BSW Student Handbook

The University of Utah
College of Social Work
2014-2015
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Bachelor of Social Work (BSW) Handbook

I. Introduction
   A. Purpose of the Student Handbook

       This handbook describes the BSW degree program of the University of Utah College of Social Work, outlines curriculum requirements, and provides a description of pertinent policies and procedures. It serves as a supplement to the General Catalog, which contains University policies and procedures. A copy of the General Catalog can be found online at: http://www.catalog.utah.edu.

   B. History of the College of Social Work

       The College of Social Work (CSW) was founded in the fall of 1937, with a one-year certificate program designed to prepare students for work in social service agencies. This program was expanded to a two-year Master of Social Work Program (MSW) in 1949. Accreditation of the MSW Program by the Council on Social Work Education (CSWE) followed in 1951 and continues to the present. A Doctor of Social Work (DSW) degree was offered from 1970 to 1986. The DSW was replaced with a PhD program in 1987. A Technology Enhanced Doctorate (TED) Program was initiated in June, 2000. The most recent addition to the school is the Bachelor of Social Work (BSW) Program, which was implemented in Fall, 2001. The BSW Program is accredited by the Council on Social Work Education.

   C. The Profession of Social Work

       The BSW Program subscribes to the mission statement of the social profession as adopted by the National Association of Social Workers (NASW, 2008, Italics added):

       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… Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice.

II. BSW Program Vision

       The vision of the BSW Program faculty is to educate and train the professional social
workers, at the undergraduate level, to become the agents of change who work on behalf of society and their fellow human beings. More specifically, the BSW Program seeks to establish mutually respectful and supportive relationships with marginalized communities (e.g., indigenous and aboriginal communities, refugee and immigrant communities, rural communities) to assist in the development of community leaders and programs needed to achieve social justice and improve the human condition of all community members. In brief, the BSW faculty believes that social work education is a critical social work intervention, in and of itself, that is provided in partnership with the communities we serve.

III. Mission of the BSW Program

The mission of the BSW Program is to prepare graduates for entry level, generalist professional practice and to contribute to achievement of both the University of Utah and the College of Social Work mission and vision. This occurs within the context of the core values of the College and of the communities that we serve.

A. Mission Statement of the University of Utah

The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation, and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation, and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

Teaching. In its role as a teaching institution, the University of Utah offers instruction in baccalaureate, master’s, and doctoral degree programs. Its colleges, graduate, and professional schools include architecture, business, education, engineering, fine arts, health, humanities, law, medicine, mines and earth sciences, nursing, pharmacy, science, social and behavioral science, and social work. The University commits itself to providing challenging instruction for all its students, from both Utah and other states and nations, and encourages interdisciplinary work and the integration of instruction and research opportunities. It expects and rewards superior teaching and academic excellence among its faculty. It seeks the broad and liberal education of all its students and their familiarity with a changing world.

Research. In its role as a research university, the University of Utah fosters the discovery
and humane use of knowledge and artistic creation in all areas of academic, professional, and clinical study. In both basic and applied research, the University measures achievement against national and international standards. Rigorous assessment and review are central to advancing its research programs and creative activities, as are participation and leadership in national and international academic disciplines. The University also cooperates in research and creative activities with other agencies and institutions of higher education, with the community, and with private enterprise.

Public Life. In its role as contributor to public life, the University of Utah fosters reflection on the values and goals of society. The University augments its own programs and enriches the larger community with its libraries, hospitals, museums, botanical gardens, broadcast stations, public lectures, continuing education programs, alumni programs, athletics, recreational opportunities, music, theater, film, dance, and other professional cultural events. The University facilitates the application of research finding to the health and well-being of Utah’s citizens through programs and services available to the community. The University’s faculty, staff, and students are encouraged to contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue.

B. Mission of the College of Social Work:
The University of Utah College of Social Work contributes to shaping social institution policies, services and interventions to prevent and alleviate human suffering, enhance individual, family, community, and global well being, and promote social and economic justice. This mission is achieved through:

- Preparing students for social work practice
- Contributing to the development of social work knowledge through research and practice intervention
- Providing active service to the community

IV. Generalist Practice - The BSW Model
To meet its mission, the BSW program teaches the generalist practice model to its students. Generalist practice is a model that reflects the diversity inherent in BSW-level practice. It is the application of an eclectic knowledge base, professional values, and a wide range of skills to target any size system for change within the context of three primary processes. Generalist practice involves working within an organizational structure and doing so under supervision. It requires the assumption of a wide range of professional roles, and involves the application of critical thinking skills to the problem solving process.
The basic principle of generalist practice is that baccalaureate social workers utilize critical thinking skills in the problem solving/planned change process to intervene with individuals, families, groups, organizations, and communities. The generalist operates within a systems and person-in-environment framework (sometimes referred to as an ecological model). The generalist expects that many problems will require intervention with more than one system (e.g., individual work with a delinquent adolescent plus work with the family, school, or community) – and that single explanations of problem situations are frequently unhelpful. Generalists may play several roles simultaneously or sequentially, depending upon the needs of the client, (e.g., facilitator, advocate, educator, broker, enabler, case manager, mediator). They may serve as leaders/facilitators of task groups, socialization groups, information groups, or self-help groups. They are capable of conducting needs assessments and evaluating their own practice. They make referrals when client problems so dictate, and know when to utilize supervision from more experienced staff. Generalists operate within the ethical guidelines prescribed by the NASW Code of Ethics and must be able to work with clients, co-workers, and colleagues from differing ethnic, cultural, and professional orientations. The knowledge and skills of the generalist are transferable from one setting to another and from one problem or group to another.

