Colorado State University-Pueblo

Department of Social Work

BSW Student Handbook

Revised June 2018

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 Extended Studies.   Today, students may complete all requirements for the BSW at the Pueblo Campus, and at the Extended Studies location 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

Colorado State University-Pueblo is committed to maintaining a fair and respectful environment for living, work, and study. In furtherance of this commitment, the University does not discriminate on the basis of race, color, religion, creed, national origin or ancestry, citizenship, gender/sex (including pregnancy, childbirth, and related medical conditions), age, disability, genetic information, veteran status, sexual orientation (including perceived sexual orientation), gender identity, gender expression, or marital status in its employment practices or in its programs and activities. The University offers equal opportunity in employment, admissions, and educational programs and activities. The University promotes equal opportunity and treatment in employment through a positive and continuing affirmative action program for minorities, women, individuals with disabilities, and veterans.
The University complies with Title VI and Title VII of the Civil Rights Act of 1964, as amended; Executive Order 11246, as amended; the Civil Rights Act of 1991; Title IX of the Education Amendments Act of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; American with Disabilities Act Amendment Act of 2008; the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended; the Pregnancy Discrimination Act of 1978; the Equal Pay Act of 1963; the Age Discrimination Act of 1972; the Genetic information Act of 2008; the Colorado Anti-Discrimination Act; and all other applicable federal, state, and local laws pertaining to nondiscrimination, civil rights, access, and equity.

Colorado State University-Pueblo avows its belief in equal access and opportunity for all students, employees, and guests of the institution.

The Director and Title IX Coordinator in the Office of Institutional Equity has been designated by the President as the person with overall responsibility for the implementation and maintenance of the University's affirmative action programs. The Director and Title IX Coordinator in the Office of Institutional Equity is also responsible for addressing compliance with federal, state, and local laws pertaining to nondiscrimination, civil rights, access, and equity. For any inquiries or concerns regarding discrimination or harassment, please contact Joshua R. Ernst (josh.ernst@csupueblo.edu), Director and Title IX Coordinator in the Office of Institutional Equity at (719) 549-2210, Administration Building – Room 304.

Student seeking disability resources and accommodation or who have other related concerns, should contact Justin Hiniker (dro@csupueblo.edu), Director of the Disability Resource & Support Center at (719) 549-2648, Library and Academic Resource Center (LARC) – Room 169.

Please visit www.csupueblo.edu/AffirmativeAction and https://www.csupueblo.edu/disability-resource-and-support-center/ for more information.

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 field practicum areas. Through informal discussions with faculty, agency staff, and fellow students, classroom discussions, and field 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, field practicum related conferences, weekly supervisory conferences with agency supervisors, and mid-term and final field 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

Mission of the Institution

The state of Colorado established and continues to recognize the University through state statutes:

> 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)*

In April, 2005 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.

> Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity.

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

Mission of the Department

"As part of Colorado State University-Pueblo, a regional comprehensive university and a federally designated Hispanic Serving Institution, the social work program prepares students for beginning generalist practice with diverse client populations across systems of all sizes, including individuals, families, groups, organizations, and communities reflecting southern Colorado's populations."

Program Goals and Objectives

- Goal 1: Provide B.S.W. students with a range of knowledge, attitudes, and skills grounded in social work values and ethics.
  - *Objective 1*: Students will apply social work values and ethics to social work practice with diverse systems.
  - *Objective 2*: Students will evaluate the professional use of self in interaction with diverse systems.
- Goal 2: Develop culturally competent professionals who can intervene appropriately in systems of all sizes with emphasis on regional populations.
  - *Objective 1*: Students will develop culturally competent knowledge, attitudes, and skills for beginning level social work practice with diverse systems.

- o *Objective 2*: Students will demonstrate the ability to practice with diverse populations in a multicultural environment.
  - o *Objective 3*: Students will demonstrate enhanced knowledge and attitudes in preparation for work with southern Colorado's populations, including Chicano, Latino, indigenous, rural, military, and impoverished systems.
- Goal 3: Develop the ability of B.S.W. students to advocate and provide leadership for social, economic, and environmental justice with systems of all sizes.
  - o *Objective 1*: Students will identify factors which impact the attainment of social and economic justice for diverse systems.
  - o *Objective 2*: Students will select and apply appropriate intervention methods to develop and enhance social and economic justice across diverse systems.
- Goal 4: Engage B.S.W. students in a process of practice-informed research and research-informed practice.
  - o *Objective 1*: Students will use critical thinking skills to develop knowledge and understanding of research relative to beginning social work practice with diverse systems.
  - o *Objective 2*: Students will interpret, evaluate, and implement relevant research, linking theory to practice, as they engage in beginning level social work practice with diverse systems.

<center>IV. ADMISSIONS POLICIES AND PROCEDURES</center>

Admission into Social Work Program

Admission to the University does not confer admission into the social work program. Students who have declared a social work major must still apply for admission into the social work program. The application to the program is typically done in the student's sophomore year.

Before applying for admission into the social work program, 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 field 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 Chair of the Social Work Department, their advisor, or Field Coordinator to determine the feasibility of continuing in the social work program before completing the process of admission into the program.

Minimum Program Admission Requirements

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 requirements as identified in the *Application for Admission into the Social Work Program* including:
   a. providing current unofficial transcript from each institution attended (community college and four-year college/university); and
   b. two letters of reference, which may include volunteer work supervisor, employers, former employers and previous instructors at college/universities (limit of one) other than CSU-Pueblo Social Work professors. References from family members, fellow students, and friends will not be accepted.

3. Submit the completed materials to the Department of Social Work Administrative Assistant on the Pueblo campus in the General Education Building, Room 310A. Mailing address: Colorado State University-Pueblo, Social Work Department Administrative Assistant, 2200 Bonforte Blvd., Pueblo, CO 81001 or by email at SocialWork@csupueblo.edu

4. Have application for admission to the program reviewed and approved by the faculty.

Completed application materials for admission into the program are to be submitted no later than November 1st (if November 1st falls on a weekend all items are due the Friday before) for the upcoming Spring and Summer semester, no later than April 1st (if April 1st falls on a weekend all items are due the Friday before) for Summer and Fall semester. Incomplete or late submissions may be deferred to the next application date for consideration (which may impact entrance to 300 level courses, field eligibility and/or proposed graduation date).

Admission Procedures into the Social Work Program

1. Application forms are available from the social work program Administrative Assistant on the CSU-Pueblo Campus (General Classroom Building, Room 310A) or found on the CSU-Pueblo, social work department web site at (https://www.csupueblo.edu/social-work/index.html). (Please also see Application in Appendix A.)

2. Following review by social work faculty, one of the following decisions will be made:

   a. Formal acceptance into the social work program;

   b. Conditional acceptance into the program; or

   c. Denial of admission into the program.

3. The Social Work Department Chair will notify each student in writing of his/her acceptance status. Reasons for conditional acceptance or denial of admission into the program will be identified in the letter, as well as corrective actions that must be taken. Students who are conditionally admitted will have their progress followed by the Department. When the requirements for admission into the program have been satisfied, the student's status will be revised from conditional acceptance to admission into the program. If for some reason a student was denied admission to the program, the reasons for this decision will be identified in the letter to the student, along with necessary corrective actions. Reapplication may be made once corrective action has been taken. If agreement is not achieved at this level, the grievance can proceed through the University's grievance procedures (Appendix B).

4. Students who have been denied admission into the program will not be allowed to enroll in upper division (300/400) level social work courses.

Admission into Field Practicum

Social work students are required to also apply for admission into the field practicum. An orientation meeting is scheduled by the Field Coordinator in the Fall for **all** students planning to enroll in the field practicum for Fall/Spring.

The *Field Manual*, which includes the application forms for admission into field, will be discussed at each fall field orientation meeting with the Field Coordinator, and students will be

directed to the manual located on the Social Work Department website (https://www.csupueblo.edu/social-work/index.html).

Ongoing Assessment of Student Professional Behavior

Students will be assessed at the end of each semester by their professor. Assessment will take place at the end of the following courses:

- SW301 Professional Writing in Social Work
- SW310 Social Work Theory
- SW320 Human Diversity in Practice
- SW322 Intervention I
- SW323 Intervention II
- SW324 Intervention III
- SW350 Social Policy
- SW492 Research

Students will be assessed based on the PREDICATE form (see Appendix E), and this information will be utilized to assess student readiness for field. PREDICATE forms are completed by the professor of record for the course, and these forms are given to the Field Coordinator.

Colorado State University-Pueblo
BSW - Faculty Rating Form for Field Readiness -- **PREDICATE**

Applicant Name _____ Reviewer Name: _____

Professional Attitude
> 0: creates conflict, disrupts class, uses derogatory or demeaning language, academic misconduct
> 1: occasionally interrupts others, cooperative, accepts feedback grudgingly
> 2: mindful of others, reflects on feedback, encourages others to respect each other

Responsibility (attend class, arrive on time, complete work, prepared for class, etc.)
> 0: multiple absences, multiple tardies, unprepared, incomplete or missing work
> 1: present most of the time, usually on time, somewhat prepared, work is satisfactory
> 2: no absences or tardies, work is completed and timely, well-prepared for class

Emotional Maturity
> 0: unable to control emotional reactions, unable or unwilling to resolve personal issues, unable to discuss difficult topics effectively
> 1: has personal issues but is working on them, controls emotions enough to engage in discussion of difficult topics, seeks professional help, if needed
> 2: mature and reasonable engagement in topic, personal issues do not interfere with Performance

Diversity and Social, Economic, and Environmental Justice
> 0: is not open to seeking social, economic, and environmental justice for all people
> 1: is open to seeking social, economic, and environmental justice for all people
> 2: understands privilege and the mechanisms of oppression

Integrated Skills and Knowledge
> 0: does not actively try to attain social work practice competencies
> 1: is working on gaining competencies
> 2. is competent in some areas and wants to work on others

Communication
> 0: unable to express self clearly in oral or written form, little evidence of desire to improve
> 1: expresses self clearly in oral and written form, seems somewhat reluctant to try again
> 2: excellent oral and written communication skills, wants to improve

Additional Technical Standards: "With or without reasonable accommodation…

- …do you possess sufficient motor and sensory functions to attend class and complete field?" Y   N
- …do you possess reasoning, analysis, and synthesis abilities?"   Y   N
- …are you able to problem-solve?"   Y   N
- …are you able to perform proper assessments, prioritize interventions, and measure client outcomes?"   Y   N

Treats Information Confidentially
> 0: discloses clients' names or other confidential information, passes on information about peers or instructor, self-discloses inappropriately
> 1: self-discloses appropriately, does not pass on information from class to others, does not talk about peers or instructors
> 2: self-discloses only when applicable, keeps information confidential, reminds others about Confidentiality

Ethical Speech and Behavior
> 0: violates any section of the *NASW Code of Ethics*, lying, cheating, or plagiarizing, does not hold social work
values
> 1: no ethics violations, no academic misconduct, owns mistakes
> 2: abides by ethics, referring to them, as needed; work is impeccable; assumes responsibility for behaving ethically with social work values in place

Field Practicum Admission Requirements

To be formally admitted into the field practicum, a student must:

1. Have completed all requirements for the BSW degree prior to entering the practicum;

2. Have applied for admission and been accepted into the social work program;

3. Obtain written approval from your academic advisor;

4. Complete application materials, attach a copy of your transcript(s); and;

5. Attend the orientation session. Those unable to attend the meeting must meet individually with the Field Coordinator to obtain the application materials and receive pertinent information to proceed with the practicum placement process;

6. Completed application materials must be submitted to the Field Coordinator. This includes the advisor's review.

Field Coordinator's next steps:

1. The Field Coordinator will review all submitted application forms and meet with each potential field student.

2. The Field Coordinator will determine if the student meets the requirements for placement.

3. The Field Coordinator will meet with each student to discuss his/her eligibility for placement and, if accepted, possible agency placements. Students not meeting the requirements for placement will be notified of their ineligibility, the reason(s) for their ineligibility, and the corrective measure(s) that must be taken.

