The University of Portland
Dorothy Day Social Work Program
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Social Work Program Student Handbook
2023-2024

Artwork: [Rini Templeton](#)

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.

Source: [International Federation of Social Work](#)

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INTRODUCTION

Most of what you need to know about the Social Work Major can be found in this handbook. We encourage you to read it and to use it as a reference guide.

Please note that the Code of Ethics of the National Association of Social Workers has been included. Every professional social worker needs to be familiar with this document. Also, one of the requirements for continuance in the major is professional and ethical behavior that is consistent with the Code.

If you have any questions, please visit with your advisor and/or visit the Social Work Program web site: (https://college.up.edu/socialwork/index.html) You may direct any questions to **Dr. Alice Gates** (gatesa@up.edu), Program Director.

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"What we would like to do is change the world—make it a little simpler for people to feed, clothe, and shelter themselves . . . to a certain extent, by fighting for better conditions, by crying out unceasingly for the rights of the workers, of the poor, of the destitute . . . We can to a certain extent change the world; we can work for the oasis, the little cell of joy and peace in a harried world."

DOROTHY DAY (1897-1980)

UNIVERSITY OF PORTLAND
DOROTHY DAY SOCIAL WORK PROGRAM

I. SOCIAL WORK PROGRAM MISSION

Grounded in the mission of the University of Portland, the Dorothy Day Social Work Program offers an academically rigorous program enriched by intensive, educationally-directed field experiences "to prepare people to respond to the needs of the world and its human community"(University of Portland mission statement). Students gain social work values, skills, and knowledge to address injustice and engage in practice responsive to the individuals and communities they serve.

II. SOCIAL WORK PROGRAM GOALS

Program Goal I: To provide a generalist social work curriculum based on a foundation of social, racial, gender, economic, and environmental justice.

Program Goal II: To promote educational and experiential contexts that emphasize ethical, value-based, and culturally responsive social work practice.

Program Goal III: To offer curricular and field opportunities that facilitate and support advanced graduate study and service leadership roles in diverse settings and communities.

III. LEARNING OUTCOMES FOR SOCIAL WORK MAJORS

Social Work graduates of the University of Portland will be able to

[1] Articulate social work values that form the foundation of practice such as advocacy for human rights and social and economic justice.

   a) Demonstrate professional behaviors congruent with social work's mission and values.
   b) Advance human rights and social, economic, and environmental justice.

[2] Utilize critical thinking and ethical conceptualization skills when addressing social problems and approaches to working with those problems.

   a) Apply ethical principles in practice.
   b) Apply critical thinking in practice.

[3] Competently apply social work skills that are informed by theory, research, and best practices and that consider the cultural and other contexts in which practice occurs.

a) Incorporate diversity and difference in practice.
b) Engage in policy practice to advance social and economic well-being.
c) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities utilizing evidence-based methods and knowledge of human behavior in the social environment.

IV. COMPETENCIES AND BEHAVIORS FOR SOCIAL WORK MAJORS

The Dorothy Day Social Work Program is accredited by a national body, the Council on Social Work Education (CSWE). As a CSWE accredited program, the Social Work program has the following competencies and observable behaviors for social work majors that flow from the program's mission and learning objectives:

Social work students and graduates of the University of Portland should be able to:

Competency One: Demonstrate ethical and professional behavior.

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

a.) Make ethical decisions by applying social work codes of ethics, laws and regulations, and ethical models.
b.) Use self-reflection and regulation to manage personal values, maintain professionalism, and plan for professional development in practice.
c.) Demonstrate professional demeanor including appearance and oral, written, and electronic communication.
d.) Use supervision and consultation to guide and inform professional judgment and behavior.
e.) Demonstrate ability to recognize signs of and effectively respond to stress, conflict, burnout, and vicarious trauma, and to plan for self-care.

Competency Two: Engage diversity and difference in practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age,

class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Behaviors associated with this competency are:

a.) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro, mezzo, and macro levels.
b.) Apply principles of cultural humility and present selves as learners and engage clients and constituents as experts of their own experiences.
c.) Engage with others around identity and difference, and apply self-awareness and regulation to manage the influence of personal biases and values in working with diverse clients and constituents.
d.) Apply knowledge of the historical and contemporary dynamics of privilege and oppression in society.

Competency Three: Advance human rights and social, economic, and environmental justice.

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

a.) Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.
b.) Understand dynamics of power, privilege, and oppression, and engage in practices that advance social, economic, and environmental justice.

