Plan takes place in the Practicum Instructor Training.

A module on safety is dedicated in the Practicum Seminar during the first month of the course. Topic examples discussed in the module are:

1. Self safety,
2. Safety within the agency,
3. Processing feelings regarding safety, and
4. Community safety.

Agency Safety

Most agencies are under enormous pressure. Reduced budgets and clients with increasingly critical needs and histories of negative involvement with social services have resulted in increasing tensions in social work settings. As a result, social workers have experienced a variety of threatening situations, and some have been harmed. Social work students cannot be completely insulated from the realities of professional life, nor should they be. On the other hand, students frequently lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions. The MSW Program recognizes its responsibility to help prepare students to handle potentially dangerous situations by providing students with safety training and classroom content on safety issues. However, we also need to make a serious effort to try to reduce risk in practicum settings.

The following guidelines are designed to supplement the Practicum Education selection criteria. Moreover, it is recognized that the implementation of these guidelines may take some time. The MSW Practicum Education Director may determine that, while an agency is not currently meeting all guidelines, it is making a good faith effort to do so, and current conditions are sufficiently safe to proceed with a practicum placement.

A practicum agency should have a policy and/or procedure on safety covering the following matters:

1. Building and office security.
2. Emergency procedures, including when and how to summon security or police assistance.
3. Staff responsibilities and procedures governing the management of violent clients.

4. Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how backup is provided (see four and five below). Students are not allowed to transport clients in their personal car, and they should never be asked to give clients their home or cell phone numbers.
5. Alcohol and drug use policy.
6. Guns and other weapons policy.
7. Procedures for documenting and communicating with staff and students all incidents or threats of violence.
8. Policy for aftermath of assault and threat of assault. Provision of support services for victim's family and/or staff and clients who may have witnessed the assault.

The agency should provide each student with a copy of the above policies as part of the student orientation to the agency and provide training on safety issues and procedures. Consideration should be given to in-service training on clinical and administrative management of violent clients and violent situations outside the agency. The agency and each of its programs should have a well-rehearsed specific plan of action in which students know exactly what to do in case of danger, from recognition of the signs of agitation to code words for signaling for help, when to call for police, clearing the building, etc. This plan of action should be rehearsed with students placed at the agency and reviewed on a regular basis.

Though a student has the right to refuse a dangerous assignment, a common understanding about the kinds of assignments that are appropriately safe should be reached by the student, the Practicum Instructor, and the Practicum Faculty. The following types of activities should be discussed with the MSW Practicum Education Director to determine if these activities should be assigned to a student:

1. Physical restraint of clients
2. Treatment of a client with a history of emotional volatility
3. Home visits to areas that are high risk
4. Treatment of a client with a history of violence.

The student's Practicum Instructor should know, or be able to easily ascertain, the student's location during practicum work hours and should discuss with the student any activities that require special planning with regard to safety.

Confidentiality

Students must adhere to privacy and confidentiality guidelines as established by the [National Association of Social Workers Code of Ethics](#). Failure to do adhere to these guidelines may result in dismissal from the program. The NASW guidelines on confidentiality are stated in the Code of Ethics.

Dress Code

Students must follow the same dress code required of agency employees. Students must adhere to the placement agency's policies regarding appearance such as professional dress, tattoos, or body piercings.

Student Use of Automobiles

Due to significant liability to students, practicum agencies, and the MSW Program, students may not transport clients. Students may ride with employees who are approved by the agency and are transporting clients. Students may be asked to use their own automobiles to transport themselves to meetings, court hearings, home visits, etc.

Title IX

Eastern Oregon University (EOU) is committed to fostering an environment free from bias, discrimination, sexual or gender-based harassment or misconduct. Behaviors including sexual harassment, sexual misconduct, dating violence, domestic violence, and stalking, as well as retaliation for reporting any of these acts violate Title IX and are not tolerated at EOU. EOU ensures compliance with Title IX, a federal law that prohibits discrimination based on the sex or gender of employees and students. EOU is committed to providing support to those who have been impacted by incidents of sexual or gender-based harassment or misconduct and may provide various resources and support services to individuals who have experienced one of these incidents. Additional information is located on the [Title IX](#) page of the EOU website.

Practicum Technology Policy

Technology and social media are widely used tools in social work practice and can support communication, supervision, advocacy, and professional development. At the same time, their ease of access and informal nature present ethical and professional risks if not used appropriately. MSW students are expected to use technology and social media in ways that reflect social work values, professional judgment, and ethical responsibility throughout their practicum experience.