Generalist social workers draw on an eclectic knowledge base from the liberal arts: sociology, biology, political science, economics, statistics, and diversity. They must integrate social work knowledge, skills, and values involving a variety of sources including: systems theory, human behavior in the social environment, social welfare policy and services, social work practice, social work research, human diversity, promotion of social and economic justice, populations-at-risk and oppressed populations, and understanding of oppression and discrimination. They operate within a context of professional social work values as outlined in the NASW Code of Ethics while maintaining awareness of their own personal values.

V. Social Work Faculty and Staff

The men and women who comprise the faculty and staff of the BSW Program bring a rich mixture of professional and teaching experience to their tasks. A sample of their experience and interests is noted below:

Dr. Patrick T. Panos, Director of BSW Program: Dr. Panos earned his BS in psychology from the University of Utah (1985); an MSW from Brigham Young University (1987); an MA in marriage & family therapy from Brigham Young University (1987); a PhD in Counseling Psychology from Brigham Young University (1993); a 2-year Post Doctorate Certificate in neuropsychology from the Fielding Graduate University (1998); and a MPH from Harvard University in quantitative analysis (2009). Prior to entering academia, Dr. Panos was a front-line social worker at the Utah State Hospital for 12 years, where he eventually became the director of Social Work Services. He currently consults with the
courts as a forensic examiner and expert witness in determining the competency of mentally ill defendants. Dr. Panos is the author or co-author of numerous articles in professional journals and books on mental health, outcome evaluations in social service agencies, and the supervision of students in international social work agencies.

Dr. Panos joined the University of Utah College of Social Work in 2009 as the director of the Bachelor of Social Work Program. He is currently serving on the Council of Social Work Education's Commission on Global Education, and was a member of the Silberman Committee on Technology and International Social Work Education. He is listed as a Fulbright Senior Specialist in Outcome Evaluation by the Council for International Exchange of Scholars (CIES) and the J. William Fulbright Foreign Scholarship Board. Dr. Panos holds Diplomates in Clinical Social Work from the National Association of Social Workers (NASW); in Counseling Psychology from the American Board of Professional Psychology (ABPP); and in Clinical Neuropsychology from the American Board of Professional Neuropsychology (ABPN). His main area of research interest is outcome evaluation in international social service agencies. He has worked with various agencies around the world, including agencies in Kuwait, Kenya, Germany, England, Guatemala, Senegal, Mexico, Nicaragua, Japan, and the United States.

Dr. Panos loves cats and is passionate about the color purple. He loves to travel, and he does so way too often.

Dr Angelea Panos, Director of Asia BSW Program/Lecturer: Dr. Panos graduated with her MSW degree from the University of Utah, in Salt Lake City, Utah, and her PhD in Clinical Psychology from Field Graduate University in Santa Barbara, California. She is currently living in Songdo, Republic of Korea (South), assisting in establishing the University of Utah’s Asia Campus (UAC). She has over 30 years of direct clinical experience, and she is an internationally known expert in trauma, resiliency, refugees, street children, compassion fatigue, global community-based participatory research, and global health care.

Dr. Panos is a gifted story-teller who can memorize young children for hours. Dr. Panos is a talented cook, and she looks forward to learning how to create Korean dishes.

Dr. Scott Boyle, Associate Professor/Lecturer: Dr. Boyle graduated with his MSW degree from the University of Southern Mississippi in Hattiesburg, Mississippi, and his PhD in counseling psychology from Brigham Young University, in Provo, Utah. He taught at Grambling State University in Louisiana for eight years. He is happy to report that one of the highlights of being at Grambling was the time he had lunch with the legendary football coach Eddie Robinson. As his children grew, the family decided to return to the west. He interviewed and was offered a teaching job at the University of Utah in 1996 and has been a member of the faculty since that time. When it comes to teaching, he enjoys the areas of
human behavior and practice at the micro and mezzo levels the most. Dr. Boyle served as interim director of the BSW Program in 2009.

In association with other faculty, Dr. Boyle is co-author of two social work texts: *Introduction to Social Work* and *Direct Practice in Social Work*. He is also author of a number of articles submitted to journals, most recently on the topic of anger and migraine headaches and the effectiveness of the Utah’s adult drug courts.

