

Colorado State University-Pueblo

Department of Social Work

BSW Student Handbook

Revised 2023



Colorado State University-Pueblo

Department of Social Work

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Accredited by the Council on Social Work Education

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I. INTRODUCTION

A Brief History of the Department of Social Work

The Department of Social Work at Colorado State University-Pueblo originated in the Behavioral Science Department in the early 1960s as the social welfare program. In 1981 a degree change was made from a Behavioral Science Degree with an emphasis in Social Work to a Bachelors in Social Work. In 1982, the department was initially accredited by the Council on Social Work Education (CSWE). The Social Work Department became a separate department in the College of Humanities and Social Sciences in 1993.

In 1987, the social work faculty submitted to CSWE a proposal for an alternative, off-campus site, which was approved. Subsequently, the full-time evening social work curriculum was established at the alternative site in Colorado Springs in 1988 under the auspices of the Division of Continuing Education. Today, students may complete all requirements for the BSW at this site, which is located at Pikes Peak State College in Colorado Springs, Colorado.

Educational Purpose

Social work students are prepared as entry level generalist social workers upon graduation with a BSW degree from Colorado State University-Pueblo. Our graduates are highly regarded by the social service community and are sought to fill social work staffing needs in the surrounding urban and rural communities in this region. Many graduates from this program are administrators and practitioners in social service agencies throughout southern Colorado.

Affirmative Action/Equal Opportunity Commitment

CSU Pueblo ("CSU Pueblo" or the "University") is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Furthermore, CSU Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. This Policy addresses the types of conduct which are prohibited by CSU Pueblo in order to maintain its longstanding commitment to a campus environment free from Discrimination, Protected Class Harassment, and Retaliation, as well as for compliance with applicable legal requirements.

Also, the University provides affirmative action to ensure that protected class applicants are employed and that all employees are treated fairly during employment without regard to their membership in any of the aforementioned protected groups, in accordance with the laws of the United States and the State of Colorado. Such action includes, but is not limited to, affirmative efforts with respect to employment, promotion, transfer, recruitment, advertising, layoff, retirement, or termination; rate of pay or other forms of compensation and selection for faculty development activities. The University posts in conspicuous places notices setting forth the provision of its nondiscrimination policy, affirmative action plans and programs, and equal opportunity commitments.

Please see the policy on Discrimination, protected class harassment, and retaliation here:
<http://csu-pueblo-policies.colostate.edu/policy.aspx?id=175>

II. WHAT IS SOCIAL WORK?

Social workers help individuals, families, groups, and communities deal with relationships, solve problems, and cope with the many societal and environmental concerns which impact daily life. Social work is concerned with ensuring the responsiveness and effectiveness of the social institutions in meeting the needs of individuals, families, groups, communities and organizations.

Social Work: Is it for you?

The following questions can assist you in making a determination about social work as a major and a profession. A student may want to interview professional social workers in the community before making a final decision to enter the social work field. Students, who are majoring in social work, can discuss their individual interests and aptitudes with social work faculty and advisors.

1. Are you genuinely interested in all people? A social worker is committed to helping people regardless of racial, economic, cultural, and other differences. Prejudice does not fit the values of the profession.
2. Do you believe in human potential for growth and change? It is important to believe that everyone has some inner strength and that individuals can, given the opportunity, change.
3. Do you have patience, perseverance, and the ability to follow through? A social worker is hard to discourage and always resourceful in seeking new ways to help others.
4. Do you work well with people? The ability to resolve conflicts constructively is essential for effective social work practice. A social worker needs the ability to work with a diverse group of clients, colleagues, and other professionals.
5. Are you interested in your own personal growth and well-being? A social worker must be aware of his/her own beliefs and values and not impose them on others. A social worker must be willing to know his/her limits and care for him/herself.
6. Are you interested in developing your problem-solving abilities? An interest in understanding people, in keeping current on what is happening in the world, in identifying key facts in data, and in taking responsibility for decision making are all important characteristics of an effective social worker.
7. Are you interested in the larger picture? A social worker cares about the state of the nation and of the world, sees each problem as it relates to the whole community, and advocates for improvements such as better housing, better health services, better schools, and better wages.

8. Are you interested in using scientific methods to work with people? A social worker bases his/her practice on established social work methods and uses scientific studies to improve his/her practice.

We provide our students with extensive opportunities to assess their motivation for a career in social work and their aptitude for the profession in both academic and placement practicum areas. Through informal discussions with faculty, agency staff, and fellow students, classroom discussions, and placement seminars, students have the opportunity to continuously examine their attitudes, expectations and motivations. Self-awareness and self-direction is emphasized and facilitated through classroom assignments focusing on one's own personal philosophy of helping, role-plays, course evaluations, placement practicum related conferences, weekly supervisory conferences with agency supervisors, and mid-term and final placement practicum evaluations and conferences.

Our focus is to help students see that they are part of the change system in the social work profession. To be effective in such a role, one must have an awareness of his/her personal culture, values, strengths, weaknesses, unique skills and talents. Students are consistently given the message that weaknesses are seen as areas for further growth. To know thy self is instrumental in knowing others.

The evaluation process assesses the student's performance throughout the total educational experience. As a faculty, our goal is to exemplify that self and professional evaluations are an essential part of a social worker's professional life. To achieve this, student feedback on teaching style, course content, and assignments is encouraged and used to change and improve our program.

III. THE BSW SOCIAL WORK PROGRAM

Colorado State System Mission Statement

“There is hereby established a University at Pueblo, to be known as Colorado State University-Pueblo, which shall be a regional comprehensive university with moderately selective admissions standards. The University shall offer a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences. The University shall also offer selected masters level graduate programs.” (*Colorado Statutes 23-55-101*)

Colorado State University Pueblo Mission Statement

The Board of Governors of the Colorado State University System adopted a complementary, focused mission statement for the University that stresses its distinctiveness and central commitments: “CSU Pueblo’s success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world” (Colorado State University Pueblo Catalog, 2023-2024).

Both of these statements guide the University in all that it does.

College of Humanities and Social Sciences Mission Statement

The college’s mission statement is:

“The College of Humanities, Arts and Social Sciences offers students opportunities to become ethical, socially responsible, engaged learners who are prepared to assume leadership in a dynamic global context” (Colorado State University Pueblo Catalog, 2023-2024).

Mission of the Department

The Department of Social Work at CSU Pueblo prepares BSW generalist practitioners to engage in a global society across diverse systems of all sizes, including individuals, families, groups, organizations, and communities with interventions grounded in scientific inquiry. Students will utilize an anti-racist, anti-oppressive perspective to enhance life and dignity for all people in a rapidly changing world. (<https://www.csupueblo.edu/social-work-bsw/index.html>)

IV. ADMISSIONS POLICIES AND PROCEDURES

Admission into Social Work Program

Admission to the University does not confer admission into the upper division social work courses. Students who have declared a social work major must complete specific courses before they are eligible to take 300-level courses.

Before entering into the social work major, students need to be aware that, almost without exception, social service agencies which meet our requirements for practicum placements during the senior year now require background checks as well as alcohol and drug testing at the student's expense. These are the policies of social service agencies throughout this area, not Colorado State University-Pueblo or Department of Social Work policy. **A criminal history may limit or prohibit a student's ability to obtain a placement as well as limit or prohibit employment in social service agencies following graduation with a BSW degree.**

It is recommended that students who have concerns about undergoing a background check, discuss their situation with the Placement Coordinator to determine the feasibility of continuing in the social work program before completing the process of admission into the program.