Students must adhere to the NASW Code of Ethics and the NASW, ASWB, and CSWE Standards for Technology in Social Work Practice when using any form of technology or social media. These standards provide guidance related to professional identity, informed consent, privacy and confidentiality, professional boundaries, dual relationships, and the separation of personal and professional communications. Ethical and professional responsibilities extend beyond the physical practicum setting and apply to all online and virtual spaces.

Students are expected to maintain appropriate professional boundaries and protect client privacy at all times. Social media privacy settings should be set to the highest level possible, and content shared online should not compromise a student's professional image or the integrity of the social work profession. Client-related information must never be shared through social

media or informal technology platforms, including any content that could directly or indirectly identify a client. Students are required to prevent client access to their personal social media accounts through appropriate measures such as declining or blocking connection requests.

Professional discretion must also be exercised when posting or sharing any content related to practicum agencies. Students should not share agency-related material without authorization and must ensure that any such content aligns with ethical standards, agency policies, and professional expectations. Failure to comply with this policy may result in corrective or disciplinary action in accordance with program and university guidelines.

Artificial Intelligence Use

Artificial intelligence, in the context of social work, refers to computer systems capable of performing tasks that typically require human intelligence—such as analyzing text, identifying patterns, generating suggestions, or assisting with decision-support processes. Students should not be using Artificial Intelligence (AI) (e.g. ChatGPT or similar platforms) at their practicum site unless it has been cleared by their agency. In addition, students must uphold the academic integrity expectations of the university.

In accordance with NASW Technology Guidelines the following ethical considerations should be adhered to:

- a. *Respect for Privacy*: Students must respect individuals' privacy rights when using AI tools. Personal data should be handled securely and in accordance with relevant privacy laws and regulations.
- b. *Bias Mitigation*: Students should be aware of potential biases that AI systems may exhibit and take measures to minimize or eliminate them. The use of diverse and representative datasets is crucial to ensure fairness and inclusivity.
- c. *Transparency and Accountability*: Students should strive for transparency by understanding and communicating the limitations of AI systems. They should be accountable for the decisions made based on AI-generated insights.

The following compliance and training guidelines should be adhered to:

- a. *Compliance with Agency Policies*: Students must adhere to the agency's existing policies, guidelines, and ethical standards when working with AI.
- b. *Training and Education*: For agency specific platforms, agencies should provide students with appropriate training on AI ethics, responsible use, and relevant legal frameworks. This will ensure students are equipped to utilize AI responsibly and ethically.

Enforcement: Failure to comply with the agency's AI policy and/or expectations may result in termination from the agency.

Section 8: Professional Standards Policies

MSW Program Professional Standards Policy

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

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

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

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

When professional standard concerns arise, our program takes a supportive approach through collaborative dialogue to understand contributing factors and develop specific, measurable improvement plans. We acknowledge that developing a professional identity involves challenges, and we balance student support with our responsibility to maintain professional integrity and ensure client safety. Our program emphasizes professional development while upholding the rigorous standards essential for ethical social work practice. Through this comprehensive approach, we prepare students to become competent, ethical social work professionals who will serve their communities effectively.

EOU MSW Program Professional Standards for MSW Students

1. Professional Behavior

- Demonstrate respect and sensitivity toward diverse perspectives, cultures, and communities in all learning environments

- Create and maintain a supportive, inclusive atmosphere in virtual classrooms and practicum placements
- Uphold confidentiality and professional boundaries across all settings, including online platforms
- Show respect for the diverse talents, experiences, and viewpoints of others

2. Academic and Professional Integrity

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

3. Growth and Development

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

4. Communication Skills

- Demonstrate proficiency and professionalism in written and verbal communication across all professional settings
- Practice active, thoughtful listening and engagement with others
- Show willingness to both give and receive assistance
- Participate effectively in collaborative learning activities
- Respond to faculty, program, and agency communication in a timely manner

5. Professional Judgment and Ethics

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

6. Practicum Education Engagement

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

7. Technology and Online Professionalism

- Demonstrate competence in required technology platforms

- Maintain professional standards in virtual learning environments
- Apply appropriate security and confidentiality measures online
- Show ability to adapt social work practice skills to online contexts

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

Professional Standards Review Process

Ongoing Monitoring

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

Addressing Concerns

If concerns related to professional standards arise, the program uses a supportive process designed to promote student success while addressing the level of concern. To remain in good standing in the program, students are expected to participate in all Professional Standards meetings.

