

# **The University of Portland Dorothy Day Social Work Program**

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## **BSW Program Handbook 2026-2027**



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](#)

**Welcome to the Dorothy Day Social Work Program!** In this handbook, you will be introduced to the *social work major* and learn about the policies and practices governing the social work program here at the University of Portland. If you have any questions, please contact the Program Director, Lizz Schallert ([schaller@up.edu](mailto:schaller@up.edu)) or your academic advisor.

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UNIVERSITY OF PORTLAND  
DOROTHY DAY SOCIAL WORK PROGRAM

## Program Mission

Building on the University of Portland's [mission](#) to "prepare people who respond to the needs of the world and its human family," the Dorothy Day Social Work Program educates students for generalist social work practice with individuals, families, organizations, and communities. Using an intersectional justice lens, we teach students to recognize and dismantle oppressive systems and advance social change that supports human flourishing and liberation.

## Values

As a [profession](#), Social Work embraces the values of *service, social justice, dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry.*

Building on these core values, the UP Dorothy Day Social Work Program prioritizes:

- **Critical inquiry**, including critical theory and knowledge development focused on elevating the subjugated knowledge and lived experiences of historically oppressed and currently marginalized groups and people.
- **Anti-racism** and **Critical Race Theory** (CRT), which names the impact of historical racism on modern life and is grounded in uplifting the race-conscious experiences of Black, Indigenous, People of Color (BIPOC) in order to radically shift dominant narratives which often obscure and constrain BIPOC expressions and insights.
- **Anti-Oppressive Practice** (AOP), which examines how the broader social context and structural inequalities inform social work's interactions with individuals, organizations, and communities
- **Globalism** and a commitment to de-centering U.S.- American experiences, knowledge, and contexts for practice.
- **Environmental justice** as a core component of social and economic justice. Addressing ongoing climate disasters and environmental injustices as essential to social work practice.

## **Accreditation by the Council on Social Work Education (CSWE)**

*The University of Portland Social Work Program is accredited by the Council on Social Work Education.* CSWE-accreditation speaks to public trust and accountability across the social work continuum. Programs that achieve and maintain CSWE accreditation have completed a multistep accreditation process that involves program self-studies, site visits, and review by the CSWE Board of Accreditation to ensure compliance with educational policies and accreditation standards. CSWE accreditation standards apply to all social work programs, on-line or on-campus formats.

The value and benefits of accreditation are highlighted below:

### **Students**

Attending a CSWE-accredited social work program provides assurance that the program in which a student enrolls is committed to quality and educating students on social work competencies necessary to enter practice. Attending a CSWE-accredited program may help graduates qualify for employment or licensure that require completion of a CSWE-accredited degree.

*Advanced standing:* Graduates of accredited BSW programs are eligible to apply for advanced standing in many Master of Social Work (MSW) programs across the United States. Advanced standing provides students with the opportunity to complete an MSW graduate degree in just one year after graduating with a B.A. in social work (BSW).

Visit the [Directory of Accredited Programs](#) for a complete list of accredited social work programs.

### **Social Work Programs**

CSWE-accredited social work programs ensure the program mission is aligned with social work competencies to prepare students for professional practice and are committed to ongoing program assessment and renewal based on data-informed decision-making. Beyond review for reaffirmation of accreditation every eight years, CSWE-accredited programs engage in continuous quality improvement ensuring that students are prepared to practice safely, competently, and ethically with all clients, constituents, and the public.

### **Social Workers in Practice**

Most state and U.S. territory requirements stipulate that a social worker pursuing licensure or sitting for a licensing exam be a graduate of a CSWE-accredited program.

### **The Public**

A pillar of accreditation is public accountability and transparency. The public can trust that CSWE-accredited programs have the resources, administrative structure, and curriculum to ensure graduates are prepared to enter provide competent and ethical social work services.