Minimum Requirements to Qualify for Upper Division Courses

To be formally accepted into the social work program, the student must:

1. Have a cumulative GPA of 2.0 and a minimum GPA of 2.5 in required social work and social work-required courses;
2. Complete the first four social work courses (SW100, SW201, SW201, SW205), a course in economics or political science, Psychology 100, Sociology 101, and a course in human biology.

Admission into Placement Practicum

Social work students are required to also apply for admission into the placement practicum. An orientation meeting is scheduled by the Placement Coordinator in the Fall for **all** students planning to enroll in the placement practicum for Fall/Spring. Please see the Placement Manual for specific information. Students must have a social work GPA of at least 2.5 to qualify for entry into placement.

Academic Requirements

By University policy, students are required to maintain a minimum cumulative grade point average of 2.0 for graduation. In the social work program, a minimum GPA of 2.5 is required for social work and social work foundation courses (BIOL 100 or other Human Biology course,

CS 101 or CS 230, PSYCH 100, SOC 101, SW 210 or other statistical course, a women's studies course and an economics or political science course) required for the degree.

Non Academic Requirements

Behaviors identified as inappropriate will be discussed between the faculty member and the student. Students have the opportunity to appeal decisions through the due process procedures available through the University (refer to Appendix B).

Professionalism

The Colorado State University-Pueblo Department of Social Work defines professional behavior as much more than the acquisition of academic material relevant to the work you will be doing after you graduate. Professional behavior is also about taking responsibility for your actions and thoughts, being accountable, managing your time and energy, and being reliable and dependable. The Council on Social Work Education Competency 1 is directed toward the classroom and the placement setting, emphasizing professional and ethical behavior. In this Department, and specifically in this course, students will be expected to conform to the following professional behaviors:

- Attending class
- Being on time and staying for the whole class
- Turning in assignments on or before the assigned due date
- Paying attention when assignment instructions are reviewed and completing assignments according to those stated instructions, asking questions if uncertain
- Being prepared for in-class presentations on the date they are due
- Consulting the syllabus regarding due dates and assignment instructions rather than asking the instructor to repeat them for you when they are already in the syllabus
- Avoiding disruptive behavior

The emphasis placed on the above behaviors is due to our belief that a student who struggles with these behaviors while in school is more likely to struggle with these behaviors in a professional setting.

Consequences of failure to meet the above expectations for this course include but may not be limited to:

- For each absence from class, one percentage point will be deducted from the overall 100 percentage points that make up the final course grade.
- Each time a student is late for class, or leaves class early without prior notification to the instructor, one half percentage point will be deducted from the overall 100 percentage points that make up the final course grade.
- For any assignment that is not turned in by the due date, one letter grade will be deducted from the final grade for the assignment. If the assignment is turned in more than one week after the due date, the student will lose an additional letter grade for the assignment. Any assignment more than two weeks late will not be accepted and the student will receive an F for the assignment.
- Percentage points may be deducted from the course grade for other examples of

unprofessional behaviors, at the discretion of the instructor.

In addition, students may be subject to violations of the Standards for Admission, Retention, and Termination to which the Social Work Department adheres.

*Modeled on information from Newman University, Wichita, KS

Reapplication to the Program

Social work is a professional program of study at Colorado State University-Pueblo. It is recommended that any student experiencing academic difficulties meet with their professor as soon as the problems are identified. If the student cannot work out a solution with the professor, it is recommended the student approach their academic/professional social work advisor, then the Department Chair. Students who have been terminated for academic reasons may return, once they have corrected their academic deficiencies, to the program in the semester following the correction of the academic deficiencies. Students who have been dismissed for non-academic reasons may return if and when corrective action has been taken. See the readmission policy under Standards for Admission and Retention to the major for more information.

Acceptance of Older Credits

CSU Pueblo accepts credits up to 10 years old. It is the policy of the Department of Social Work that no credits over 10 years old be accepted in transfer or petition.

Policies and Procedures for Academic or Disciplinary Probation, Suspension or Termination

All of the faculty are involved in the formation of students' professionalism and are responsible for reporting concerns to the Social Work Department Chair and other faculty as appropriate to ensure ethical practice and academic achievement. The specific process employed for reporting and reviewing any concern relative to a student's performance will be based on the severity of the issue and Social Work Department and University policies.

Students must maintain a 2.5 cumulative social work GPA for progression in the program. Failure to comply will result in the student being placed on probation. After two consecutive semesters of failure to obtain a 2.5 cumulative social work GPA, dismissal from the program will occur and the student will not be eligible for re-admission.

Standards for Admission and Retention in the Major Department of Social Work Colorado State University-Pueblo

The Colorado State University-Pueblo Department of Social Work expects all students to acquire, nurture, and maintain the professional knowledge, values, and skills that the

profession of social work dictates. Students can and will be comprehensively and continuously evaluated in the classroom and in their placement placement. Expectations are both academic and behavioral; for social work, they are seen as indicators of readiness for professional practice. While students are engaged in learning, we expect to see continuous development of the knowledge, values, and skills required for social work practice. Retention, continuation, and termination as a BSW student are based on performance standards, including cognitive abilities, demonstration of skills, behavioral and professional components, and academic performance.

The standards set forth by the Department of Social Work are guided by the *NASW Code of Ethics* (2008) and the Council on Social Work Education competencies. In addition, the standards are consistent with and complementary to the University catalog, the CSU-Pueblo Code of Student Conduct, and the mission and goals of the Department of Social Work.

Students needing a reasonable accommodation for any other disability should contact the Disability Resource and Support Center. Students can meet the standards noted below with or without reasonable accommodations.

STUDENT PERFORMANCE STANDARDS

The Department of Social Work at CSU-P has as its primary goal the education of generalist (beginning level) practitioners who possess the knowledge, values, and skills to intervene in diverse client systems of all sizes. Students who are admitted must understand that they have the academic ability and personal suitability for successfully completing the social work degree. As they complete the coursework in the program, the following criteria will be used to ensure that they continue to be capable of meeting the standards and responsibilities of professional social work. Therefore, retention and termination depend on meeting these standards. The standards include but are not limited to the following:

1. GPA: Students must

- Earn a C or better in all pre-requisite courses required for admission to the major
- Earn a C or better in all required social work courses
- Maintain a GPA of 2.5 or better in all required social work courses
- Maintain an overall GPA of 2.0
- Meet and maintain academic standards of Colorado State University-Pueblo and the Department of Social Work

Indicators of Concern:

- Failing to maintain a 2.75 in all social work courses after admission to the major
- Failing to maintain a 2.5 GPA overall
- Failing to complete either placement seminar or placement
- Earning a grade of C or less in a required social work course
- Has more than one class with a grade of incomplete
- Fails to comply with incomplete grade contracts in a timely manner

Repeating Social Work Courses:

- Students earning less than a C in a required social work course may repeat the course one time only
- Students will be allowed to repeat only 2 required social work courses in which they earned a grade lower than a C

- Students may request an exception to these policies by submitting written documentation to the Department Chair requesting readmission to a social work required course. The documentation must include the circumstances that led to this request and a plan to resolve the issues that prevented the student from attaining a C or better, as well as a plan for readiness should circumstances again arise.