Level 1: Faculty-Student Conference

For minor concerns

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

Level 2: Program Director or Practicum Director Review

For repeated concerns, moderate severity issues, multiple standard violations or practicum placement issues.

- The faculty member or field agency representative documents their concerns and their responses to the concern in written form and sends to the attention of the Program and Practicum Directors
- The student is notified of the concerns and has an opportunity to respond in written form to the concern within 5 business days of notification.

- The Program or Practicum Director review the information and meet with the student within 10 business days of the student's response.
- A decision is made by the Program or Practicum Director and shared with the student within 10 business days of the meeting with the student.

Level 3: Directors and Professional Standards Committee Review

For serious violations, safety concerns, ethical violations, potential program dismissal cases

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

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

Appeal of Professional Standards Decisions

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

Interim Measures

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

1. **Interim Suspension:** The Vice President for Student Affairs may initiate a temporary suspension of a student or student organization when it is determined that there is an imminent threat or that a student's presence negatively affects the health, safety or welfare of the University community or a member of the University community.
2. **Restrictions on Activity:** The Vice President for Student Affairs may restrict a student's or student organization's activities when it is determined that the health, safety or welfare of a student or member of the University community is at risk. Restrictions on activities may include, but are not limited to: registering or attending class; accessing or contacting certain individuals (no contact order); accessing University property, facilities, resources or equipment; participating in University activities, organizations or student activities.

3. **Appeal of Interim Measures:** The student or student organization has the opportunity to submit a written request for a hearing regarding the interim measures to the Vice President for Student Affairs. If requested, the hearing will be conducted within three business days of the receipt of the written request. The scope of this hearing is limited solely to the interim measures.
4. **Student Enrollment Status:** If a student's enrollment status is changed as a result of an interim measure, but the student is subsequently found not responsible for the violation, the University shall correct any record of the change in enrollment status in the student's permanent records and other reports in a manner compliant with State and Federal laws.

Grievances, Appeals, and Due Process

All students and faculty shall follow the [EOU procedure for addressing concerns and/or grievances](#). The student grievance flow chart provided by EOU Student Affairs can be found on their website.

The informal process, as outlined by the university is as follows:

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

The formal process as outlined by the university is as follows:

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

Student Retention, Remediation, Dismissal, & Appeal Policy (Academic)

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

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

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

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

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

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

An appeal must be in writing and contain:

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

Full [guidelines on the grievance procedure](#) are available on the Student Affairs webpage on the university's website

Statement of Non-Discrimination

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

Our program actively promotes diversity, equity, and inclusion in all aspects of our educational activities, including admissions, retention, financial aid, curriculum, field education, faculty recruitment, and program policies and procedures. We are dedicated to fostering an academic environment that celebrates differences, challenges systemic barriers, and prepares social work professionals to advance human rights and social, racial, economic, and environmental justice.

This non-discrimination policy aligns with the core values of the social work profession and complies with all applicable federal, state, and local laws and regulations.

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

University Resources

Accommodations/Students with Disabilities Policy

Any student who feels he or she may need an accommodation for any type of disability, must contact the Disability Services Office in Loso Hall, Room 234. Phone: 541-962 3081. Email: disabsvc@eou.edu

Technology Support

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

Writing Center

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

Online eTutoring

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

University Library

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

Title IX Program

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

EOU ensures compliance with Title IX, a federal law that prohibits discrimination based on the sex or gender of employees and students. EOU is committed to providing support to those who have been impacted by incidents of sexual or gender-based harassment or misconduct and may provide various resources and support services to individuals who have experienced one of these incidents. Please visit the **Title IX page** for additional resources, including reporting and getting access to assistance (EOU and community-based).

Appendix A: CSWE Competencies

Generalist

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

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

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

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

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

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

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

research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

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

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

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

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social

workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Advanced Generalist

Area of Specialized Practice #1: Advanced Generalist Practice

Competency 1: Demonstrate Ethical and Professional Behavior

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

Advanced generalist social workers:

- a. model professional behavior in interprofessional, agency, and community contexts with diverse constituents;
- b. apply rights-based, anti-racist and anti-oppressive principles to ethical decision making;
- c. reflect critically on their own practice, identifying areas for growth and improvement; and
- d. engage in activities that support their professional growth and well-being.

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

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

Advanced generalist social workers:

- a. apply an intersectional lens to practice, recognizing how multiple dimensions of identity intersect to create unique experiences of oppression and privilege;

- b. utilize leadership skills in initiating and supporting social change initiatives that address social, racial, economic, and environmental justice;
- c. collaborate with diverse stakeholders to develop and implement policies and practices that promote equity and justice; and
- d. advocate for trauma-informed policy and practices, particularly for oppressed and at-risk populations.