Competency Four: Engage in practice-informed research and research-informed practice.

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

a.) Use practice experience and theory to inform scientific inquiry and research and translate research evidence to inform and improve practice, policy, and service delivery.

b.) Apply critical thinking to analyze quantitative and qualitative research methods and research findings.

Competency Five: Engage in policy practice.

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

a.) Identify social policy at the local, state, federal, and global levels that impacts well-being, service delivery, and access to social services.

b.) Assess how social welfare and economic policies impact the delivery of and access to social services.

c.) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice in local and global contexts.

Competency Six: Engage with individuals, families, groups, organizations, and communities.

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

a.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks to engage with clients and communities.

b.) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and communities.

Competency Seven: Assess individuals, families, groups, organizations, and communities.

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

a.) Collect and organize data, and apply critical thinking to interpret information from clients and communities.

b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in the analysis of assessment data from clients and communities.

c.) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and communities.

d.) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and communities.

Competency Eight: Intervene with individuals, families, groups, organizations, and communities.

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

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

Competency Nine: Evaluate practice with individuals, families, groups, organizations, and communities.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Behaviors associated with this competency are:
a.) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels and select and use appropriate methods for evaluation outcomes.
b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in the evaluation of outcomes.
c.) Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

V. ENTRANCE TO AND CONTINUATION IN THE MAJOR

To declare Social Work as a major, students must complete the "add major" form found in PilotsUP, on the Registrar's page under Curriculum Change Request. The CAS Advising Office will process the form, ensure applicants meet the GPA requirements detailed below, and send an email to the Social Work Program Director and the applicant notifying them of the student's acceptance or nonacceptance to the major.

Students should begin the program no later than the fall semester of their junior year and are encouraged to begin by their sophomore year. First year students may declare social work as a major upon admittance to the University, but they must meet the standards for continuance in the major articulated below. Once accepted, we ask students to read the Social Work Program Student Handbook (found on the Student Resource page on the SWP website). Students wishing to pursue the Social Work major who do not meet the criteria are invited to meet with the program director to discuss individual steps that they might take to become eligible.

The criteria and procedures used for continuation in the major are based on academic and professional requirements established by the University and the Council on Social Work Education.

To continue in the major and be eligible to apply for the senior-year practicum, students must meet academic standards (described in the section below) and consistently demonstrate standards of professional behavior that are assessed regularly by the Social Work faculty (the rubric faculty members use for assessing professional behavior in selected required courses for the major can be found in the appendix).

Eligibility for Practicum: The Practicum program is designed for students in their *fourth year of study (senior year). To be eligible for the Practicum, students must have achieved senior status and completed the 300-level required courses for the Social Work major (up to the practicum and Theory and Methods courses). Students must have met academic and professional standards set forth in program policy (see student handbook or major website).

 Exceptions to this timeline are rare. On occasion, students who are double majors with a primary major in the professional schools (nursing, education) may complete the practicum before the 4th year. Students wishing to request an exception must complete a written appeal with rationale and work plan, directed to the Social Work program director and Practicum Director. Requests will be evaluated on an individual basis and students will be notified of the response to their request within 2 weeks.

A statement on expectations around professional behavior can be found in social work course syllabi and in the section below and include the following:

1. Consistent attendance and participation in classes;
2. Respectful, supportive interactions with others;
3. Collegiality and collaboration;
4. Self-awareness and responsiveness to feedback;
5. Initiative and reliability;
6. Compliance with professional requirements, including the Code of Ethics;
7. Participation in social work and social justice organizations.

Students who have difficulties meeting these standards will receive a letter from the Program Director outlining specific issues that need to be addressed. This process is explained in the next section.

Standards for Entering into the Senior Practicum & Continuation in the Program*

To be admitted into the senior year practicum and to remain in good standing with the SWP, students must meet the criteria outlined below. Students who do not meet the criteria must meet with their advisors to develop a plan to ensure successful advancement into the senior year and continuance in the program. In addition, students must develop a behavioral contract with the Practicum Director upon applying to the practicum. Should a

student fail to meet performance criteria, he or she may not be allowed to apply for the senior year practicum or may be dismissed from the SWP.

1. The college policies and procedures for warning, probation, and severance (described in the University Bulletin) will be used for the following continuance requirement: A minimum <u>overall</u> grade point average (GPA) of 2.0.
2. A minimum GPA of 2.5 in <u>all courses required for the major</u> must be maintained.
3. Compliance with the criteria set forth under the section "Termination for Cause".