2. Personal Accountability: Students must

- Attend class, arrive on time, return from break in a timely manner
- Follow class attendance policy as stated in each course syllabus
- Participate in group activities and assignments as requested/required
- Complete work according to the designated deadlines and expectations
- Be prepared for class
- Develop and follow a plan of study
- Meet deadlines for advising, registration, applications, etc.
- Take responsibility for their own education – read their DARS, know when assignments are due, etc.
- Demonstrate the ability to follow classroom rules, policies, and procedures, as well as social work department policies and procedures
- Make arrangements for any needs or accommodations in a timely manner

Indicators of Concern:

- Multiple absences from classes or placement
- Multiple late arrivals for class or placement
- Poor organizational skills
- Unprepared for class
- Repeated requests for extensions or other considerations that are not part of a DRSC approved accommodations
- Late or incomplete assignments
- Failing to keep, reschedule, or cancel appointments without a viable reason
- Inability to adhere to placement agency policies and professional standards
- Lying, cheating, plagiarizing

3. Respect/Conduct: Students must

- Treat all peers, instructors, staff members, and others with dignity and respect at all times
- Listen when others speak
- Show respect for others' opinions
- Give feedback to peers, instructors, staff members, and others in a constructive way
- Approach conflict in a cooperative way
- Accept and reflect on positive or negative feedback from peers, instructors, staff, or others
- Use person first, nonjudgmental, and strength-based language
- Be willing to understand the diversity of people and their thoughts, feelings, and opinions
- Follow the *NASW Code of Ethics*
- Follow the rules, policies, and standards of professional conduct in the department or agency
- Support client self-determination (understand its limits/self-harm or harm to others)

Indicators of Concern:

- Being uncooperative or unwilling to engage in class activities
- Consistently arriving late or leaving early to class or placement
- Sleeping during class
- Being disruptive in class or placement, including but not limited to: talking with others, using telephone, mobile device, or other electronic device inappropriately
- Interrupting others who are speaking
- Being unwilling or unable to accept feedback from others
- Failure to adhere to the NASW Code of Ethics (2015) specifically, Section 2 Social Workers' Ethical Responsibilities to Colleagues:
 - (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
 - (b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
 - (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.
- **2.02 Confidentiality**
 - Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.
- **2.03 Interdisciplinary Collaboration**
 - (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
 - (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.
- **2.04 Disputes Involving Colleagues**
 - (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.
- **2.05 Consultation**
 - (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
 - (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
 - (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.
- **2.06 Sexual Relationships**
 - (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
 - (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.
- **2.07 Sexual Harassment**
 - Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.
- **2.08 Impairment of Colleagues**
 - (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
 - (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.
- **2.09 Incompetence of Colleagues**
 - (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
 - (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels

established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

○ **2.10 Unethical Conduct of Colleagues**

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

- Discriminatory or harassing behavior as defined by University Policy
- Academic misconduct

4. Treating Information Confidentially: Students must

- Treat information you hear about other students, instructors, or staff in confidence
- Maintain confidentiality of information shared in dyads, class, or small groups
- Use judgment when revealing personal information
- Never use real names of clients or disclose other identifying information

Indicators of Concern:

- Sharing or discussing information about peers, instructors, or staff inappropriately
- Sharing information heard in class with others not privy to the learning process and environment
- Too much or inappropriate revelation of personal information
- Disclosing client names or identifying information in class or other setting

5. Communication: Students must

- Practice constructive, respectful, and professional communication with peers, instructors, staff, and others (empathy, body language, tone, voice level, active listening), both oral and written
- Use critical thinking in communication, both oral and written
- Articulate ideas, thoughts, feelings, and concepts clearly orally or in writing
- Work to improve both oral and written communication skills
- Accept, reflect upon, and utilize constructive feedback
- Follow the conventions of writing in academic papers, exams, discussion boards, agency notes, and other written documents
- Write logically, demonstrating good organization of thoughts
- Formal papers follow the *APA Style Manual* and the instructions provided by the instructor

Indicators of Concern:

- Inability to express oneself clearly and concisely either orally or in writing
- Inattention to or inability to master the requirements of APA style and formal academic writing
- Inability to communicate effectively with peers, instructors, staff, or others
- Displaying interpersonal relationship skills that are disrespectful, manipulative, immature, disruptive, or discriminatory
- Failing to resolve conflict in appropriate ways, using established procedures
- Displaying interview skills that are inappropriate for social work classes and class level

6. Professional Values and Ethics, Integrity: Students must

- Perform activities in accordance with the values and ethics of the profession of social work
- Demonstrate the ability to use the values and ethics of the profession in making decisions and in interactions with others
- Be self-aware, know one's strengths or growth areas
- Be honest with, one's peers, instructors, staff, and others
- Learn and follow the standards for citations in the *APA Style Manual*
- Do their own work and take credit only for their own work
- Never submit whole or partial work for credit in more than one class without the permission of the instructor
- Set and maintain clear, appropriate, and culturally sensitive boundaries with peers, instructors, staff, and others

Indicators of Concern:

- Violating any section of the *NASW Code of Ethics*
- Violating the CSU-P student code of conduct
- Violating policies or procedures in the Department of Social Work
- Lying, cheating, plagiarizing
- Submitting the same work for more than one course without permission of instructor
- Convictions or charges for any crime
- Failure to follow placement agency's drug policy
- Inability to pass background check and/or child abuse clearances
- Engaging in activities that have a conflict of interest with the educational or placement setting potential for success

7. Emotional Maturity--Self-awareness and Self-control: Students must

- Use appropriate self-disclosure for the setting
- Set and maintain appropriate boundaries in all relevant settings
- Examine personal values and their fit with professional values
- Engage in discussion and processing of uncomfortable and/or controversial topics
- Deal with issues arousing emotions
- Be aware of one's own limits
- Understand how one's behavior affects others
- Form positive working relationships with others
- Resolve personal issues that might impair or negatively impact performance in all settings
- Manage stressors appropriately
- Ask for and receive support when needed
- Continue to engage in self-awareness and be willing to challenge oneself to grow

Indicators of Concern:

- Be under the influence of illegal drugs or alcohol impairing performance
- Unable to work effectively with others
- Making verbal or physical threats to others
- Demonstrating impaired judgment or problem-solving abilities
- Demonstrate a negative attitude toward the social work program (more than criticizing – offer suggestions for improvement, don't just “bad mouth” the program) so that it impairs one's ability to interact successfully with others
- Failure to adhere to the NASW Code of Ethics (2015) specifically, Section 2 Social Workers' Ethical Responsibilities to Colleagues as listed in Section 3 Respect/Conduct above

8. Integrated Skills and Knowledge: Students must

- Use information to make informed and relevant decisions
- Identify and analyze critically the bio-psycho-social-spiritual components and factors that affect individuals, families, small groups, organizations, and communities
- Use critical thinking skills
- Meet the requirements for attaining competencies found in the CSWE EPAS

Indicators of Concern:

- Failing to engage in the attainment of expected social work practice competencies
- Inability to meet class or placement requirements
- Inability to work with supervision in all relevant settings
- Impairments describe in Section 4.05 of the *NASW Code of Ethics*, which may include but not be limited to substance abuse, mental health issues, legal concerns, or other difficulties that threaten healthy relationships with peers, instructors, staff, clients, or others

9. Diversity and Social, Economic, and Environmental Justice: Students must

- Be open to people, ideas, and beliefs with which they are not familiar
- Have the ability and willingness to work with diverse client populations
- Maintain bias-free language
- Demonstrate the understanding of the intersection of values and culture
- Participate in educational activities that develop awareness, knowledge, and appreciation of diversity, privilege, and the mechanisms of oppression
- Be committed to social, economic, and environmental justice for all people
- Learn how to empower populations and enhance social, economic, and environmental justice

Indicators of Concern:

- Unwilling to work with or understand diverse populations
- Using stereotypes, judgmental attitudes, prejudice, or biased language
- Unwilling to accept and value the practices of cultures other than one's own
- Failure to understand privilege and the mechanisms of oppression
- Expresses an unwillingness to advocate for social, economic, and environmental justice for all people, as defined by the NASW Code of Ethics and CSWE competencies.