4. The student will contact the selected agency and interview with the agency field instructor and/or representative.

5. The Field Coordinator will contact the agency field instructor and then meet with the student to discuss the decision for placement.

Additional information about the field practicum is available in the social work program *Field Manual*.

In accordance with professional and University standards, students may be denied acceptance or be withdrawn from the program or field practicum for either academic or non-academic reasons.

Students denied admission into the field practicum may file a grievance in accordance with University procedures as discussed in the Appendix B.

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 statistics 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 field 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 his/her academic advisor and/or the Social Work Department Chair as soon as problems are identified. Students who have been terminated for academic reasons may reapply, once they have corrected their academic deficiencies, to the program in the semester following the correction of the academic deficiencies. Students who have been terminated for non-academic reasons may reapply if and when corrective action has been taken.

Students who have not taken a social work course for one year after having been admitted to the social work major must re-apply to the program.

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 field 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 field seminar or field 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 field placement
- Multiple late arrivals for class or field
- 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 field 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 field
- Sleeping during class
- Being disruptive in class or field 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.

- o **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.
- o **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 field 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 field 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 field, 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 field 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/expoert/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 Field Coordinator will discuss the concern with the student and faculty liaison. The Field Coordinator 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 Field Liaison
> Coordinator of Field Education (Written documentation will be obtained from the Field
> 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 Field 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 Field:
Committee
Program Coordinator
Student
Student's Academic Advisor
Faculty Liaison
Coordinator of Field 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 field 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 polices, 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 Field Coordinator (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 or 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/heml/1160

Student Conduct

The Office of Student Conduct and Case Management at Colorado State University-Pueblo supports the University and Student Affairs' missions by providing programs and services designed to foster a positive and safe environment for student learning. The Office of Student Conduct and Case Management strives to achieve a campus community in which individuals:

- demonstrate respect for others, for themselves, and for the University;
- uphold high standards of personal and academic integrity;
- are accepting of differences and gain an appreciation for living in a pluralistic society;
- understand the impact of their behavior both upon the University and the larger community; and
- freely accept the responsibility for and consequences of their conduct.

Student behavior at CSU-Pueblo is governed by the Student Code of Conduct, which describes the University's expectations of its students and the procedures by which allegations of misconduct, inclusive of academic integrity, will be reviewed. Students should also be aware of other policies that inform their behavior, such as the Residence Life Handbook, Information Technology policies, and the Athletic Department's Standards of Conduct (if applicable). Questions about policies and procedures may be directed to the Office of Student Conduct and Case Management, which may be reached at 719.549.2092 or by contacting the Director via email at nicole.ferguson@csupueblo.edu.

Appeals

The Director of Student Conduct and Case Management, or designee, is responsible for enforcing the standards of the Student Code of Conduct and administering sanctions for violations of the Code.

Decisions made by the Director of Student Conduct and Case Management, or designee, may be appealed to the Dean of Student Affairs. The Dean of Student Affairs will review the timeliness of an appeal and then send the information to an Appeal Committee for review. The decision of the the Appeal Committee shall be considered final. Students wishing to complete an appeal based upon the outcome of their conduct meeting must complete the following form: Appeal Form.

Students are welcome to contact the Director of Student Conduct and Case Management, or the Dean of Student Affairs with questions concerning the appeal process.

Violations of Law on Campus

Members of the Colorado State University-Pueblo community are expected to observe the laws of the City of Pueblo, the State of Colorado, and the Federal Government, and to respect the rights and privileges of other members of the community. CSU-Pueblo students, non-students, faculty and staff, upon entrance to the University, neither gain nor lose any of their rights or responsibilities of citizenship.

To protect its educational mission, the University takes a firm stand concerning violations of law on campus. The Pueblo County Sheriff's Office located at Colorado State University-Pueblo is charged with the responsibility of maintaining law and order at Colorado State University-Pueblo and for enforcing all laws, local ordinances and regulations of the University, except when such enforcement is, by such law, made the responsibility of another department, official or agency.

A full document detailing policing policies and statistics is available from the Sheriff's Department at CSU-Pueblo upon request. Contact 719.549.2373.

Accommodations for Students with Disabilities

The official statement regarding accommodations according to the Colorado State University-Pueblo Learning Center Disability Resource Office, to which the Department of Social Work adheres, is as follows:

> This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in class and for which you may require accommodations, please see the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to: the Disability Resource Office, which is located in the Psychology Building, Suite 232.

V. CURRICULUM

Introduction

The academic classroom and fieldwork 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 an advisor at least once a semester before registering for classes for the following semester, preparation for field, and graduation planning.

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 Social Work 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 social work advisor throughout the duration of their academic program. 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 and first year students enrolling for courses on the Colorado Springs campus is completed by the Coordinator of the Colorado Springs campus, or designated Social Work faculty, who also provide continuing academic and career advising for all students on this campus. The Advisor develops a folder for transfer and beginning first-year students which includes the "Major Advising Form," an advising sheet which lists recommended and required courses for the semester and is signed by the Advisor and the student, and any

transcripts from other majors within the University and/or other universities. 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, and skills for beginning level 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. Skills competency includes having the ability to select appropriate skills for engagement, assessment, planning and contracting, intervention and monitoring, evaluation, termination, and follow up.

<u>Knowledge</u>

The social work program's approach to social work practice includes an emphasis on ecological systems theory, strengths-based interventions, and a self-empowerment approach. Ecological systems theory enables social workers to generate interventions that impact individuals, families, small groups, organizations and communities. With this approach, the social worker can intervene with client systems while avoiding assignment of blame. The worker must interpret maladaptive coping skills as the system attempts to maintain homeostasis. Intervention is then possible at the micro, mezzo and macro levels, allowing the social worker to increase social functioning across the spectrum.

The strengths-based approach requires social workers to depart from the traditional "medical model" of problem-based intervention and focus on the strengths present in the client system. These strengths are utilized in co-creating interventions with the client system. The strengths-based approach also fosters the use of natural support systems and the development of additional community resources in the client system.

The self-empowerment approach fosters self-determination in the client system. It also recognizes that client systems are much more likely to be involved in interventions if they have a stake in the outcome. Much like ecological systems theory and strengths-based intervention, the self-empowerment approach does not focus on problems and symptoms. Instead, the self-empowerment approach focuses on understanding the etiology of the condition in the client system and change. The social worker's task in this approach is to provide education and support.

The combination of ecological systems theory, strengths-based interventions, and the self-empowerment approach provides the generalist practitioner with ethical, culturally competent interventions to improve social functioning and promoting social and economic justice.

<u>Values</u>

The Social Work Department embraces NASW *Code of Ethics*. Social workers must learn the difference between personal and professional values and integrate the NASW *Code of Ethics* with their professional interventions. The NASW *Code of Ethics* (2017) states:

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

1. Service

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

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

2. Social Justice

Ethical Principle: *Social workers challenge social injustice.*

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

3. Dignity and Worth of the Person

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

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

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

4. Importance of Human Relationships

Ethical Principle: *Social workers recognize the central importance of human relationships.*

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

5. Integrity

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

6. Competence

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

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

These core values form the basis of the therapeutic relationship between client and social worker.

Skills

Students are expected to build a solid base of skills that will transfer into settings at the micro, mezzo and macro system levels. Competent social work skills include, but are not limited to:

1. Engagement: preparatory activities, establishing rapport, and beginning the helping relationship.

2. Assessment: level of fit between client and agency, level of fit between client and social worker's intervention competencies, level of urgency of client's needs, data collection, assessment of person-in-environment, spiritual and cultural assessment, agency, community and policy assessment, and information integration.

3. Planning and contracting: selecting target problems and goals, selecting culturally respectful goals, writing service contracts, creating objectives, and using formal and informal resources.

4. Intervention and monitoring: selection of culturally respectful intervention techniques, making referrals, development of positive helping relationship, understanding rules of confidentiality, reframing, confrontation techniques, evidence-based intervention techniques.

5. Termination: determining when to terminate, ending relationships, evaluating goal achievement, and teaching clients to generalize learned skills.

6. Evaluation (a continuous process): literature searches, definition and operationalization of concepts and variables, utilization of appropriate methodologies (i.e., surveys, scales and indexes, experimental designs), qualitative and quantitative analyses, interpretation of results, writing/reporting/presenting outcomes.

7. Follow up: re-engagement, re-assessment, evaluation, making appropriate referrals.

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. All students are required to complete SW 301

Professional Writing course unless they can demonstrate sufficient proficiency to earn a waiver. Waiver information can be obtained by from the Social Work Administrative Assistant or Department Chair.

Resource for Improving Writing Skills

The Writing Room 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 in LARC 251, access this service online at www.colostate-pueblo.edu/owl, or telephone 719-549-2901.

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 60 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. 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 will be applied to the degree **only** if students petition and receive signed permission from the Chair in each department in which these courses are taught.

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".

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 catalogue, 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.

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 for Social Work (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), Field Seminar I (SW 481) and Field Seminar II (SW 482), and Field Placement I (SW 488) and Field Placement II (SW 489) and Senior Capstone (499).

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 Community College (PPCC) 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) required and elective 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), Introduction to Social Work Practice (SW 222) and Social Work Policies and Procedures (SW 225). Prerequisite equivalent courses are: General Psychology, Introduction to Sociology, Women's Studies, Chicano Studies, and Human Biology. Representatives from all three campuses involved with 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 PPCC

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 Coordinator of the Colorado Springs site in Colorado Springs and the Social Work Department administrative assistant in the General Education Building (GCB), room 310 at CSU-Pueblo, and on-line at http://chass.colostate-pueblo.edu/socialwork/.

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

Title IV-E Child Welfare Stipend Program

The Child Welfare Stipend Program at Colorado State University-Pueblo Department of Social Work provides funding to qualified students to help with educational expenses such as tuition, books, etc. Stipends exist for students and existing county employees in both rural and urban agencies.

STIPEND REQUIREMENTS

Students receiving a child welfare stipend commit to employment in a Colorado Department of Social/Human Services or with a Tribal Nation within Colorado serving child welfare populations following graduation. Students must work at least one year for each year stipend funding is received.

Academic Requirements – Students must successfully complete the entire social work program at Colorado State University-Pueblo. Students receiving the stipend must remain in good academic standing throughout their academic career. Students in the program are required to complete three Social Work electives: SW327 Child Welfare; SW329 Rural Social Work; and SW341 Trauma in Social Work.

Field Placements – Stipend recipients who are not currently employed in public child welfare must complete a field placement/internship in a public child welfare setting. Internship opportunities are available with County Department of Social/Human Services throughout southeastern Colorado. Stipend students attend the Fundamentals of Child Welfare training as a part of their internship. This training better prepares students for work in the field and increases the likelihood of immediate employment after graduation.