## Learning Outcomes for Social Work Majors

Social work graduates of the University of Portland will demonstrate mastery at the Generalist Social Work level of the following 9 competencies established by the [Council on Social Work Education](#), listed below with selected examples of specific behaviors under each competency that will be assessed.

### **Competency 1. Demonstrate Ethical and Professional Behavior**

- Make ethical decisions and apply codes of ethics in practice situations.
- Demonstrate professional oral and written communication.
- Use technology ethically and appropriately.
- Use consultation and supervision to guide professional judgment/behavior.

### **Competency 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

- Advocate for human rights at the individual, family, group, organizational, and community system levels.
- Engage in practices that promote social, racial, economic, and environmental justice.

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

- Demonstrate anti-racist and anti-oppressive social work practice at all levels of practice.
- Demonstrate cultural humility through self-awareness, critical self-reflection, and self-regulation.

### **Competency 4. Engage in Practice-Informed Research and Research-Informed Practice**

- Apply research findings to inform and improve practice, policy, and programs.
- Identify strategies that address inherent biases for use in research methods to advance the purposes of social work.

### **Competency 5. Engage in Policy Practice**

- Use social justice, anti-racist, and anti-oppressive lenses to assess the justice and equity impacts of social welfare policies.
- 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**

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- 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**

- 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
- 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**

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- 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**

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

## Social Work Curriculum

For a brief overview of the program/FAQs in presentation form, consult [this document](#).

### Degree requirements

#### **UP Core Requirements** – 40 credit hours

All University of Portland students progress through a set of shared course options as part of the University's liberal arts Core Curriculum. This curriculum offers a foundation of multiple lenses to address enduring questions of human concern, integrating the liberal arts, the University mission, and the knowledge, skills, and values needed in a diverse society and in the workplace.

The core requirement for the Diversity & the Common Good Habit is satisfied by **SOC 101** within the major. One of the three core requirements in the Science & Problem Solving Habit is satisfied by **PSY 101** within the major.

#### **College of Arts and Sciences B.A. Requirements** – 24-33 credit hours

#### **Major Requirements** – 49 credit hours

|                                       |                                                                         |   |
|---------------------------------------|-------------------------------------------------------------------------|---|
| <b><a href="#">PSY 101</a></b>        | Psychological Science                                                   | 3 |
| <b><a href="#">SOC 101</a></b>        | Understanding Society: An Introduction to Sociology                     | 3 |
| <b><a href="#">SW 101</a></b>         | Social Work and Social Justice                                          | 3 |
| <b><a href="#">SW 214/SOC 214</a></b> | Research Methods: Design                                                | 3 |
| <b><a href="#">SW 313</a></b>         | Social Policy, Action, and Advocacy                                     | 3 |
| <b><a href="#">SW 325/SOC 325</a></b> | Power, Oppression, and Critical Consciousness                           | 3 |
| <b><a href="#">SW 343</a></b>         | Human Behavior in the Social Environment                                | 3 |
| <b><a href="#">SW 386</a></b>         | Interviewing and Counseling                                             | 3 |
| <b><a href="#">SW 401</a></b>         | Pre-practicum seminar                                                   | 1 |
| <b><a href="#">SW 480</a></b>         | Generalist Practice with Individuals, Families, and Groups              | 3 |
| <b><a href="#">SW 481</a></b>         | Generalist Practice with Organizations, Communities, and Social Systems | 3 |
| <b><a href="#">SW 482</a></b>         | Social Work Practicum I                                                 | 6 |
| <b><a href="#">SW 483</a></b>         | Social Work Practicum II                                                | 6 |
|                                       | Upper division electives in social work, psychology, or sociology       | 6 |

Any additional credit hours required to complete a minimum of **120 credit hours**

## Declaring the Social Work Major

To declare Social Work as a major, students will complete a Curriculum Change Request through the *Etrieve* app found in *Pilot*. Once the form is submitted, it will be routed to the department chair of Sociology and Social Work, to ensure applicants meet the GPA requirements detailed below. The form will route to the CAS Advising Suite to add faculty mentor and will then route to the registrar's office for processing the curriculum change.