10. Additional Standards That May Require Support or Accommodation

Motor and Sensory: Students must

- Possess sufficient motor and sensory functions to attend class and complete placement, with or without reasonable accommodations

- If accommodations are required, the Disability Resource and Support Center will present a letter detailing the necessary accommodations to the instructor. The Department of Social Work will advocate for accommodations in placement settings, if they are not immediately available; however, provision of those accommodations is up to the agency.

Intellectual, Conceptual, Integrative, and Quantitative Abilities: Students must

- Possess reasoning, analysis, and synthesis abilities
- Be able to problem-solve
- Be able to perform proper assessments, prioritize interventions, and measure client outcomes.

References

Kansas University School of Social Welfare (2016). *School of social welfare technical standards*. Retrieved 3/20/2017 from <http://socwel.ku.edu/book/export/html/1159>

National Association of Social Workers (2015). *Code of ethics*. Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

University of Southern Indiana (2011). *BSW student handbook*. pp. 31-41.

Performance Review Student Academic Progress Committee

The Department of Social Work maintains a Student Academic Progress Committee. The chairperson is appointed by the Chair of the Social Work Department. Three members from each program serve on the Committee. Members rotate their service for reviews. The members of the committee serve no more than 2 consecutive years, and faculty members rotate on and off the committee in a staggered way so that there are always at least 2 members on the committee who are in the second year of service. If a member of the committee requests a performance review for a student, the Department Chair shall appoint another member to serve only during the review for that faculty member. The Student Academic Progress Committee is consulted at Levels 2 and 3. Level 1 reviews are completed at the lowest level possible.

When decisions are appealable, they follow the procedure outlined in the University catalog for academic appeals. The student may appeal an academic decision by writing to the Department Chair, setting forth the basis for the appeal. The request must be submitted, or postmarked if mailed, no later than 20 working days after the decision which is being appealed. Within 20 working days of the student request for appeal, the chairperson will provide a copy of the appeal to the Student Academic Progress Committee, the Dean, and the Academic Appeals Board. The Student Academic Progress Committee shall provide a written response to the Academic Appeals Board within 10 working days of the receipt of the appeal. The Academic Appeals Board will review the written appeal and response of the Student Academic Committee and make a decision. Decisions by the Academic Appeals Board are not appealable.

In non-academic cases, such as recommendation for removal from the major, the appeal chain goes to Department Chair, Dean, and Provost or Dean of Student Affairs, and Vice President of Enrollment Management and Student Affairs, depending on the concern.

The Department of Social Work at Colorado State University-Pueblo uses three levels of review of student performance. Students may appeal at each level of review following the process described above. Any single student may have multiple Level 1 reviews, but only one Level 2 and Level 3 review. A student will typically have reviews at the various levels in numerical order, but there may be circumstances where a student is automatically at a Level 3, which is at an urgent level of review. Reviews may occur as a result of the regular student staffings in the department, which are conducted no less frequently than at midterm (for both 8-week and 16-week courses), or due to faculty or staff concerns, or as a result of grades earned in coursework. Performance reviews will remain confidential to the personnel involved in the review, unless the concern raised contains issues that affect the ability of the student to perform professionally or are potential violations of University policy. If the concern is at this level, information will be shared as appropriate for the issues and with personnel involved. Academic performance issues will follow both department and university guidelines.

The Program Coordinator is responsible for coordinating Performance Reviews each fall and spring semester at midterm. . During these reviews, faculty members bring forth information that can identify potentially troubling patterns or issues based on the standards and make recommendations. Recommendations for further review can be made at one of three levels: 1, 2, or 3.

Level One Review

Any faculty member (full time, part time, adjunct) or staff member who has identified a concern about a student's performance should first attempt to discuss and resolve the issue with the student. If a problem arises in practicum, the Director of Placement Education will discuss the concern with the student and faculty liaison. The Director of Placement Education will inform the Program Coordinator.

A Level 1 review occurs with the student and their academic advisor after an attempt at resolution has occurred. The academic advisor can attest to whether or not the concern has been addressed by faculty. Frequently, no further reviews are needed.

Level Two Review

A Level 2 review indicates a concern about a student that has an impact on academic performance, when a student is not following or meeting department/program university standards or guidelines, or when a Level 1 concern has not been resolved. A Level 2 review must include a face-to-face meeting and a written plan that can include considerations that could lead to dismissal from the program. The committee membership may include the following people in the Level 2 Review process:

- Committee Chair

- Program Coordinator (or individual selected to act as proxy)

- Faculty members

- Student

- Student Advocate (could be advisor)

- Faculty/staff member with concern

If the concern arises from practicum, the following people will be included in the review:

Committee Chair

Program Coordinator (or individual selected to act as proxy)

Faculty members

Student

Student's Academic Advisor

Faculty Placement Liaison

Coordinator of Placement Education (Written documentation will be obtained from the Placement Supervisor and Educational Supervisor in lieu of attendance at the review).

Before the meeting: the Program Coordinator will set the date, time, and place for the face-to-face meeting and collect relevant information for the review. The Program Coordinator will review roles and protocols. If anyone would play multiple roles, the Program Coordinator will appoint replacements. For example, if the advisor is the staff member with a concern, another advocate would need to be selected. The student has a right within 3 business to select an alternate advocate from faculty or staff and inform the program chair of that identity.

The student will be informed via email, standard registered mail, and telephone of the date, time, and procedures of the review. Notice will be given to the student no less than 7 working days in advance. The student will be provided with a written statement of the concern and all relevant information and documents. The student will confirm their attendance within 3 days of receiving notice of the meeting.

At the meeting: the Program Coordinator will act as chair during the meeting. All members are expected to be present for the duration of the meeting. However, if deemed appropriate or necessary by the Program Coordinator, a member may be asked to step out of the meeting at any time. A written plan will be developed to address the concern. The plan should include documentation of the concern identified, student strengths, and actions to be taken and by when they should be taken. A student cannot be terminated from the program at a Level 2 review. Possible actions are:

1. student continues with no conditions; concern is addressed and no further action is required;
2. formal, specific conditions are identified; examples are academic probation, referral to counselling, frequent meetings with academic advisor, repeating a course, or other such conditions;
3. student takes a required leave of absence from the social work program with certain conditions to be met before return is allowed; leave will have a time limit, and student would need to reapply with evidence of remediation in order to continue.
4. The plan is signed by every member of the review and the student. If the student refuses to sign, That will be noted and considered in further review.

After the meeting: a copy of the written plan is given to the student and the Program Coordinator; a copy is also placed in the student's file. The Program Coordinator is responsible for monitoring the action plan.

If the student does not confirm attendance or does not attend the Level 2 review, the Program Coordinator will either move the concern to a Level 3 or allow natural consequences to occur. A student who does not confirm attendance/and or attend the meeting forfeits the right for any future Level 2 reviews.

If a Level 2 review is not concluded with consensus, the concern is returned to the Program Committee Chair. The Program Coordinator will consult with the Department Chair or the Assistant Dean of the College, and with Graduate Studies, as appropriate. If the Program Coordinator deems it necessary, the concern will move to a Level 3. If it is not deemed necessary for a Level 3 review, the Program Coordinator will write a conclusion, provide a copy to the student, each review meeting attendee, and put a copy in the student's file.

Level 3 Review

A Level 3 review is appropriate when a problematic pattern is identified or there is an urgent need for intervention, or agency demand to have a student removed from placement. This sort of review must occur in a timely fashion. If the Level 3 review is the result of a lack of resolution from a Level 2 review, the timeliness of a level 3 review can be lengthened to include opportunity for the student to respond. The committee may include the following people:

Participants: Committee Chair
Program Coordinator
Student
Student's Academic Advisor
Two faculty members who teach in the appropriate program, one of which may be the Coordinator of Placement Education for the appropriate program. If the student is a graduate student, the faculty members must be graduate faculty.
Faculty members may or may not have prior experience with or knowledge of the student.
Faculty or staff presenting the concern

Participants if the Concern Emerges from Placement:
Committee
Program Coordinator
Student
Student's Academic Advisor
Faculty Liaison
Director of Placement Education for appropriate program
One faculty member who teaches in the appropriate program. If a graduate student the faculty member must be graduate faculty. The faculty may or may not have prior experience with or knowledge of the student.