Similar programs exist at the following universities:

University of Denver, Graduate School of Social Work, Butler Institute for Families
Lara Bruce: lara.bruce@du.edu • 303-871-4509 • http://www.thebutlerinstitute.org/work-with-us/msw-stipends

Metropolitan State University (MSU), Denver
Debbie Ciancio: dciancio@msudenver.edu • 303-615-0851 •
https://msudenver.edu/socialwork/scholarshipsstipends/childwelfarestipendprogram/

Colorado State University (CSU), Fort Collins
Sarah Rudisill: Sarah.Rudisill@colostate.edu • 970-491-7817 •
http://www.ssw.chhs.colostate.edu/field/cochildwelfarestipend.aspx

Child welfare stipend applications can be obtained from the Social Work Administrative Assistant, the Title IV-E Child Welfare Coordinator, or online at:
https://www.csupueblo.edu/social-work/title-IV-E-child-welfare-stipend.html

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 for 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:	Field Seminar I	(3)
SW 482:	Field Seminar II	(3)
SW 488:	Field Placement I	(5)
SW 489:	Field Placement II	(5)
SW 492:	Research	(3)
SW 499:	Senior Capstone	(3)

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)	(3)

Social Work Electives

Courses		Credits
SW 222:	Introduction to Community Practice	(3)
SW/CS 230:	Social and Psychological Study of Chicanos	(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 341:	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)

*Title IV E Stipend Elective Requirements

Comparison between the Main Campus 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 Division 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 15 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 Field Seminar I & II (SW 481 & SW 482) and Field Placement I & II (SW 488 & SW 489),** classes are taught in the evenings in two eight-week sessions (Fall I and Fall II; Spring I and Spring II). Classes may be taught for 2½ hours twice per week or in a 5-hour session once per week. Field Seminar I & II and Field Placement I & II are completed on the 30 week concurrent placement (fall-spring semesters) identical to that offered on the main campus. This scheduling format allows students to complete all requirements for the BSW degree, with the exception of field placement (SW 488 & SW 489), during evening classes.

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.

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)***
If you plan to graduate in four years you need to complete at least 15 hours a semester to attain 120 credit hours and 40 hours of upper division courses. All students are required to maintain a "C" or above in all social work

Freshman Year

Fall Semester (15)	Spring Semester (16)
PSYCH 100: General Psychology	SW 100: Intro To Social Work
SOC 101: Intro to Sociology	SW 225: Social Work Pols & Procedures
BIOL 100/L: Principles of Biology with Lab	ENG 102: English Composition II
English 101: English Composition I	CS Course: CS 101 OR CS/SW 230
General Ed. Course: Math	General Ed. Course: Humanities
	General Ed. Course: Humanities

Sophomore Year

Fall Semester (15)	Spring Semester (16)
SW 201: HBSE I	SW 202: HBSE II
SW 205: Social Welfare in US	Women's Studies Course
SW 210 Stats for SW or approved stats course	General Ed. Course: Humanities
Economics or political science course	General Ed. Course: Nat & Phys Science
General Ed. course: History (if CS 101 not taken)	General Elective

Submit Application for Admission into the Program

Junior Year

Fall Semester (15)	Spring Semester (15)
SW 301: Professional Writing in Social Work	SW 320: Human Diversity in Practice
SW 310: Social Work Theory	SW 323: Social Work Intervention II
SW 322: Social Work Intervention I	SW 350: Social Welfare Policy
2 General Elective Courses	2 General Elective Courses

Submit Application for Admission into the Field Practicum

All courses required for the major must be completed prior to admission to Field.

Senior Year

Fall Semester (14)	Spring Semester (14)
SW 324: Social Work Intervention III	SW 482: Field Seminar II
SW 481: Field Seminar I	SW 489: Field Seminar II
SW 488: Field Placement I	SW 499: Senior Capstone
SW 492: Research	General Elective

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

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Recommended Sequencing of Required Social Work Courses and their Prerequisites (3 year plan)*Proposed plan may not include all institutional and general education requirements. Students may need to enroll in summer classes to acquire additional institutional and general education requirements.

Sophomore Year

Fall Semester (16)	Spring Semester (16)
SW 100: Intro to Social Work	SW 202: HBSE II
SW 201: HBSE I	SW 225: SW Pols & Procedures
SW 205: Social Welfare Policy	SW 210, Math 156 or approved Stats Course
BIO 100 w/Lab: Prin. Of Bio	SOC 101: Intro to Sociology
Psych 100: General Psych	2 General Elective Courses

Submit Application for Admission into the Program

Junior Year

Fall Semester	Spring Semester
SW 301: Professional Writing in Social Work	SW 320: Human Diversity in Practice
SW 310: Social Work Theory	SW 323: Social Work Intervention II
SW 322: Social Work Intervention I	SW 350: Social Welfare Policy
An economics or political Science Course	CS Course: CS 101 or CS/SW 230
General Elective	Women's Studies Course

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

Senior Year

Fall Semester	Spring Semester
SW 324: Social Work Intervention III	SW 482: Field Seminar II
SW 481: Field Seminar I	SW 489: Field Placement II
SW 488: Field Placement I	SW 499: Senior Capstone
SW 492: Research	

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

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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 (16)	Spring Semester (16)
SW 301: Professional Writing in Social Work	SW 320: Human Diversity in Practice
SW310: Social Work Theory	SW 323: Social Work Intervention II
SW 322: Intervention I	SW 350: Social Welfare Policy
SW225: Social Work Policy & Procedures	Electives (2)
Electives (2)	1 credit elective

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

Senior Year

Fall Semester (14)	Spring Semester (14)
SW 324: Intervention III	SW 482: Field Seminar II
SW 481: Field Seminar I	SW 489: Field Placement II
SW 488: Field Placement I	SW 499: Capstone
SW 492: Research	Elective

Field Seminar I (SW 481)/Field Placement I (SW 488) and Field Seminar II (SW 482/Field Placement II (SW 489) may be taken during the summer as a block placement.

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

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VI.   FIELD PRACTICUM

Field 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 Field Seminar courses (SW 481 & SW 482) concurrently with the Field Placement courses (SW 488 & SW 489).

Students in field attend a weekly three-hour seminar class and are placed in an agency for 16 hours per week during each semester. Enrollment in non-social work classes is permitted. However, students **must** have successfully completed all requirements for the BSW degree with the exception of SW324 Intervention III, SW492 Research, SW481 Field Seminar I, SW482 Field Seminar II, SW488 Field Placement I, SW489 Field Placement II, and SW499 Senior Capstone.

Generally, field work **may not** be completed in an agency in which the student is employed. On rare occasions, exceptions may be made if: (1) there are several departments within the agency; (2) the student can complete the field experience in a department with distinctly separate duties/roles other than the one in which he/she is employed; (3) appropriate supervision can be provided by someone other than the supervisor assigned in the employment situation; (4) hours for field work are separate from those for employment; and (5) this is acceptable to the Field Coordinator and the agency supervisor.

The first semester field experience (SW488 Field Placement I) provides a practical experience in a social work agency, institution, or community organization designed to complement the student's academic work and enable the student to begin to apply knowledge and theory to actual social work situations. The student will have the opportunity to observe the social worker's role in the helping process, to have direct contact with a variety of individuals, groups, and/or community resource workers, to learn beginning social work tasks, and to share experiences with other students in the field seminar (Field Seminar I). The student will be expected to develop a beginning awareness of his/her own part in the helping process, perform the tasks to which he/she is assigned, and practice beginning social work skills. The student will be provided experiences for developing competence in linking people with systems.

Students are expected to complete 224 hours during the semester in their placement (SW488 Field Placement I) under the supervision of a qualified agency supervisor. Students must be concurrently enrolled in and attend the weekly field seminar (3 hours per week). The seminar gives students an opportunity to share new knowledge, awareness, and reactions to their field experiences with other field students and the classroom instructor.

During SW489 Field Placement II, the student is provided opportunities for continuing integration and application of knowledge and theory in actual situations. The student is expected to gradually approximate the responsibilities of beginning agency staff members. It is expected that the student will develop a continuing awareness of his/her professional self and a more in-depth awareness of his/her own values. Students are expected to develop a comprehensive knowledge of community resources and intervention skills common to social work practice at all levels and various size client populations. Students must complete 224

hours in placement during the semester under the supervision of a qualified agency supervisor and attend the SW482 Field Seminar II. Unless there are extenuating circumstances, students in placements continue in the initially assigned field placement throughout the practicum.

The classroom instructor assigned to the Field Seminar usually serves as the liaison between the social work program and student placed in the agency and the agency supervisor.

Integration between Curriculum and Field Practicum

Previously completed and/or concurrent classes, agency placements, and field seminar groups give the student the opportunity to apply theoretical knowledge to fieldwork, to share knowledge of a variety of social work roles and functions, and to engage in problem solving with other students. In the classroom, in field seminar groups, and in the fieldwork placements, the student is expected to integrate and apply social work theoretical concepts as well as values, knowledge, and skills. This begins with the integration of knowledge from beginning social work courses and culminates with the integration of social work practice courses during the fieldwork experience.

Integration between Field Practicum and the Profession

Throughout the field practicum, familiarization with routines and procedures give the student a more solid identification and a feeling of belonging with the agency, profession, and delivery systems. Each student has ongoing supervision from both the field instructor and the Faculty Liaison to address a variety of issues and needs such as progress, obstacles to growth, and observations. The Faculty Liaison serves as a pivotal linkage between the curriculum and field experience and the student. These relationships give the student consistent opportunities for feedback and input on how he/she can work more effectively as a professional.

The Field Coordinator is required to make a reasonable effort to assist students in securing a field placement. The social work student, **not the University nor the social work program**, is ultimately responsible for being eligible and retaining a placement under the direction of the Field Coordinator. **Students unable to obtain acceptance into an approved placement after three attempts or to successfully complete a practicum will not be awarded the degree and are advised to change to a major in which they can meet degree requirements.**

Students need to be aware that virtually all agencies approved as practicum placements now require background checks and drug and alcohol testing, at the student's expense. Any criminal history may exclude a student from obtaining a placement based on individual agency policies, **not University or the Department of Social Work policies. With few exceptions, social services agencies in southern Colorado will not hire BSWs with any criminal history.**

Insurance Coverage for Field Placement

Under Colorado law, students in field placement have liability coverage based on maximum judgments as outlined in State law, currently $150,000 per occurrence and $600,000 per aggregate occurrence. All student activity approved by the host agency, field placement instructors, or sanctioning group as part of field placement is covered, except for "wanton and

willful" neglect, irresponsibility, or inaction. To ensure that adequate liability coverage exists, the "Acceptance Contract for Field Placement" **must** be completed and returned to the Field Coordinator **prior to** the first week of field 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, or field practicum credit for life experiences or previous work experience. Students may obtain a course waiver for SW301 Professional Writing in Social Work by successfully completing the course waiver requirements.

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.

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 PID number 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, other 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 a major;
2. achieved sophomore status;
3. completed 9 semester hours or 12 quarter hours for social work courses (i.e., any courses required for the major);
4. achieved an overall grade point average (GPA) of 3.25 on a 4.0 scale;
5. achieved a grade point average of 3.50 in required social work courses; and
6. complete the Phi Alpha application and pay the membership dues.

