



# **MSW Student Handbook**

School of Social Work  
Portland State University

2025-2026



# Master of Social Work Student Handbook

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\*Policies and processes may be amended during times of disruption due to national or local crisis/events. Any changes will be communicated to students via email.

### Calendar Information

PSU School of Social Work Events are listed on the [Public Events Calendar](#).

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PSU Academic Calendar is available on the [Office of the Registrar website](#).

## Letter from the Dean

Hello MSW Student,

I am delighted to welcome you to the School of Social Work and Portland State University!

As a student at the School of Social Work you will have the great opportunity to engage with faculty that are deeply committed to teaching, research, and mentorship. We are also proud of the cutting edge research and training conducted at the Regional Research Institute (RRI), and the Center for Improvement of Child and Family Services (CCF), both of which are integral parts of our school that also have significant impact on and provide vital service to our communities. Through the combined efforts of our academic programs and research and training centers, the School of Social Work is able to advance scholarship, workforce development, and research not only in Portland but around the entire state and beyond.



Your decision to join us as an MSW student comes at a crucial time. The state of Oregon continues to turn to social work as a driving force in strengthening our communities, promoting social justice, and effectively addressing issues that impact vulnerable populations. What you learn and experience here will be key in helping you play your own indispensable role in these increasingly important efforts.

Thank you again for choosing the School of Social Work. I look forward to being a partner with you in the exhilarating and worthy journey ahead.

A handwritten signature in black ink, appearing to read 'Evaon Wong'.

Evaon Wong  
Dean and Professor



## The School of Social Work Mission and Values

The School of Social Work (SSW) at Portland State University (PSU) offers the only public graduate social work education program in Oregon. The MSW program was established at PSU in 1961 by a resolution of the Oregon Legislature



The School currently has seven structural components: the MSW Program which includes the Central Oregon, Eugene, Portland and Online options; the PhD program in Social Work and Social Research; the Children, Youth, and Family Studies Program, an undergraduate interdisciplinary program which offers Bachelor of Arts and Bachelor of Science degrees focusing on children, youth, and families; the BSW Program offering Bachelor of Arts and Bachelor of Science degrees in social work; the Regional Research Institute for Human Services (RRI); the Center for the Improvement of Child and Family Services, which includes the Child Welfare Education Program.

### School of Social Work Mission

The SSW is committed to the enhancement of the individual and society. Further values and beliefs include a dedication to social change and to the attainment of social justice for all peoples, the eradication of poverty, the empowerment of oppressed peoples, the right of all individuals and groups to determine their own destinies, and the opportunity to live in harmony and cooperation. While the School maintains a special commitment to these values, it recognizes the need for joining with others in society who are working toward this same purpose.

The School's major functions are teaching, research, and community service. Teaching is directed toward preparing effective and creative social work professionals who are ethical and culturally responsive. Social workers learn to serve individuals and families directly, evaluate practice, develop and administer programs, organize neighborhoods and communities, analyze social policies, conduct research, and initiate necessary reforms of existing practice, programs, and policies.

Research and scholarship focus on understanding, preventing, and ameliorating social problems. Community service involves collaborative efforts with individuals and organizations to develop innovations in social welfare services and policies.

The School's values, structure, and function are expressed by placing priority on the interaction among vulnerable individuals, their families, and environmental systems such as the workplace, organizations, neighborhoods, and communities. These vulnerable individuals include: children with physical and emotional disabilities; children in need of care and protection; youthful offenders; adults with long term psychiatric disabilities; individuals who are chemically dependent; persons with AIDS; persons who are homeless; older people with physical, psychological, and cognitive problems; and other oppressed and economically disadvantaged groups.

## School of Social Work Values

The School's administrative staff worked together to develop a statement of principles to guide interactions among staff, students, faculty, and others. The statement, now posted in the school's main lobby, was presented to the faculty. The SSW faculty adopted the statement and the SSW community strives to live up to its principles.

- We treat each other with kindness, respect, consideration, thoughtfulness, and dignity.
- We will not tolerate behavior that makes any person feel unsafe, including any discrimination against race, religion, ability, sexual orientation or gender expression, or any oppression. We will gently and respectfully interrupt any form of discrimination. We will listen, grow, change, and stay committed to one another and the process of learning.
- We will make mistakes, but we stay committed to not making the same mistakes over. We will be accountable for our actions, saying we are sorry when it is needed, and finding the tools to be good supports and allies to each other. We will communicate the work we are doing to be good allies when needed.
- We will take time with one another and listen to understand. We will support the voices and leadership of others.
- We remain committed to the ongoing work and self-awareness necessary to advocate for equity, social justice, and the right for all people to have an opportunity to thrive. We realize this work never really ends and we are all always learning.
- We will bring solutions to the table, not just problems. We will be part of the solutions.
- We will treat each team member as an individual with their own valuable skill-set. We will honor individuals and new ways of doing things. We will support learning of new skills and new leadership development. We will not participate in degradation based on rank, role, or affiliations.
- We will act with honesty, integrity, and commitment to the School of Social Work and each other; including staff, faculty, and students.
- Active listening and personal accountability resolves conflict. We will make sure that everyone has a voice by moving back (making room for others by talking less) and moving forward (finding our voices).
- We will remember and seek out the goodness and humanity in others. We will use the "human goodness" model – everyone is good, it's our behaviors that are not always good.
- We actively work to resolve conflict peaceably. We will practice tools for resolving conflict. This will be a part of our professional responsibilities and our work together.
- We proactively strive to create a supportive and collaborative work environment that encourages teamwork. We will not humiliate anyone. We will do safe, healthy venting, ask for what we need from one another in a healthy way, listen and stay committed to working out conflict with each other.



# Master of Social Work Program Mission and Goals

## MSW Program Mission, Goals, and Competencies

The mission of the Portland State University MSW program is to educate students for advanced leadership and practice that recognizes and dismantles systems of oppression; builds racial equity and social, political, and economic justice; and advances the well-being of diverse individuals, families, groups, organizations, communities, and tribal nations. We endeavor to deliver a social work education that is critically informed, theoretically driven, empirically supported, reflexive, ethical, vigilant and resistive to colonial, heteropatriarchal, classist, and white supremacist agendas.



The MSW Program mission is realized through the goals of the program that prepare master's social workers for practice and leadership with diverse individuals, families, groups, communities and organizations. The goals of the program are to:

- Provide a statewide program that prepares social workers for advanced practice and leadership in healthcare and aging; clinical mental health; services to children, youth and families; communities; and/or organizations.
- Prepare social workers who can practice effectively with individuals, groups, families and communities to improve their wellbeing.
- Prepare social workers who demonstrate a professional use of self and a commitment to practice within social work values and ethics.
- Prepare social workers to engage in critically informed, non-discriminatory, collaborative practice that addresses/challenges oppression and reflects respect, knowledge, and skills related to race, color, ethnicity, culture, social and economic class, sex, gender identity, sexual orientation, marital status, family structure, language, national origin, age, disability, and religion.
- Prepare social workers to use knowledge of systemic oppression and privilege, community and organizational change processes, and practice skills to advance social and economic justice.
- Prepare social workers to analyze, formulate, and influence policies to improve practice and advance social and economic justice.
- Prepare social workers who to use practice experience, empirical evidence, and theory to guide practice.
- Prepare social workers to engage in continued professional development, learning, and growth to enhance their social work skills and to contribute to the social work profession's efforts to advance social justice.

Students will work toward realizing these goals through the development of the following nine competencies identified in Council on Social Work Education's Educational Policy and Accreditation Standards (2015)

Competency 1—Demonstrate Ethical and Professional Behavior

Competency 2 —Engage Diversity and Difference in Practice

Competency 3 —Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4 —Engage In Practice-informed Research and Research-informed Practice

Competency 5 —Engage in Policy Practice

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

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

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

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

## MSW Program Academic Curriculum

The MSW faculty is responsible for the MSW Program curriculum design. All students admitted to the Advanced Standing MSW Program must complete 46 credits, including 6-9 credits of coursework in the initial summer and 37-40 credits of the advanced curriculum. **The following courses will not count toward the advanced standing MSW degree:** SW 515, SW 520, SW 530, SW 531, SW 532, SW 541, SW 550 and any courses numbered below 500.

All students admitted to the 2, 3 or 4 year MSW Program must complete 78 credits of required and elective courses to graduate. Courses numbered below 500 will not count toward the MSW degree.

The courses are distributed as follows:

### Generalist Curriculum (39 credits)

To ensure a common base for social work practice, the faculty has identified a required generalist curriculum to be completed by all students, regardless of their choice of concentration. **Visit [Generalist Curriculum](#) for detailed course descriptions**

- SW 511 Generalist practicum Placement (Internship) and Seminar (12 credits - 400 hours over 3 terms)\*
- SW 515 Skills for the Helping Process - Groups (3 credits) – Concurrent SW 511 require
- SW 520 Social Work and Social Welfare Policy (3 credits)
- SW 530 Practice with Individuals & Families I - Theory & Engagement (3 credits) – Concurrent SW 511 required
- SW 531 Practice with Individuals & Families II - Theory, Assessment & Intervention (3 credits) – Concurrent SW 511 required
- SW 532 Advocacy and Empowerment (3 credits)
- SW 539 Social Justice in Social Work (3 credits)
- SW 541 Societal, Community and Organizational Structures and Processes (3 credits)
- SW 550 Introduction to Social Work Research (3 credits)
- SW 590 Advanced Topics in Applied Research Methods for Social Work (3 credits)

\*Students are expected to remain with the same Seminar instructor/section for the entire academic year (fall, winter and spring terms).

### Advanced Topics in Applied Research Methods - SW 590 (3 credits)

All students are required to take a minimum of **one** Advanced Topics in Applied Research Methods course, numbered SW 590. The following courses are currently being offered:

- SW 590 Qualitative Research
- SW 590 Applied Program Evaluation for Social Work
- SW 590 Arts-Based Research for Social Change
- SW 590 Storytelling with Numeric Data
- SW 590 Research for Racial Justice

### Advanced Curriculum (39 credits)

#### Advanced Concentrations (9 credits)

All MSW students will complete 9 credits of an advanced concentration in their final year of the program. The concentration chosen may specify an additional required elective and will determine the direction of learning experiences in the practicum placement. Students are expected to remain with the same instructor/section during the entire academic year for the advanced concentration sequence. **Visit [Advanced Concentrations](#) for detailed concentration descriptions.**

Portland and Online students currently have the opportunity to select one of the two advanced concentrations - Advanced Clinical Practice or Advanced Macro Practice. Central Oregon and Eugene Option students are offered Advanced Clinical Practice.



#### Advanced Concentrations

- Advanced Clinical Practice I, II, III (SW 533, 534, 535)  
Advanced Clinical Practice students are required to take either SW 555 SW Perspective on Mental Health Disorders: Adults or SW 554 SW Perspective on Mental Health Disorders: Children and Adolescents
- Advanced Macro Practice I, II, III (SW 593, 594, 595)

#### Advanced Placement (Internship) (12 credits)

All MSW students will complete an advanced practicum placement that aligns with their choice of concentration  
SW 512 - Advanced practicum Placement (Internship) (12 credits - 500 hours over 3 terms)

#### Social Work Electives (18 credits total)

All students are required to complete 18 credits of social work electives. Electives should be selected from the MSW Elective Grid found in the webcenter.