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 **professional skills and behaviors** that are assessed regularly by the Social Work faculty (see Appendix A., Expectations for Professional Skills and Behaviors).

### Social Work Practicum

The social work [practicum](#) is an intensive supervised field experience in a selected social work agency. During the senior year, students spend an average of 15-20 hours per week for two semesters at their practicum placement under the guidance of a University-appointed field instructor. Students complete a minimum of 400 hours. This service/learning experience is supported by a regularly scheduled process seminar (SW 482-483) that facilitates the integration of social work theory and practice.

#### *Application to the Practicum*

Students will apply to the Practicum during Spring of their junior (3<sup>rd</sup>) year as part of the Pre-practicum seminar (SW 401). Students will complete the practicum during Fall and Spring semesters of their senior year. To be eligible for the Practicum, students must have achieved senior status and completed all 300-level required courses for the Social Work major. Students must also have shown adequate professional skills and behaviors as set forth in program policy (see Appendix A).

*\*Exceptions to this timeline are rare. In some cases, students who are double majors with a primary major in the professional schools (nursing, education) may complete the practicum before the 4<sup>th</sup> year. Students wishing to request an exception must complete a written 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.*

## Standards for Entering into the Senior Practicum

### *Academic standards*

To be admitted into the senior year practicum and to remain in good standing with the SWP, students must meet the criteria outlined below.

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 overall grade point average (GPA) of 2.0.
2. Students must maintain a minimum GPA of 2.5 in all courses required for the major.
3. Compliance with the criteria set forth under the section "Termination for Cause" (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 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 counseled to drop the major.

### *Professional skills and behaviors*

Students are expected to demonstrate ethical and professional skills and behaviors required for a successful practicum experience (see [Expectations for Ethical and Professional Behavior](#) and [Standards for Professional Skills and Behaviors](#) in this document).

### *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 major for reasons other than unsatisfactory academic performance. Non-academic cause for removal of students may be for unprofessional conduct, unethical behavior, or unresponsiveness to feedback and corrective guidance from faculty. Reasons for removal from the program include but aren't limited to the following:

- a. Failure to abide by relevant agency policies or procedures, and/or University policies or procedures;
- b. Violation of any of the principles or standards outlined in the NASW Code of Ethics or [ethical/professional standards](#) published in the Social Work Program handbook.
- c. Lack of progress in correcting identified deficiencies and concerns as outlined in the Program Director's documentation and faculty member assessment of professional behavior;
- d. Specific termination policies for the practicum program are outlined in the practicum manual, provided to students during their junior year.

Additional detail on Practicum standards is published in the *Practicum Manual*, available on the UP website and provided to all social work majors during junior year.

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

## **Program Policies**

### **Antiracism, Diversity, Equity, and Inclusion**

Our undergraduate social work program is firmly committed to creating and sustaining an anti-oppressive learning environment that actively confronts and dismantles racism and all forms of discrimination. We recognize that systemic inequities and power imbalances impact educational access, experiences, and outcomes. Through these commitments, we prepare social workers who will advance justice, challenge oppression, and promote human dignity in their professional practice and communities:

*Antiracism:* We actively work to identify and eliminate white supremacist ideology and structural racism in all its forms within our curriculum, policies, and practices. Our program promotes critical consciousness and equips students with the knowledge and skills to challenge racist structures and advance racial justice in social work practice.

*Diversity:* We celebrate the multiplicity of human experiences and identities. Our program intentionally seeks to amplify diverse voices, perspectives, and lived experiences among our students, faculty, and curriculum content. We recognize diversity as a source of strength and innovation in social work education.