Appeal
Students have the right to appeal any SWP academic restriction in writing to the Program Director. The Director, in consultation with students' advisors and the faculty, will review all appeals. The Program's decisions may be appealed in writing to the Chair of the Department of Sociology and Social Work. The decision of the Chair of the Department may be appealed in writing to the College of Arts and Sciences Dean's Office.

Termination for cause
The SWP may terminate students from the SWP for reasons other than unsatisfactory academic performance. Non-academic cause for removal of students may be for unprofessional conduct, unethical behavior, incompetence, or similar behavior exhibited by students. Reasons for removal from the program include but aren't limited to the following:

a.) Failure to abide by the NASW Code of Ethics, Standards of Practice, relevant agency policies or procedures, and/or UP policies or procedures;
b.) Violation of any of the principles or standards outlined in the NASW Code of Ethics;
c.) Attempt to others, or clients;
d.) Repeated tardiness and/or unexcused absences without notification to the instructors and/or noncompliance with any professional behavior standards;
e.) Lack of progress in correcting identified deficiencies and concerns as outlined in the Program Director's documentation and faculty member assessment of professional behavior;
f.) Impairment for any reason to the degree that it interferes with student's ability to satisfy learning goals and objectives.
g.) Specific termination policies for the practicum program are outlined in the practicum manual, provided to students during their junior year.

* The policies described above are subject to change and/or revision.

VI. DEGREE REQUIREMENTS FOR THE SOCIAL WORK MAJOR

Social Work majors complete 43 credits in the major, which include the following required courses and 6 credits of electives, which can include any upper-division courses in the disciplines of Social Work, Psychology, Sociology, Gender/Women/Sexuality Studies, Ethnic Studies, and (in some cases) Spanish.

Course		Credits
SW 101	Social Welfare and Social Justice	3
SW 214	Social Work Research Methods (cross-listed with SOC)	3
SW 313	Social Policy, Advocacy and Action for Change	3
SW 325	Power, Oppression, and Critical Consciousness**	3
SW 343	Human Behavior in the Social Environment	3
SW 386	Interviewing and Counseling	3
SW 400	Pre-practicum seminar (Spring before senior year)	1
SW 480	Generalist Practice I (individuals, families, groups)	3
SW 481	Generalist Practice II (organizations, communities, social systems)	3
SW 482	Social Work Practicum I	6
SW 483	Social Work Practicum II	6
	Electives (SW, PSY, SOC, GWSS, ETHS)	6

Highlighted courses are completed during the senior year. All 300-level required courses must be completed prior to beginning the senior year practicum and 480-81 sequences.

**Previously named *Cultural Diversity & Cultural Competence*

Suggestions for Selecting Double Majors and Minors

Many majors complement the Social Work Major and can be completed in four years with careful planning. Consequently, many students choose to double major. Common double majors include Social Work and Spanish, Psychology, Sociology, Nursing, and many others. Please contact the Social Work Program Director for guidance on planning your double major.

Similarly, most minors offered through CAS and the professional schools fit very well with Social Work. Examples of minors that complement the Social Work Major include Ethnic Studies, Spanish, Psychology, Sociology, Gender, Women, & Sexuality Studies, Education, Economics, Communication, Entrepreneurship, Fine Arts, Social Justice, and Political Science.

For additional information on schedules and planning 4-year programs of study, including double-majors and minors, please contact Program Director, Dr. Alice Gates.

Transfer Students/Transfer Credit

Transfer students applying for admission to the University of Portland and students applying for transfer credit for individual courses taken at other institutions follow a two-tiered assessment process.

1. The Admissions Office makes decisions regarding admission to the University. The College of Arts and Sciences (CAS) Dean's Office determines both acceptance of transfer credits and whether transfer credits are applicable to the general core courses and elective courses. College policy regarding transfer of these credits can be found in the University Bulletin. The CAS Office sends a list of accepted transfer courses to the SWP Director.

2. The SWP Director makes decisions regarding acceptance and continuance in the major.

   A.) A number of non-social work courses are required for the liberal arts foundation for the major. Courses that are accepted for transfer credit, as core or elective courses, will generally be granted credit for the SWP. However, the Program Director reviews the initial decision made by the College of Arts and Sciences regarding these courses on an individual basis. In some cases, additional information (such as course description, syllabi, texts, etc.) may be required by the Director to further assess the course and grant equivalency credit.