**Total: 78 credits (46 credits Advanced Standing)**

#### MSW Courses of Study:

**Portland Option: 2-year option, 3-year option, 4-year option**

**Distance Option: Central Oregon 3-year option or Eugene 3-year option**

**Online Option: Online 2-year option or Online 3-year option**

**Advanced Standing Option: 1-year option available in the Distance, Online, or Portland options**

View the [coursemaps](#) here.

#### Practicum Education (Internship)\*

The School of Social Work endorses the principle that practicum education is the “signature pedagogy” of social work education and requires that all students have training experiences in professionally supervised and educationally based placements. Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. The purpose of practicum education is to provide the student with the opportunity to develop competence in social work skills and professional values in actual service settings while participating in educational supervision. The total curriculum of the School encourages the student to integrate theory, knowledge, values, and skills learned in the classroom and in the internship in order to demonstrate the development of professional competencies. Through their coursework and placements, students will be prepared to become professional social workers with the knowledge, values, and skills needed to serve individuals and families, transform communities, influence social policy, and promote social and economic justice. Students complete six terms of professionally supervised practicum education in two different settings (a 400 hour Generalist Practicum and a 500 hour Advanced Practicum) while concurrently enrolled in practice classes. Details about the Practicum Education program can be found in the Practicum Education Handbook, located in the SSW Student Web Center.

#### Specializations

Students in the MSW Program have the opportunity of specializing by completing a dual-degree, certificate program, or a specialization track. These are available to all students, though most specializations will require students to take classes at the Portland campus. Please visit the links below for more information.

- [School Social Work Licensure Track](#)
- [Graduate Certificate in Gerontology](#)
- [MSW/Master in Public Health \(MPH\) Dual Degree](#)

## Independent Study (SW 505)

An independent study, or readings and conference, is a way to shape an elective for an individual student. An independent study (SW 505) is typically 3 credits focused on a particular topic a student would like to study, that is not offered in the SSW. It cannot be taken for more than 3 credits or if the topic is addressed in a current elective, unless approved by the MSW Program Director. Attendance at a conference or a workshop is not acceptable for credit unless part of a much larger proposal.

An independent study needs to be equivalent to time in the classroom plus other work. For example, a three-hour independent study must have 30 hours of content plus readings and assignments. The student must identify a School of Social Work faculty member to sponsor the SW 505 and they jointly formulate a plan that will meet these requirements. Many faculty volunteer to sponsor an independent study, though not all faculty have the time every term, so it is critical that students talk to different faculty in advance to determine faculty willingness and availability. The faculty member must be full-time (not an adjunct) and not on sabbatical.

The following are required to receive approval for an Independent Study (SW 505):

- 1) Complete the [SSW Independent Study Request Form](#) which will include a 1-2 page written proposal containing information on what the student would like to study, how the work will be accomplished (including a timeline), how the goals for the project will be met (including justification for the required hours), and grading/evaluation criteria. It is advisable to complete this proposal in the quarter *before* the student wishes to register for this type of course. This proposal would be developed with the faculty member who is sponsoring the SW 505.
- 2) Complete the [PSU By Arrangement online form](#)
- 3) Both forms and the proposal are to be submitted to the MSW Program Director for approval. The student will not be able to register for the SW 505 until the MSW Program Director gives approval.
- 4) Once approved, registration for SW 505 can be processed through the Registrar's Office.

## Courses Taken Outside MSW Program

Students may take some credits toward the MSW degree outside the School of Social Work. Policies and procedures related to this process are outlined below under Transfer Credits.

## Academic Policies, Procedures and Processes

### Academic/Professional Advising

The SSW creates policies that are aligned with the Counsel on Social Work Education, Portland State University, and the National Association of Social Workers. We create policies in order to ensure your success as a social work student, as a practicum student, and as a social worker in your community. Our policies are regularly reviewed and updated to be aligned with best practices in social work education. Our top priority is your success here at PSU and in your community as a social worker.

All students entering the program will be assigned an advisor. The MSW Advisor will be the advisor to all Campus students and Online Advanced students. Distance Site Coordinators will be the advisor for their respective Distance students. The Eugene Distance Site Coordinator also advises for Online Generalist students. All students are strongly encouraged to be in regular contact with their advisor about their educational and professional goals.

The advisors' responsibilities include providing academic and professional guidance; orienting students to the School, its curriculum, and policies; collaborating and supporting students to address problems which interfere with their educational progress; verifying that graduation requirements have been met; raising student feedback; and advocating for the student's interests when indicated

and requested.

Students are encouraged to monitor their own progress through the program using their respective Course Map as well as the [Degree Audit Reporting System \(DARS\)](#) available in MyPSU.

### Academic Performance and Probation

All students admitted to PSU graduate programs must maintain a cumulative GPA of 3.00 or higher for all graduate credit earned at PSU. An admitted graduate student is placed on probation if the student's cumulative PSU graduate GPA, based on the completion of 9 or more letter-graded graduate credits after admission to the graduate level at PSU, falls below 3.00.

While on academic probation a student will not be permitted to graduate, to be admitted to a new or different graduate certificate or degree program, to receive or continue to hold a graduate assistantship, or to register for more than a total of 9 credit hours in any term. A student is removed from academic probation if the student's cumulative graduate GPA is brought up to 3.00 or higher within the next 9 letter-graded graduate credits after beginning probation status. Please view [PSU's statement on academic standing](#) here.

### Performance in the Practicum

If a practicum instructor recommends a "No Pass" in practicum, or if a student is asked to leave a placement with no opportunity for remediation, the faculty liaison consults with the Director of Practicum Education or designee. Together, they will decide that either the concerns:

- a) Warrant a Performance Review, in which case the faculty and/ or advisor will initiate the process for the Performance Review in accordance with the Policy on Unsatisfactory Performance, or
- b) Do not warrant a Performance Review, in which case the Director of Practicum Education, the faculty liaison and the student develop a Plan of Assistance to address the concerns.



Incomplete grades\* in SW 511, and 512 should only be assigned if a plan is approved to support a student to complete their course and/or practicum requirements during the current academic year. If, after consultation, it is determined that a student will not complete all course and/or practicum requirements in the current academic year, then a grade of NP is appropriate.

\*Incomplete grades are not a substitute for a poor grade. The incomplete grade is not meant to create the opportunity for special or additional work for a student to raise a poor grade, or for the opportunity to take the course over by sitting in on the course in a later term without registering or paying for it.

### Student Advancement in Courses

Advancement from one term to the next is based on each student demonstrating requisite knowledge, skills, competencies, judgment, and professional behavior and ethics to ensure that upon graduation the student is fully prepared for professional practice. Faculty and practicum instructors evaluate students as outlined in the individual syllabi and as noted below in Grading and Attendance. Failure to demonstrate the requisite knowledge, skills, competencies, judgment and professional behavior and ethics will be addressed as outlined in the SSW Policy on Academic Performance and Professional Behavior (See **Appendix D**).

Faculty will notify a student of any concerns about their performance or behavior at the earliest time possible and work with the student to address the concerns. Additionally, instructors will notify the student's advisor of their concerns and attempt to address the concerns. If the concerns persist or are of a serious nature, the faculty may initiate a formal process to address the concerns, as outlined in the SSW Policy on Academic Performance and Professional Behavior (See **Appendix D**).

**Students may not matriculate to the advanced year with a grade lower than B- or an Incomplete in any required courses (SW 511, SW 515, SW 520, SW 530, SW 531, SW 532, SW 539, SW 541, SW 550, SW 590). Incomplete grades in any foundation course will impact registration if a course serves as a prerequisite for advanced practice or elective courses and may prevent registration in advanced practice and elective courses (for example SW 533, SW 593 or SW 555).**

#### Generalist Course Requirements for Advancement from term to term

SW 511 (Practicum Seminar and Placement) and SW 530/SW 531 (Practice with Individuals & Families I & II) and SW 515 (Groups) are considered the generalist practice sequence. SW 511 must be taken concurrently with SW 530, SW 531, and SW 515. Passing or an incomplete in SW 530 is a prerequisite for advancing to the next term of SW 511 and SW 531. Passing or an incomplete in SW 531 is a prerequisite for advancing to the next term of SW 511 and SW 515. Students with an incomplete grade in SW 530 or SW 531 must complete the course with a passing grade by week three of the subsequent term in order to continue advancing in the generalist practice sequence.

#### Advanced Concentration Course Requirements for Advancement from term to term

SW 512 (Advanced Practicum Placement), SW 533-535 (Advanced Clinical) and SW 593-595 (Advanced Macro) are the advanced year practice classes and SW 512 must be taken concurrently with these courses. The advanced concentration courses build on each other and thus must be taken sequentially and passed in order to continue in the concentration courses. Incompletes in SW 533, SW 534, SW 593 or SW 594 must be completed by the third week of the next term in order to remain in the advanced concentration courses.

Close monitoring of student performance and early intervention are especially critical during the generalist year. Thus, the MSW Program Director may contact instructors and advisors of generalist students and solicit information about any student for whom there are concerns.

### **Grading and Attendance**

All academic course work will be evaluated using the following grading system. Practicum placement (SW 511/512) is taken as "Pass/No Pass" basis.

**Students must receive a grade of B- or greater in all courses.** Any course with a grade lower than B- must be repeated or in the case of an elective another elective can be taken. If a required course is repeated, both grades are included in the GPA; however, credit toward the degree is counted only once. More information about [PSU's grading system](#) can be found here.

**Students will not matriculate to the advanced year with a grade lower than B- or an Incomplete in any required courses, except as noted in a Plan of Assistance (SW 511, SW 515, SW 520, SW 530, SW 531, SW 532, SW 539, SW 541, SW 550, SW 590). Incomplete grades in any foundation course will impact registration if a course serves as a prerequisite for advanced practice or elective courses and may prevent registration in advanced practice and elective courses (for example SW 533, SW 593 or SW 555)**

### **Graduate Grading System**

The following grading scale is employed at the graduate level at PSU:

A	= 4.00	C	= 2.00
A -	= 3.67	C -	= 1.67
B+	= 3.33	D+	= 1.33
B	= 3.00	D	= 1.00
B -	= 2.67	D -	= 0.67
C+	= 2.33	F	= 0.00

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**The following grading system is employed in the MSW program:**

A =	Excellent: outstanding, exemplary
A- =	Excellent
B+ =	Very good
B =	Good: satisfactory graduate level work
B- =	Fair: marginal graduate level work
C =	Inadequate: below graduate standards; a course must be repeated to receive credit.
D =	Poor; unacceptable; no graduate credit
F =	Failure: no graduate credit
I =	Incomplete (see information below about incomplete grades)
IP =	In Progress
P =	Pass
NP =	No credit, unsatisfactory
W =	Withdrawn
X =	No grade received/No basis for grade.
M =	Missing Grade

### **Attendance**

Classroom attendance, and participation in online courses is fundamental to the development of social work knowledge, values and skills and **students are expected to attend all classes and complete the weekly activities in online courses.** Criteria for attendance are established by each SSW faculty member and the expectations are reflected in the course syllabus. Students are responsible for obtaining missed course material and making additional arrangements with each faculty member. Participation is 30% of the grade in online courses and the grade is determined by completing the weekly online course activities. All courses in Eugene and Central Oregon are offered in an intensive day-long format and missing classes may result in a lower grade or failure to pass the course, as determined by the instructional faculty. Students are expected to read the syllabus and talk directly to each faculty member about their expectations around attendance.