Dr. Boyle has enjoyed sports since his youth. He would love to be able to play basketball and soccer, but over the years he has had to tone it down to golf and watching a lot of sports on TV. His favorite pro sports teams are the Jazz, the Forty-Niners, and the San Francisco Giants.

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**Dr. Ruth Gerritsen-McKane, Director of BSW Field Education, Director of Global Social Work Education, Associate Director of BSW Program, Associate Professor/Lecturer**

Dr. Gerritsen-McKane was born and raised in Salt Lake City, Utah, to a Canadian mother and an Arkansas-Cherokee father. She completed her undergraduate work in sociology at Brigham Young University. She completed her MSW and PhD at the University of Utah, followed by a post doctorate at Harvard University. Dr. Gerritsen-McKane does clinical work in the Salt Lake City area with various populations, including drug and alcohol treatment, and the criminal justice system. Due to her clinical experience, she is often asked to consult for a variety of treatment programs. She has a passion for facilitating “great” experiences for students.

Dr. Gerritsen-McKane has lived in Idaho, California, Nevada, and (with her late husband, Brian), Baradero, Argentina, where they served a mission for their church. Dr. Gerritsen-McKane and her husband are the parents of twelve children and many grandchildren. She loves to hop in her jeep and take long road trips. She especially enjoys traveling to the northwest with hopes of catching glimpses of orcas. Dr. Gerritsen-McKane is honored to have the opportunity to work in an institution she loves and especially to have the opportunity to work with those for whom she has such respect.

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**Dr. Dena Ned, PhD, MSW, Assistant Professor/Lecturer, Director of American Indian Social Work Program:** Dr. Ned, a citizen of the Chickasaw and Choctaw Nations of Oklahoma, was raised in Indiana, Maryland, Virginia, and Utah. She earned her Bachelor of Arts in cultural anthropology (minor in American Indian studies) at the University of Utah, a Master of Social Welfare degree from the University of California at Berkeley (as a Title IV-E awardee), and a PhD at the University of Utah in 2012.

Dr. Ned has 20 years of experience as an advocate for American Indian children and
families, individuals, and communities, through direct and indirect practice as a social worker. After earning her MSW, she worked for Humboldt County Department of Children and Family Services as a family reunification/family maintenance case manager, and as the program coordinator for the Indian Natural Resource, Science, and Engineering Program at Humboldt State University. She returned to Utah to become the executive director of the state’s Title V Urban Indian Health Center. Her practice experience motivated her to explore issues of social justice, health, and policy from the perspective of urban Indians. Her research has primarily focused on urban American Indian health policies and delivery of care systems, as well as social determinants of health in Native communities.

Dr. Ned enjoys her career in social work because it continuously offers a lifetime of challenges and opportunities. When she isn’t teaching, she and her family travel to attend music festivals or concerts. Dr. Ned is probably the only professor you will ever have whose name is a palindrome!

Dr. Tobi DeLong-Hamilton, PhD, LCSW/Visiting Professor/Lecturer: Dr. Hamilton’s educational focus is social work practice and research methods. At the University of Utah, is a team member currently focusing on building the fully online BSW degree program at the University of Utah. In addition to her distance education background, Dr. Hamilton is a Licensed Clinical Social Worker in Colorado and Utah and is a certified Infant Mental Health Specialist. She has worked in the social work field for almost 20 years and has experience in child welfare, adoptions, medical, and psychiatric social work. Tobi worked in private practice as a psychotherapist specializing in family and childhood problems prior to entering higher education. While in private practice, she maintained a connection to public child welfare by evaluating, writing reports, and testifying as an expert witness for children in foster care. Dr. Hamilton has completed research and published in the areas of child welfare and social work education assessment. She is a member of the SWEAP team, a non-profit association which works to conceptualize and develop assessment instruments for social work program evaluation.

Dr. Hamilton enjoys spending the weekends camping and off-roading or riding dirt bikes with her family. She hikes during the week with her dog Robbie, reads and gardens. An ideal weekend day for Dr. DeLong-Hamilton is taking off on the spur of the moment with her husband and son to find out of the way antique stores or take landscape photos.

Lam Nguyen, MSW, LCSW, Senior Academic Advisor: Ms. Nguyen graduated from the University of Utah in sociology and criminology. She earned a Master of Social Work degree from the University of Utah, and is a Licensed Clinical Social Worker in the state of Utah. Ms. Nguyen has extensive experience working with at risk populations, under-represented individuals, persons with disabilities, refugees, immigrants, domestic violence,
crisis interventions, emergency housing, chronic mental illness, and substance abuse. She was the director of shelter services at the YWCA of Salt Lake City for several years, serving more than 55% of Utah’s domestic violence victims. She held several direct service and management positions at the YWCA, including director of transitional housing. Before coming to the BSW Program, Ms. Nguyen worked as a multicultural advisor at Salt Lake Community College. Ms. Nguyen loves to spend time with her family doing outdoor activities. She enjoys fishing, camping, hiking, and skiing.