*Equity:* We are committed to addressing historical and contemporary inequities in higher education. Our program works to eliminate barriers to access and success, ensuring all students receive the support and resources needed to reach their full potential. We regularly examine and adjust our practices to promote equitable outcomes.

*Inclusion:* We foster a learning community where every member feels valued, respected, and empowered to fully participate. Our program creates spaces for authentic dialogue, meaningful engagement, and collective growth. We actively work to ensure traditionally marginalized voices are centered in our discussions and decision-making processes.

### **Advising Policy**

All UP students will be assigned a professional academic advisor in the CAS Dean's office to assist with planning student's schedules during first and second (sophomore) years on campus. 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 the junior year, students will be advised by social work faculty in planning class schedules, monitoring progress in the major, and discussing 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 by appointment.

### **Entrance to and Continuation in the Major**

To be admitted into the major and to remain in good standing, students must meet the criteria outlined below. Students who do not meet the criteria must meet with their advisors to develop a plan to address deficits. In addition, students who do not meet the academic or professional skills/behavior standards must develop a 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 counseled to drop the major.

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 overall grade point average (GPA) of 2.0.
2. Students must maintain a minimum GPA of 2.5 in all courses required for the major.
3. Compliance with the criteria set forth under the section "Termination for Cause" (below).

### **Transfer Credit Policies**

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 1) be completed with a grade of C+ or better; and 2) 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 (SW 482-483) or the Social Work Practice courses (SW 480-481); 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.

### **Expectations for Ethical and Professional Behavior**

Students in our undergraduate social work program are required to demonstrate professional behavior and ethical conduct consistent with the National Association of Social Workers (NASW) Code of Ethics. These standards reflect the core values of our profession and establish expectations for student conduct in academic, field, and professional settings.

**Ethical Standards**

All students must:

- Uphold the [NASW Code of Ethics](#) in all professional and academic interactions
- Maintain the highest standards of personal and professional integrity
- Protect and respect client confidentiality and privacy
- Practice within professional boundaries and scope of training
- Demonstrate honesty in all academic work and professional documentation
- Use social media and electronic communication responsibly and ethically
- Report any ethical concerns or violations to appropriate faculty or supervisors

**Professional Skills and Behaviors**

In addition to adhering to the preceding ethical standards, students are expected to develop and demonstrate the following core professional competencies:

**Communication**

- Clear and effective written communication
- Professional verbal and non-verbal communication
- Active listening and empathetic response
- Appropriate documentation and record-keeping

**Professional Conduct**

- Punctuality and reliability
- Appropriate professional appearance and demeanor
- Responsible use of supervision and feedback
- Effective time management and organization
- Appropriate handling of conflict and challenging situations

**Practice Skills**

- Critical thinking and ethical decision-making
- Cultural humility and self-reflection

**Collaborative Practice**

- Effective teamwork and group participation
- Respectful engagement with colleagues and faculty
- Appropriate consultation and referral
- Interprofessional collaboration

Students will have the opportunity to self-assess on these and related professional skills and behaviors at several points during their time in the program (see [Appendix A](#) for examples of self-assessment skills). Faculty will provide support and coaching in areas where students need improvement. Students who consistently fail to meet these professional and ethical standards may be subject to review and appropriate intervention as determined by program faculty and administration.

## **Social Work Organizations of Interest**

### **National Association of Social Workers (NASW)**

Founded in 1955, the [National Association of Social Workers](https://www.nasw.org/) (NASW) is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. Students are encouraged to learn about and join NASW.

### **Community Advisory Board (CAB)**

The UP Social Work Program convenes a Community Advisory Board consisting of CAB membership made up of field instructors, local social work professionals, currently enrolled social work majors, and program alumni/ae. The purpose and structure of the committee are as follows:

#### *Purpose:*

- To develop and maintain ongoing ties between the Social Work practice community and the program.
- To provide opportunities for students, field supervisors, and social work practitioners to contribute to the program's educational policies and curriculum content.