### **Incomplete Grades**

An incomplete grade is only given when students, due to circumstances beyond their control, have not completed **a portion** of the course requirements. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. **Incomplete grades in any foundation course will impact registration if a course serves as a prerequisite for advanced practice or elective courses and may prevent registration in advanced practice and elective courses (for example SW 533, SW 593 or SW 555) Incomplete grades may also impact distribution of financial aid.** The option of assigning an incomplete grade is at the discretion of the instructor when the following criteria are met:

1. The quality of the work to date is satisfactory, but some essential work remains (in most cases, this means one major assignment). In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of a B- for a graduate level course.
2. Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable to the instructor. A student does not have the right to demand an Incomplete. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
3. Incomplete grade is not a substitute for a poor grade. The Incomplete grade is not meant to create the opportunity for special or additional work for a student to raise a poor grade, nor is it an opportunity to retroactively complete participation activities for a course, or for the opportunity to take the course over by sitting in on the course in a later term without registering or paying for it.
4. Written agreements. Written or electronic agreements will be endorsed by the instructor and student. It is the student's responsibility to submit both the [Electronic Incomplete Request Form](#) and the Incomplete Contract (linked within the form).

The Incomplete Contract will specify a) the remaining work to be completed, b) the highest grade which may be awarded upon submission of remaining items, and c) the date which the missing work is due. The latter may not exceed one year from the end of the term for enrollment for the given course. Please see information above for Incomplete deadlines for Generalist/Advanced Concentration Course Requirements for Advancement from term to term. The Incomplete Contract will be uploaded to the Electronic Incomplete Request Form *after the student obtains the faculty signature* to be held on file with the MSW program.

5. Resolving the Incomplete. Instructors may not encourage students to "sit in" an entire future course in order to resolve the Incomplete grade. If the student needs to retake the entire course, they should be given the grade presently earned, and must formally register for the future class they will be attending. If the missed portion of the course is no longer available, instructors may offer an alternative assignment. Grading weight of the alternative assignment should not exceed the original assignment. Students are fully responsible for completing missing coursework and monitoring all due dates.

An incomplete becomes part of the permanent transcript record after the deadline expires, except by petition to the Graduate Council. A Graduate Petition from the [Graduate School](#) is used to request this exception. Statements supporting the request from the SSW instructor, advisor/site coordinator, and SSW Director of Student Affairs and MSW Program Director must be included. Appropriate medical, or other, documentation may be requested by the Graduate Council.

### **Incomplete Grades in Practicum Instruction (SW 511 or 512)**

The faculty liaison or site coordinator may grant an "I" (Incomplete) grade in practicum when requested by the student and under the following circumstances:

- 1) Student is unable to complete the required number of practicum hours due to unforeseen circumstances.
- 2) Student has a prearranged plan to complete hours over multiple terms.
- 3) As stipulated in a Plan of Assistance.

### **Exception to Policy Requests**

It is the responsibility of the student to understand the policies outlined in this student handbook. If extenuating circumstances prevent a student from adhering to these policies the student may request an [exception to policy](#) by completing the form on the preceding link. The Exception to Policy Form is also found in the student webcenter. These requests will be reviewed by the MSW Administrative Team. If necessary, a formal Plan of Assistance may be developed. Plans of Assistance must be arranged in collaboration with the student, their academic advisor, and the MSW Program Director. The plan should outline the steps the student will take to address their academic challenges and the timeframe within which these steps will be completed. The approval of a formal Plan of Assistance is at the discretion of the MSW Program Director in consultation with other staff and/or faculty.

## **General Policies, Procedures, and Processes**

### **Ethical Responsibilities**

All MSW students are expected to adhere to the ethical standards of the National Association of Social Workers and the Council on Social Work Education code of conduct related to social work research integrity. Violations of the NASW Code of Ethics are taken seriously and will be addressed as noted in the SSW Policy on Academic Performance and Professional Behavior (See **Appendix D**). As a School, we wish to emphasize that all codes of conduct for members of the SSW community apply to online and social media spaces, as well as physical spaces. Students are encouraged to review the school's social media guidelines.

#### [National Association of Social Workers Code of Ethics](#)

The NASW Code of Ethics will be discussed in the Generalist practicum Seminar (SW 511) as well as in other courses.

## [CSWE National Statement on Research Integrity in Social Work](#)

This statement aims at ensuring that research conducted by social workers is both ethical and effective.

## Registration

All students register for classes on the Registration Hub available through [myPSU](#), using the schedule for each quarter, available on the PSU website.

All courses have enrollment maximums that are established each term. For required courses with multiple sections, enrollment limits are set to provide equal distribution of students in sections. Because of these limits, some students may not receive their first choice for sections. However, there is space for all admitted students in one of the sections of the required courses. Waitlists will only be available for some electives. Students have the option of requesting to take electives in another option, if there is space.

**All requests to address scheduling problems should be sent to [mswregis@pdx.edu](mailto:mswregis@pdx.edu). Students can request to take courses offered in another option by completing the [Registration Exception Form](#).**

## Degree Audit Reporting System (DARS)

The Degree Audit Reporting System (DARS) is an automated system that compares a student's coursework to the requirements for a degree and produces a report which shows the requirements that have been met, those that are still outstanding, and any course issues that may prevent the student from completing the degree. Students are responsible for monitoring their DARS to assure they are on track to graduate and can check in with their academic advisor for assistance with interpreting their DARS. The report can be accessed in [MyPSU](#).

## Graduation

Students planning to graduate will need to complete and submit (in [MyPSU](#)) the "Graduation Application" by the first Friday of the anticipated term of graduation.

Prior to submitting the application students are expected to review their DARS report (see above) to assure they have completed all the eligible coursework. Failure to submit the online application or to have all the coursework completed will cause a delay in receiving an MSW degree. Diplomas and official transcripts are generally available in late August. Click here for [diploma information](#).

## Educational Program Change

Students may request an educational program change (i.e. full-time to part time, 3 year to 4 year, or change between program options) by completing the "[MSW Educational Change Petition](#)" which is also accessible on the SSW Student Web Center. The form must be completed and signed by the student, and submitted to the SSW Director of Student Affairs for approval. The SSW Director of Student Affairs will consult with the MSW Program Director, or their designee, as needed.

**Changing between Central Oregon, Eugene, Portland, and/or Online Options** - Once accepted to a specific option, students are expected to continue with that option and changes between options are approved based on space availability.

General guidelines for consideration of a request for program change are:

- 1) Student is in good academic standing,
- 2) Educational plan is educationally sound, feasible, and reflects how the student will meet all requirements, and
- 3) School has the capacity to meet the needs of the plan.

## Transfer Credits

The MSW Program allows for some transfer credits to be applied toward the MSW degree. The SSW Director of Student Affairs approves all transfer credit petitions, in consultation with the MSW Program Director, or their designee, and forwards them to the PSU Office of Graduate Studies for approval. Credit from foreign institutions is generally not transferable. Credits that are more than

seven years old at the time of graduation are not transferable. Other restrictions to transfer credits may apply. Students should refer to the [PSU Bulletin](#) for more information. The student must submit PSU "Proposed Preadmission and Transfer Credit" (GO-21M) form to the SSW Director of Student Affairs along with an official transcript for transfer credits for courses taken outside PSU. **Students may not receive credit for life experience or previous work experience nor have any practicum experience or generalist courses waived on this basis.**

**Preadmission MSW Course Transfer Credits** - Students may petition to have up to 6 credits of graduate Social Work coursework taken through the SSW prior to admission. Students with an undergraduate degree from PSU must have taken these courses within the last 45 credits prior to awarding of the student's first bachelor's degree and not used them to fulfill the requirements for any bachelor's degree.

All pre-admission credits are automatically routed to the Executive Director of Student Affairs and Enrollment management for review and approval.

**Outside SSW Transfer Credits** - Students enrolled in the MSW program may petition to take up to 3 quarter credits of coursework outside the SSW and apply those credits toward the MSW degree as electives. Credit will not be granted for workshops, continuing education courses, 700/800 level courses, and cannot be taken to satisfy requirements for another graduate degree, except for approved dual degree programs.

The following other criteria apply:

- Course content must be consistent with the student's educational and career objectives.
- Course content is not offered by the SSW.
- Course is taught at a level equivalent to the electives offered by the SSW, with equivalent workload.
- Course must be taken for a grade and must earn a grade of B- or higher.
- Course may not have been taken more than 7 calendar years prior to the intended date of completion of the MSW degree.

The student must submit a "[Request Pre-Approval for transfer credits form](#)" with a copy of the course syllabus to the SSW Director of Student Affairs who in consultation with the MSW Program Director, or their designee, will approve or deny the request.

**Students with a BSW admitted to regular MSW Program**- Students with a BSW from a CSWE accredited BSW program within the last 3 years, will have the syllabi of the equivalent non-practice generalist courses (SW 541, SW 532, SW 520, SW 550), in which the student received a B or above, evaluated by the Lead Instructors for comparability. If comparable, the requirement to take the class will be waived and the student will be required to take an additional elective.

**Students Transferring from Another MSW Program** - Students who successfully completed MSW graduate courses in another accredited school of social work must request acceptance of credits earned during the admissions process. The maximum number of credits accepted is 24 semester or 36 quarter credits. All courses must be graded. Applicants must provide a letter from their previous institution supporting their transfer application and attesting to their being in good standing. The applicant must provide all MSW course syllabi completed to review for comparability with our courses. The results of the review, the equivalency granted, and the credits accepted are documented at the time of admission by the SSW Director of Student Affairs and approved by the MSW Program Director.

### **Continuous Enrollment, Leave of Absence, and Withdrawal**

Once admitted to the MSW program, a student is expected to remain in continuous enrollment until the degree is earned unless an approved leave of absence is obtained or the student withdraws from the program. **A student who withdraws from the program or leaves the program without an approved leave of absence will need to reapply for admission during the next admission cycle and is not guaranteed admission.**

**Leave of Absence** - A student admitted to the MSW program may petition the SSW Director of Student Affairs for a leave of absence for up to one calendar year. The "[Leave of Absence Request Form](#)" can be found in the SSW Student Web Center. "Leave of absence" status assures the student's admission in the MSW program during the leave period. A leave of absence is only granted to students who are in good standing or where there is a Plan of Assistance that recommends a Leave of Absence, and does not

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constitute a waiver of the time limit for completion of the MSW degree at PSU. A social work graduate student is considered to be "in good standing" when there is:

- 1) Completion of a minimum of one term with a minimum of two graded courses completed, whether full- or part-time,
- 2) Minimum G.P.A. of 3.00, and
- 3) Practicum performance at a passing level.

The faculty advisor/site coordinator needs to support the application for leave of absence. The application, approved by the SSW Director of Student Affairs and the MSW Program Director must be filed in the PSU Office of Graduate Studies no later than the Friday of the second week of the term for which the leave of absence should take effect.

Students on a leave of absence should continue to update their information by filling out the Change of Information form under the "Personal" tab in the Student Web Center.

**Returning from a Leave of Absence** - A student planning to return from an approved leave of absence should complete the Reinstatement: Leave of Absence Form and email, fax, or mail it to the SSW Director of Student Affairs **three months before they plan to return**. Failure to provide three months notice may result in the student not being able to begin as planned.

**Withdrawal from the School** - Students wishing to withdraw from the MSW program are expected to submit a written statement of intent to withdraw to the student's advisor/site coordinator or Ex. Director of Student Affairs & Enrollment Management as soon as a decision is made and no later than the intended date of withdrawal. The advisor/site coordinator is responsible for assuring the SSW Director of Student Affairs, the Director of Practicum Education, and all relevant classroom and practicum faculty are informed. A student who could not submit a written withdrawal in a timely manner due to unforeseen circumstances (i.e. illness, accident, etc.) is required to contact their advisor/site coordinator or Ex. Director of Student Affairs & Enrollment Management as soon as possible to initiate the process.