The Chapter is administered by student officers, consisting of President, Vice-President, and Secretary-Treasurer. 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 complete the application form and submit it to the Social Work Department Administrative Assistant, General Classroom Building (GCB) 310. Application forms can be obtained from the Department Administrative Assistant in the General Classroom Building (GCB) 310. Forms are also available in Appendix A of this document and on the web https://www.csupueblo.edu/social-work/index.html. . After review of the student's transcript information, the student will be notified in writing as to his/her eligibility. 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 and Treasurer. 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 https://www.csupueblo.edu/social-work/index.html . 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 Field Seminar classes. 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 include:

Colorado State University-Pueblo
2200 Bonforte Blvd.
Pueblo, CO 81001
https://www.csupueblo.edu/social-work/index.html

New Mexico Highlands University
School of Social Work
Las Vegas, NM
505-454-3563
http://www.nmhu.edu

Colorado State University
School of Social Work
127 Education Building
Fort Collins, CO 80523
970-491-6612
http://www.cahs.colostate.edu

New Mexico State University
School of Social Work
P. O. Box 30001, MSC 3SW
Las Cruces, NM 88003
505-646-2143
http://www.nmsu.edu/

Metropolitan State University Denver
Department of Social Work
P.O. Bocx 1733362 CB70
Denver, Co 80217-3362
https://msudenver.edu/socialwork/

University of Denver
Graduate School of Social Work
2148 S. High St.
Denver, CO 80208
303-871-2203
http://www.du.edu

Newman University
2120 Hollow Brook Dr, Ste 100
Colorado Springs, CO 80918
719-520-1214
http://www.newmanu.edu/msw/

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.

APPENDIX A

Applications

Social Work BSW Program Application
Phi Alpha Honor Society Application
Student Social Work Association Application

COLORADO STATE UNIVERSITY – PUEBLO
DEPARTMENT OF SOCIAL WORK

Application for Admission to the Social Work Program

Admission to the University does not confer admission into the Social Work Program. Students who have declared a Social Work major must still apply for admission into the Social Work Program.

Prior to admission into upper level social work courses, students must:

- Complete all foundation social work and lower division social work-required courses with a grade of C or better and with a GPA in the social work and social work-required courses of 2.5 or better.
    - Students should have completed all general education requirements prior to admission to the Social Work Program
    - Social work and non social work-required courses which must be completed prior to admission to the program are:
        - SW 100, Introduction to Social Work
        - SW 201, Human Behavior and the Social Environment I
        - SW 202, Human Behavior and the Social Environment II
        - SW 205, Social Welfare in the United States
        - PSYCH 100, General Psychology
        - SOC 101, General Sociology
        - Human Biology
        - A political science or economics course
    - Students applying for admission to the Social Work Program may be enrolled in any of these courses during the semester of application, but final approval for admission into the program **will not be granted** until all the courses have been successfully completed.
- Complete and submit the Application for Admission to the Social Work Program, with all required documentation:
    - Completed application personal data sheet, with signature
    - Personal essay
    - Current unofficial transcripts from **each** institution attended (community college and four-year college/university) unless otherwise requested.
    - Signed acknowledgement of Social Work *Code of Ethics*
    - Statistical information sheet (optional)

- o Two letters of reference, sent directly to the Department of Social Work administrative assistant on the Pueblo campus, GCB, room 310A.
  - If currently or previously employed, one reference should be from a work supervisor.
  - References from family members, fellow students, friends, and/or CSU-Pueblo social work faculty will <u>not</u> be accepted.
  - Only <u>one</u> reference may be from a faculty member at a college/university other than CSU-Pueblo Social Work professors.

Upon full receipt of the completed application, the social work faculty will review the application and will make a determination as to the status of the application. The student will receive written notification of the status of his/her application (acceptance into the Social Work Program, conditional acceptance into the Social Work Program, or denial of admission into the Social Work Program).

The completed Application, with all accompanying documents, is to be submitted no later than November 1st for the upcoming Spring or Summer semesters, and no later than April 1st for the upcoming Summer and Fall semesters. Applications will be accepted at any time during the year, however, may not be reviewed until after the deadline dates. Missed deadlines may impact both field eligibility and/or the proposed graduation date.

Completed applications and reference letters are to be submitted to:

        Pueblo:
                Colorado State University – Pueblo
                Social Work Department Administrative Assistant
                General Classroom Building, room 310A
                2200 Bonforte Blvd.
                Pueblo, Colorado 81001-4901

COLORADO STATE UNIVERSITY – PUEBLO
DEPARTMENT OF SOCIAL WORK

Application for Admission to the Social Work Program

Personal Data Sheet
(Please print or type)

Name: _____

PID: _____

Permanent mailing address:

_____
Street

_____
City   State   Zip

Telephone (with area code):_____

E-mail _____

<u>Background Checks</u>:

Almost without exception, social service agencies which meet our requirements for practicum placements require background checks as well as alcohol and drug testing at the student's expense. These policies are the policies of the social services agencies throughout this area, not Colorado State University – Pueblo policies nor the Department of Social Work policies. Having a criminal history may limit or prohibit a student's ability to obtain a field placement as well as limit or prohibit employment in social service agencies following graduation with a BSW degree.

It is recommended that any student who has concerns about undergoing a background check discuss the situation with his/her advisor or the Chair of the Department to determine the feasibility of pursuing admission to the Social Work Program before completing the process of application for admission into the Program.

By my signature below, I acknowledge understanding of the above and indicate my intention to apply for admission into the Social Work Program.

Have you ever been arrested or convicted of a crime? ☐ Yes   ☐ No

_____   _____
Student Signature   Date

_____
Student Name (print)

Application for Admission

Person-in Environment (PIE) Assessment

Please attached a 3-5 page essay which addresses the following:

- An assessment on the case study (attached) that is bio-psycho-social-spiritual and that covers micro, mezzo, macro, and diversity systems (be sure to address theories);
- Discuss ethical issues or dilemmas in the case study, including specific standards in the NASW Code of Ethics;
- Identify any social, economic, or environmental justice issues;
- Discuss how your experience in working with people who differ from you has prepared you to work with a client such as the one in this case study;
- What you would find difficult about working with the client in the case study and why, including your areas of strength and areas for improvement;
- Your goals and plans for a social work career, including the populations you would like to serve

The essay must be typed, double-spaced, and proofread for correct spelling and grammar. It must be professionally written and must follow APA style rules, as set out in the *Publication Manual of the American Psychological Association (6th ed.).*

Your essay will be scored based on the rubric attached.

Criteria	Unacceptable – 0	Acceptable – 1	Outstanding – 2
Use of APA	Essay is missing or has a coversheet, but not in APA style and/or essay is single spaced and/or essay does not have headings and/or running heads are absent or incorrect and/or essay does not use appropriate language to describe populations	Essay is in APA format, but the wrong edition, essay is double-spaced, has a running head, has headings, and uses appropriate language to describe populations; coversheet contains running head, page number, title, name, and affiliation, but may not be in correct order or may contain additional information	All criteria of APA 6th edition is followed, including running heads, page numbers, spacing, margins, headings, citations, references, and appropriate language to describe populations; coversheet contains running head, page number, title, name, and affiliation
Stylistics	More than 7, spelling or grammatical errors	Essay contains few spelling or grammatical errors	Essay contains no spelling or grammatical errors
Understanding of NASW Code of Ethics and values	Essay does not mention the Code of Ethics or mentions the Code of Ethics in passing	Essay mentions Code of Ethics and describes selected ethical values	Essay describes selected ethical values and mentions ethical principles, and

Criteria	Unacceptable – 0	Acceptable – 1	Outstanding – 2
			describes ethical conflicts presented in the case
Understanding of Diversity	Student does not address diversity issues, or mentions diversity issues in passing and that attention should be paid to diversity issues	Generally competent, information is thin and commonplace. Student uses a mixture of opinions and scholarly sources throughout the paper to describe diversity issues. Issues of diversity are specific to the case presentation (ie., if the client is a woman, diversity issues about women are discussed)	Substantial information; through, insight, and analysis has taken place. Student has obviously thought critically about specific categories of oppression that are clearly related to the case presentation
Understanding of Theory	Theories of micro, mezzo, and macro systems are not addressed, or addressed incorrectly; student displays poor grasp of theory	Theories of micro, mezzo, and macro systems are mentioned and described correctly. Student displays a familiarity with major theories described and discussed	Theories of micro, mezzo, and macro systems are described and discussed thoroughly. Student displays an excellent understanding of the theories described and discussed in essay, including describing the appropriateness and applicability of the theory to the case assessment and suggestions for intervention
Role of Social Worker	Student does not address the role of social worker.	Student describes the role of the social worker in the assessment	Student describes the specific role the social worker must take based on the assessment and likely intervention(s) dependent on the theoretical framework(s) selected to understand the case assessment
Understanding of Use of Self	Essay describes or discusses life experiences or personal values, but does not describe how those experiences or values may affect clients; or, essay does not address life experiences or personal values that may affect work with clients	Essay describes or discusses life experiences and personal values, and makes shallow analysis of how these experiences and values may affect clients, and describes steps that can be taken to minimize the negative affects	Essay describes or discusses life experiences and personal values, and shows deep analysis of how these experiences and values may affect clients; steps that can be taken to minimize the negative affects show strong critical thinking skills

Criteria	Unacceptable – 0	Acceptable – 1	Outstanding – 2
			and may include more than rote steps for improvement
Critical Self-reflection	Essay does not describe areas for improvement or mentions areas of improvement, but not steps that can be taken	Essay includes both positive and negative aspects of values, attitudes, or actions, and describes a few steps that can be taken to minimize the negative effects on clients	Essay includes both positive and negative aspects of values, attitudes, or actions, and describes a few steps that can be taken to minimize the negative effects on clients as well as how positive aspects can be used to support clients
Quality of Assessment	Student makes up information to add to case presentation in order to complete the assessment and/or is not able to grasp important safety issues or issues salient for intervention	Student assessment is shallow and focuses on one or two major issues presented in the case	Student displays good critical thinking skills, addressing major safety issues or issues salient for intervention. If the student focuses on several major issues, they describe their intent to focus on only those issues, while acknowledging other issues may exist
Recommendation for Intervention	Student does not make any recommendations for intervention, or interventions are not related to issues described in the assessment	Student makes standard recommendations for intervention; intervention recommendations show shallow analysis of understanding of the connection between assessment and intervention	Student makes unique or interesting suggestions for intervention that are clearly related to the assessment issues; student shows strong critical thinking skills and describes the connection between the assessment and recommendations for intervention
Totals			
Final score	_____ x .5 = _____		

CASE STUDY FOR BSW ADMISSION

Note: This case study does not describe an actual client or person. Any resemblance to a person is strictly coincidental and not intentional

You are a social worker in a community-based workforce agency. The agency is located in your local community (where you live). Sofia is a 24 year old Latina woman. Sofia is being referred to you due to lack of housing. During your meeting with Sofia, you learn that for the last three weeks, she has been staying with friends, but generally has to move every few days due to space issues and sometimes due to being asked to leave. Several of Sofia's friends have asked her to leave because Jordan, her ex-boyfriend, attempts to visit her at all hours of the day and night, and calls and texts her at least every hour. Sofia stated that she broke up with Jordan because the last time he hit her was the last straw for her. Sofia stated that Jordan needs to take an anger management class before she will get back into a relationship with him. She stated he has signed up for one and will be taking the class next week, so she may be able to move back in with him at that time.