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

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

Advanced generalist social workers:

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

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

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

Advanced generalist social workers:

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

Competency 5: Engage in Policy Practice

Advanced generalist social workers are adept at identifying the historical, social, racial, cultural, economic, organizational, environmental, and global influences on social policies. They recognize and challenge existing structures of privilege and oppression embedded within policies and advocate for reforms that dismantle systemic barriers and promote equity. Advanced generalist social workers collaborate effectively with diverse stakeholders to influence policy outcomes and improve service delivery. They understand the complexities of policy processes and leverage their knowledge and skills to navigate political landscapes and drive change. Advanced generalist social workers are prepared to lead efforts that address complex social challenges and advance human rights and justice through policy reform.

Advanced generalist social workers:

- a. utilize leadership skills and anti-oppressive, anti-racist practice to advocate for policy interventions and social change; and
- b. conduct rigorous policy analysis, drawing on empirical data and best practices, to support advocacy efforts and improve services for clients at all levels of practice.

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

Advanced generalist social workers practice from a strengths-based, client-centered perspective and apply advanced interpersonal skills and use of self to effectively engage diverse clients and constituencies. Advanced generalist social workers recognize the impact of social identities, cultural backgrounds, and systemic oppression on individuals and communities. They actively adapt their approaches to ensure inclusiveness and effectiveness across diverse cultural contexts. Advanced generalist social workers engage in ongoing self-reflection to understand their own biases, values, and personal experiences that may affect their ability to engage effectively. Advanced generalist social workers utilize principles of interprofessional collaboration to enhance engagement and provide comprehensive support to clients.

Advanced generalist social workers:

- a. employ empathy, reflection, and advanced interpersonal skills to engage in culturally responsive practice; and
- b. actively work to dismantle barriers that may hinder effective engagement with diverse clients at all levels of practice.

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

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

Advanced generalist social workers:

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

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

Advanced generalist social workers engage with clients and constituencies to collaboratively select interventions that align with the clients' goals and values. They ensure interventions respect and incorporate the cultural norms, values, and preferences of clients and communities. Advanced generalist social workers identify, analyze, and apply interventions which are supported by research evidence and best practices. They advocate for equitable access to resources and services, addressing systemic barriers that impact marginalized groups. Advanced generalist social workers collaborate with other professionals to integrate diverse perspectives and resources for comprehensive intervention planning. They are prepared to participate in or lead interprofessional teams in order to identify and address disparities and promote social justice and equity in client outcomes.

Advanced generalist social workers:

- a. critically analyze research literature to identify interventions that are effective and appropriate for diverse client populations;
- b. apply advanced human behavior knowledge and culturally responsive conceptual frameworks in interventions with clients and constituencies; and
- c. collaborate with community stakeholders and policymakers to promote systemic change, social justice, and equity.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers employ a variety of evaluation methods to regularly assess and evaluate the effectiveness of interventions and services provided to individuals, families, groups, organizations, and communities. They ensure that chosen methods are culturally responsive and appropriate for diverse populations. Advanced generalist social workers consider how structural inequalities and systemic biases may impact outcomes and use this awareness to inform evaluation frameworks. Advanced generalist social workers collaborate with stakeholders to apply evaluation findings in refining interventions, policies, and service delivery approaches. They advocate for changes based on evaluation findings to enhance practice effectiveness and promote positive outcomes.

Advanced generalist social workers:

- a. collaboratively implement culturally appropriate interventions with clients;
- b. continuously evaluate client progress and adjust interventions as necessary to ensure effectiveness and alignment with the evolving needs and circumstances of the clients;
- c. critically analyze evaluation outcomes and findings to identify strengths, areas for improvement, and gaps in service delivery.

Appendix B: NASW Code of Ethics

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and

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

Value: Importance of Human Relationships

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

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

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

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

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

1.04 Competence

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

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

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

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

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

1.05 Cultural Competence

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

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

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

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

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

1.06 Conflicts of Interest

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

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

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

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

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as

soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.

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

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

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

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

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

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

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

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

- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the client. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances

when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to

individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or

potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor–Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional

judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

4.08 Acknowledging Credit

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

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

5.01 Integrity of the Profession

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

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession

through appropriate study and research, active discussion, and responsible criticism of the profession.