#### *Composition:*

- The CAB consists of 6-8 members, representing students (currently enrolled and/or alums); current or past field instructors; social work practitioners from a range of fields of practice; the SWP Director; and the SWP Practicum Director.

#### *Structure:*

- Meetings held as needed, at least one time per year.

#### *Responsibilities:*

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:

- To examine how well students are prepared to meet the needs that exist in the community;
- To examine the program's expectations for students in field education and the ability of agencies to meet these expectations;
- To react to proposed or anticipated changes in the curriculum and/or structure of the program; and
- To contribute to the maintenance and development of educational policies regarding student recruitment, admission, advisement, retention, and graduation.

## Graduate School and Career Planning

More detailed information on graduate school and post-graduation planning is available to all prospective and current Social Work majors (current UP students) on this [Teams page](#).

*Note:* Our majors/graduates go on to work in a diverse fields and professions and pursue a variety of graduate degrees. For the purposes of this handbook, we provide information specifically about master of social work (MSW) graduate education. We encourage all students to utilize the Career Education Center for assistance with career planning.

### Master of Social Work (MSW)

An MSW is among the most useful and in-demand professional master's degrees. Consider that the single largest group of mental health care providers in the U.S. are Licensed Clinical Social Workers (LCSWs), not counselors or psychologists. Social work is expected to experience major growth in the next 10 years, and increased investments in behavioral health will mean many more jobs and job security for social workers.

An MSW is useful beyond clinically oriented human services. People with MSWs are serving in government (as elected officials, administrators, policy analysis), business, applied research, and in grassroots and other community-based settings.

Graduate school (of any kind) is a major investment of time and money. For this reason, we want you to take time to discern whether getting an MSW or some other degree will help you achieve your own goals, hopes, and dreams for yourself.

Here are some additional [questions/answers](#) about social work (from a student perspective) published by the Council on Social Work Education.

### MSW Curriculum Overview

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/>

Most MSW programs are two years (or one year for students with advanced standing—see below) consisting of a foundation (year 1) experience followed by advanced (year 2) or specialized training. In **Year 1**, the foundation year, students complete coursework in theory and methods of generalist (micro-meso-macro) practice, policy and history, research methods, power/oppression, human behavior/social environment, and practice methods. You also complete your foundation practicum experience (~400 hours), which is designed to give you generalist practice experience in a supervised setting.

In **Year 2**, you will have the chance to specialize in a particular method or practice area. Your concentration will guide your choice of classes and your advanced practicum experience (another 400 hours, approximately).

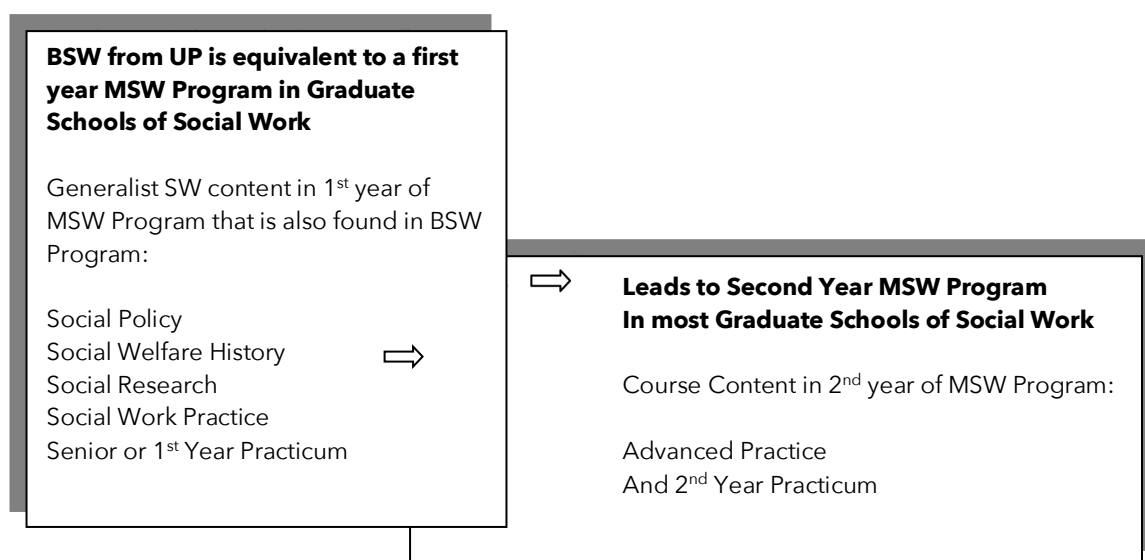
Schools will lay out different pathways according to your concentration area.