Before the meeting: The Program Coordinator appoints the members and schedules the time and place for the review. The Program Coordinator collects information from relevant parties. If there is an issue with role convergence in the review committee membership, the Program

Coordinator will make alternative appointments. The student receives support from the advocate but presents their case alone.

The Level 3 review must occur within 10 working days from the time the meeting schedule is finalized. The student will be notified by telephone, email, and by a written letter (registered) sent to the address on file. The student will be provided 14 days' notice that the meeting will occur. The student will be provided with a written statement of the concern and all relevant information and documents. The student must confirm attendance no less than 5 days prior to the meeting. The student can waive the 14-day waiting period and ask for an earlier review.

During the meeting: The meeting will be audio-recorded. Any additional record of the meeting will be made at the expense of the party requesting such record and with approval of the Program Coordinator. The Program Coordinator will facilitate the meeting according to the following general procedures:

- Make introductions, clarify roles and procedures, distribute the agenda;
- Faculty/staff with the concern will present the concern and recommendations. Questions may be asked of the Faculty/Staff at that time. The faculty/staff is then excused.
- The student will respond to the concern and make recommendations. The student can present additional evidence in writing or through witnesses. Formal rules of evidence will not apply. The student can be represented by legal counsel at their own expense. The legal counsel may provide advice to the student but cannot address other members unless granted permission by the Program Coordinator. The student advocate will be allowed to offer additional information. The student, student advocate, and legal counsel are then excused.
- The Program Coordinator and remaining faculty members will discuss the concern and come to a decision on next steps. This discussion is not audio-recorded. Potential steps are:
 1. Student continues in program with no conditions. The concern is addressed, and no further action is required.
 2. Formal, specific conditions are developed, allowing the student to remain in the program. These may include: academic probation, referral to counseling, frequent meetings with academic advisor, reduced course load, delayed entry into placement, repeating a course, etc.
 3. Student may be required to take a time-limited leave of absence from the social work program with specific, formal conditions to be met before return is allowed. If the conditions are not met within the time allowed, the student must reapply for admission to the program.
 4. Recommendation for dismissal from the program.
 5. The Director of Student Conduct and Case Management or other relevant University administrators may be consulted, depending on the nature of the concern. If this is the recommended outcome, the student will be notified in writing of this result. Situations warranting such consultation may include but not be limited to: academic dishonesty, allegations of violations of any University policies, including but not limited to the Policy on discrimination, protected class harassment, sexual misconduct, intimate partner violence and

retaliation, damage or destruction of University property, conduct that threatens the health or safety of any University student, employee, or visitor, etc.

The plan is signed by the Program Coordinator and the faculty members deliberating. The proceedings of discussion are confidential except to: implement findings by the review committee, conduct an appeal process, honor the student's waiver of confidentiality due to discussion conducted with others outside the committee, and allow the student to seek resolution outside the University.

After the meeting: The Program Coordinator will formally document the meeting and recommendations in a letter to the student. The letter will include documentation of concern identified, student strengths, actions to be taken, and by when the actions will be taken. The specific recommendations will be mailed and emailed to the student within 10 business days of the meeting. A copy of the letter will be provided to the appropriate Program Coordinator, the Director of Placement Education (if applicable), and one will be placed in the student's official file. If the student is a graduate student, the Program Coordinator will notify the Graduate College. The student must return a signed copy of the plan to the Social Work office within 5 days of receiving the email. The student will be provided a copy, and a copy will be placed in the official file.

The Program Coordinator is responsible for monitoring the written plan. The audio recording will be kept in a locked file for 7 years, after which it will be deleted.

If the student does not confirm attendance, does not attend the Level 3 review, and/or does not sign the plan, the student may be dismissed from the program. A student who does not confirm attendance and/or does not attend the meeting forfeits the right to future Level 3 review.

Reinstatement/Reapplication Procedures

If a student is dismissed from a program, was in good standing leading up to the situation preceding the dismissal, and has not had a Level 2 or Level 3 review during the time in the current program, a request for reinstatement can be made. A Reinstatement Hearing will occur, providing the student the opportunity to discuss the situation with an academic advisor. The student must submit a written request to the Department Chair within 4 weeks of receiving the dismissal letter.

In consultation with the Program Coordinator and the student's advisor, the Department Chair will determine whether or not a reinstatement hearing is granted. The Department Chair will convene the Program Coordinator, academic advisor, and 2 faculty members from the appropriate social work program (BSW or MSW). The Program Coordinator will schedule the time, date, and place for the hearing. The student will be notified by phone, email, and by written (registered) letter mailed to the address on file. The student is given 14 days' notice for the meeting. The student must confirm attendance no fewer than 5 days before the meeting.

The Reinstatement Hearing members will decide if the request for reinstatement is granted, using these indicators:

student's problematic behavior, if any, is addressed adequately;
student's GPA and academic performance were within guidelines prior to this incident; and
if reinstated, the student must agree with signature to follow the academic and behavioral standards of the program.

If reinstated, the student must have adequate plans for improving or maintaining academic performance. The meeting is audio-recorded. The Program Coordinator facilitates the meeting according to the following:

- Introductions are made, and if necessary, an agenda is presented;
- Instructor with concern presents concern and recommendations; meeting participants may ask for clarification; instructor is then excused;
- Student responds to concern and provides recommendations. Additional evidence may be presented via written documentation or through witnesses.. Formal rules of evidence do not apply. The student may have legal counsel at their own expense. Legal counsel may advise student but may not address others without permission of Program Coordinator. The student's Academic Advisor may provide additional comments. The student, student academic advisor, and legal counsel are excused, and the audio-recording is stopped.
- The Program Coordinator and two faculty members then discuss and decide whether or not the reinstatement is recommended.
- The student, student advocate and legal counsel return to the room and are advised of the recommendation that has been reached.

If the decision is to recommend reinstatement, the conditions for reinstatement, if any, are discussed with the student and the student's academic advisor. The student will may be required to be on Social Work academic probation and/or to retake a course in which an unacceptable grade was received. The student must sign the Academic and Behavioral Standards of the Department of Social Work.

A denial of reinstatement can be followed by reapplication to the program after a waiting period of 2 years. The reapplication will be treated as a new application, as far as materials required. In addition, the student must submit evidence that the barriers to success have been removed. This evidence may include, but not be limited by, a letter from an appropriately licensed professional, a transcript showing successful completion of coursework at a post-secondary institution, and/or additional letters of recommendation. The Social Work Admissions Committee, in consultation with the Program Coordinator and Department Chair, makes the decision to readmit a student who has been dismissed previously. The decision is final and cannot be appealed.

The decision to reinstate, including any conditions, will be provided to the student in writing within 10 days of the reinstatement hearing.

References

Grace Abbott School of Social Work. (2016). *Academic policies and standards*. Omaha, NE: University of Nebraska at Omaha. <http://socialwork.unomaha.edu>

BSW Student Handbook. (2011). University of Southern Indiana.

School of Social Welfare. (2017). *Student handbook*. Kansas University. Retrieved 3/20/2017 from <http://socwel.ku.edu/book/export/html/1160>

Accommodations for Students with Disabilities

<https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html>

If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see Disability Resources as soon as possible to arrange services. Disability Resources is located in OSC 104 and can be reached by phone (719-549-2648) and email (csup_dro@csupueblo.edu).