It is expected that a student who is withdrawing from the program who is in a practicum placement will make appropriate arrangements with their practicum instructor and the agency to end the practicum placement in a professional manner.

It is the student's responsibility to notify the University Registrar's Office of their intent to withdraw.

### **Disqualification or Dismissal**

A student who is academically disqualified by the Office of Graduate Studies or dismissed from the School of Social Work as outlined in the SSW Policy on Unsatisfactory Student Performance may not register for any graduate course at PSU for at least one calendar year. After one calendar year the disqualified or dismissed student may reapply for admission to the MSW Program during the next admission cycle. Readmission is not guaranteed. If admitted by the SSW, the student will have to file a petition to apply for university readmission to the PSU Graduate Council through the Office of Graduate Studies. Disqualified or dismissed students seeking readmission should consult the SSW Director of Student Affairs, the *PSU Bulletin*, and the Office of Graduate Studies policies on readmission.

## **Student Resources and Opportunities**

### **Participation in the SSW Governance**

Committee participation gives students a voice in curriculum and policy development in the School. Students are encouraged to bring educational policy concerns to the attention of the MSW Program Director for consideration by the faculty. MSW student representatives regularly attend the School's faculty meetings and serve on the standing committees listed below and ad hoc faculty committees.

- MSW Faculty Meeting
- MSW Admissions Subcommittee
- SSW Equity, Partnership & Inclusion Council (EPIC)

## **Students of Color Collective (SOCC)**

The Students of Color Collective (SOCC) is a peer-led student group for CYFS, BSW, MSW, and PhD students who identify as black, indigenous, mixed race and/or people of color. It aims to create an inclusive community and network for students of color in the School of Social Work. The group meets to hold space and have dialogues around topics relating to experiences of people of color in academia, as well as racial disparities and social injustices. The SOCC also holds social gatherings outside of the school to build community and further support one another.

## **Financial Aid and Scholarships**

Federally funded financial aid and university-wide scholarships are administered through the [PSU Office of Financial Aid](#), located in Fariborz Maseeh Hall. Within the SSW, the SSW Director of Student Affairs and the Student Inclusion Coordinator provide information concerning scholarships and other forms of financial aid available through the School. Scholarships and other opportunities also are posted on the [PSU Scholarship website](#).

## **MSW Tuition Remission Fund**

The MSW program recognizes that unforeseen challenges can impact and impede academic success. The MSW program offers a discretionary scholarship fund to provide one time relief from financial hardship in the form of tuition remission. Due to the source of the funds, only students admitted for fall 2019 or later are eligible to apply. Students can explore eligibility and availability with their Advisor or SSW Director of Student Affairs. Students need to complete the [MSW Tuition Remission Support Request form](#).

## **SSW Student Emergency Fund**

The SSW provides assistance through the [SSW Student Emergency Fund](#), where students may access a \$250 gift via direct deposit or check by filling out a google request form. The SSW Student Emergency Fund is open to all students enrolled in the SSW who are experiencing financial hardship. This fund is composed of Hardship Funds, i.e monies that are not intended to pay for tuition, fees, fines, or cost of attendance. Students can only access this fund once per academic year. This Fund is dependent entirely on generous donations made by SSW Faculty & Staff, alumni, and other individual donors.

## **SSW Veterans Emergency Fund**

The SSW provides assistance through the [SSW Veterans Emergency Fund](#), where students may access a \$500 gift via direct deposit or check by filling out a google request form. The SSW Veterans Emergency Fund is open to all students enrolled in the SSW who are veterans and are experiencing financial hardship. This fund is composed of Hardship Funds, i.e monies that are not intended to pay for tuition, fees, fines, or cost of attendance. Students who are awarded funds will be asked to write a thank you letter to the donor.

## **PSU Resources for Students**

Portland State University provides a full range of student support services including: a writing laboratory, computer labs, housing services, counseling and psychological testing, student employment and career placement, legal services, services to students having disabilities, and international student services. Information about the full range of student resources is available on the [PSU Student Resources](#) website.

## **Food Security**

Students can access food items in PSU food pantry in Smith 047A, as well as the informal food sharing pantry in the SSW student kitchen. Additionally, PSU hosts “The Free Food Market” in the Park Blocks on the 2nd Monday of every month at 12pm, rain or shine. The Free Food Market is a partnership between the food pantry and the Oregon Food Bank that brings FREE fresh fruits, vegetables, and other food items to PSU students and the greater PSU community. More information on The Free Food Market, food assistance, and other community resources is available at the [Basic Needs Hub website](#).

## **CARE Team**

Do you know someone who needs help? As a member of the Portland State University community you are in a unique position to

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identify signs of distress and connect students to supportive services. Our goal is for you to be safe and successful. Housed within the Office of the Dean of Student Life, the [CARE Team](#) was developed to help if you or someone you know is having a difficult time. To learn more about when to contact the CARE Team and what support they provide, please visit their website.

### **Disability Resource Center for Students**

PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, usable, inclusive, and welcoming. The [Disability Resource Center \(DRC\)](#) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the DRC to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, [drc@pdx.edu](mailto:drc@pdx.edu).

### **Name & Pronoun Advocacy**

Name and Pronoun advocacy is a vital resource for trans, non-binary, and gender non-conforming students. To share/update your name and pronouns in the classroom, you are welcome to speak to your instructor directly. Alternatively, the Queer Resource Center (QRC) offers advocacy for students whose name or pronoun is different from what the University may provide to faculty for Classroom Rosters. By filling out the information in the [Name/Pronoun Advocacy Form](#), the QRC Trans Student Resources and Retention Coordinator will email instructors to advise them of your name and pronoun along with a way to contact the QRC if they have further questions.

The QRC is also excited to offer this advanced preferred name option for trans, non-binary, and gender non-conforming students. By meeting with a QRC staff person to complete a simple form, you can update your preferred name on your student ID, in class rosters, and in other campus data systems. Please note that PSU is required to retain your legal name for official academic record in the student information system. For more information or to make an appointment, please call 503-725-9742, or email the [Trans Resources Coordinator](#). To change your name in the School of Social Work data systems, please contact the SSW Director of Student Affairs.

### **Writing Support**

The MSW program understands that students enter the program with different academic experiences and there is variability in terms of students' understanding and comfort with graduate level writing. There are various resources for students who would like some support with their writing. The [PSU Writing Center](#), offers individual meetings, as well as an online [guided tour](#) on how to write academic papers. The School of Social Work offers "Writing Support Services" that are linked off the Student Web Center home page. These resources include documents specific to graduate writing, as well as individualized writing assistance.

### **Books**

MSW faculty order most textbooks through the [Portland State University Bookstore](#). The list of required textbooks is available at least a month prior to the beginning of the term on their website.

### **SSW Robert Holloway Computer Laboratory**

The SSW maintains a computer lab on the sixth floor of ASRC. This laboratory has twenty workstations and two printers. The laboratory is usually available Mon. – Fri. 8 a.m. to 5 p.m., unless reserved by an instructor for a course.

The SSW Computer Lab is intended for use by the entire SSW community and because of **very minimal housekeeping services and technical support** everybody is encouraged to treat the space as a valuable part of our community. All users are to abide by the following policies:

- Students are expected to use the lab independently. No consultation or assistance with software is available. Please do not ask the SSW administrative staff for help. Staffed computer labs are available elsewhere on campus for those who need assistance.
  - Users are responsible for cleaning up after themselves. A recycling box is available for recycling printer output.
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- No food or drinks are allowed in the lab.
- Do not load software on lab computers, either from disks or from the internet. Also please do not change settings such as the screensaver or desktop background.
- The [University's Acceptable Use Policy](#) applies to use of lab computers.
- Students and staff with disabilities have priority on the machine farthest to the right upon entering the lab.

## Staying Connected

### SSW Website and Facebook

The [SSW website](#) contains critical information about the school, faculty, SSW events, community trainings and job opportunities. The [School of Social Work Facebook](#) page has similar information as well as links to interesting articles, videos, and blogs.

### MSW Program Communications – Email, Student Web Center, Newsletter

The MSW Program communicates frequently with students about important information using the PSU email system, Student Web Center and MSW Program Newsletter and students are expected to read all communication.

**Email – All students are issued a PSU email address, which is used for all correspondence within the SSW.** Under the settings function on your mail account there is a choice to “forward” your PSU mail to another email account. This may be helpful for students who regularly use another email account.

**SSW Student Web Center** – is a password protected web center that contains announcements, forms, information about the curriculum, graduation, and all practicum related documents. The webcenter can be accessed from the Student Resources menu at the bottom of the [SSW homepage](#).

**MSW Program Newsletter** – The newsletter is used to convey important information about registration, scholarships, trainings, jobs, graduation, and other important events. Archived newsletters are available online in the SSW Student Web Center.

### PSU Information System Account (Odin account)

Students use their Odin accounts to access the PSU information system, registration system, learning management system, wireless networks, computer labs and online library resources. Contact the PSU HelpDesk at 503-725-HELP (4357) for more information.

### Faculty Mailboxes

Students may leave material for faculty by asking the receptionist to put it in the faculty’s mailbox.

### Student Change of Name or Address

Students who change their names, addresses, phone numbers, or email addresses should notify both the SSW and update their PSU records by logging into [MyPSU](#) and following the procedures to submit the changes. You can update your information with the SSW by logging into the Student Web Center and filling out the Change of Information form under the “Personal” tab.

## PSU and SSW Policies

Students are responsible for following the University’s and the School of Social Work’s policies and procedures. These policies and procedures can be found in the Portland State University Bulletin, MSW Program Handbook, as well as on the PSU Student Conduct website. In no case will a regulation be waived or an exception granted because of ignorance of the regulation or the assertion that an administrator, faculty member, site coordinator or other authority, did not inform them. **All students are expected to familiarize themselves with these policies.**



## PSU Student Code of Conduct

Portland State University has adopted a formal [Code of Student Conduct](#) which is administered by the PSU Office of Enrollment Management and Student Affairs, 433 Smith Memorial Student Center. PSU has also created an [Alcohol and Drug-Free University Policy](#).

## PSU Office of Equity and Compliance

[PSU Office of Equity and Compliance](#) has adopted formal policies to prevent discrimination and harassment. Discrimination or harassment on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, genetic information or in the use of Worker's Compensation, Federal Family Medical Leave Act, or the Oregon Medical Leave Act is strictly prohibited by PSU policy. The Office of Equity & Compliance:

1. Investigates complaints of prohibited discrimination and harassment.
2. Ensures compliance with federal and state equal opportunity laws and regulations.

**All students, faculty, staff, and practicum instructors are expected to be familiar with the following policies:**

- [Policy Concerning Consensual Relationships](#)
- [Equal Opportunity Statement](#)
- [PSU Assistance Animal Policy](#)
- [Prohibited Discrimination and Harassment Policy \(including sexual harassment\)](#)
- [Reasonable Accommodation/Access Policy](#)
- [Religious Accommodation](#)

## Creating a Safe Campus Module - REQUIRED

Students are required to complete the Creating a Safe Campus Module which can be found on Canvas. The module and accompanying exam will take approximately 45 minutes to complete. At the conclusion of the module, students should be aware of internal and external resources, reporting options, and PSU's policies and codes regarding gender discrimination, sexual harassment, sexual misconduct, sexual assault, dating violence and domestic violence.