Examples of the kinds of concentrations you might choose from:

- Community action and social change
- Policy and political social work
- Interpersonal practice with children, youth, families
- Interpersonal Practice in Integrated Health, Mental Health, and Substance Abuse
- Global social work
- Social Work Practice with Older Adults and Families from a Lifespan Perspective

### **Advanced standing**

As graduates of the UP social work program, you qualify for advanced standing at most CSWE-accredited MSW programs in the United States. The UP social work curriculum is *equivalent* to and replaces the first year of the MSW experience. UP Advanced standing allows you to complete the MSW on an accelerated timeline, generally 9-16 months instead of 24 months.



### *How does advanced standing work?*

The process will vary by school, so pay attention to the specific application instructions, and/or reach out to the admissions counselors at the school for more specific questions.

Typically, you will indicate on your application that you want to be considered for advanced standing in the MSW program. At some point, you will be asked to provide documentation from your BSW experience, including your *final field instructor evaluation*.

### **Financial considerations**

We offer some information/resources on financing graduate school, including current opportunities for loan forgiveness, on the Social Work [Teams Page](#). This information is constantly changing, so we also encourage students considering graduate school to do their own research.

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

## Licensure in Social Work

### *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.

### *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, non-clinical)

Updated 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.

## Appendix A. Professional Skills and Behaviors

Students are expected to develop the following professional skills and behaviors in their coursework in preparation for the Practicum experience. Students will be asked to self-assess using these standards during the junior year (SW 343) as well as the Pre-Practicum Seminar (SW 401). Students will integrate these professional standards into their learning agreements at Practicum placements and self-assess during senior year.

### Area 1: Communication

#### Skill Example

- A. Oral and written expression
- B. Giving/receiving/asking for feedback
- C. Asking for help and clarification
- D. Timing: When to reach out/when to follow-up, when to ask questions, when to interject or redirect, etc.
- E. Mode: Email etiquette, Formal vs. informal, providing context and professional summaries in writing and verbally
- F. Boundary-setting: When/how to say no and yes, understanding and use of consent, actively and thoughtfully expressing needs
- G. Expressing disagreement respectfully and effectively
- H. Active listening: nonverbals, full-presence, attention, empathic listening, conscious response, etc.
- I. Professional norms (e.g. note-taking, follow-up emails, thank you notes, etc.)
- J. Appropriate phone and voice messaging (e.g. when to call, how to leave a message, having a professional voicemail for those who call you, etc.).

### Area 2: Organization in Professional Contexts

#### Skill Example

- A. Understanding/responding to deadlines (especially with critical paperwork such as Practicum Learning Contract, Agency Agreement, and in the work setting your case notes, contracts, task completion, etc.).
- B. Tracking information: How do you track important details? [writing down, taking notes, etc.] Do you refer back to your notes regularly?
- C. Schedule management: Knowing yourself and your needs around your capacity and time. How to set boundaries, keeping a schedule or planner, and matching your time to your goals.
- D. Punctuality and timeliness. *Note: time management is a hallmark of social work practice linked to billing and insurance, client schedules, and service delivery in many settings. It is a skill to remain flexible around different cultural definitions of time, while also operating with punctuality in a US work context.*
- E. In a practice setting, understanding your work contract, and when to ask for a written contract or update to your contract.
- F. Research around pay, and when/how to advocate for pay increases and other workplace needs and concerns
- G. Documenting your experience in the workplace; things that are going well or need improvement
- H. Interview skills: telling strong stories, prepared with questions for who is interviewing you, outreach and follow-up, researching the agency, tracking your communications, etc.