Sofia stated that she had a normal childhood growing up in the local community. Both of her parents are still married and own a home in Florida, where they moved to be closer to her older brother. Her brother is 25 years old and is a marketing manager at a Fortune 500 company. Sofia spoke at length about how proud she is of her brother. "He is the shining star," stated Sofia, "everyone who meets him really likes him, and he is so smart!" Sofia and her brother, Robert, were close growing up. They were the only children in the family. At about age 16, Sofia stated she "started running with the wrong crowd," and got involved with school truancy, drugs and alcohol, and petty crimes. This caused much stress in the family, and Sofia's parents asked her to leave the home because she was disrupting Robert's education and home life. Sofia dropped out of school at age 17, when she gave birth to her older child, Thomas, who is now 7 years old. Thomas lives with his adoptive parents in Texas. Sofia stated that the adoptive parents, Tio Roberto and Tia Juanita, used to provide her with updates and pictures of Thomas, but since she became homeless, she has not had any updates. At age 18, Sofia gave birth to Daniel. Unfortunately, Daniel's father was "really abusive," according to Sofia, and Child Protective Services removed Daniel from her care. Sofia's parental rights were terminated and Daniel was adopted by his foster parents. Sofia has had no contact with Daniel since her parental rights were terminated.

At age 20, Sofia gave birth to Isabella. Sofia described Isabella's birth as "very difficult." Isabella was born at 26 weeks gestation and was 2 pounds at birth. Sofia stated, "I was in labor for days with her. They drug-tested her and took her away from me at the hospital. They said she tested positive for marijuana, but I know it was the poppy seed bagels I ate that morning. They wouldn't listen to me and took her away. I was so sad." Sofia stated that she was able to have Isabella returned to her when Isabella was about 11 months old. At that time, she met Jordan and they moved in together. During this time, she also began to rebuild her relationship with her parents and brother. However, her parents and Robert did not like Jordan. They advised her to end her relationship with Jordan. Sofia stated, "they insisted. It was Jordan or them. So I had to choose Jordan."

Sofia stated that she had two children with Jordan. Luis, who is 2 years old, and Mariana who is 1 year old. While pregnant with Mariana, Sofia ended up in the hospital with a broken arm, a broken jaw, bruises, and contusions. Sofia stated she fell down the stairs at her apartment complex, but that Child Protective Services insisted that Jordan had hurt her. They removed Isabella and Luis. After she gave birth, they removed Mariana from her care as well. Her parental rights were recently terminated. All three children are in the process of adoption with their foster parents.

Sofia stated that her recent problems with Jordan started about 3 months ago. "We were all stressed out about the kids. CPS had it in for us and the foster parents really wanted my babies. As far as I'm concerned, they kidnapped my babies." Sofia stated that she and Jordan started arguing more and that Jordan and she began to hit each other. She finally told Jordan that he needed to stop. About three weeks ago, Jordan slapped her across the face during an argument, pushed her against the wall, and threatened to stab her with a knife. Sofia said she left Jordan the next day, but had nowhere to go. Jordan had been opposed to Sofia working outside the home, as they had young children. After the children were removed, Jordan was convinced they would come back, so he told Sofia not to find a job. With no funds, Sofia turned to people she knew from her church. Sofia stated that she is Catholic and attends church each Sunday. She talked with Father Quinn, her priest, and he asked some of the congregants to provide a place for Sofia to stay. However, because Jordan keeps contacting her, she is usually asked to leave after a few days.

When asked what she hoped to accomplish in her work with you, Sofia stated, "I just need housing until next week. Jordan will take his anger management class and I can move back. We have been trying real hard to have another baby and I need to be back with him again. If you can find housing for me for a week, I should be fine."

COLORADO STATE UNIVERSITY – PUEBLO
DEPARTMENT OF SOCIAL WORK

Application for Admission to the Social Work Program

Social Work Code of Ethics

Students in a professional program are expected to subscribe to and abide by the professional *Code of Ethics*. Flagrant or repeated violation of the Social Work *Code of Ethics* may be grounds for dismissal from the program.

By your signature below, you acknowledge understanding of the NASW Social Work *Code of Ethics* and indicate that you agree to abide by the Code.

_____   _____

Student Signature   Date

_____

Student Name (print)

COLORADO STATE UNIVERSITY – PUEBLO
DEPARTMENT OF SOCIAL WORK

Application for Admission to the Social Work Program

Statistical Information

The following information is optional and will be used for statistical accounting purposes only.

Date of Birth: _____

Gender (circle one):   *Male*   *Female*

U.S. citizen (circle one):   *Yes*   *No*

Race/Ethnicity: _____

Marital Status: _____

COLORADO STATE UNIVERSITY – PUEBLO
DEPARTMENT OF SOCIAL WORK
Application for Admission to the Social Work Program

Reference Request   Student Name:

_____

The above student is applying for admission into the Social Work Program at Colorado State University – Pueblo and has requested a reference from you.

I hereby waive _____ do not waive _____ the right to view references.

Student's signature _____   Date _____

Reference: Name: _____

             Address: _____

                      _____

                      _____

Please answer the following questions as thoughtfully as possible. Feel free to add additional comments on the back if necessary.

1. I have known the applicant for _____ years/months in the capacity of _____

    _____.

2. Do you have personal knowledge of the capacity of the applicant to perform the work required in social services? Yes   No   If yes, please indicate the nature of this experience and your assessment of the applicant's performance.

3. What do you consider the applicant's major strength(s) as a potential professional social worker?

4. What do you consider the applicant's area(s) for improvement as a potential professional social worker?

5. Are there any additional comments or concerns that you have?

Please rate the applicant on each of the following as compared to _____ post-secondary students _____ social work majors _____ practicing social workers with BSW degree:

Level of maturity and emotional stability	Upper 10%	Upper 25%	Upper 50%	Lower 25%	Lowest 10%	Unable to Judge
Understanding of self						
Sensitivity to needs and feelings of others						
Quality of relationships with people						
Respects differences in people (race, class, culture, sex, ethnicity, etc.)						
Works with differences in people (race, class, culture, sex, ethnicity, etc.)						
Concern and commitment to work toward solving social problems						
Ability to initiate and follow through						
Willingness to accept direction						
Creativity						
Ethical behavior						
Ability to communicate verbally						
Ability to communicate in writing						
Participates as a team member						

1. Summary evaluation/recommendation:

_____ Strongly recommended

_____ Recommended

_____ Recommended with reservation

_____ Not recommended

Signature: _____ Date: _____

Please return the completed form to:
Colorado State University-Pueblo
Social Work Department
GCB 310A
2200 Bonforte Blvd.
Pueblo, Colorado 81001-4901
Thank you.

COLORADO STATE UNIVERSITY – PUEBLO
DEPARTMENT OF SOCIAL WORK
Application for Admission to the Social Work Program

Reference Request   Student Name:

_____

The above student is applying for admission into the Social Work Program at Colorado State University – Pueblo and has requested a reference from you.

I hereby waive _____ do not waive _____ the right to view references.

Student's signature _____ Date _____

Reference: Name: _____

               Address: _____

               _____

               _____

Please answer the following questions as thoughtfully as possible. Feel free to add additional comments on the back if necessary.

1. I have known the applicant for _____ years/months in the capacity of _____

    _____.

2. Do you have personal knowledge of the capacity of the applicant to perform the work required in social services? Yes   No   If yes, please indicate the nature of this experience and your assessment of the applicant's performance.

3. What do you consider the applicant's major strength(s) as a potential professional social worker?

4. What do you consider the applicant's area(s) for improvement as a potential professional social worker?

5. Are there any additional comments or concerns that you have?

Please rate the applicant on each of the following as compared to _____ post-secondary students _____social work majors _____ practicing social workers with BSW degree:

Level of maturity and emotional stability	Upper 10%	Upper 25%	Upper 50%	Lower 25%	Lowest 10%	Unable to Judge
Understanding of self						
Sensitivity to needs and feelings of others						
Quality of relationships with people						
Respects differences in people (race, class, culture, sex, ethnicity, etc.)						
Works with differences in people (race, class, culture, sex, ethnicity, etc.)						
Concern and commitment to work toward solving social problems						
Ability to initiate and follow through						
Willingness to accept direction						
Creativity						
Ethical behavior						
Ability to communicate verbally						
Ability to communicate in writing						
Participates as a team member						

1. Summary evaluation/recommendation:

_____ Strongly recommended

_____ Recommended

_____ Recommended with reservation

_____ Not recommended

Signature: _____ Date: _____

Please return the completed form to:
Colorado State University-Pueblo
Social Work Department
GCB 310A
2200 Bonforte Blvd.
Pueblo, Colorado 81001-4901
 Thank you.

PHI ALPHA HONOR SOCIETY
UNDERGRADUATE STUDENT
MEMBERSHIP APPLICATION

The Zeta Delta Chapter of the National Phi Alpha Honor Society has been established for social work students at Colorado State University – Pueblo. If you meet the following national qualifications and are interested in becoming a member, please complete the following application:

- ✓ Must have declared social work as your major
- ✓ Must have achieved sophomore status
- ✓ Must have completed 9 semester hours or 12 quarter hours of social work courses (ie., any courses required for the major)
- ✓ Must have achieved an overall grade point average (GPA) of 3.25 on a 4.0 scale
- ✓ Must have achieved a grade point average of 3.50 in required social work courses

Name:_____PID:_____

Address:_____

Academic Semester/Year (eg. Fall 2006)_____

Phone Number:_____

E-mail address:_____

Please submit this application via email to SocialWork@csupueblo.edu or by dropping it off to the Social Work Administration Assistant in GCB 310.

Office use only:

☐ Status checked – Accepted or Denied

☐ Letter mailed to student

☐ Check or Cash received

☐ Sent to Phi Alpha

CSU STUDENT SOCIAL WORK ASSOCIATION
Membership Form
Pueblo/Colorado Springs

Name:_____

Academic Semester/Year (e.g. Fall 2007)_____
-
Address:_____

E-Mail:_____   Telephone:_____

What type of activities would you be interested in participating?
☐ One time only special activities
☐ On-going projects
☐ Serving as an officer
☐ Other _____

What suggestions do you have for activities?

_____

_____

➢ Have fun with other Social Work majors
➢ Network
➢ Exchange ideas
➢ Build Resume

Annual dues: $10.00 and one can of food or
Semester dues: $5.00 and two cans of food

Please submit this membership form to the Department Administrative
Assistant in the Psychology building, room 102 or to the faculty sponsor
on the CSU-Pueblo campus.

_____

APPENDIX B

Colorado State University-Pueblo Policies:
Privacy Statement
Family Educational Rights and Privacy Act of 1975
Posting of Grades and FERPA
Privacy Rights of Students/Directory Information
Grade Change Policy and Academic Appeal Procedure
Sexual Harassment Policy
Grievance Procedures
Student Conduct Policy

Privacy Statement

Commitment to Individual Privacy

Colorado State University-Pueblo is committed to protecting the privacy and accuracy of confidential information submitted by employees, students, and visitors to our Web site. We do not actively share personal information gathered. However, because Colorado State University-Pueblo is a public institution, some information collected from the Colorado State University-Pueblo Web site may be subject to the Colorado Public (Open) Records Act. Thus, in some cases we may be compelled by law to release information gathered from our Web servers. This may include server log information, e-mail messages sent to an individual identified on the Web site, and information collected from Web-based forms.

Colorado Public (Open) Records Act (C.R.S. 24-72 201 et seq.)

It is the declared public policy of the State of Colorado that all public records shall be open for inspection by any person at reasonable times, except as otherwise provided by law. Public Records are defined by this law as all writings made or maintained by a state institution, such as Colorado State University-Pueblo, regardless of the format or medium of the records.