*Pamela Seager, Administrative Assistant:* After Ms. Seager’s mother received her MA in psychology from the University of Utah, she was accepted to Boston College and both moved to Boston, Massachusetts. After a couple of years experiencing the East Coast, Ms. Seager returned to Salt Lake City. After working for several years in collections and office management in Salt Lake City and Palm Springs, CA, Ms. Seager started managing residential properties. She worked as a property manager and regional property manager, covering three western states, for 15 years. She acquired her Real Estate License, Certified Residential Manager certificate, and took several business management college courses. When she decided to make a career change, she looked toward the University of Utah. She did so at the coaxing of her mother, who commented on how beautiful the campus was and the positive high energy that it embodied. Ms. Seager worked at the Campus Store as an associate accountant for two years. She then transferred to the College of Social Work in 2008 as an executive secretary to the director of the W.D. Goodwill Initiatives on Aging and Bridge Training Clinic. She then transferred to the Utah Criminal Justice Center as an administrative assistant, managing 15 grants and contracts for the Center. She acquired her Pre-Award, Post-Award Research Investigator, Clinical Research and Responsible Conduct of Research Curriculum certificates through the Research Administration Training Series. Ms. Seager is currently the administrative assistant for the Bachelor of Social Work Program and provides support for the faculty, staff, and students.

Ms. Seager enjoys spending time with her three children, five step-children and 13 grandchildren, though mostly long distance. She loves spending time with her kitty and puppy. Her favorite outside recreation is boating, water sports, and music.

**VI. Student Organization**

The Bachelor of Social Work Student Association (BSWSA) was formed for and by social work students. The purpose of the organization is to assist every social work student in their pursuit of higher education. An established network of support is already
in place for every social work student to use. Members’ phone numbers are listed with
the organization and available for anyone to use for collaboration or for assistance with
their studies. Used text books can be exchanged or sold to one another through the
BSWSA.

Every person admitted into the BSW Program is recognized by the BSWSA as a member.
To be considered a “full” member by the BSWSA, a one-time $15 membership fee is
assessed. Dues allow the organization to be recognized by ASUU and be accorded the
authority and privileges therein. The fee of $15 allows a full member to not only vote in
BSWSA elections, but to also be a candidate.

The BSWSA meets on a weekly basis. All students in the Bachelor of Social Work
Program are invited to attend these meetings. The BSWSA presidency is composed of the
following positions: two co-presidents, secretary/historian, service chair, activities chair,
junior rep, two senior reps, NASW rep, alumni rep, environmental rep, and other
members as determined appropriate.

The BSWSA is an organization established to assist social work students as they enter
into, not only university life, but professional life as well. Their main function is to
organize service opportunities for the student body.
VII. **General Social Work Career Opportunities**

Many career opportunities are available to students holding the BSW degree. These include:

- Human Services
- Health Care
- Family Services
- Policy Analysts
- Mental Health
- Community Organization
- Child Welfare
- Juvenile Justice
- Aging and Gerontology
- Developmental Disabilities
- Corrections
- Management/Administration
- Employment/Occupational
- Substance Abuse

As a profession, social work’s primary concern is people and their relationships within society. The ultimate value of the profession is its ability to help people realize their own potential. Social work is based on a belief in the worth and dignity of all persons and on the positive value of cultural, gender, and experiential differences. These values and the needs of the professional social worker shape the mission, vision, and objectives of the BSW Program.

Social work is a difficult, challenging, and rewarding profession for those willing to give of themselves. It requires a high level of emotional and intellectual resources as well as an acceptance of the values and ethics of the profession. Many students find themselves initially attracted to social work for a number of reasons. Later, they may come to realize that they are unsuited because of their own values, academic ability, or emotional strength to undertake such a demanding career. Such a decision demonstrates wisdom and a real caring for potential clients, and social work faculty are always ready to assist students to consider their best academic alternatives in such situations.

VIII. **Social Work Employment After Graduation**

The University of Utah will graduate approximately 75 BSW students per year. Each year, BSW graduates accept positions in a variety of social service agencies and organizations.
Among the titles of positions accepted are social worker, social service worker, case worker, counselor, admissions coordinator, medical social worker, resident assistant, foster care coordinator, substance abuse counselor, and family services social worker. The average salary of starting positions is above $30,000.

Areas of possible employment included nursing homes, juvenile court, foster care, hospitals, alcohol and other drug abuse programs, developmental disabilities, and youth and family services.

IX. The BSW Program Social Work Curriculum
A. Prerequisite Liberal Arts & Social Work Courses

Because social work is a profession which draws wisdom and knowledge from a variety of disciplines, social work majors are required to complete courses in a number of behavioral, physical science, and humanities areas. Each course has been selected because it provides a sound background for content which will be covered in required social work courses.