### **Area 3: Relational skills**

#### **Skill Example**

- A. Building strong interpersonal relationships across different domains (classmates, colleagues, professors)
- B. Navigating conflict: skills for managing your own self-regulation and boundaries, and engaging conflict in a manner that seeks positive resolutions and transformation
- C. Using strategic communication to strengthen relationships (i.e. code switching, identifying strengths, storytelling, vulnerability, etc.).
- D. Understanding your relationship to direct and indirect communication, and finding ways to effectively communicate your needs and respond to the needs of others, across a range of communication styles
- E. Engaging empathy with colleagues and clients in order to build trust
- F. Consciously facilitating beginnings and endings (e.g., first impression, closing impression)

### **Area 4: Social Work Applied Knowledge and Orientation (Use of self)**

#### **Skill Example**

- A. Use of self: you actively self-reflect and use your own self-knowledge to further your practice and relationships
- B. Positionality: you carry and regularly seek to deepen your own awareness of systems of oppression/privilege that inform your own experience
- C. You actively practice cultural humility, intellectual humility, and other forms of humility (while remaining confident and true to yourself)
- D. Capacity to hold dialectics/multiple perspectives/multiple truths
- E. You carry and actively demonstrate and communicate curiosity
- F. Positive regard for others
- G. Ability to apply social work theories and tools in your own life and relationships (i.e. Strengths Perspective, Person in Environment, Systems Theory, self-regulation, clear and compassionate communication, etc.)

## Appendix B. Social Work Program Worksheet

|                                      |                                                         |                                                                         |
|--------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------|
| <b>NAME:</b><br><br><b>Transfer:</b> | <b>ID #:</b><br><b>Ent:</b><br><br><b>ACC Comments:</b> | <b>B.A. SOCIAL WORK</b><br><b>120 Sem Hrs (6/22)</b><br><b>Advisor:</b> |
|--------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------|