Family Educational Rights and Privacy Act (20 U.S.C. §1232g)

Colorado State University-Pueblo also complies with the Family Educational Rights and Privacy Act (FERPA), which generally prohibits the release of students' education records without consent. FERPA only applies to currently enrolled students. For more information on FERPA please refer to the Student Rights and Responsibilities Section of the Colorado State University-Pueblo General Catalog.

Information Collection

It is Colorado State University-Pueblo's policy to collect the least amount of personally identifiable information required to fulfill its required duties and responsibilities, to complete a particular transaction or as required by law. This policy applies to the collection of all personally identifiable information, regardless of the source or medium. For site administration functions, information, other than personal information linked to a particular individual, is collected for analysis and statistical purposes of Web site navigation. This information is used to help diagnose problems, assess what information is of most interest, determine technical design specifications, identify system performance and/or problem areas, and other administration functions. You may choose whether or not to provide personal information to Colorado State University-Pueblo via the Internet. If you choose not to provide the personal information we request, you can still visit most of Colorado State University-Pueblo's Web sites, but you may be unable to access certain options, offers, and services that involve our interaction with you.

Security

Wherever your personal information may be held within Colorado State University-Pueblo or on its behalf, we intend to take reasonable and appropriate steps to protect the information that you share with us from unauthorized access or disclosure.

Browser Cookies

Some of our Web pages utilize "cookies." A "cookie" is a small text file that may be used, for example, to collect information about Web site activity. Some cookies may serve to recall personal information previously indicated by a Web user. Most browsers allow you to control cookies, including whether or not to accept them. If you block all cookies from Colorado State University-Pueblo's Web sites you may be unable to access certain options, offers, and services that involve our interaction with you.

Tracking Technologies

Tracking technologies may record information such as Internet domain and host names; Internet protocol (IP) addresses; browser software and operating system types; clock stream patterns; and dates and times that our site is accessed. Our use of tracking technologies allows us to analyze trends and statistics to improve our Web site and your Web experience. Data used from tracking technologies is not linked to Web users' personal information.

Third Party Services

On Colorado State University-Pueblo's behalf, third parties may provide certain services available on Colorado State University-Pueblo Web sites. Colorado State University-Pueblo may provide information, including personal information, collected on the Web to third-party service providers to help us deliver programs, products, information and services. Service providers are also an important means by which Colorado State University-Pueblo maintains its Web site and mailing lists. We will take reasonable steps to ensure that these third-party service providers are obligated to protect personal information on our behalf.

**Annual Notification of Rights under
The Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the
records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.
The name and address of the Office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education, 4 00 Maryland Avenue, SW Washington, DC 20202-5901

RIGHTS REGARDING STUDENTS' EDUCAT1IONAL RECORDS

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Colorado State University-Pueblo's practice in regard to student record keeping and access is based on the provisions of FERPA. For specific details, visit or contact the Registrar's Office (Administration Building, Room 202).

Schools may disclose, without consent, directory information (designated below), collectively or individually. Colorado State University-Pueblo does publish several bulletins, lists, brochures, catalogs, directories, yearbooks, commencement items, annuals, guidebooks, news releases, sports information, honor rolls, etc., containing this directory information which specifically identifies students and information about them. The following information is considered directory information:

- Student name
- Address
- Electronic mail address
- Telephone listing
- Photograph
- Date and place of birth
- Major field of study
- Grade level
- Enrollment Status (e.g. undergraduate or graduate, full-time or part-time)
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

A student, by the end of the second week of classes, may notify the Registrar's Office Administration Building, Room 202) in writing that directory information should not be released without prior written consent by completing the "Request to Withhold/Release Directory Information" form. If a student later wants this information released when requested, he/she needs to complete a new "Request to Withhold/Release Directory Information'' form.

Generally, schools must have written permission from the eligible students in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31) which include, but are not limited by:

- School officials with legitimate educational interest;
- Other schools to which the student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;

- Organizations conducting certain studies for or on behalf of the school;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities within a juvenile justice system, pursuant to specific State law.

Subject to the conditions set forth in 99.31-99.35 of the Act.

Posting of Grades and FERPA

The following information was sent as a memo to all faculty members from Joseph Marshall, Director of Admissions and Records, on March 22, 2005:

FERPA is a federal law designed to protect the privacy of students by setting forth strict instructions governing the release of information from their educational records. Educational records include any information that is recorded in any way by the University or by any party acting on its behalf.

Under FERPA a student must provide his or her prior written consent before an educational agency or institution discloses personally identifiable information from his or her educational records. 20 U.S.C. § 1232g(b); 34 CFR § 99.30. Section 99.3 of the regulations defines the "Personally identifiable information" as information that includes but is not limited to:

(a) the student's name;
(b) the name of the student's parent or other family member;
(c) the address of the student or the student's family;
(d) a personal identifier, such as the student's social security number or student number;
(e) a list of personal characteristics that would make the student's identity easily traceable; or
(f) other information that would make the student's identity easily traceable.

Note that a student's social security number or student number (PID) is, by definition, "personally identifiable information" under FERPA, and may not be disclosed in any form without consent. Further clarification of this regulation by the Department of Education has included public disclosure of the student's *grades* and *portions* of the student's social security number. Accordingly, public display of student grades along with the last four digits of his or her social security number absent his or her written consent is a violation of the student's rights under FERPA.

FERPA does not prevent an educational agency or institution from posting the grades of students without written consent when it is not done in a personally identifiable manner. Thus, nothing in FERPA would preclude faculty from assigning individual numbers to students for the purpose of posting grades as long as those numbers are known only to the student and the faculty member who assigned them, and the order of the posting is not alphabetic. The use of BlackBoard to post individual student grades is likewise allowable since it is a secure system and student must use their eAccount and password to log onto BlackBoard to see their grade. Delivery of grades via email, on the other hand, is not allowable because it is not considered a secure system.

Finally, prior policy statements regarding posting of grades by faculty stated that faculty could mail grades to students on stamped, self-addressed postcards provided by the student. That is no longer allowable. Mailing grades to students is only acceptable if the information in enclosed in a sealed envelope.

Privacy Rights of Students/Directory Information

Colorado State University-Pueblo from time to time publishes several bulletins, lists, brochures, catalogs, directories, yearbooks, annuals, guidebooks, news releases, sports information, honor rolls, commencement items, etc., containing information which specifically identifies students and information about them. The University is authorized to publish, and will publish such directory information, collectively or individually, unless a student, by the end of the second week of classes, notifies the student privacy office (Records Office, Administration Building, Room 202) in writing that the categories listed below (designated directory information) should not be released without prior written consent.

The following information is considered directory information:
- Student name
- Address
- Telephone number
- Date and place of birth
- Classification (student level)
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of athletes
- Dates of attendance
- Degrees granted and dates conferred
- Awards received
- Most recent previous educational agency or institution attended
- Full or part-time status
- Photo(s)

The University may, however, disclose personally identifiable information from the educational records of a student as provided in section 99.31 of the Student Right to Know Campus Security Act of 1990 **without** the written consent of the parent or the eligible student if the disclosure is:
1. To other school officials such as administrators, supervisors, faculty, staff or on-campus law enforcement unit personnel within the educational institution who are determined to have legitimate educational interests;
2. To officials of another school or school system in which the student seeks or intends to enroll, subject to the requirements set forth in section 99.34 of the Act; or
3. Subject to the conditions set forth in 99.31-99.35 of the Act.

The University may also disclose personally identifiable information from the educational records of a student to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

If you wish to prevent the disclosure of directory information, the form to do so is available in the CSU-Pueblo Records Office. Please direct any questions regarding this notice to the Colorado State University-Pueblo Records Office, 2200 Bonforte Boulevard, Pueblo, CO 81001.

Grade Change Policy/Academic Appeals

Students have the right to appeal any academic decision, including the assignment of final grades. A grade-change request should be extremely rare. It is not appropriate to change a grade because the student submitted additional work.

Before making an appeal, the student must discuss the situation with the instructor(s) involved in the decision. If a grade change is approved by the instructor(s) on the basis of this discussion, the instructor(s) will complete and submit a grade change form.

If a grade change is not approved by the instructor(s), the student may appeal the instructor(s') grading decision based upon one or more of the following four grounds. The burden of proof rests with the student to demonstrate that the grading decision was made on the basis of any of these following conditions:

1) An instructor(s) made an error in calculating the original grade or a similar occurrence.
2) A grading decision was made on some basis other than performance and other than as a penalty for academic dishonesty.
3) A grading decision was based on standards unreasonably different from those that were applied to other students.
4) A grading decision was based on a substantial, unreasonable, or unannounced departure from previously articulated standards.

The student must submit a written grade appeal to the department chairperson. The written document must set forth the basis for the appeal, identifying at least one of the four categories set forth above. The request must be submitted, or postmarked if mailed, no later than 20 working days from the beginning of the next regular semester following the date the grade was recorded. If no appeal is received before the deadline, the grade will be considered final. It is strongly recommended that the student meet with the department chairperson within 10 working days after submission of the appeal to discuss the appeal process. The department chairperson, the dean, or any administrative official is prohibited from making a decision concerning the grade change appeal.

Within 20 working days of receipt of the written request for an appeal, the chairperson must provide a copy of the student's appeal to the instructor(s) who assigned the grade, the dean, and the Academic Appeals Board unless the appeal has been withdrawn. The instructor(s) must write a response to the Academic Appeals Board within 10 working days of receipt of the appeal. If the written request for an appeal is received prior to or during the summer session, when the instructor(s) who assigned the grade may not be available, the chairperson must provide copies to the faculty member and the Appeals Board no later than 20 working days from the beginning of the following fall semester. All documents submitted will become part of the student's academic file for their review.

The Academic Appeals Board will review the written appeal and response of the instructor(s). When needing further clarification, the Board may elect to separately interview both the student

and the instructor(s) before rendering a decision. The decision of the Academic Appeals Board will be based upon whether one or more of the conditions for an appeal set forth above have been met. At the conclusion of the deliberations, the Board will

render one of the following decisions:

1) The original grading decision is upheld.
2) The Academic Appeals Board will re-evaluate the student's achievement of the instructional objectives of the course and assign a grade accordingly.

The Academic Appeals Board decision is the final decision of the University. Within 20 working days of reaching the decision, the Academic Appeals Board will provide written summaries of the hearing and decision, together with a rationale for that decision, to the student, the instructor(s) who assigned the grade, and the academic department of the instructor(s). Should the appeal result in a grade change, the Chair of the Academic Appeals Board will submit a grade change form to the Registrar's Office.

Sexual Harassment Policy

A. POLICY PURPOSE:

Colorado State University–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, Sexual Misconduct, Intimate Partner Violence (Domestic Violence, Dating Violence), Stalking, 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, Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation, as well as for compliance with applicable legal requirements pursuant to the Equal Pay Act, Titles IV, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments, the Americans with Disabilities Act, as amended, Section 503/504 of the Rehabilitation Act, the Age Discrimination Act, Age Discrimination in Employment Act, the Vietnam Era Veterans' Readjustment Assistance Act, the Pregnancy Discrimination Act, Executive Order 11246, as amended, Violence Against Women Reauthorization Act of 2013, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado

This Policy supersedes all prior University policies regarding Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation.[1]

B. POLICY APPLIES TO (Persons affected by):

This Policy applies to students, faculty, staff, affiliates, guests, and certain third parties (where provided by law or contract) including, but not limited to, agents, contractors, consultants, grantees, subcontractors, and their employees. Furthermore, this Policy applies to any other individual who is subject to the jurisdiction and authority of the University with respect to matters of Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation.