   B.) All social work courses with a grade of C+ or better from Social Work Programs accredited by the Council on Social Work Education may be applied to the major. To receive transfer credit for a social work course taken at a non-accredited Social Work Program, the course must a) be completed with a grade of C+ or better; and b) be reviewed and approved by the Program Director. Based upon an assessment of the syllabus of the course or courses in question, the successful completion of a waiver exam may be required.

   C.) Transfer credit is not granted for the Social Work Practicum (SW482/483) or the Social Work Practice courses (SW480/481); the requirements of the practicum experience must be completed at the University of Portland.

   D.) Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of the field practicum or any of the courses required for the major.

VII. ADVISING

All students in the College of Arts and Sciences will meet with an advisor in the Dean's office to schedule courses during students' first year. Students are also invited to meet individually with the Program Director to discuss major requirements and academic and professional goals including professional licensure and postgraduate employment, volunteering, and graduate school opportunities. During sophomore and junior years, students will be advised by social work faculty to support students in their class schedules, monitor progress in the major, and discuss questions about academic and professional goals. During the senior year, the Program Director and other faculty will meet with

students to discuss postgraduate planning. Any advising needs beyond course scheduling can be done at any time during the year with an appointment.

VIII. SOCIAL WORK PROGRAM ACTIVITIES

AND OPPORTUNITIES

The Social Work Program strives to offer students the following opportunities:

1. The opportunity to study in an academic environment free of discrimination based on age, race, color, religion, gender, gender identity and expression, national or ethnic origin (ancestry), immigration or citizenship status, disability, marital status, sex, sexual orientation, military status, social or economic class.
2. The opportunity to advocate, individually and collectively, for their own interests and concerns.
3. The opportunity to study free from reasonable fear of improper disclosure of confidential information such as their academic records and illegal limitations upon freedom of expression or due process of law.
4. The opportunity to study with the support of appropriate pedagogical practices including those related to academic and field evaluations, class cancellation and rescheduling, establishment of course objectives and expectations, returning papers and exams in a timely fashion, and posting and keeping office hours.
5. The opportunity to use University of Portland meeting facilities in accord with the standing regulations for scheduling and purposes for such use.
6. The opportunity to receive appropriate recognition for their contributions through participation in faculty or staff research projects or other scholarly works.

Organizations

1. **National Association of Social Workers (NASW)**
   Students are strongly encouraged to join and participate in NASW. Two board positions are reserved for student representation.

2. **The Social Work Program (SWP) Community Advisory Board**
   The SWP Advisory Board was formed in 2002. Board membership includes field instructors, local social work professionals, currently enrolled social work majors, and program alumni/ae. A list of advisory board members can be found on the SWP website. The purpose and structure of the committee are as follows:

   A.) Purpose:
      1. To develop and maintain ongoing ties between the Social Work practice community and the program.

2. To provide opportunities for students, field supervisors, and social work practitioners to contribute to the program's educational policies and curriculum content.

B.) Composition:
Eight to ten members representing students (currently enrolled and alumni/ae); field supervisors; social work practitioners from a range of fields of practice; the SWP Director; and the SWP Practicum Director compose the Advisory Board.

C.) Structure:
Meetings held as needed, at least one time a year.

D.) Tasks:
Board members have the opportunity to offer feedback, suggestions, and recommendations to address the areas listed below as well as others identified by the committee:
1. To examine how well students are prepared to meet the needs that exist in the community;
2. To examine the program's expectations for students in field education and the ability of agencies to meet these expectations;
3. To react to proposed or anticipated changes in the curriculum and/or structure of the program; and
4. To contribute to the maintenance and development of educational policies regarding student recruitment, admission, advisement, retention, and graduation.