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

| University Core                                                                |     |       |           | College Requirements                                           |     |       |          | Major Requirements              |     |       |          | Electives                                        |     |       |          |
|--------------------------------------------------------------------------------|-----|-------|-----------|----------------------------------------------------------------|-----|-------|----------|---------------------------------|-----|-------|----------|--------------------------------------------------|-----|-------|----------|
| Course                                                                         | Hrs | Grade | Semester  | Course                                                         | Hrs | Grade | Semester | Course                          | Hrs | Grade | Semester | Course                                           | Hrs | Grade | Semester |
| <b>Anchor Seminar</b>                                                          |     |       |           | <b>Effective Communication</b>                                 |     |       |          | 48 hours required for major.    |     |       |          | <b>Additional elective credits to reach 120:</b> |     |       |          |
| Core101                                                                        | 1   |       |           | Cst 107, 327, 332, Eng 107,311                                 |     |       |          | Psy 101                         | 3   |       |          |                                                  |     |       |          |
| <b>Religion, Faith &amp; Ethics</b>                                            |     |       |           |                                                                | 3   |       |          | Soc 101                         | 3   |       |          |                                                  |     |       |          |
| The 105                                                                        | 3   |       |           | <b>Commitment &amp; Consciousness</b>                          |     |       |          | SW 101                          | 3   |       |          |                                                  |     |       |          |
| The 205                                                                        | 3   |       |           |                                                                | 3   |       |          | SW 214                          | 3   |       |          |                                                  |     |       |          |
| Phi 220                                                                        | 3   |       |           | <b>15 Upper Division hours outside of primary major.</b>       |     |       |          |                                 |     |       |          |                                                  |     |       |          |
| <b>Literacy Dialogue &amp; Expression</b>                                      |     |       |           | (9hrs must come from at least three different CAS disciplines) |     |       |          | SW 313                          | 3   |       |          |                                                  |     |       |          |
| Phi 150                                                                        | 3   |       |           |                                                                | 3   |       |          | SW 325                          | 3   |       |          |                                                  |     |       |          |
| Eng 112                                                                        | 3   |       |           |                                                                | 3   |       |          | SW 343                          | 3   |       |          |                                                  |     |       |          |
| <b>Global &amp; Historical Consciousness</b>                                   |     |       |           |                                                                | 3   |       |          | SW 386                          | 3   |       |          |                                                  |     |       |          |
| Hst 220, 221, 251, 254, 256, Pol 203, 205, ILC 202-308, Chn 103                |     |       |           |                                                                | 3   |       |          | SW 480                          | 3   |       |          |                                                  |     |       |          |
|                                                                                | 3   |       |           |                                                                | 3   |       |          | SW 481                          | 3   |       |          |                                                  |     |       |          |
| <b>Commitment to Diversity, Inclusion &amp; Common Good (3)</b>                |     |       |           |                                                                | 3   |       |          | SW 482                          | 6   |       |          |                                                  |     |       |          |
| Cst 225, Soc 101, SW 101, Hst 210, 211, Eths 205 (no transfer credit accepted) |     |       |           |                                                                | 3   |       |          | SW 483                          | 6   |       |          |                                                  |     |       |          |
| Soc                                                                            | 3   |       | See Major | <b>Foreign Language (12)</b>                                   |     |       |          | UD Psy/Soc/SW Electives: 6 hrs. |     |       |          |                                                  |     |       |          |
| <b>Scientific &amp; Quantitative Literacy &amp; Problem Solving (9)</b>        |     |       |           |                                                                | 3   |       |          |                                 | 3   |       |          |                                                  |     |       |          |
| Any 100 or 200 level science                                                   |     |       |           |                                                                | 3   |       |          |                                 | 3   |       |          |                                                  |     |       |          |
|                                                                                | 3   |       |           |                                                                | 3   |       |          |                                 |     |       |          |                                                  |     |       |          |
| Mth 160, 161, 201                                                              |     |       |           | <b>MINOR</b>                                                   |     |       |          |                                 |     |       |          |                                                  |     |       |          |
| Mth 161                                                                        | 3   |       |           |                                                                |     |       |          |                                 |     |       |          |                                                  |     |       |          |
| Psy 101, Ecn 120, 121, Pol 200                                                 |     |       |           |                                                                |     |       |          |                                 |     |       |          |                                                  |     |       |          |
| Psy                                                                            | 3   |       | See Major |                                                                |     |       |          |                                 |     |       |          |                                                  |     |       |          |
| <b>Aesthetic Inquiry, Imagination &amp; Creative Process</b>                   |     |       |           |                                                                |     |       |          |                                 |     |       |          |                                                  |     |       |          |
| FA 107, 108, 307 or 310                                                        |     |       |           |                                                                |     |       |          |                                 |     |       |          |                                                  |     |       |          |
|                                                                                | 3   |       |           |                                                                |     |       |          |                                 |     |       |          |                                                  |     |       |          |
| <b>Exploration (6)</b>                                                         |     |       |           |                                                                |     |       |          |                                 |     |       |          |                                                  |     |       |          |
|                                                                                | 3   |       |           |                                                                |     |       |          |                                 |     |       |          |                                                  |     |       |          |
|                                                                                | 3   |       |           |                                                                |     |       |          |                                 |     |       |          |                                                  |     |       |          |

Integration Assignment \_\_\_\_\_

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

AJA 2000