## PSU Mandatory Child Abuse Reporting

All employees of the university are considered mandatory child abuse reporters. This requires that faculty and staff immediately report to the Department of Human Services (DHS) or law enforcement if we have "reasonable cause to believe" that any child with whom we come into contact has suffered abuse, or that any person with whom we come into contact has abused a child. For more information about Oregon's mandatory reporting requirements please review the [Oregon DHS Mandatory Reporting website](#) and video.

## Students' Right to Privacy

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. It is important for students to understand that the University can release certain student information, including name, address, and home phone number, without obtaining active consent. Information about this policy is outlined at [Student Records Privacy](#) and students can request to make their records private as outlined in [Student Records Privacy Request](#).

## SSW Policy on Academic Honesty and Integrity

All SSW students have a primary responsibility to maintain standards of academic honesty and integrity. This is an ethical commitment of higher education as well as the social work profession. The SSW has adopted a policy to guide students in their academic work (see **Appendix A**). The Policy on Academic Honesty and Integrity assumes that the student is honest, all coursework and examinations represent the student's own work, computer use will be ethical, and all documents supporting the student's admission and graduation are accurate and complete.

## **SSW Graduate Student Grievance Policy**

It is important that each student have a means of expressing dissatisfaction with certain conditions beyond their control regarding practicum, class, or educational conditions. The Graduate Student Grievance Policy and Procedures provides a process for expressing and addressing student grievances (see **Appendix B**).

## **SSW Social Media Policy and Guidelines**

The SSW wishes to emphasize that all codes of conduct for members of the SSW community apply to online and social media spaces, as well as physical spaces. Students are encouraged to review the suggested social media guidelines (see **Appendix C**).

## **SSW Internal Safety Issues Policy Statement** (Approved by the SSW faculty 6/6/08.)

Safety is a priority at the School of Social Work. This means that concerns about safety are taken seriously. If any person believes there is an immediate threat to safety, the Campus Public Safety Office should be contacted. Call 503-725-4404 or 911.

In other issues of safety, including actions or behaviors that raise concern, faculty, staff, or students will consult with the appropriate program director and weigh the matter within the parameters of professional behavior and ethics as well as student conduct, if appropriate. Options for decision-making around safety concerns with respect to student behavior may be defined in the student handbooks, or other alternatives as required depending on the particular circumstances of the situation. OUS employees are subject to Oregon Administrative Rules.

The assistance of School and University resources may be needed when safety is a concern. The School resources include but are not limited to: the student handbooks of the School of Social Work, the NASW Code of Ethics, other faculty, a student's advisor, the PhD Committee, the MSW Student Affairs Committee of the SSW, the BASW Committee, and the Child and Family Studies Committee. PSU resources include the PSU Student Conduct Code, Campus Public Safety, Student Health and Counseling, and the University Students of Concern Committee.

## **Other Safety Measures**

Visitors to the SSW or any program of the school may be asked to sign in at the reception/front desk. PSU students and employees are expected to have PSU identification if requested. Please take time to look at Portland State University's [Campus Public Safety Office website](#). If you click on PSU Alert Notification System, you will find information about the alert system for emergency notification. The SSW recommends that all faculty, students, and staff consider joining this system in order to be made aware of campus emergencies.

## Guide to SSW and PSU Forms for MSW Students

STUDENT'S REQUEST	FORM	ATTACHMENTS	APPROVAL STEPS	NOTIFICATION
Transfer of credit taken outside PSU prior to MSW Program. Applies to transfer students from other MSW programs only.	<a href="#">GO-21</a>	Course Syllabus Official Transcript Letter indicating student is in good academic standing	Submit to SSW Executive Director of Student Affairs and Enrollment Management	Receive electronic notification from the Office of Graduate Studies once credits accepted.
Request permission to take a graduate course outside MSW Program or outside PSU after admission (up to 3 credits)	<a href="#">Request for MSW Educational Petition</a> <a href="#">DARS Exception Form</a> (completed by SSW Executive Director of Student Affairs and Enrollment Management)	Course Syllabus Written statement from student	Submit to SSW Executive Director of Student Affairs and Enrollment Management for pre-approval	Signed copy of exception form placed in student file and email notification of decision
Change of program status	<a href="#">MSW Educational Change Petition</a>	Statement of reason for change	Submit to Advisor and SSW Executive Director of Student Affairs and Enrollment Management	Receive electronic notification from SSW Director of Student Affairs
Leave of Absence up to six terms	<a href="#">Request for Leave of Absence form</a>	Proposed Post-Leave Educational Plan	Submit to Advisor and SSW Executive Director of Student Affairs and Enrollment Management	Approval letter to student from MSW Program Director with copy to student file.
Return from Leave of Absence	<a href="#">Re-enrollment from Leave of Absence Form</a>	None (assumes an approved proposed post-leave educational plan – see above)	Submit to SSW Executive Director of Student Affairs and Enrollment Management for approval	Approval letter to student from MSW Program Director with copy to student file.
Exception to Program Requirements	<a href="#">Exception to MSW Policy</a>	Written rationale for exception.	Submit to Advisor and SSW Executive Director of Student Affairs and Enrollment Management	Changes listed on DARS (Degree Audit Reporting System)
Incomplete Grade or Extension of Incomplete Request	<a href="#">Incomplete/ Extension Request Form</a>	Incomplete Contract.	Submit Incomplete Contract and Incomplete Request Form prior to finals week.	Instructor approval via signed Incomplete Contract and grade listed on DARS.
Incomplete over one year or Registration errors from previous terms.	<a href="#">Graduate Petition</a>	Statements from student, instructor, advisor and department chair.	Submit request for approval by Advisor and MSW Program Director. Final decision made by the Graduate School/Grad. Council.	Letter to student from Office of Graduate Studies.
Add or drop class after deadline, refunds, and late fees for current term.	<a href="#">Online Deadline Appeals Petition</a>	Statement by student & instructor and documentation of reasons for appeal.	Submit petition to Registrar's Office by 5 p.m. Monday for a same week decision.	Letter to student from Registrar's Office.
To apply for graduation	<a href="#">Application for Awarding of Master's Degree</a>		Submit to the Graduate School	Student receives diploma by mail after meeting all program requirements.

<b>Independent Study</b>	<a href="#">SSW Independent Study Request</a> and <a href="#">PSU By Arrangement Online Form</a>	1-2 page written proposal	Submit to MSW Program Director.	Receive electronic notification from MSW Program Director.
<b>Registration Exception</b>	<a href="#">Registration Exception Form</a>		Submit to the MSW Program	Receive electronic notification from the MSW Program.

## Appendix A

### POLICY ON ACADEMIC HONESTY AND INTEGRITY

#### School of Social Work, Portland State University

#### Significance

Students in the School of Social Work have a primary responsibility to maintain standards of academic honesty and integrity. This obligation is consistent with the NASW Code of Ethics' (1996) ethical principle, "Social workers behave in a trustworthy manner", which further specifies, "Social workers act honestly and responsibly and promote ethical practices on the part of organizations with which they are affiliated." See the Code's "Ethical Principles" section; a copy of the Code can be found in your program's student handbook, or at [www.socialworkers.org](http://www.socialworkers.org) and the *National Statement on Research Integrity in Social Work*, [www.cswe.org](http://www.cswe.org). Students in the Child and Family Studies Program are expected to adhere to the Code of Ethics of the National Council on Family Relations.

#### EXPECTATIONS

##### Student Expectations

- Students are responsible for providing accurate and complete documentation to support their admission, course participation, and graduation.
- Students are responsible for reviewing each course syllabus, and adhering to course requirements specified in each syllabus.
- Students will follow all written and/or verbal instructions given by instructors prior to taking examinations, or completing written or oral assignments.
- Students will do their own work, and submit *only* their own work during examinations and in written and oral class assignments (unless it is a pre-authorized group project).
- Students will collaborate or cooperate with other students on graded assignments or examinations within the guidelines provided by the instructor.
- Students will properly credit the work of others; if they are uncertain how to cite or reference another author's work in papers or presentations, they will consult the APA manual (American Psychological Association, 2009) and/or their instructor.
- Students will incorporate work (or portions of work) they completed in a previous class into a current class assignment *only with the prior approval and direction of their instructor*.
- Students will document practicum placement hours and activities honestly and accurately.
- If students have questions or confusions about course assignments, they are expected (and encouraged) to ask their instructors for clarification.

##### Faculty Expectations

- Faculty (or faculty representatives) will distribute materials on academic honesty and integrity to all entering students, and provide an overview of these materials at orientation.
- Faculty will include a written statement of expectations regarding academic honesty and integrity in each course syllabus.
- Faculty will clearly state expectations regarding academic honesty and integrity in each course.
- Faculty will clearly state the extent of collaboration allowed on each class project.
- Faculty will meet with any student who has questions or concerns about course assignments.

#### Forms of Academic Dishonesty

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The [Portland State Code of Student Conduct](#), which applies to all Portland State students, prohibits all forms of academic dishonesty. These acts include, but are not limited to, the following:

**Cheating.** Cheating is using unauthorized materials, or providing them to others, during written or oral examinations or in the completion of course assignments. Examples include:

- Copying another student's work during an examination (or allowing another student to copy one's work).
- Taking another student's examination (or having someone take an examination for you).
- Using unauthorized materials during an examination (or giving such materials to another student).
- Acquiring questions or answers from someone who has already taken the same examination (or providing such questions or answers to another student).
- Submitting another student's or author's writings for one's own class assignment (including writings purchased on, or appropriated from, the Internet).
- Submitting a paper (or a portion of a paper) one has written previously for a current course assignment, without the current instructor's permission.

**Plagiarism.** Plagiarism is appropriating words, ideas, data, or other products of another author or artist, and representing them as one's own original work (See "Avoiding Plagiarism", below). Examples include:

- Improper quotation or paraphrasing.
- Improper citation of quotation or paraphrasing.
- Improper citation of a source that has not been read.
- Complete or partial use of purchased or borrowed papers to complete assignments, without appropriate acknowledgement (including papers purchased on, or appropriated from, the Internet).
- Working jointly on a project with one or more others, and then submitting the project's "product" as your own.

**Buying, selling, or offering to sell, course assignments and research papers.** This form of academic dishonesty can involve any of the following:

- Purchasing a paper on the Internet, with the intention of submitting it as your own coursework.
- Purchasing a paper (or other material, such as graphics or data displays) directly from another person, with the intention of submitting it as your own coursework.
- Selling, or offering to sell, papers or other materials to another student if you know, or have reason to know, that the student intends to submit all (or a substantial part) of the material as their own coursework.

**Academic fraud.** Academic fraud is furnishing false or incomplete information to a faculty member, or to a University administrator, with the intent to deceive. Examples include:

- Forging, altering, or misusing University documents or academic forms (admission forms, course forms, or graduation forms).
- Falsifying research data, or misrepresenting research findings.
- Providing false explanations for class absences or late/missing assignments.

**Computer Misuse.** Computer misuse is using the University's computer resources (or the computer resources of another institution or agency in which a student is performing part of their academic program) in a disruptive, unethical, or illegal manner. Examples include:

- Using University/institution/agency computers to threaten harm to others, stalk others, or harass others (sexually, or otherwise).
- Using University/institution/agency computers to view and/or use another person's accounts, computer files, programs, or data without authorization.
- Copying, storing, or sharing materials protected by copyright.

### **Avoiding Plagiarism**

Plagiarism is taking the ideas, writings, or products of another person and presenting them as one's own (Davis, 1993; Forsyth, 2003; Whitley & Keith-Spiegel, 2002). Social work students must be particularly careful to avoid using another author's work without giving it proper citation (written credit). Examples include:

- Copying another's work word for word (even a sentence, or a phrase).
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- Copying most of another's work and substituting just a few words.
- Incorporating someone else's phrases, terms, or ideas into your own writing without acknowledging their contribution.