Dorothy Day Social Work Program Nondiscrimination Policy

The SWP is committed to providing a learning and working environment free from discrimination and harassment and to fostering a nurturing and inclusive community founded upon dignity and worth of all its members, including those identifying with historically vulnerable, marginalized, and underrepresented groups. The SWP does not discriminate in its admissions policies or educational programs and events on the basis of age, race, color, religion, sex, gender, gender identity and expression, national or ethnic origin (ancestry), immigration and citizenship status, disability, marital status, military status, social or economic class, or any other social identity category.
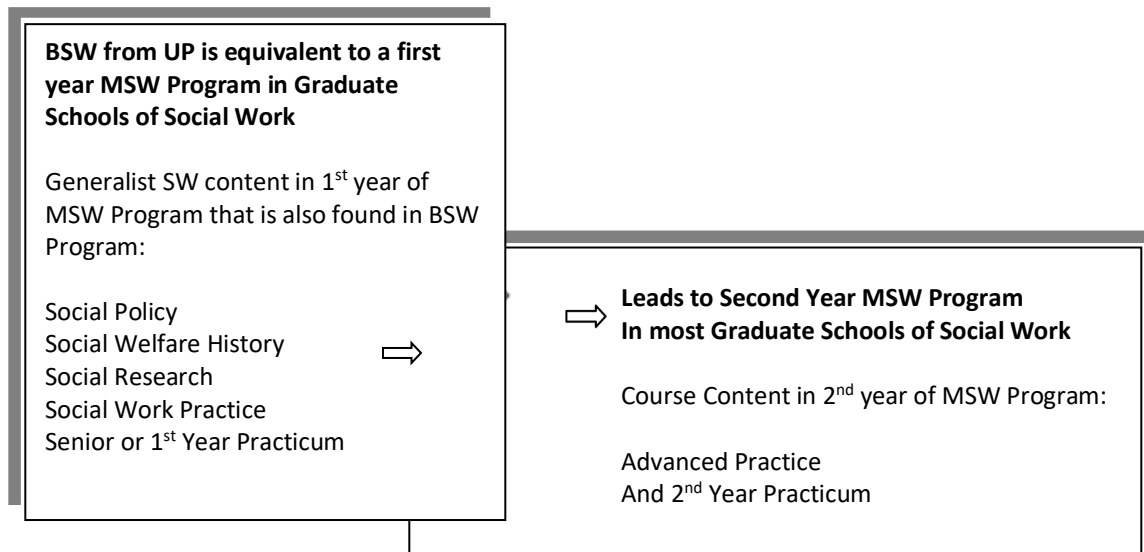
IX. GRADUATE SCHOOL, LICENSURE, AND LOAN FORGIVENESS INFORMATION

Advanced Standing in MSW Programs

The accrediting body for social work is the Council on Social Work education (CSWE). Accreditation by CSWE assures that the program at the University of Portland meets national social work education standards. The Dorothy Day Social Work Program was awarded full accreditation in 2006 and our accreditation was reaffirmed in 2018.

The Bachelor of Social Work (BSW) degree is a four-year undergraduate college degree, and the Master of Social Work (MSW) degree is a two-year graduate degree. Students graduating from an accredited undergraduate social work program, such as the Dorothy Day SWP, are eligible for advanced standing in most MSW programs (meaning that students will advance to the second year of graduate school.) CSWE offers a directory of accredited MSW programs:
https://www.cswe.org/accreditation/about/directory/

BSW from UP is equivalent to a first year MSW Program in Graduate Schools of Social Work

Generalist SW content in 1st year of MSW Program that is also found in BSW Program:

Social Policy
Social Welfare History
Social Research
Social Work Practice
Senior or 1st Year Practicum

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Leads to Second Year MSW Program In most Graduate Schools of Social Work

Course Content in 2nd year of MSW Program:

Advanced Practice
And 2nd Year Practicum

Dual Degree MSW Programs

Many MSW programs offered dual degrees that provide graduates with a specific skill set through a unique combination of graduate degrees, equipping graduates to serve in a particular field of social work. The most popular dual degree combines an **MSW** and a **JD** degree, enabling the graduate to do social work in a legal setting. Other examples of dual degrees include

MSW/MBA (Social Work and Business)
MSW/MPH (Social Work and Public Health)
MSW/MPA (Social Work and Public Administration)
MSW/M.Div (Social Work and Theology)
MSW/Urban Development/Architecture

Licensure in Social Work

1. Educational Requirements

To be a social worker, one must have a degree in social work from a college or university program accredited by CSWE. CSWE accredits BSW and MSW Programs. Degree programs involve classroom study as well as practical field experience. The BSW prepares graduates for generalist entry-level work, whereas the MSW is for more advanced clinical practice such as providing mental health therapy. A Ph.D. in Social Work or related field is useful for doing research or teaching at the university level.

2. Oregon Licensure

Most states require practicing social workers to be licensed, certified, or registered, although standards vary by state. In Oregon, under the Title Protection Act, anyone using the title "Social Worker" is required to be registered with the Oregon Board of Licensed Social Workers. The different degrees of licensing in Oregon are as follows:

- LCSW, Licensed Clinical Social Worker (MSW-level)
- CSWA, Clinical Social Work Associate (for those working on the LCSW)
- LMSW, Licensed Master Social Worker (MSW-level, non-clinical)
- RBSW, Registered Baccalaureate Social Worker(BSW-level)

Information on Oregon licensing requirements can be found at the Oregon Board of Licensed Social Workers or the licensing board of the state in which students anticipate practicing.