V. CURRICULUM

Introduction

The academic classroom and placementwork components of the social work program are designed to prepare the student for beginning level professional practice as a BSW Social Worker as well as for graduate study. The purpose of the undergraduate curriculum is to prepare students for beginning professional generalist practice with individuals, families, small groups, organizations, and communities.

Student Academic and Career Advising

The purpose of the advising process is to help students progress through the social work program based on sound academic advice and assessment of their potential for social work practice. All students must see a social work faculty advisor/mentor at least once a semester before registering for classes for the following semester.

Although social work majors are assigned an advisor, the ultimate responsibility for ensuring that all course requirements are met lies with the student.

Advising, Pueblo Campus

The BSW Coordinator or Department Chair advises all beginning first-year and transfer students enrolling in courses on the main campus. After initial academic advising, a folder is developed which includes the "Major Advising Form," an advising sheet which lists the courses recommended for the semester signed by the Chair and the student, and any transcripts from other majors within the university and/or other universities or colleges.

Students are assigned to one of the full-time social work faculty members for continuing academic and career advising. They are expected to remain with their assigned advisor. However, a student may request a change of advisor at any time.

Prior to registration, students should make an appointment with their advisor. On the day of the appointment, students should pick up their folder from the department administrative assistant.

Advising, Colorado Springs Campus

Advising for transfer students enrolling for courses on the Colorado Springs campus is completed by the BSW Program Coordinator, designated Social Work faculty, or Department Chair, who also provide continuing academic and career advising for all students on this campus. All student permanent files are kept on the Pueblo campus.

Generalist Social Work Practice

The Colorado State University-Pueblo baccalaureate social work program has adopted the following definition of generalist social work practice:

Generalist social work practice gives a foundation of broad-based knowledge and skills that prepare the beginning-level practitioner to provide a full-range of ethical interventions with diverse populations across client systems. It involves a holistic approach to populations with an emphasis on strengths, self-determination and social justice.

The generalist social worker is expected to hold competencies in knowledge, values, cognitive and affective processes, and skills for beginning level social work practice. Competency in knowledge includes, but is not limited to, understanding and applying critical thinking about theories and practice modalities. Values competency includes integrating social work knowledge, values and ethics in practice situations. Cognitive and affective processes competency includes critical thinking, affective reactions, and exercise of judgment. Skills competency includes having the ability to select appropriate skills for engagement, assessment, planning and contracting, intervention and monitoring, evaluation, termination, and follow up.

Statement on Written Communication

The Colorado State University-Pueblo social work program is committed to encouraging and developing excellent writing skills on the part of its students. Written communication is critical for effective work in all levels involved in professional practice. In work with other individuals, social workers are expected to formulate written assessments, record observations, and document services. For these tasks they have an ethical obligation to communicate clearly, purposefully, thoughtfully, and professionally. As social workers interact with groups and on the community level, they require professional writing skills to explain agency programs, propose needed services, request funding, and represent the profession as an educated contributor to community life. Social workers also work for societal reform and provide leadership in democratic processes. They contribute their expertise to influence public opinion and public policy on the multiple issues that affect client groups, vulnerable populations, and the quality of life for all citizens. They also are responsible for sharing research findings and practice wisdom with others through scholarship and publication.

Writing is an essential tool for these professional tasks, but each of these tasks relies on the most important tool that social workers have – the tool of themselves. Good writing not only results in effective communication with others, but also enhances one's own abilities of self-awareness, reflection on experience, and critical thinking. These are essential for growth of the practitioner as a human being, and thus enhance one's ability to connect and understand the human experiences of those with whom we work.

Resource for Improving Writing Skills

The Writing Center is a free service and provides students assistance in writing research papers, letters, and other written assignments. Students wanting to improve their writing skills are encouraged to attend the Writing Room. Contact your Social Work Faculty Mentor (advisor) or course instructor for more information.

Transferring Credits into the University

The University accepts transfer credits from nationally and regionally accredited institutions for courses compatible with those taught at our University. As part of the admissions policy into the University, all students planning to transfer credits must submit official transcripts from all institutions of higher education attended. Transfer credits for courses meeting institutional requirements are determined by the University Records Office. In accordance with the Colorado Commission on Higher Education policies, students may transfer a maximum of 64 credits from a community college and 90 credits from a four-year college or university. Technical courses completed in vocational schools or remedial courses are not accepted for academic credit. The university accepts up to 20 military education credits. Transfer credit will only be awarded for courses in which a grade of "C" or above has been earned. Credits for courses completed longer than 10 years before applying to CSU-Pueblo may be applied to the degree if students petition and receive signed permission from the Chair in each department in which these courses are taught. The CSU Pueblo Department of Social Work does not accept social work credits over 10 years old.

Transferring Credits into the Department of Social Work

The Social Work Department Chair is responsible for evaluating and determining the transfer of credits into the social work major. It is the policy of the Department of Social Work that transfer credit for courses taken at another institution for required social work courses may be accepted under the following conditions:

1. Transfer from CSWE accredited programs:

Courses must be similar in content to those they replace and the student must have earned at least a grade of "C".

Courses are not over 10 years old.

2. Transfer from non-accredited social work programs:

Credit may be granted on a case-by-case basis after careful examination by the Social Work Department Chair in consultation with full-time social work faculty. The course for which the student wishes to receive social work credit must contain content comparable to the Department of Social Work's course and the student must have earned at least a grade of "C". Students are asked to provide a course description from the previous institution's catalog, course syllabi, and/or examples of their work from the course. The qualifications

of the faculty who taught the course(s) at the previous institution(s) also must be provided. The Department of Social Work will not accept any credits over 10 years old.

Upper division (junior/senior level) transfer credits from **non-accredited** CSWE programs are not accepted for transfer into the social work program. Social work upper division courses include: Professional Writing in Social Work (SW 301), Social Work Theory (SW 310), Human Diversity in Practice (SW 320), Social Work Intervention I (SW 322), Social Work Intervention II (SW 323), Social Work Intervention III (SW 324), Social Welfare Policy (SW 350), Social Work Research (SW 492), Social Work Research Lab (SW 499), Placement Seminar I (SW 481) and Placement Seminar II (SW 482), and Placement I (SW 488) and Placement II (SW 489).

Transfer Agreement between Colorado State University-Pueblo and Community Colleges in the State

In accordance with Colorado Commission on Higher Education (CCHE) policies, a transfer agreement has been established between the CSU-Pueblo Department of Social Work, Pueblo Community College (PCC) and Pikes Peak State College (PPSC) to facilitate and universalize transfer credits. Students awarded an Associate of Arts (AA) degree with an emphasis in social work from these schools, in compliance with the transfer agreement, have completed all of the institutional requirements for CSU-Pueblo and all lower level (100 & 200) social work courses and their prerequisites. These social work courses include: Introduction to Social Work (SW 100), Human Behavior and the Social Environment I (SW 201), Human Behavior and the Social Environment II (SW 202), Social Welfare in the United States (SW 205). Prerequisite equivalent courses may include: General Psychology, Introduction to Sociology, Women's Studies, Chicano Studies, and Human Biology. Representatives from all three campuses involved with the social work curriculum meet on a regular basis to standardize course titles and course content, promoting a seamless transition for students transferring into the CSU-Pueblo Social Work Department.

Transfer Students from PCC and PPSC

Students must submit the social work program application and be accepted into the program prior to enrolling in upper-level (300 & 400) social work courses. Application materials are available through the Social Work Department administrative assistant in the General Classroom Building, room 314 at CSU-Pueblo, and on-line at <https://www.csupueblo.edu/social-work/index.html>

Transfer credits for classes completed at PCC or PPSC in which no degree has been conferred, a degree other than the AA has been conferred, or the Human Services degree has been conferred will be evaluated on the criteria for "Transfer from Non-accredited Social Work Programs" described above.