In order to avoid plagiarism, one must be familiar with the concepts of quoting, paraphrasing, summarizing, and the citing of secondary sources:

**Quoting.** Direct quotes should be kept to a minimum, and used only for very important material. Quotes should be brief, and combined with paraphrases (see below) for clarity. Most quotes are incorporated in text and enclosed by double quotation marks; longer quotes are set off from the text as a freestanding block with no quotation marks. A quote must be matched to the original word for word, and *attributed to the original author* (citing author, year, and page number) (Purdue Online Writing Lab, 2006).

**Paraphrasing.** Paraphrasing is expressing another person's (or persons') ideas in your own words. A good paraphrase is generally shorter and clearer than the original statement. Like a quote, a paraphrase must be *attributed to the original author or authors* (citing author/authors and year) (Purdue Online Writing Lab, 2006).

**Summarizing.** Summarized material is an overview of the entire body (not just a segment) of the original source material, and is almost always shorter than the original. You must put the main ideas of the source material into your own words. Like a quote or a paraphrase, a summary must be *attributed to the original author or authors* (citing author/authors and year) (Purdue Online Writing Lab, 2006).

**Citing of Secondary Sources.** A *primary source* is a writer's original product, reproduced in their own words. A *secondary source* is one which references or comments on a primary source. In scholarly works, primary sources should be sought out and cited whenever possible. If your only access to a primary source is through a secondary source, both the primary and secondary sources must be referenced. For example: Nelson (cited in Lane and Morgan, 2003) (Purdue Online Writing Lab, 2006).

## Consequences of Academic Dishonesty

### Faculty/Advisor Roles

If a faculty member suspects a student of academic dishonesty, the following steps will be taken:

1. The faculty member will contact the student via email or in person to make the student aware of the situation. The faculty member will outline how s/he came to the conclusion of academic dishonesty and what the next steps will be.
2. In keeping with University recommendations, faculty members are encouraged to report the matter to the Student Conduct Office via the online submission system at <https://www.pdx.edu/dean-student-life/student-academic-misconduct>. The faculty member will also provide necessary documentation for the investigation which will be conducted by the Conduct Office.
3. If the result of the Conduct Office's investigation has not been received before grades are due, the faculty member will give the appropriate grade for the assignment or exam in question. In most cases, it will be a "0" or "F". The faculty member will not grade beyond the assignment or exam in question (i.e. giving the student an automatic "F" for the entire course). If the Conduct Office finding is that the academic misconduct code threshold was not met, then the faculty member may reconsider the assignment or exam for a grade.
4. Students involved in violations of academic honesty may be subject to disciplinary sanctions as described in the University's Code of Student Conduct and Responsibility (see <https://www.pdx.edu/dean-student-life/psu-student-code-conduct#Code> as described below).

## 577-031-0142

### Procedures for Complaints of Academic Misconduct

(1) Course Instructors have the primary responsibility and purview for responding to and reporting academic misconduct by students

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enrolled in their respective courses. Course Instructors may issue a zero or a failing grade for the assignment for which the misconduct was found. Course Instructors may not issue a failing grade for the course unless a failing grade on the assignment in question results in a failing grade for the course, per the syllabus. Instructors may not administratively remove a student from a course.

(2) Departments, programs, colleges, or schools may also address academic dishonesty in accordance with their respective policies and procedures. These entities are limited to the following academic sanctions: (a) Issuing a zero or a failing grade for the assignment for which the misconduct was found; or (b) probation, suspension or expulsion from the department, program, college or school per the process prescribed by the respective entity.

(3) Any person may submit a Complaint to the Dean of Student Life Office alleging that a Student(s) has engaged in academic misconduct. Any charge should be submitted as soon as possible after the activity takes place, preferably within fourteen (14) Days of such activity.

(4) If the Complaint is submitted by anyone other than the Course Instructor, the Complaint will also be referred to the Course Instructor in which the alleged academic misconduct occurred.

(5) Course Instructors who submit a Complaint alleging academic misconduct may also include a suggestion for potential sanctions to be considered by the conduct officer and will be notified of the outcome of their Complaints upon request.

a. Outcomes and findings in the conduct process are separate from grading. Grades are given at the discretion and review of faculty.

Stat. Auth.: ORS 351

Stats. Implemented: ORS 351.070

Hist.: PSU 2-2002, f. & cert. ef. 10-22-02; PSU 4-2006, f. & cert. ef. 8-22-06

577-031-0143

## **Appeals**

(1) Appeals of the decision of the Senior Conduct Officer or the Committee shall be made to the Vice President for Enrollment Management and Student Affairs, whose decision is final.

(2) Appeal hearing requests must be in writing and received by the Vice President within ten (10) Days following the date of the letter notifying the Respondent of the outcome of the hearing.

(3) The request for an appeal hearing must state sufficient grounds for an appeal. Dissatisfaction with a decision is not grounds for appeal. Appropriate justification may include (a) new information that was not available at the time of the original hearing; (b) a demonstration that the sanction(s) imposed were outside of the University's authority; or (c) demonstrated errors in the conduct process. Justifications described in (a) or (c) will not be a basis for sustaining an appeal unless the deviation would have materially affected the decision of the Committee or the Senior Conduct Officer.

(4) After receiving the request for appeal hearing, the Vice President or designee(s) will review the appeal request, together with any other information the Vice President deems relevant, and determine whether an appeal hearing would assist the Vice President in deciding the appeal. The Vice President may grant an appeal hearing, or not, in their best judgment. The Vice President may also request the Committee or Senior Conduct Officer to conduct an appeal hearing and make findings and recommendations to the Vice President. The Vice President may limit the subject of hearing to the matters that will assist them in deciding the appeal.

(5) If the Vice President grants a hearing, the Vice President will facilitate the hearing procedures or remand the matter to a hearing body. All appeal hearings are closed, and the information and supporting documents presented are confidential except as required by law. The appeal hearing is informal and does not follow administrative contested case or courtroom procedures, including formal rules of evidence.

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- (a) During the appeal hearing, if any, the Respondent may bring up to two (2) third party advisors of his/her choice as long as the availability of the advisor does not interfere with the timeliness of the hearing. Delays will not normally be allowed due to the scheduling conflicts of an advisor. The Respondent will be expected to speak on their own behalf at the hearing. Advisors are generally not permitted to speak or participate directly in the hearing. The Respondent may elect to have an attorney serve as an advisor. The Respondent must notify the Vice President at least 24 hours prior to the scheduled meeting if his or her attorney will be present. The University assumes no responsibility for any costs associated with such representation.
- (b) The Respondent's failure to cooperate or appear at the appeal hearing will not delay the disposition of the appeal. The Vice President may dismiss the appeal if the Respondent fails to appear at the appeal hearing.
- (c) At the appeal hearing, if any, the Senior Conduct Officer or the Chair of the Committee will have the opportunity, within any limits prescribed by the Vice President in granting the appeal hearing, to offer information and to review and respond to all information presented;
- (d) At the appeal hearing, if any, the Respondent will have the opportunity to offer information on their behalf, within any limits prescribed by the Vice President in granting the appeal hearing, and to review and respond to all information presented.
- (e) The Vice President or designee(s) may ask questions of any person present during the appeal hearing. The Vice President may invite questions and comments from advisors or others present. No person other than the Vice President may ask questions of persons present at the hearing.
- (f) If the Vice President decides an essential person or piece of information is missing, the Vice President may decide to reconvene the hearing at the earliest practical time that the missing information will be available.
- (g) After the Vice President has determined that all the necessary information has been presented and questions answered, the appeal hearing will be closed. The Vice President will determine, based on a preponderance of evidence (which means whether something is "more likely than not"), whether or not the appeal is warranted, and, if so, what subsequent actions may be appropriate.
- (h) The Vice President's decision will be in writing to the Respondent with copies to the Senior Conduct Officer and/or Chair of the Committee.
- (6) Sanctions associated with a decision are deemed upheld unless the Vice President specifies otherwise in their written decision.

Stat. Auth.: ORS 351

Stats. Implemented: ORS 351.070

Hist.: PSU 2-2002, f. & cert. ef. 10-22-02; PSU 4-2006, f. & cert. ef. 8-22-06

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## Appendix B

### Graduate Student Grievance Policy and Procedures

#### Purpose

It is important that each student has some means of making dissatisfaction known to the SSW. A student's complaint should be heard courteously and promptly. The student expressing a grievance should be free from restraint, duress, coercion, discrimination, or reprisal. When a grievance arises, it shall not be considered as reflecting unfavorably on either the student or the School, but is to be considered as an expression of the student's right to question.

#### Underlying Principles

- 1) A grievance may be initiated by any student currently enrolled in the MSW program.
- 2) Early discussion and resolution of a concern is encouraged. The first step described in the process should ordinarily happen within the term following the term in which the situation being grieved occurred.
- 3) A grievance should be resolved at the lowest possible level.
- 4) In order to protect the rights of individuals, only persons directly involved with the grievance and official committee members will participate in the discussion of the grievance. All discussion which occurs during committee meetings will be held in confidence.

The word, "grievance," shall mean a student's expressed dissatisfaction with certain conditions beyond his or her control regarding practicum, class, or other educational conditions, e.g., capricious or unfair practicum evaluation, or capricious or unfair grading.

**Process: All steps of the grievance process will comply with faculty and committee participant contracts. Grievances and performances reviews will not be conducted during the summer months when faculty are off contract.**

#### Step 1:

An informal means for resolving a grievance is most frequently used by students, where the student and the instructor talk over and usually resolve the grievance on a one-to-one level. At this time the student should consult with their faculty advisor/site coordinator. If the student is dissatisfied with the results of the informal approach to resolve the grievance, they may ask the SSW Student Affairs Committee to intervene. The student must attempt to pursue the grievance through informal channels prior to bringing the grievance before the Committee. In the event that the student is unable to pursue the grievance directly with the instructor, because of the unavailability of the faculty member, the student must provide the SSW Student Affairs Committee with documentation of their timely attempts to contact the instructor.

#### Step 2:

If the grievance cannot be resolved by Step 1, the student will submit a written statement to the MSW Student Affairs Committee describing the grievance. The student shall send a copy of the statement to the person against whom the grievance is written who has the option of responding in writing to the MSW Student Affairs Committee with a copy to the student. If the grievance is associated with a final grade that is less than a B- in any course or a no pass in practicum instruction, the grievance must be filed no later than two academic weeks after the notification of the final grade. The Student Affairs Committee chairperson will send a written notice of the grievance and intention to hold a hearing to the MSW Program Director. The hearing before the Student Affairs Committee will be arranged by the Student Affairs Chairperson and chaired by the MSW Program Director. In the anticipated absence of any member, or if any member is a principal in the matter, the Student Affairs Chairperson will appoint a substitute.

The Committee will hear the principals directly involved and faculty members, students, or other persons who have immediate knowledge of the situation. The hearing will be recorded. Both parties will have access to all written materials used and are entitled to hear all oral presentations at the meeting. Immediately after the hearing, the Committee will convene to decide upon a recommended course of action. The MSW Program Director will provide the Dean of the School of Social Work with a written statement of the committee's recommended course of action within two academic days after the hearing. The Dean will review the recommendation, render the final decision, and notify the principals in the grievance of the final decision in writing within five academic days after receiving the committee's recommendation. A copy of the final decision will be provided to the MSW Program Director and the Student Affairs Chairperson, and a copy will be placed in the student's file.