C. DEFINITIONS:

Campus means University-owned or University-leased property.

Campus Security Authority means an individual, who by virtue of their University responsibilities and under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, is designated to receive and report criminal incidents to be included and published in the university's Annual Security Report.

Confidential Resources means those people or entities that are not required, either by law or by policy, to report alleged or potential violations of this Policy to OIE and that also provide confidential counseling and support services to people impacted by alleged acts of

Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation, whether or not that person chooses to file a Complaint, file criminal charges, or otherwise participate in any processes referenced in this Policy or its Procedures.

Consent means clear, knowing, and voluntary words or actions that give permission for specific sexual activity.

- It is the responsibility of the person who wants to engage in sexual activity to ensure that the other person has given Consent to engage in the sexual activity.
- Consent is not voluntary if it is the result of force, threats, intimidation, or coercion. "Coercion" means unreasonable pressure to engage in sexual activity. Coercion differs from seduction by the repetition of the allegedly coercive activity beyond what is reasonable, the degree of pressure applied, and other factors such as isolation. "Intimidation" means to place another person in reasonable fear of bodily harm through the use of threatening words and/or other menacing conduct.
- Lack of protest or resistance, or silence does not constitute Consent.
- The existence of a current or past dating or intimate relationship does not establish, or provide the basis for an assumption of, Consent.
- Consent to engage in sexual activity with one person does not imply Consent to engage in sexual activity with another person.
- Consent to engage in one form of sexual activity does not automatically imply Consent to engage in a different sexually activity.
- Consent must be present throughout the entire sexual activity and can be revoked at any time. Withdrawal of Consent must be made known by clear words or actions. Once Consent is withdrawn, sexual activity must stop.
- An individual must be of the age of consent under law to have the capacity to consent to sexual activity.
- Consent cannot be given by a person who a Responding Party knows, or reasonably should know, is asleep, unconscious, or otherwise incapacitated, whether due to drugs alcohol, medication, or other condition. "Incapacitation" means the inability, temporarily or permanently, to give Consent to sexual activity because the individual is mentally and/or physically helpless, asleep, unconscious, incapable of understanding the sexual activity that is occurring, or lacking the ability for self-care.

Discrimination means conduct that is based upon a Reporting Party's protected characteristic(s) and that:

- excludes a Reporting Party from participation in;
- denies a Reporting Party the benefits of;
- treats a Reporting Party differently from others in; or
- otherwise adversely affects a term or condition of a Reporting Party's employment, education, or living environment, or participation in a University program or activity. Discrimination also includes failing to provide reasonable accommodation, consistent with state and federal law, to individuals with disabilities.

Intimate Partner Violence means either Dating Violence or Domestic Violence.

- **Dating Violence** means an act or threatened act of violence upon a Reporting Party by a Responding Party who has been in a social relationship of a romantic or intimate nature with the Reporting Party. This includes, but is not limited to, threats, sexual or physical abuse, property damage, and violence or threat of violence to one's self, animals, or to the family members of the romantic or intimate partner when used as a method of coercion, control, punishment, intimidation or revenge. Whether there was a romantic or intimate relationship will be gauged by the length of the relationship, the type of relationship, and frequency of interaction between the persons involved in the relationship. Dating Violence does not include acts covered under the definition of Domestic Violence.
- **Domestic Violence** means an act or threatened act of violence upon a Reporting Party with whom the Responding Party is or has been involved in an intimate relationship. This includes, but is not limited to, threats, sexual or physical abuse, property damage, and violence or threat of violence to one's self, animals, or to the family members of the romantic or intimate partner when used as a method of coercion, control, punishment, intimidation or revenge. For purposes of Domestic Violence, an "intimate relationship" means a relationship between spouses, former spouses, past or present unmarried couples, or persons who are both the parents of the same child regardless of whether the persons have been married or have lived together at any time.

Interim Measures means those support services, accommodations, and interventions available to a Reporting Party, a Responding Party, or University Community Members experiencing the effects of alleged violations of this Policy that aim to mitigate the effects of the alleged prohibited conduct and otherwise promote the safety of University Community Members.

Intimate Body Parts means the genital area, buttocks, or breast.

OIE means Colorado State University–Pueblo's Office of Institutional Equity.

Policy means this Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation.

Procedures mean those procedures adopted and published by the University implementing and effectuating this Policy.

Protected Characteristics means those characteristics or traits that may not be used for the basis of educational, employment, or other decisions by the University. This includes: age, citizenship, creed, color, disability, gender, gender expression, gender identity, genetic information, national origin or ancestry, pregnancy, race, religion, sex, sexual orientation, veteran status, or because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant, or any other characteristic protected by the University's Non-Discrimination Statement.

Protected Class Harassment means subjectively unwelcome conduct based upon an individual's actual or perceived Protected Characteristics where either:

- enduring the unwelcome conduct is made either explicitly or implicitly a condition of a Reporting Party's continued employment or academic standing; or
- the conduct is so severe, pervasive, and/or objectively offensive that the conduct unreasonably interferes with the Reporting Party's employment, academic pursuits, or participation in University activities (i.e. the conduct creates an objectively hostile environment). Generally, a single inappropriate joke or offensive epithet does not create a "hostile environment;" however, being subjected to such conduct repeatedly may constitute a "hostile environment." In determining whether the alleged conduct warrants corrective action, all relevant circumstances, including the context in which the conduct occurred, will be considered. The existence of a "hostile environment" will be determined on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual.

Reporting Party means a person allegedly subjected to a violation of this Policy.

Responding Party means a person accused of engaging in conduct prohibited by this Policy.

Responsible Employee means a person:

- who has the duty to take action to redress violations of this Policy;
- who has the duty of reporting allegations of violations of this Policy or any other misconduct by students; or
- who a student reasonably believes has this authority or duty.

Retaliation means an adverse action taken against a Reporting Party because that person:

- complained of Discrimination, Protected Class Harassment, Sexual Misconduct, Sexual Misconduct, Intimate Partner Violence, Stalking or Retaliation in good faith;
- cooperated in an investigation under this Policy or its Procedures; or
- participated in proceedings or a resolution process brought under this Policy or its Procedures.

Sexual Misconduct means unwelcome conduct that constitutes Non-Consensual Sexual Contact, Non-Consensual Sexual Intercourse, Sexual Exploitation, or Sexual Harassment.

- **Non-Consensual Sexual Contact** means either
    - intentional sexual contact or touching, however slight, by a Responding Partying of a Reporting Party's Intimate Body Parts (or any materials such as clothing, covering the immediate area of the Intimate Body Parts) without the Reporting Party's Consent and/or by force; or
    - intentional sexual contact or touching, however slight, of a Reporting Party with a Responding Party's Intimate Body Parts (or any materials such as clothing, covering the immediate area of the Intimate Body Parts) without the Reporting Party's Consent and/or by force.
- **Non-Consensual Sexual Intercourse** means either

- o oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the contact or penetration, without the Reporting Party's Consent and/or by force; or
- o penetration, no matter how slight, of a person's vagina or anus with any body part or object without the Reporting Party's Consent and/or by force.
- **Sexual Exploitation** means conduct involving a Responding Party taking, or attempting to take, non-consensual or abusive sexual advantage of a Reporting Party when such conduct would not otherwise be defined as Non-Consensual Sexual Contact, Non-Consensual Sexual Intercourse, or Sexual Harassment including, but not limited to:
    - o producing, distributing, receiving, or possessing illegal pornography, regardless of whether or not the illegal pornography is physical or digital;
    - o engaging in sexual voyeurism or knowingly allowing another individual to engage in sexual voyeurism, either in person or through electronic means;
    - o producing, creating, distributing, intentionally receiving, or possessing pictures/videos of a sexual nature, or otherwise creating a record or recording of a sexual nature without the Consent of all of the parties depicted in the materials or exceeding the boundaries of that Consent;
    - o benefiting, promoting, or earning money from the prostitution of another individual; or
    - o intentionally exposing one's genitals in non-consensual circumstances, or inducing another to expose their genitals in non-consensual circumstances.

Sexual Harassment can mean either "Quid Pro Quo" Sexual Harassment or Hostile Environment Harassment.

- o **"Quid Pro Quo" Sexual Harassment** means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a Responding Party in a position of power or influence where (1) submission to the unwelcome conduct by Reporting Party is made either an explicit or implicit term or condition of academic standing or of employment; or (2) submission to or rejection of such conduct is used as the basis for academic or employment decisions affecting that Reporting Party. As defined here, "Quid Pro Quo" Sexual Harassment normally arises in the context of an authority relationship. This relationship may be direct, as in the case of a supervisor and subordinate teacher or student, or it may be indirect when the Responding Party has the power to influence others who have authority over the Reporting Party.
- o **"Hostile Environment" Sexual Harassment** means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature is so severe, pervasive, and/or objectively offensive that the conduct unreasonably interferes with the Reporting Party's employment, academic pursuits, or participation in University activities (i.e. the conduct creates an objectively hostile environment). Generally, a single inappropriate joke, unwelcome sexual advance, or unwelcome request for sexual favors does not create a "hostile environment;" however, being subjected to such conduct repeatedly may constitute a "hostile environment." In determining whether the alleged conduct warrants corrective action, all relevant circumstances, including the context in which the conduct occurred, will be considered. The existence of a

"hostile environment" will be determined on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual.

Student means all persons enrolled in courses at the University, either full- or part-time, pursuing undergraduate, graduate, continuing education or professional studies, as well as persons who are not officially enrolled for a particular term but who have a continuing relationship with the University.

Stalking means engaging in a course of conduct directed at a Reporting Party that would cause a reasonable person to fear for their safety or the safety of others; repeated conduct which reasonably and subjectively causes a Reporting Party to fear for their safety or the safety of another; or repeated conduct which causes a Reporting Party to alter their activities in response to the repeated conduct. Such conduct may include but is not limited to any of the following: following or approaching a Reporting Party, someone with whom that Reporting Party has or has had a continuing relationship, or a member of that Reporting Party's family or household; contacting a Reporting Party, someone with whom that Reporting Party has or has had a continuing relationship, or a member of that Reporting Party's family or household whether or not conversation ensues; and placing a Reporting Party, someone with whom that Reporting Party has or has had a continuing relationship, or a member of that Reporting Party's family or household under surveillance.

University Community Members means students, faculty, staff, affiliates, guests, and certain third parties (where provided by law or contract) including, but not limited to, agents, contractors, consultants, grantees, subcontractors, and their employees.

University Members means University students, faculty, and staff.

D.   POLICY STATEMENT:

Colorado State University-Pueblo is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs and activities, and the use of its facilities. The University takes affirmative action to employ qualified women, racial/ethnic minorities, protected veterans, and individuals with disabilities.

Furthermore, the University is committed to protecting the constitutional and statutory civil rights of persons connected with the University.

Colorado State University-Pueblo does not discriminate on the basis of age, citizenship, creed, color, disability, gender, gender expression, gender identity, genetic information, national origin or ancestry, pregnancy, race, religion, sex, sexual orientation, veteran status, or because an individual has inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. CSU-Pueblo complies with the Equal Pay Act, Titles IV, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments, the Americans with Disabilities Act, as amended, Section 503/504 of the Rehabilitation Act, the Age Discrimination Act, Age Discrimination in Employment Act, the Vietnam Era Veterans' Readjustment

Assistance Act, the Pregnancy Discrimination Act, Executive Order 11246, as amended, Violence Against Women Reauthorization Act of 2013, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado.