Department of Social Work Program Requirements

Social Work Courses

Required social work and supporting courses at the Colorado State University-Pueblo main campus (day program) and the Colorado Springs alternative off-campus site (night program) are as follows:

Courses		Credits
SW 100:	Introduction to Social Work	(3)
SW 201:	Human Behavior and the Social Environment I	(3)
SW 202:	Human Behavior and the Social Environment II	(3)
SW 205:	Social Welfare in the United States	(3)
SW 225:	Social Work Policies and Procedures	(1)
SW 301:	Professional Writing in Social Work	(3)
SW 310:	Social Work Theory	(3)
SW 320:	Human Diversity in Practice	(3)
SW 322:	Social Work Intervention I	(3)
SW 323:	Social Work Intervention II	(3)
SW 324:	Social Work Intervention III	(3)
SW 350:	Social Welfare Policy	(3)
SW 481:	Placement Seminar I	(3)
SW 482:	Placement Seminar II	(3)
SW 488:	Placement I	(5)
SW 489:	Placement II	(5)
SW 492:	Research	(3)
SW 499	Research Lab	<u>(1)</u>
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Required Supporting Courses

Courses		Credits
Chicano Studies	Chicano Studies (CS 101 or CS 230)	(3)
SOC 101:	Introduction to Sociology	(3)
PSYCH 100:	General Psychology	(3)
Biology:	Biology (BIOL 100)	(3)
ECON/POLSC:	Any economics or political science course	(3)
Women's Studies:	Any Women's Studies course	(3)
Statistics:	Statistics (SW 210, MATH 156 or transferrable Statistics course)	<u>(3)</u>
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Social Work Electives

Courses		Credits
SW 222:	Introduction to Social Work Practice	(3)
SW/CS 230	Chicano: Social and Psychological Study	(3)
SW 290:	Special Projects	(1-5 var)
SW/CS 325:	Health in the Chicano Community	(3)
SW 327:	Child Welfare	(3)
SW 328	Spirituality and Social Work	(3)
SW 329	Rural Social Work	(3)
SW 331	Campus Connections	(3)
SW 341	Impact of Trauma in Social Work	(3)
SW 490:	Special Projects	(1-5 var)
SW 491:	Special Topics	(1-5 var)
SW 495:	Independent Study	(1-5 var)

Comparison between the Main Campus Site in Pueblo and the Alternative Off-Campus Site in Colorado Springs.

Students who enroll in courses as a social work major at the main campus are under the auspices of Colorado State University-Pueblo, while those who enroll in courses as a social work major at the alternative off-campus sites in Colorado Springs are under the auspices of the Department of Extended Studies. The social work curriculum, course outlines, assignments, and expectations are congruent on both campuses. Some faculty teach courses at both sites. Students may complete the BSW degree by attending classes at either of the campuses exclusively or both campuses simultaneously. However, the BSW degree is conferred only from Colorado State University-Pueblo.

The primary difference between the two sites is in structuring the schedule of courses. At the Colorado State University-Pueblo main campus site, all classes, including social work courses, are on the 16 week semester system. The off-campus alternative sites in the Colorado Springs area were developed to accommodate students who work full-time during the day and/or live in the Colorado Springs area. With the exception of Placement Seminar I & II (SW 481 & SW 482), Placement (SW 488 & SW 489), and the Research (SW492) and Research Lab (SW499) classes are taught in two eight-week sessions (Fall A and Fall B; Spring A and Spring B). Courses are taught primarily in the evening. Classes may be taught for approximately 2½ hours twice per week or in a 5-hour session once per week. Hybrid and online options are also sometimes made available. Placement Seminar I & II and Placement I & II are completed on the 32 week concurrent placement (fall-spring semesters) option, identical to that offered on the main campus. This scheduling format allows students to complete all requirements for the BSW degree at the site in Colorado Springs.

Suggested Sequence of Required Courses and Prerequisites

To ensure that students enroll and successfully complete required social work courses and their prerequisites, separate plans for sequencing courses have been developed for beginning freshmen who identify social work as a major, transfer students from other majors, sophomores who change their major to social work, and transfer students from PCC and PPCC who have obtained an Associate of Arts degree with an emphasis in social work.

Pueblo Campus

The recommended sequencing of social work courses and their prerequisites at various levels at the CSU-Pueblo campus are as follows:

Recommended Sequencing of Required Social Work Courses and their Prerequisites (4 Year Plan)*

Freshman Year

Fall Semester

PSYCH 100: General Psychology

SOC 101: Intro to Sociology
BIOL 100/L: Principles of Biology with Lab
ENG 101: English Composition I
General Education Course: MATH

Spring Semester

SW 100: Intro To Social Work
SW 225: Social Work Policies and Procedures
Eng 102: English Composition II
CS 101: Intro to Chicano Studies or
CS 230: Chicano: Social & Psychological
Study
General Education Course: HUMANITIES
General Education Course: HUMANITIES

Sophomore Year

Fall Semester

SW 201: Human Behavior & Social
Environment I
SW 205: Social Welfare in US
SW 210 Stats for SW or approved stats course
Economics or political science course
General Education Course: History

Spring Semester

SW 202: Human Behavior & Social
Environment II
Women's Studies
General Education Courses: Humanities
Gen Ed Course: Nat & Phys Science
General elective

Submit Application for Admission into the Program

Junior Year

Fall Semester

SW301 Professional Writing
SW 310: Social Work Theory
SW 322: Social Work Intervention I
SW 350: Social Welfare Policy
Women's Studies Course

Spring Semester

SW 320: Human diversity in Practice
SW 323: Social Work Intervention II
SW 324: Social Work Intervention III

Submit Application for Admission into the Placement Practicum

Senior Year

Fall Semester

SW 492: Research
SW499: Research Lab
SW 481: Placement Seminar I
SW 488: Placement I

Spring Semester

SW 482: Placement Seminar II
SW 489: Placement II

** See catalog for pre/co-requisites to social work required courses*

Recommended Sequencing of Required Social Work Courses and their Prerequisites (3 year plan)*

Sophomore Year

Fall Semester

SW 100: Introduction to Social Work

SW 201: Human Behavior & Social Environment I
SW 205: Social Welfare in the U.S.

SOC 101: Introduction to Sociology
PSYCH 100: General Psychology

BIOL 100/L: Principles of Biology with Lab

Spring Semester

SW 202: Human Behavior & Social Environment II
SW 222: Introduction to Social Work Practice

CS 101: Intro to Chicano Studies or
CS 230: Chicano: Social & Psychological Study
Women's Studies Course
SW 210: Stats for SW, Math 156 or approved stats course
SW 225: Social Work Policies and Procedures

Submit Application for Admission into the Program

Junior Year

Fall Semester

SW301 Professional Writing
SW 322: Social Work Intervention I
SW 310: Social Work Theory
SW 350: Social Welfare Policy
An economics or political Science Course

Spring Semester

SW 320: Human Diversity in Practice
SW 323: Social Work Intervention II
SW 324: Social Work Intervention III

Submit Application for Admission into the Placement Practicum

Senior Year

Fall Semester

SW 492: Research
SW499: Research Lab
SW 481: Placement Seminar I
SW 488: Placement I

Spring Semester

SW 482: Placement Seminar II
SW 489: Placement II

Recommended Sequencing of Required and Prerequisite Courses for Students Transferring in as Juniors with an AA Degree with Social Work Emphasis from Pueblo Community College or Pikes Peak Community College*