#### Step 3:

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In the event of dissatisfaction with the final decision or procedures, the student has the right to review the decision with the SSW Dean. The request for review must be made in writing and within one academic week of the notification of the decision.

**Step 4:**

The student has the right to appeal by writing a letter to the Academic Appeals Board. The written appeal and supporting material may be filed in the Portland State University Office of Student Affairs.

## Appendix C

### PSU School of Social Work Social Media Guidelines

“Social media refers to any technology that facilitates the dissemination and sharing of information over the Internet” (Singer, 2014, p. 387). Social media platforms such as Facebook, Twitter, Instagram, LinkedIn, YouTube, blogging, professional e-portfolios, and others are among the many emerging methods of communicating, learning, and sharing information.

The PSU School of Social Work is looking forward to using these tools to promote communication, engagement, help connect people to interest areas and groups, stay abreast of current events and opportunities (including job opportunities) and to inspire expansive and inspired dialogue about our shared project to learn about the world and become engaged in it in a meaningful way.

Even though there are many emerging professional and constructive uses of these tools to advance the goals of individual and community well-being, there are also unintended and potential negative consequences to users and to clients/communities we serve in social work and child/family services if ethical standards are violated. Building a professional digital identity is a paramount 21st century skill for human services workers.

Though this document refers primarily to the social work code of ethics, please note that it also applies to students in allied professional groups.

Students are expected to adhere to social work or related codes of ethics when using social media communication tools, whether at a personal or agency site. Common issues that students need to understand when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07 of SW Code of Ethics), conflicts of interest and dual relationships (Section 1.06 of SW Code of Ethics), and informed consent (Section 1.03 of SW code of ethics) in our relationship with clients, colleagues and in our practice settings. Utilizing communication tools as a social work or child/family studies professional requires ongoing attention to these ethical challenges.

As a social work or child/family studies professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations, and promoting your professional identity, vs. using these sites to maintain contact with friends and family. Your **professional identity and image**, that is, the professional self you develop that is guided by professional SW or CFS values and ethical standards extends beyond the practicum agency and physical setting of an office. As professionals, we must be cognizant of the legal, ethical, social, and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the internet and include the use of social media communications tools. As with the Hippocratic oath to “first do no harm,” it is imperative you consider how to be connected within the context of social media while protecting yourself, your practicum site, clients, the School of Social Work, and the profession. Our responsibilities include continually reviewing and updating our personal social media practices and activities based on constantly emerging information (one can look to professional associations and networks to be a starting point for this).

As you get started in your program and especially if you have a practicum placement, it is strongly recommended that you explore the following questions with your practicum instructor and/or site supervisor:

1. Does your practicum site have a policy on the use of social media communication tools? If so, review the policy with your



practicum instructor. If not, what expectation does the agency have regarding the use of social media during practicum hours?

2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

### **What are agency guidelines regarding the use of social media?**

Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing Facebook accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts of other interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, it is important to understand that a friend's privacy settings affect your privacy level, people can see when you are tagged in photos, view comments made by you or others, note your status updates and see who you've friended. It is therefore recommended that you never assume any level of privacy on any social media site/platform. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, social work and CFS professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a social worker/human service professional to abide by your professional code of ethics including your virtual communications and use appropriate professional values to guide your interactions.

### **What privacy and confidentiality concerns should I consider when texting, emailing and/or using other electronic forms of communication?**

With the proliferation of handheld devices, such as smartphones and electronic notebooks, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email and other electronic forms of communication are quick and effective ways to interact with others. However, many ethical, legal, and clinical issues must be addressed when using these communication tools. There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussing information about your practicum placement, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas.

### **Photo Guidelines**

Posting photos on social media should be done with thoughtfulness and a sense of responsibility. Please always address the following:

- Photos of (and any other information about) clients, especially children, should never be posted online outside of any explicit plan, appropriate legal releases, etc. of the agency where you work.
- Care in general should be taken not to post photos of individuals who would object or feel exploited outside of your role/rights as a citizen/community member.
- Photos of fellow students should only be posted with their permission (preferably written).
- Be aware of your surroundings and background when taking and posting photos from your practicum site. It is easy to forget about identifiable or confidential information that may end up in a "selfie."

### **Noting Unethical Behavior of Others**

- Students are in a position to see the content of many of their colleagues as they widen their social media circles of contacts. If students see content that they deem to be unprofessional, they have a responsibility to bring that to the attention of the individual, so that he or she can remove it and/or take appropriate actions.
  - If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to the appropriate authorities.
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### **Being Thoughtful About Working Out (Sometimes Private) Issues in Public Spaces**

- While right to free speech is guaranteed and the SSW encourages productive debate and dialogue, it behooves students to think carefully about how and where to address issues of disapproval and/or displeasure they feel about their interactions with others, should they occur, in the course of their educational experiences across a wide variety of settings and situations.
- Using good professional judgment means understanding that online dialogue, discourses and “rants” may quickly turn into something that may be unproductive and even destructive as well as cause you, others involved, or even the settings where your education is happening, harm. Seek out places that have a strong probability of having a positive impact in a professional way if something occurs that should be addressed especially when problems surface that students would like to see rectified. Refer to the wide variety of student support channels especially designed for this purpose throughout the school and the larger university.
- Helping to assure a climate of curiosity, openness, civility and reflexivity is important – all students are asked to contribute to and participate in a climate that is ever constructive and respectful (see SSW School Values for additional information about this).
- Building your professional network, your professional identity starts the moment you begin your academic work. Being thoughtful, intentional and constructive in the way that you conduct yourself in the classroom, the practicum, and the larger school environment will help you to build a solid foundation of recommendations that will serve you well as you journey forward.
- Please note that School of Social Work channels (as well as personal channels) are included in all PSU Student Code of Conduct expectations and requirements with specific attention to issues of cyber-bullying.  
<http://www.pdx.edu/dos/psu-student-code-conduct>

### **Quick Reminders**

- DO use social media thoughtfully to learn, share information, track policies and developments in your field(s) of practice, promote best practices, inspire quality and engaged practice, and celebrate successes with your circle of contacts.
- DO begin to think of developing/managing your social media identity and profiles as an important learning, networking and communication vehicle to build, enrich and advance your professional career.
- DO abide by professional codes of ethics in the use of all social media at all times (even outside of school and your practicum agency). Be aware that anything that is communicated through social media in public spaces may be retrievable through potential employers, clients, relevant professional licensing bodies, universities, and others.
- Do “Google” yourself to see what information is available about you and then take charge in assessing if retroactive work is needed to prepare your “social media identity” to evolve and mature as you are as an emerging professional.
- Review and delete information as appropriate.
- DO practice selective and intentional “liking,” “friending,” and “following.”
- DO use the highest privacy settings available for all social media sites.
- DO use caution in revealing personal information such as DOB, phone number, address, family members, place of employment, etc.
- DO consider developing a professional social media site such as LinkedIn.
- DO use caution about what you share (in any format) about faculty, practicum agencies/instructors, peers, co-workers, employers, etc.
- DO remember to check yourself for civility and diplomacy before discussing sensitive issues online in public spaces.
- DO NOT “look up” present or past clients on social media, unless there is a compelling reason to do so.
- DO NOT friend, follow, etc. current or past clients.

Citation: Singer, J.B. (2014) “From the Editor-The Medium is the Message: Integrating Social Media and Social Work Education.” *Journal of Social Work Education*, 5(3), 387-390.

### **Adapted from *Guidelines for the Use of Social Media* – UNC-CH School of Social Work Field Education Program**

Prepared by Laura Nissen, Katie Cagle, Ericka Kimball, Charlotte Goodluck and Wende Garrison. Finalized 11.21.2014

In addition to the guidelines mentioned above, students are expected to adhere to Portland State University’s policies on academic

misconduct and artificial intelligence (AI) as noted, but not limited to, the following webpage:  
<https://www.pdx.edu/dean-student-life/academic-misconduct>

## Appendix D

**Policy on Academic Performance and Professional Behavior**  
**Baccalaureate in Child, Youth, and Family Studies, Baccalaureate in Human Services, Baccalaureate in Social Work,**  
**Master of Social Work, and PhD in Social Work and Social Research Programs**  
**School of Social Work**  
**Portland State University**  
**Enacted August 2025**

This policy outlines the expectations for all students in the School of Social Work in the areas of academic performance and professional behavior and provides procedures the School of Social Work programs will follow to address serious concerns in these areas.

Rationale: Most students in the School of Social Work (SSW) are preparing for professional practice with individuals, families, groups, communities and/or organizations and therefore must develop and demonstrate mastery of both academic material and practice competencies consistent with their professions. The development of this academic and professional mastery is achieved through coursework and practicum experiences in the community. The faculty of the SSW has the responsibility for determining whether students, through these experiences, have developed the required level of mastery to enter their professions. All students, throughout their programs in courses, practicum experiences, and communications, must demonstrate behavior that is consistent with the standards of the ethical codes for their profession.

Students are responsible for knowing and complying with all regulations, policies, and procedures required by Portland State University (PSU), the SSW, and their professional codes of ethics. PSU and SSW policies and procedures can be found in the PSU Bulletin and relevant websites ([Student Code of Conduct](#), [Equity and Compliance](#)) and in the SSW program specific handbooks and web centers.

In no case will a regulation be waived or an exception granted because of ignorance of the policy or due to the assertion that their advisor or program did not inform the student.

### I. Advancement Requirements

Students are expected to adhere to both academic and behavioral standards as outlined below.

- All SSW students are expected to make adequate academic progress and be in good standing, as outlined in the program handbooks and the PSU requirements. For more specifics see the relevant program handbook.
- All SSW students are expected to behave in a professional manner in all academic and practicum experiences, abide by their relevant code of ethics, comply with the standards of the practicum setting, and make adequate progress in developing their relevant professional skills. For more specifics see the relevant program handbook.

### Behavioral Standards

The PSU SSW has established Behavioral Standards for students that focus on academic performance and also emphasize the abilities and attributes essential for professional practice. These requirements apply in the classroom, in practicum settings, in our school, the university, and in the broader community and societal context.

Following are the Behavioral Standards each student must satisfy, with or without reasonable accommodations, to enroll in, fully participate in, progress through, and graduate from any PSU SSW program.

Behavioral expectations are tied directly to professional standards, including the Council on Social Work Education core competencies, NASW Code of Ethics, the National Council on Family Relations Standards for Ethical Conduct, and the National Organization for Human Services Ethical Standards amongst others in our fields of practice. Our goal is to apply these expectations consistently, with a commitment to educational equity and student success.

### 1. Communication

Students must be willing and able to:

- Communicate effectively, responsibly, and in a timely manner in interactions with other students, faculty, practicum instructors, staff, clients and client systems, and other professionals they might come in contact with in their student role.
- Demonstrate the capacity to use effective verbal and nonverbal communication skills, including the ability to listen objectively and interpret nonverbal communication.
- Communicate clearly through written documents at a level appropriate for their stage of education.

### 2. Intellectual and Cognitive Skills

Students must have the ability to:

- Think critically and apply problem solving skills.
- Acquire knowledge and process experiences to inform practice.
- Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, emotions, biases, current and past experiences, and consider how these factors affect their thinking, behavior, interactions and relationships.
- Take responsibility for their own actions and consider the impact of these actions on others.
- Be punctual and dependable, prioritize responsibilities, manage time, and attend class and practicum in accordance with relevant policy.
- Observe deadlines, and arrange and keep appointments.
- Navigate transportation to attend practicum and classroom requirements.
- Integrate new and changing information obtained from the classroom and practice environment.
- Accept and integrate into practice constructive feedback received in both the classroom and practicum settings.