To comply with federal requirements regarding non-discrimination in admissions and operations, the above non-discrimination statement must appear in major University publications. A brief required non-discrimination statement also must appear in written advertisements and University publications, including those used to inform prospective students of University programs. OIE will maintain the required non-discrimination statements, and additional information regarding these requirements.

Admission of students, employment, and the availability and access to Colorado State University-Pueblo programs, activities, and facilities are made in accordance with these policies regarding non-discrimination.

As such, the University prohibits any conduct that constitutes Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation. The University prohibits threats directed towards a Reporting Party because of that person's actual or perceived protected characteristics. Furthermore, the University prohibits conduct which maliciously and with specific intent to intimidate or harass a Reporting Party because of that person's protected characteristics and that: makes physical contact with the Reporting Party; damages or defaces any property of another person; or threatens by word or act to do either of the above if there is a reasonable cause to believe that such an act will occur.

It is incumbent upon all members of the University community to work together to provide an environment that is free of Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation. To that end the University encourages any person, student, faculty or staff, who believes that they have knowledge of a violation of this Policy or have been subjected to conduct that violates this Policy, to report that concern to OIE.

An individual found to have engaged in conduct prohibited by this Policy may be subject to discipline by the University, up to and including, dismissal or termination of their relationship with the University.

E. Policy Provisions:
1. Jurisdictional Scope

a. This Policy, and its Procedures, apply to all University Community Members in regards to:

(A) Conduct that occurs on the University's Campus;

(B) Conduct that occurs off of the University's Campus and has an actual or potential continuing effect on the University's Campus or the legitimate interests of the University. This includes, but is not limited to, if the conduct:

(1) is directed at a University Community Member and affects that individual's participation in a University activity including the living, learning, and working environments;

(2) occurs during University-sponsored activities (e.g. field trips, social or educational functions, athletic competitions, student recruitment activities, internships, service learning experiences, etc.);

(3) occurs during the activities of organizations affiliated with the University, including, but not limited to, the activities of recognized student organizations;

(4) occurs during a University-affiliated Study Abroad program or other University-affiliated travel;

(5) occurs during the application for admission to a program or selection for employment;

(6) affects, threatens to affect, or otherwise involves the health, safety, or security of a University Member;

(7) both the Reporting Party and the Responding Party are University Members; or

(8) constitutes a criminal offense that results in charges being brought against the Responding Party in a court of competent jurisdiction.

b. This Policy, and its Procedures, also apply to matters involving the application of a University policy, procedure, or handbook.

c. The University has an obligation to conduct a preliminary review and inquiry into alleged conduct to determine whether or not the conduct is within the jurisdictional scope of this Policy.

2. *Academic Freedom*

The University affirms its commitment to the principle of academic freedom. The University also recognizes that when verbal or physical conduct occurs in the context of educational instruction, it may exceed the protections of academic freedom and constitute protected class harassment or sexual harassment. Verbal or physical conduct exceeds the bounds of academic freedom if it meets the definition of Protected Class Harassment or Sexual Harassment as contained in this policy and:

a. is reasonably regarded as non-professional speech (i.e., advances a personal interest of the faculty member as opposed to furthering the learning process, legitimate objectives of the course, or scholarly pursuits); or

b. lacks accepted pedagogical purpose or is not germane to the academic subject matter.

a. Examples of Responsible Employees

Responsible Employees of the University include, but are not limited to:

(A) all supervisors and University officials;

(B) all instructors, including full-time professors, adjunct professor, lecturers, associate instructors ("AIs"), teaching assistants ("TAs"), and any others who offer classroom instruction or office hours to students;

(C) all Student Affairs and Residence Life staff, including resident assistants and desk assistants;

(D) Human Resources staff;

(E) all coaches, athletics staff, and Student Recreation Center staff;

(F) academic advisors;

(G) all staff that work in offices that interact with students; and

(H) all persons designated as Campus Security Authorities.

b. Mandatory Reporting by Responsible Employees

Responsible Employees are required to promptly report alleged or potential violations of this Policy and share information, including the names of the individual involved, with OIE.

c. Exceptions

(A) Responsible Employees are not required to report alleged or potential violations of this Policy if this information is disclosed in the context of academic work or discussions, or is learned of through approved research, or during a public awareness or activism event.

(B) People acting in the role of, or employed by, a Confidential Resource, are not required to report this information only to the extent that they are serving in the role of a Confidential Resource;

(C) Office professional staff serving in an administrative support role for a Confidential Resource are not required to report this information only to the extent that they are serving in that role;

(D) Direct supervisors of a person acting as a Confidential Resource are not required to report this information to the extent information is shared with the supervisor regarding an alleged violation of this Policy for the purpose of providing support services concurrently or prospectively;

(E) Faculty members directly supervising students in a practicum course related to mental or physical health services are not required to report this information if the information is shared for the purpose of providing mental or physical health services concurrently or prospectively

d. If an individual is unsure of whether to report an incident, they should contact OIE to determine if the information is required to be reported.

4. *Concurrent Complaints & Filing with External Agencies*

   a. A Reporting Party has the right to pursue charges or file a concurrent complaint with local law enforcement or any other state or federal administrative agencies, independently of any complaints filed with the University pursuant to this Policy.
   b. OIE has an obligation to investigate alleged violations of this Policy independent of any criminal investigations carried out by law enforcement or any investigations carried out by administrative agencies.
   c. OIE shall maintain a list of local law enforcement and other administrative agencies with which a Reporting Party may be able to file a complaint with should they so choose.

5. *Complaint Resolution Procedures*

The University provides fair, understandable, and legally sound procedures for handling all concerns, allegations, and complaints of Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation. These procedures may vary depending on the nature of the concern, allegation, or complaint and the relationships of the involved parties to the University (i.e., student, faculty, employee, or non-employed party). The responsible departments will develop, maintain, publish, and follow appropriate procedures.

6. *Training & Educational Programming*

   a. Individuals involved in processing alleged or potential violations of this Policy shall undergo annual training on issues related to Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation and how to conduct investigatory and (when applicable) sanctioning processes that protect the safety of Reporting Parties and the campus community, promote accountability, and ensure due process.
   b. The University shall offer primary prevention and awareness programs regarding topics related to Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation to new students, faculty, and staff as appropriate.
   c. The University shall offer ongoing programs focusing on increasing awareness or understanding of topics related to Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation throughout the year.

7.   Withdrawals, Resignations, & Graduations

If a Responding Party ceases enrollment or employment with University before final conclusion of all processes under this Policy or its Procedures, the University may continue those processes, to the extent it is able, whether or not the Responding Party elects to continue participation. Under certain circumstances, the University may take additional Interim Measures in light of, or in anticipation of, termination of the relationship between the University and the Responding Party.

E.   RESPONSIBILITIES:
Office of Institutional Equity

The Office Institutional Equity is responsible for carrying out the University's commitment to preventing conduct prohibited by this Policy. OIE provides leadership in supporting and enhancing campus diversity and an inclusive community, as well as developing, implementing, and monitoring the University's equal opportunity and affirmative action (EO/AA) compliance obligations. OIE is also responsible for the oversight and investigation of alleged violations of this Policy. OIE also provides resources and training regarding preventing conduct prohibited by this Policy, as well as workplace and education equity.

Title IX Coordinator

The University has designated the Director of the Office of Institutional Equity as the University's Title IX Coordinator, responsible for coordinating the University's compliance with Title IX of the Education Amendments of 1974, which prohibits the University from discriminating against individuals because of their sex.

ADA/504 Coordinator

The University has designated the Director of the Office of Human Resources as the University's ADA/504 Coordinator, responsible for coordinating the University's compliance with the American's with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act, which prohibit the University from discriminating against individuals with disabilities.

F.   RELATED LAWS, POLICIES & PROCEDURES:
1.   Related Laws

   a.   Equal Pay Act
   b.   Titles IV, VI and VII of the Civil Rights Act of 1964
   c.   Title IX of the Education Amendments
   d.   The Americans with Disabilities Act, as amended
   e.   Section 503/504 of the Rehabilitation Act
   f.   The Age Discrimination Act
   g.   Age Discrimination in Employment Act
   h.   The Vietnam Era Veterans' Readjustment Assistance Act
   i.   The Pregnancy Discrimination Act
   j.   Executive Order 11246, as amended

k. Violence Against Women Reauthorization Act of 2013
l. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
m. The Genetic Information Nondiscrimination Act of 2008
n. All civil rights laws of the State of Colorado

2. *Related Policies*

   a. Access to Personnel Files Policy and Procedures
   b. Code of Student Conduct
   c. Familial and Consensual Relationships (Nepotism)
   d. Privacy And Release Of Student Education Records (FERPA)
   e. Service Animals in Classrooms

3. *Related Procedures*

   a. CSU-Pueblo Procedures for Addressing & Responding to Allegations of Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation

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.

Denial Admittance to Social Work Program

The following grievance procedures must be followed if a student wants to challenge not being accepted into the Social Work Program.

1. The student must submit in writing their request to appeal the committee's decision for not allowing-admittance into the Social Work program.

2. Once the Chair received this request, the Chair will set up a meeting with the student. At this time the student will have the opportunity to present information and/or documentation to refute the reason(s) for denial into the Social Work Program.

3. If a satisfactory solution cannot be achieved from the meeting with the Chair, 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.

Grade Change Policy/Academic Appeals – See page 78

APPENDIX C

NASW *Code of Ethics*

NASW *Code of Ethics*

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for a

Preamble

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

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

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

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

- competence.

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

Purpose of the NASW *Code of Ethics*

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

The *NASW Code of Ethics* serves six purposes:

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

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

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

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

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

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical

principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

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

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

Value: *Competence*

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

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients
1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

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

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

1.04 Competence

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

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

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including

appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

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

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

1.05 Cultural Awareness and Social Diversity

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

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

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

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

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

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

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

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

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

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

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that

clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

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

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues
2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings
3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals
4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

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

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession
5.01 Integrity of the Profession

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

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society
6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

legislation to improve social conditions in order to meet basic human needs and promote social justice.

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

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

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

APPENDIX D

CSWE Educational Policy and Accreditation Standards

CSWE Educational Policy and Accreditation Standards

Commission on Accreditation
Commission on Educational Policy
2015
Educational Policy and Accreditation Standards

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015.

Introduction

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews. The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical

thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.
Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Competency-Based Education
Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their

professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and

constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.
Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.
Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge,

technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

1.0.1 The program submits its mission statement and explains how it is consistent with the profession's purpose and values.

1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.

Program Mission and Goals

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

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

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education
Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

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Accreditation Standard 2.2—Field Education
2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree

practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.
To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions
B3.1.1 The program identifies the criteria it uses for admission to the social work program.
3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
3.1.4 The program describes its policies and procedures concerning the transfer of credits.
3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination
3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation
3.1.9 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—Faculty
Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the

behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master's social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure
3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
> **B3.3.4(a)** The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
> **B3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
> **B3.3.4(c)** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

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3.3.5 The program identifies the field education director.
> **3.3.5(a)** The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
> **B3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.
> **B3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
> **3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources
3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.
3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Educational Policy 4.0—Assessment of Student Learning Outcomes
Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.
Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.
Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.
Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.
Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.