**BIO 1210, 1030, or 1010 - General/Human Biology**
This course was selected because social workers must work with clients having physical illnesses, disabilities, and psycho-physical difficulties, as well as with other professionals, including physicians, nurses, vocational counselors, physical therapists, and other health practitioners. Moreover, the utilization of medications for a wide variety of physical and emotional difficulties makes it essential that social workers have a firm background in human biology.

**PSY 1010 - General Psychology**

**SOC 1010 - Introduction to Sociology**
These social/behavioral science courses are important background courses for understanding the perspectives of the disciplines of psychology and sociology relative to human behavior. Each of these disciplines has a unique way of explaining human behavior and different methods of gathering information. These courses constitute, along with the biology requirement described above, the liberal arts underpinnings for SW 3101 and 3102 (Human Behavior in the Social Environment). Social work students taking SW 3101 will benefit from exposure to psychology’s emphasis on the individual and sociology’s interest in the impact of environment, society, and social institutions on
the individual.

**POL S 1100- U.S. National Government**
This course was chosen because social work is a profession that operates within the political arena and is greatly affected by political, economic, and policy decisions made at all levels of government. Governmental policies determine whether and which social programs will be funded, who will receive care, and the qualifications of those who will provide social services. This course comprises the liberal arts background for SW 4301 Social Welfare Policy and Services.

**SW 1010 - Social Work as a Profession**
This course looks at the role of social work as a profession. Issues and trends in social work practice are emphasized, along with values of the profession.

**SW 2300 - Social Welfare as an Institution**
This course serves as an introduction to public and private institutions that meet health, recreation, and welfare needs of individuals, groups, and communities. It reviews values that underlie various social welfare institutions and services.

**X. Core Courses in Social Work**
All students will complete a total of 43 credits in required social work courses, including the internship. As with the liberal arts requirements listed above, each social work course was designed and selected to meet identified needs for entry-level practitioners. Courses MUST be taken in a proper sequence to assure compliance with accreditation standards and the necessary background to complete the next course. A brief explanation of each course follows:

**SW 2100 - Human Behavior and Social Environment I**
This course employs theory and research findings to understand and assess functioning of individuals and families in their social environment. It emphasizes a biopsychosocial approach for analyzing the impact of various social forces on individual and family dynamics.
SW 3102 - Human Behavior and Social Environment II
This course uses theory and concepts from social sciences that focus on interactions between and among individuals and groups and larger social, economic, and environmental systems in which they live. Emphasis is on analyzing and integrating the impact of macro systems on individuals, family, and small groups.

SW 3000- Applied Social Work Statistics
This course provides the student with a sound grasp of basic statistical techniques and concepts which are utilized in various kinds of social science research. Students will find this content helpful within SW 4401 Social Work Research and Evaluation. Graduates will benefit by being able to understand the ideas which are presented in the social work literature and to utilize basic statistical tools in practice and research.

SW 3110 - Social Work Practice I
This course introduces students to knowledge, values, and skills for generalist social work practice with individuals. It prepares students to enhance the well-being of people and ameliorate environmental conditions that affect them adversely. A focus is on the planned change or problem-solving process within a strengths perspective. It includes content on evaluation of practice.

SW 3550 - Social Diversity and Cultural Understanding
This course explores the many different definitions of diversity and the different realities and impact of how diversity functions in the United States. It will explore how certain individuals, groups, and communities in the United States have experienced unique social, economic, and political subordination relative to the institutional frameworks of the dominant majority. *(Prerequisite or co-requisite to SW 3102 HBSE II)*

SW 4100 - International Community Based Research
This course teaches the necessary skills in preparing students to conduct community based research in developing countries using participatory monitoring and evaluating techniques. The techniques used focus on working collaboratively with local program/organization stakeholders and participants to identify areas of concern that can be answered by research. The course will provide students with the structure to understand and co-create an evaluation process that is mutually beneficial to all involved entities.
SW 4220 - Social Work Practice II- Couples & Families
This course focuses on generalist social work practice with emphasis on couples and families. This course includes use of planned change process to assist diverse family populations within the values and ethics of the profession. It also includes content on evaluation of practice.

SW 4330 - Social Work Practice III: Groups
This course focuses on generalist social work practice with emphasis on task and treatment groups. Incorporated in the content of this course is the problem solving model. Emphasis is placed on empowering group members from diverse backgrounds in addressing the needs of the individual member, the group as a whole, and the community. It also includes content on values and ethics of the profession and content on evaluation of practice.

SW 4301 – Social Welfare Policy/Service
This course examines political and legislative processes that influence the development of social policy and services. Emphasis is on policy analysis skills at the agency and societal level.

SW 4401 – Social Work Research and Evaluation
This course strengthens students’ capacity to use a scientific and analytic approach to knowledge building. It includes knowledge, skills, and values needed to be an effective consumer of research, as well as to evaluate one’s social work practice. It covers qualitative and quantitative research methods and the use of appropriate technological systems to analyze, store, and retrieve information.