### 3. Emotional and Behavioral Readiness

Students must be willing and able to:

- Demonstrate awareness of the impact of stress, conflict, and vicarious trauma on self, colleagues, and your practice.
    - Seek appropriate help to ensure that personal issues do not interfere with professional and academic performance.
-

- Demonstrate the ability to navigate demanding workloads and adapt to changing environments and situations.
- Display good judgment in communication, interpersonal behaviors, and personal and professional boundaries, acknowledging cultural differences.
- Show the capacity to successfully complete required practicum hours and course engagement to demonstrate positive progress in the required competencies and learning outcomes in the practicum and classroom settings.

We recognize that some students may have disabilities that affect aspects of functioning relevant to academic and practicum success. In alignment with our commitments under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, students have the right to request reasonable accommodations through the Disability Resource Center (DRC). Students are encouraged to connect with the DRC before they begin their coursework and practicum—or as soon as an access need arises—in order for planning and coordination to occur proactively.

If concerns about a student’s behavior emerge in academic or practicum spaces, the School will engage in a collaborative process, as outlined below in the Procedures for Addressing Concerns, to determine whether the behavior may be disability-related, and whether reasonable accommodations can support the student’s continued participation. Any accommodation must maintain the integrity of the learning experience and not fundamentally alter essential classroom or practicum functions or compromise safety. This process may include the student, DRC staff, faculty, practicum site personnel, and members of the School of Social Work program team.

## II. Procedures for Addressing Concerns

The following briefly outlines the steps to address concerns about academic performance and/or professional behavior. Faculty and advisors are encouraged to handle concerns informally prior to initiating a formal process.

- Informal - Faculty and/or advisor notify the student in writing of the concern and make a plan to support the student to address the concern.
- Formal - Faculty with serious concerns about a student are to inform the student and the student’s advisor (where applicable) in writing of their concern/s and consult with their relevant Program Director, the Director of Practicum Education, and/or other relevant faculty or staff. Serious concerns include but are not limited to behavior or performance that violates ethical, legal, professional standards, interferes with others’ opportunity to learn, reflects a lack of judgment, would likely preclude a successful internship/practicum placement, or does not meet the expectations of the program or profession. The student’s advisor is to consult with the student’s other instructors to identify any other concerns. The Program Director may consult with other administrative faculty to determine the best course of action. The consultation will result in one of the following:
  - o No action.
  - o A recommendation to address the concern informally, as noted above.
  - o Initiation of a formal Plan of Assistance (outlined below).
  - o Initiation of a formal Performance Review, with the potential for dismissal from the program (outlined below).

## III. Plan of Assistance

A plan of assistance requires that the faculty raising the concern(s), the student, the student’s advisor (where applicable), and other relevant individuals meet to discuss the concern(s) and develop a plan to address the concern(s). If the student is registered with the

Disability Resource Center (DRC) and has accommodations that may be applicable to the Plan of Assistance process, the student should contact the DRC to discuss desired accommodations for the Plan of Assistance process. The DRC will then contact the appropriate representative of the SSW so that reasonable accommodations can be determined through a collaborative effort between the DRC, the School of Social Work, and the student. Students can contact the DRC at 503 725-4150. The plan is a formal written document that contains the following:

- A description of the concern(s) about academic performance or professional behavior, identifying strengths and challenges.
- Goals/Outcomes of the plan.
- Action to be taken by the student to reach the goals.
- Action to be taken by others to assist the student.
- Faculty responsible for monitoring the plan and assessing the outcomes.
- Timeline, including dates for evaluating outcomes, and making decisions about next steps.
- Signature of all involved in the initial meeting. If the document is not completed during the face-to-face meeting the Plan of Assistance will be emailed to the student and the student can acknowledge agreement via email and that email will be attached to the formal plan.
- Date for final review meeting.
- Outcome of the plan, including signatures of all involved in the final review meeting.

When the Plan of Assistance relates to performance in the practicum placement and the plan extends into the following term, the faculty liaison will assign a grade of incomplete. The completed Plan of Assistance will be forwarded to the relevant Program Director for a signature and will be placed in the student's file. Outcome of the Plan of Assistance:

- If the student has successfully addressed the concern(s) no further action will be taken.
- If the student has not successfully addressed the concern(s), or a similar concern arises in the future the faculty and/or advisor will consult with the relevant Program Director in terms of next steps. Potential outcomes may be, but are not limited to, an additional Plan of Assistance or a Performance Review.

#### IV. Performance Review

A Performance Review will be requested when the concerns about the student are so serious that they raise questions about the student's suitability for the field or profession. The faculty, advisors, and/or staff member raising the concerns and the Program Director will make a request to the SSW Student Affairs Committee Chair, who serves as the Chair of SSW Student Affairs Committee, for a Performance Review. That request will include the following:

- A description of the concern(s), identifying strengths and challenges, attempts to address the concern(s), and the reasons for requesting the Performance Review.
- A copy of the request will be placed in the student's file.
- Upon receiving the request for a Performance Review, the SSW Student Affairs Committee Chair will initiate a Performance Review, unless there is a conflict of interest.
- If there is a conflict of interest, the Associate Dean for Academic Affairs will appoint another faculty member to assume the Chair's duties for the duration of the Performance Review.

Performance Reviews will not be conducted during the summer months when faculty are off contract.

#### Performance Review Steps

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1. Upon receiving a request for a Performance Review, the Chair will send a letter to the student that includes:
  - Summary of the reasons for the Performance Review, including a copy of the formal request.
  - Description of the process, including that the meeting will be recorded.
  - Faculty on the committee and inviting the student to nominate at least two additional full-time faculty, one of whom will be selected by the SSW Student Affairs Chair to serve on the committee for this Performance Review.
  - Inform the student that they may bring a support person to the meeting who must complete a release of information form in order to adhere to FERPA standards.
  - Invite the student to meet with the Chair to discuss the Performance Review Process.
  - Notify the student that they will receive copies of documents submitted by other participants at least 5 working days (when possible) in advance of the scheduled meeting.
  - Invite the student to submit supporting documentation to the Chair at least 2 working days (when possible) in advance of the scheduled meeting, noting that the documents will be shared with committee members.

2. *If a student wants to request disability-related accommodations for the Performance Review Process, they may request them via the DRC. If disability-related accommodations are approved, the DRC will then contact the appropriate representative of the SSW Student Affairs Committee to determine whether the accommodation is reasonable in the performance review setting. Students can contact the DRC at 503-725-4150. Students can request accommodations at any time during their educational tenure.*

3. The SSW Student Affairs Committee Chair, or their designee, will be the non-voting chair of the Performance Review committee and will convene the committee if at all possible within 15 working days from the date the concern(s) was received. In addition to the committee members and the faculty member nominated by the student, the Chair will invite the relevant Program Director and Director of Practicum to attend to provide information on policies and professional standards.

The Chair will document the above preparation activities on the [Performance Review Checklist](#).

4. Performance Review Meeting – The Chair will convene the meeting and go through the following process. The meeting will be recorded up until the point of the committee deliberations and then restarted when the committee provides its feedback to the student.

- The faculty member bringing the concern(s) will summarize the concern(s).
- The student will respond to the concern(s) providing additional information as needed.
- The committee members will ask questions of both parties and may request additional information, including but not limited to the student's academic file and practicum documents.
- At the conclusion of the presentations and follow up questions, the student will be asked if they want to share any additional information pertinent to the committee's decision.
- The student and the faculty member raising the concern(s) will be excused and the committee will meet in private for deliberation. The committee may invite the Director of Practicum or relevant Program Director back for additional information on policies and procedures as they pertain to the decision. The committee should seek to reach consensus, but when not possible, a majority is sufficient. The committee will make a decision in one of four ways.
- The committee may find:
  - o There were not sufficient grounds for any action and recommend no action.
  - o There were sufficient grounds for the concern(s), but the concern(s) have been addressed and recommend no action.

- o There were sufficient grounds for the concern(s), but the student will be allowed to continue in the program and the committee will develop a Plan of Assistance, as noted above, and addressing any specific program accreditation standards, engagement and/or attendance in courses and practicum, and demonstration of SSW professional standards.
  - o There were sufficient grounds for the concern(s), the nature of which are so serious that the committee recommends that the student be dismissed from the program.
- After the committee deliberations the student will be invited back to hear the outcome. This will be recorded. At the end of the meeting the student will be asked if the Policy on Academic and Professional Behavior and Performance has been followed.
  - o If the student is dismissed from the program they will be required to withdraw from all courses and if applicable, their practicum placement, unless they initiate an appeal of the process as outlined below. If an appeal is initiated they may continue in their courses unless the committee determines their behavior is likely to be disruptive or threatening.
- Within one day, the Chair will inform the faculty advisor, faculty member requesting the review, the Program Director, and others who have an educational reason to know of the committee's decision.
- Within five academic days the Chair will send a letter to the student summarizing the decision and the rationale, with copies to the Dean, The Program Director, The Office of Graduate Studies (for graduate students), the student's advisor, the student file and other relevant parties with a reason to know. The recording will be deleted one academic term after the letter has been sent to the student, or upon the conclusion of any appeals process (see below); in that case the recording will be kept until the issue is resolved.

5. Appeal of Performance Review Process - If the student feels the School of Social Work policies were not followed, they may appeal the decision by requesting a review of the process.

- The student may request a review of the Performance Review process by the Associate Dean for Academic Affairs within 5 working days of being informed in writing of the committee's decision. The request must be in writing and specify the parts of the policy and process that are being appealed and the grounds for the appeal.
- The Associate Dean will schedule a meeting of the Program Directors within 10 working days of receiving the request to review the appeal and make one of three possible recommendations:
  - o The Performance review process had no flaws.
  - o The Performance review process had minor flaws, but they did not impact the fairness of the process.
  - o The Performance review process was not conducted fairly and the decision should be reconsidered.
- The Associate Dean will inform the student and the Dean in writing of the final outcome of the meeting.
- Please note that breaks during the academic terms or extenuating circumstances may lead to an extended timeline of any parts of the Performance Review process.

Portland State University Administration

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Shelly Chabon, PhD, Provost and Vice President for Academic Affairs, Portland State University

School of Social Work Administration

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Kate Constable, MSW, LCSW, Director of Student Affairs and Enrollment Management  
Brooke Rizor, LCSW, Director, System of Care Institute  
Marty Lowery, LCSW, Director, Child Welfare Partnership  
Beth Green, PhD, Director, Early Childhood & Family Support Research  
Tozi Gutierrez, PhD, MSSW, Human Services Program Coordinator

Emergency

Any Emergency on Campus	503-725-4404
First Aid-PSU Student Health & Counseling	503-725-2800

Help Numbers

Campus Safety and Security	503-725-4407
General Information for PSU	503-725-3000

Campus Calls

To place a call from a PSU campus telephone to another PSU extension, dial 5 plus the four-digit extension (i.e., 5-2222).  
To place a call from a PSU campus telephone to an off-campus phone, dial 9 and then the area code and the number (i.e., 9-503-222-2222). The PSU prefix is 725.

School of Social Work Mailing Address

School of Social Work  
Attn: Name of person receiving mail  
P.O. Box 751  
Portland, OR 97207-0751  
Mail may also be sent to our street address:  
1800 SW 6<sup>th</sup> Avenue Suite 600  
Portland, OR 97201