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

- (g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Appendix C: Performance Improvement Plan



EASTERN OREGON
UNIVERSITY

MASTER OF SOCIAL WORK

Performance Improvement Plan

Student Name: _____

Academic Advisor: _____

Date Initiated: _____

Review Date: _____

I. Areas of Concern

Please check all areas where improvement is needed:

Professional Behavior and Cultural Competence

- ☐ Demonstrating cultural sensitivity and respect for diversity
- ☐ Maintaining professional boundaries
- ☐ Upholding confidentiality standards
- ☐ Contributing to a supportive learning environment

Academic Performance

- ☐ Meeting course grade requirements
- ☐ Completing assignments in timely manner
- ☐ Demonstrating mastery of written communication
- ☐ Demonstrating mastery of verbal communication

Practicum Education Performance

- ☐ Meeting practicum placement attendance requirements
- ☐ Demonstrating required practice skills
- ☐ Following agency policies and procedures
- ☐ Maintaining professional conduct in field settings
- ☐ Professional Development
- ☐ Demonstrating openness to feedback
- ☐ Engaging in self-reflection
- ☐ Showing willingness to improve ☐ Maintaining current knowledge of practice

II. Specific Concerns

Please provide a detailed description of specific behaviors/issues requiring improvement

III. Required Actions for Improvement

1. Student will:

- Timeline for completion:
- Evidence of completion:

2. Program will provide:

- Timeline for provision:
- Person responsible:

IV. Evaluation Criteria

Success in this improvement plan will be measured by:

1. List specific, measurable outcomes:
2. List evidence that will demonstrate improvement:

V. Timeline Start Date: _____ Review Date(s): _____ Completion Date: _____

VI. Consequences

Failure to meet the requirements of this improvement plan may result in:

- ☐ Extension of improvement plan period
- ☐ Additional requirements added to plan
- ☐ Termination from the program
- ☐ Other: _____

VII. Agreement

I understand and agree to the terms of this Performance Improvement Plan:

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

VIII. Progress Reviews Date: _____

Progress Made:

Continuing Concerns:

Next Steps:

Signatures: Student: _____ Advisor: _____

Program Director: _____

This Performance Improvement Plan is designed to support student success while maintaining the professional standards required by the MSW program and the social work profession. All parties commit to engaging in this process with transparency, good faith, and a focus on professional development.

Oregon Health Authority Requirements

(Oregon Students Only)

In order to comply with [Oregon Administrative Rules 409-030-0100](#), all students in Oregon who complete clinical experiences as part of their educational training must meet a set of requirements prior to starting their clinical experiences. The requirements include a Background Check, and Drug Test.

Our program contracts with a vendor called Castlebranch/DISA to collect this information securely. Each student will need to create a Castlebranch/DISA account. Students are responsible for purchasing the packages listed on their Castlebranch/DISA To-Do List and completing each item.

Signing Up and Creating an Account

1. Go to <https://portal.castlebranch.com/VW62>
2. Click the “Login” button in the upper right corner
3. Click on DISA CB and the “Go” button
4. Click on “DISA CB Login” and “Create an Account”
 - a. Please use your full legal name to create an account
 - b. Please use a current email address
5. When you are ready to purchase your packages click on the following link:
<https://portal.castlebranch.com/VW62>
 - a. Click on the “Place Order” button
 - i. You may need to log in again during this step
 - b. You will see Package Selection. Choose the “Master of Social Work” option. The price for the total package is \$155.99.

Drug Screens

If something is flagged on a drug screen, the Castlebranch/DISA medical review team will contact you for additional information. They will attempt to contact you 3 times before the item is marked as unmet. The number they call from is **1-800-526-9341**.

If something is flagged on the drug screen because of a medical prescription, please be prepared to show your prescription/s to the medical officer when they contact you.

If a substance is flagged and not cleared by the Castlebranch/DISA medical officer, Dr. Johnson, the MSW Practicum Education Director, will be notified and you will be contacted regarding next steps.

Background Checks

Please make sure to use your full legal name as it appears on your social security card when filling in information for your background check and make sure all information is accurate.

If something is flagged on a background check, the Castlebranch/DISA EOU administrator will be notified and you will be contacted by Dr. Johnson for additional steps. If you have a question regarding a flag on a background check, please email Dr. Johnson Dcjohnson@eou.edu.

Castlebranch/DISA Help

Account Support- How To Videos: <https://disahealthcare.com/login/disa-cb/#contactsupport>

While logged in to your Castlebranch/DISA **myCB account** click on the “Support” button on the top right side of the homepage for additional assistance.

For more information about security, background checks, drug screen, etc., please see: <https://www.castlebranch.com/cmi/library.html>