SW 4440 – Social Work IV
This course focuses on generalist social work practice with organizations and communities. Special emphasis is on the role of social workers in empowerment of diverse populations and in helping clients achieve social and economic justice and institutional oppression. It includes content on practice/program evaluation.

SW 4444 - Advanced Social Work Writing
Professional writing is an integral part of the Social Work profession. This course will offer students an opportunity to improve their writing skills within the context of professional social work documentation. This course provides a hands-on academic learning experience with the principles of organizing, developing, writing, and revising documentation for different professional social work settings.

**SW 4702 - Social Work Practicum**
This provides structured supervised learning experiences, enabling students to enhance and further integrate their practice knowledge, skills, and values in multiple settings. *(SW 4301 or SW 4401 may be taken concurrently. All other required social work curriculum must be completed prior to entering Practicum.)*

**SW 4782 - Social Work Practicum Seminar**
This seminar assists students in integrating practicum experiences with classroom work. It allows opportunity for collective problem solving and consultation.

**Electives**

**SW 3214 - Child Welfare Practice**
Develop beginning competence in assessing types and benefits of different child welfare services (i.e., foster care, adoptions, institutionalization); examination of the impact of public policies and social work practice on children and families.

**SW 2124 - Understanding Substance Abuse**
This course examines the problems of alcohol and chemical dependence. Areas of study broadly include definitions, prevalence, etiology, policies, effects on family and society, and prevention and treatment approaches.

**SW 3720 - Immigration and Resettlement: Interdisciplinary & Community Perspectives**
This course is designed to promote an understanding of the differences and similarities in the scope of practice of professionals from a variety of healthcare and social service disciplines, as well as how the skills of each can be integrated into effective community-based work with immigrants and former refugees resettling in a Western society. Students will increase their cultural awareness of themselves and others by examining the experiences of people who arrived in the U.S. as immigrants.
or refugees from a wide range of countries, and will gain an understanding of belief systems, values, world views, and the healthcare practices of people from cultures different than their own.

SW 3954 - Community Leadership in Action
This course provides opportunities for community service, leadership, and volunteerism through practical experience and critical reflection.

SW 3564 - Native Americans in Modern Society: Implications for Social Policy
This course helps students develop an understanding and awareness of social service needs, policies, and programs related to American Indians. It covers cultural, traditional and modern day issues impacting individuals, families, communities, and tribal groups. (Cross listed with ETHNC 3600)

SW 3804 - Special Topics
Intensive work related to a specific area in social work for undergraduates.

SW 4804 - Honors Thesis Project
This course fulfills upper-division communication/writing requirements and is restricted to students in the Honors Program working on their Honors degree.

XI. Grade Policies
Students are required to maintain a grade of “C” or better in all social work courses and a cumulative GPA of 2.35 or higher. If a student fails one class, he/she will be dismissed from the Program. If the student wishes to return, he/she will need to reapply to the BSW Program. Additionally, if a student receives a grade of “I” in any course, he/she will not be able to enter practicum until the course is completed and a grade of “C” or better is posted.

XII. Admission Procedures and Policies
Students interested in earning a BSW degree must first be admitted to the social work major. Enrollment in upper division social work courses is restricted to students who have been admitted to the major. The BSW Program utilizes a competitive application process to fill spots available every fall and spring semester. This is based on the need to maintain a program of excellence in the classroom and to assure availability of quality internship placements.
The BSW Program reserves the right to admit a limited number of students each semester. Meeting the minimum standards does not guarantee a student will be admitted to the major. Students who did not gain admission to the BSW Program are encouraged to consult with an academic advisor to explore career alternatives or ways to strengthen their application for resubmission. The program encourages people from diverse backgrounds and communities to apply. Admission numbers are based on recommendations by the CSWE accreditation requirements. Students may appeal a denial of admission to the major by following procedures outlined under Appeal Procedures.

A. Application Requirements

1. Completion of:
   - PSY 1010 General Psychology
   - SOC 1010 Introduction to Sociology
   - POL S 1100 U.S. National Government
   - BIOL 1010/1030/1210 General Biology
   - SW 2300 Social Welfare as an Institution*
   - SW 1010 Social Work as a Profession*

   * Applicants must receive a grade of “C” or better in these courses in order to be admitted into the BSW Program.

2. Minimum of 2.35 overall Grade Point Average (official transcripts are required from each college or university attended by applicant, including University of Utah)

3. Good academic standing during the semester of application

4. Personal statement

5. Résumé (must reflect the total number of social work related hours completed by the applicant)

6. Two letters of recommendation
B. Application Policy

A maximum of 40 students will be admitted each semester (in the Salt Lake City cohort). Meeting the minimum requirements does not guarantee admission. No more than 40 students will be accepted per semester, even if minimum qualifications are met.

C. Application Procedures

1. Students seeking admission are required to complete an application form available from the BSW office (SW 322).

2. The student must have completed or be enrolled in the prerequisite courses listed above prior to application.

3. Student must meet with a social work advisor (Lam Nguyen- Email: lam.nguyen@socwk.utah.edu; Phone: 801-581-6192) as part of the application process.