Submit Application for Admission into the Social Work Program immediately following admittance to Colorado State University-Pueblo

Junior Year

Fall Semester

SW301 Professional Writing
SW 310: Social Work Theory
SW 322: Social Work Intervention I
SW 350: Social Welfare Policy
An economics or political science course

Spring Semester

SW 320: Human Diversity in Practice
SW 323: Social Work Intervention II
SW 324: Social Work Intervention III

*Submit Application for Admission into the Placement Practicum
All courses required for the major must be completed prior to admission to Placement.*

Senior Year

Fall Semester

SW 492: Research
SW499 Research Lab
SW 481: Placement Seminar I
SW 488: Placement I

Spring Semester

SW 482: Placement Seminar II
SW 489: Placement II

** See catalog for pre/co-requisites to social work required courses*

VI. PLACEMENT PRACTICUM

Placement experience is a significant part of a student's preparation for professional practice. Students are placed in a social service agency for 448 hours under the supervision of a social worker. This experience allows students an opportunity to apply knowledge and theory learned in the classroom to real work situations. Students **must** enroll in the Placement Seminar courses (SW 481 & SW 482) concurrently with the Placement courses (SW 488 & SW 489). Placement practicum may be completed through concurrent (fall/spring semester) placement.

Please see the BSW Placement Manual for more information about placement. The Contract for Agency Placement" **must** be completed and returned to the Placement Coordinator **prior to** the first week of placement.

Damages that may be awarded for any suit brought against a public agency (local, county, or state) are limited by the law. However, this is not the case with private agencies. For this reason, any student wishing placement in a private agency may be required by the agency to obtain additional malpractice insurance, if the agency's own liability insurance does not cover students. Purchase of private malpractice insurance will be at the student's expense, and the amount necessary will be determined by the policies of the individual agency. Students needing to purchase private malpractice insurance may do so through the National Association of Social Workers.

VII. GENERAL INFORMATION

Life and Work Experience

The Department of Social Work does not grant academic credit, course waivers, or placement practicum credit for life experiences or previous work experience.

Test Out Exams

There are no test-out examinations for social work courses.

Independent Study Classes

Independent study classes cannot be taken in lieu of required social work courses. Any regularly numbered social work course cannot be taken as independent study with the exception of SW205, which is a course that satisfies Institutional Requirements for Social Sciences.

Library Facilities

Students at the Pueblo and Colorado Springs campuses have access to the CSU-Pueblo University Library. Off-campus users can search the Library's databases by providing their student NetID to verify their affiliation with CSU-Pueblo. Students attending classes at the Colorado Springs site may also access the library facilities at Pikes Peak Community College, colleges, and universities, and the Pikes Peak library district.

Student Course/Instructor Evaluations

Confidential course evaluations are used to obtain student feedback regarding instructor effectiveness, instructor accessibility, and course content. Evaluations are completed by students enrolled in all courses at the end of each semester in accordance with University policy. These evaluations are reviewed by the course instructor, the Department Chair, and the Dean. The evaluation results are assessed and used in policy formulation and curriculum revisions.

Surveys

The Department of Social Work conducts ongoing assessments. Students may be asked to complete surveys at various points in the program.

National Social Work Honor Society

In 1996 the Department of Social Work was granted a charter for the Zeta Delta Chapter of Phi Alpha National Social Work Honor Society. The primary objective of this honor society is to recognize and encourage superior academic scholarship in social work education and to advance excellence in social work practice. The Zeta Delta Chapter of Phi Alpha is committed to advancing social work knowledge, values, and skills through development of learning and networking opportunities that encourage lifetime education for the generalist social worker.

Students must, at a minimum, meet the criteria of the national governing organization. To be eligible for membership in the Zeta Delta Chapter of Phi Alpha, a student must have:

1. declared social work as your major;
2. achieved sophomore status;
3. completed 9 semester hours after the sophomore year and 37.5% of total credits for the degree;
4. have a GPA that places them in the top 35% of students in the major, and
5. pay the membership dues.

The Chapter is administered by student officers, consisting of President, Vice-President, Secretary, Treasurer, and member-at-large. There is a faculty advisor available for consultation and guidance. Meetings are scheduled at least once per semester. Students who believe they may be eligible for membership should notify the Phi Alpha Zeta Delta faculty advisor. The membership dues are paid one time only and entitle the student to a lifetime membership in the Phi Alpha National Honor Society.

Student Social Work Association

The Student Social Work Association (SSWA) encourages community outreach activities and promotion of social and economic justice. The mission is to work together to enhance social functioning of individuals, families, groups, and communities by providing resources to assist in self-empowerment. Activities include outreach, awareness campaigns, and social and economic justice activities. SSWA is committed to a strengths-based approach and guided by the NASW *Code of Ethics*.

Students majoring in social work and other related majors are eligible for membership. The Chapter is administered by student officers, consisting of President, Vice-President, Secretary, Treasurer, and member-at-large. There is a faculty advisor available for consultation and guidance. Students can obtain a membership application from the Social Work Department Administrative Assistant, in Appendix A of this document, and on the web site <http://chass.colostate-pueblo.edu/socialwork/>. Meetings are scheduled on a monthly basis, and membership dues are payable yearly.

Professional Development

During the senior year, students have a number of questions concerning professional organizations, future employment in social work, resume preparation, job interviewing skills, graduate school selection, and graduate school application processes. Many of these questions are addressed as part of the Placement Seminar classes. Students may use the Career Center for help with resumes, interviewing, and other resources.

Additional information about these issues can be obtained at the following web sites:

- The National Association of Social Workers (NASW)
<http://www.socialworkers.org>
- Colorado NASW Chapter
<http://www.naswco.org>
- The Council on Social Work Education (CSWE)
<http://www.cswe.org>
- Association of Baccalaureate Social Work Program Directors (BPD)
<http://www.bpdonline.org>

Most universities with graduate social work programs have their own web sites. Addresses, phone numbers and web sites of CSWE-accredited social work graduate schools in this region can be found on the CSWE website at this link:

https://www.cswe.org/accreditation/about/directory/?pg=&program_state=CO&program_level=Master%27s

All of the above schools offer advanced standing to graduates of CSWE-accredited undergraduate social work programs. Most of these universities require volunteer and/or work experience in a social service agency as one of the requirements for admission into advanced standing. Advanced standing requirements do change. Students anticipating attending one of these or any other graduate program should contact the school well in advance to learn about specific requirements. The University of Denver has a variety of grants, scholarships and paid placements for students who are accepted for early admission. Tuition at New Mexico Highlands is based on the in-state rate rather than out-of-state for Colorado residents. Students who graduate from CSU Pueblo with a bachelor's degree and move into a graduate program immediately after matriculation are eligible for a one-year 10% discount on their tuition.

APPENDIX A

SSWA Application

APPENDIX B

Colorado State University-Pueblo Policies:

Family Educational Rights and Privacy Act of 1975

Grade Change Policy and Academic Appeal Procedure

Sexual Harassment Policy

Discrimination, Protected Class Harassment, and Retaliation

Grievance Procedures (see attached)

Grievance Procedures

Student Instructional/Programmatic Grievances

The following grievance procedures must be followed if a student experiences difficulties with a faculty member:

1. Discuss the problem constructively with the classroom instructor.
2. If the situation or problem cannot be resolved at this level, the student may elect to meet with the Social Work Department Chair.
3. If a satisfactory solution cannot be achieved, the student may elect to meet with the College of Humanities and Social Sciences Dean.
4. If a satisfactory solution cannot be achieved after the above steps have been taken, the student may seek a resolution through the University student grievance procedure.

APPENDIX C

NASW Code of Ethics

APPENDIX D

2022 CSWE Educational Policy and Accreditation Standards