Student Loan Forgiveness

Please see National Association of Social Work website for resources on loan forgiveness for social workers: https://www.socialworkers.org/Advocacy/Policy-Issues/Student-Loan-Forgiveness

APPENDICES

Rubric for Assessing Professional Behaviors

Social Work BA Worksheet

Rubric for Assessing Professional Behaviors

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 16 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers. Students will be assessed in selected 300-level required courses, particularly SW 343 and SW 386, before being admitted into the practicum. A copy of this completed form will be sent to the student and saved on the departmental shared drive for use by program administrators/faculty.

Student name: _____ Semester: _____ Date: _____

Instructor name: _____ Course: _____

Students' professional behaviors will be scored using the following rubric:

1	2	3	4
Unacceptable	Needs Improvement	Acceptable	Outstanding

Instructors are asked to provide specific comments for what needs to be addressed either in the table or on the back of this page.

	Attendance and Punctuality
	Communication, verbal and non-verbal
	Awareness of positionality, knowledge of power and oppression
	Conflict management skills
	Cultural humility
	Ability to engage in anti-oppressive behaviors and practice
	Ability to collaborate
	Oral expression
	Written expression
	Initiative and reliability
	Responsiveness to feedback
	Compliance with NASW Code of Ethics
	Responsiveness to communication/correspondence
	Professional appearance and professional presence
	Academic performance*

*As stated in the Social Work Program Handbook, to remain in good standing, students must maintain an overall GPA of 2.0 and a minimum GPA of 2.5 in all courses required for the major.

Additional comments may be provided here. Please include any information that will be helpful in communicating what steps the student can take to better comply with these requirements. In addition, if the instructor or student took steps during the semester to address any concerns, please describe:

Instructor: Please send a copy of this form to the student and copy program faculty

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Social Work Program BA Worksheet

Advisors will use these worksheets with students during advance registration period each term.

NAME:	ID #: Ent:	B.A. SOCIAL WORK 120 Sem Hrs (6/22) Advisor:
Transfer:	ACC Comments:	

The College REQUIRES 48 UPPER DIVISION hours for GRADUATION with at least 24 upper division credits in the major

University Core

Course	Hrs	Grade	Semester
Anchor Seminar			
Core101	1		
Religion, Faith & Ethics			
The 105	3		
The 205	3		
Phl 220	3		
Literacy Dialogue & Expression			
Phl 150	3		
Eng 112	3		
Global & Historical Consciousness			
Hst 220, 221, 251, 254, 256, Pol 203, 205,			
ILC 202-308, Chn 103			
	3		
Commitment to Diversity,			
Inclusion & Common Good (3)			
Cst 225, Soc 101, SW 101, Hst 210, 211,			
Eths 205 (**no transfer credit accepted**)			
Soc	3		See Major
Scientific & Quantitative			
Literacy & Problem Solving (9)			
Any 100 or 200 level science			
	3		
Mth 160, 161, 201			
Mth 161	3		
Psy 101, Ecn 120, 121, Pol 200			
Psy	3		See Major
Aesthetic Inquiry, Imagination			
& Creative Process			
FA 107, 108, 307 or 310			
	3		
Exploration (6)			
	3		
	3		
Integration Asignment_____			

College Requirements

Course	Hrs	Grade	Semester
Effective Communication			
Cst 107, 327, 332, Eng 107,311			
	3		
Commitment & Consciousness			
	3		
15 Upper Division hours			
outside of primary major.			
(9hrs must come from at least			
three different CAS disciplines)			
	3		
	3		
	3		
	3		
Foreign Language (12)			
	3		
	3		
	3		
	3		

MINOR

Major Requirements

Course	Hrs	Grade	Semester
48 hours required for major.			
Psy 101	3		
Soc 101	3		
SW 101	3		
SW 214	3		
SW 313	3		
SW 325	3		
SW 343	3		
SW 386	3		
SW 480	3		
SW 481	3		
SW 482	6		
SW 483	6		
UD Psy/Soc/SW Electives: 6 hrs.			
	3		
	3		

Electives

Course	Hrs	Grade	Semester
Additional elective credits			
to reach 120:			

This is an unofficial document. GPA may slightly differ from official transcript.

AJA 2000