4. The decision to admit a student will be based (in part) on the student’s cumulative GPA as defined in this policy. GPAs are calculated using all academic work attempted/completed.

5. Any student who withdraws from the social work major at the University of Utah or who does not take classes at the University of Utah for two or more consecutive semesters must re-apply for admission into the Program.

6. A completed application will contain:
   - Social work admissions application
   - Résumé, including the total number of hours completed in each social work related area
   - An official transcript from each college or university attended by the applicant
   - Two letters of recommendation
   - Personal statement

7. Consideration for admittance into the BSW Program will be based on the
following:
- Cumulative GPA
- Writing skills
- Social work related experience
- Academic history
- Letters of recommendation

Potential for success in the field of social work

XIII. Distance Education Program

A. Description

The BSW Distance Education Program allows students in rural areas the opportunity to earn a Bachelor of Social Work degree from the University of Utah. Currently, the BSW Program has distance education classes offered in collaboration with Dixie State University in St. George, Utah, and Snow College, in Ephraim, Utah. Classes are taught from the Salt Lake City campus and broadcast to the St. George and Ephraim locations. A faculty “mentor” attends each distance education class and serves as a liaison between the St. George students and the faculty in Salt Lake City.

B. Admission Procedures

The admission procedures are equivalent for students who attend the Salt Lake City campus or distance education sites. The specific procedures are described above in Section XI “Admission Procedures and Polices.” Applications for each distance education location are accepted on a yearly basis. The total number of students admitted is determined by the location of the program and availability of resources. All applications are reviewed by the BSW Admissions Committee, which includes faculty representatives from the designated distance education site. All committee members are appointed by the program director and have a working knowledge of program and course requirements.
XIV. Academic Advising

The academic advisor (Lam Nguyen- Email: lam.nguyen@socwk.utah.edu; Phone: 801-581-6192) provides students with BSW admission information, graduation requirements, graduate school information, and University of Utah school resources. The academic advisor assists students in meeting all University and departmental requirements, but the student is responsible for completing all requirements and for knowledge regarding any and all requirements in the major. All students are encouraged to meet with the academic advisor each semester prior to registering for courses. This will allow the advisor to ensure each student is taking the courses in the correct sequence, and assist the student in meeting University graduation requirements.

Students are also advised of their individual responsibility in determining compliance with published standards as spelled out in the appropriate catalog. In other words, each student should carefully monitor his/her progress according to the Degree Audit Reporting System (DARS) and plan subsequent courses to assure steady progress toward graduation. The roles of the academic advisor include but are not limited to:

1. Assisting students in assessing their aptitude and motivation for a career in social work;

2. Providing academic guidance in the areas of course choice consistent with the objective of preparation for practice and related to student interest;

3. Providing for regular review of the student’s educational performance in all facets of the BSW Program.

A. Faculty Advisor

Once admitted to the program, each student is assigned a faculty advisor. As developing practitioners, students require and benefit from the assistance and counsel of the departmental faculty. The goals of advisors include but are not necessarily limited to:

1. Providing role modeling in the areas of social work values and professionalism;

2. Assisting students in assessing their aptitude and motivation for a career in social work;
work;

3. Being available to discuss concerns of students and serving as a broker to link students to needed services;

4. Advising students in their efforts to obtain employment upon graduation; and

5. Providing information about College opportunities and advising students interested in pursuing this option.

6. Students may request, in writing, a change in advisor. Whenever possible, this request will be honored.

The role of the social work advisor is not a therapeutic one. College of Social Work faculty do not provide personal counseling to social work majors, since this could easily place faculty in conflict with their role as faculty members. Consequently, it is the BSW Program policy to refer students needing personal counseling to other resources inside the University or in the community.

XV. Transfer Credit

The BSW Program operates under the transfer policies and procedures of the University of Utah. Under these policies the admissions office completes an assessment of a student’s academic record with specific focus on general education requirements. The BSW Program assists that office by providing a list of course equivalencies developed based on our review of syllabi from other schools in the state, including other accredited BSW programs. If the BSW Program has indicated that a particular course is the equivalent of a BSW course, the admission office makes a notation of acceptance of credit in the student’s record. If the course is not one for which prior approval has been given, the admissions office will send the student to the BSW Program director for an individual case-by-case assessment. In these cases students are often asked to provide syllabi, course descriptions, and sometimes information on textbooks and instructors to help determine the degree of comparability. The decision by the BSW Program director regarding course equivalency is final.
XVI. Phi Alpha Honor Society

The University of Utah BSW Program has affiliated with the social work honor society, Phi Alpha. The induction of members to the society takes place each spring. To be eligible for induction, an undergraduate social work student must have met the following requirements:

• Be a declared social work major
• Achieved sophomore status or above
• Completed 15 semester hours of required social work courses
• Achieved an overall University of Utah grade point average of 3.50 or higher
• Achieved a 3.75 grade point average or higher in required social work courses at the University of Utah
• Demonstrated potential for a career in social work

Eligible students are invited to apply to the Phi Alpha Honor Society. A lifetime membership fee is assessed at the time of application.

XVII. Policies of the University of Utah and the College of Social Work

A. Leave of Absence

An individual seeking a leave of absence must have completed a minimum of one semester (15 credit hours) with a GPA of 3.0 or above. A written request must be submitted to the office of the B.S.W. Program director. A written request for a leave of absence should include the following:

1. Reason for request
2. Period of absence requested
3. Academic work completed
4. Proposed plan for completion of additional work required for graduation.

To re-enter the BSW Program after a leave of absence, the student needs to register for the semester agreed upon in the leave of absence agreement. To extend a leave of absence, a new agreement must be negotiated and a new form submitted. If a student fails to negotiate an extension, and does not register at the agreed upon time, he/she will automatically be dropped from the University’s registration system.
and the BSW Program. A long-term leave of absence (one year or longer) between the final semester of course work and practicum is not permitted.

B. **Re-Application**
   After a year’s absence from the BSW Program (for whatever reason), a student must reapply for admission to both the University of Utah and the BSW Program. Credit from other schools, if completed during the interim, should be included with the re-application.

C. **College of Social Work E-Mail Policy and Computer Lab Policies and Procedures**
   In order to facilitate communication among students, faculty, staff, and administration, *all students are required to establish a University e-mail account.* Additionally, students have access to the College of Social Work Computer Lab. For information regarding setting up a free University e-mail account and the CSW Computer Lab (along with the University’s Acceptable Use Policy), please refer to Appendix C.

D. **Cheating and Plagiarism**
   1. **Introduction**
      Faculty of the College of Social Work consider cheating and plagiarism to be unethical behaviors, contrary to social work values and ethics as set forth in the NASW Code of Ethics. These ethical standards require disclosure, honesty, truthfulness, and the development of positive personal and professional values in the pursuit of competence in the practice of social work. The University of Utah Policy and Procedures Manual (Code of Student Rights and Responsibilities, Section 8-10 Rev 3, or latest version from [http://www.admin.utah.edu/ppmanual/9/9-10.htm](http://www.admin.utah.edu/ppmanual/9/9-10.htm)) supports the position taken by the profession of social work on questions of competence and professional and academic integrity.

   2. **Expectations for Student Preparedness**
      The following statement reflects the desire of the College of Social Work both to acknowledge writing proficiency as an essential component of social work practice, and the reality that students will often need additional assistance in meeting this expectation.
The College of Social Work expects its undergraduate students to meet already stipulated University of Utah writing skills requirements by enrolling in University courses aimed at satisfying or improving their writing abilities and skills. Upper division writing requirements are intended to develop proficiency in using the syntax, vocabulary, sentence structure, and other mechanisms of American English in both written and oral work. Undergraduate students are encouraged to enroll in course work that will add to, or improve, their basic writing and presentation skills.

3. Definitions of Cheating and Plagiarism

These unethical behaviors are often overlapping:

Cheating (cf. Lundberg, http://mason.gmu.edu/~montecin/plagerism.htm), personal communication, 3/24/03); (Dixon, 3/25/03, personal communication)

a. The willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students, or attempts to willfully give and receive.

b. Examples of cheating are (list is not intended to be exhaustive):

- copying from another student’s test or evaluation instrument
- fraud, duress, deception, misrepresentation, theft, trickery, talking, signing, gestures
- unauthorized use of study aids, memoranda, books, data, or other information
- submitting work presented in another course, unless permitted by the instructor
- altering or interfering with grading or grading instructions
- using unauthorized prior knowledge of an examination
- doing work for another student or having one’s own work done by someone else

A boiled down definition of cheating: Claiming someone else’s work is/as your own.

a. Presenting as one’s own the words, work, opinions of someone else without proper acknowledgment.

b. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment; copying verbatim another person’s written work without proper citation, inclusive of in-line citation, or attribution, inclusive of inline referencing.

c. Paraphrasing ideas, theories, cases, conclusions, or research without proper attribution. (Paraphrasing refers to stating someone else’s idea(s), etc. in your own words but without proper acknowledgment of the source.

d. Examples of plagiarism (list not intended to be exhaustive):

- using equations, charts, figures, illustrations/pictures, mathematical or scientific solutions without citing source
- representing as one’s own the original ideas (theories, models, principles, etc.) phrases, sentences, paragraphs, of the specific substance of another person’s work without giving appropriate credit—example, to copyrighted material, Web pages, notes, letters, personal communications, newspapers, magazines, journals, television stories, etc.
- Representing another person’s scholarly works, computer programs, case studies or artistic works as one’s own

A boiled down definition of plagiarism: Failure to give credit where credit is due in citing or paraphrasing somebody else’s work.

Consequences for plagiarism: cf. Student Code of the University of Utah available at http://www.sa.utah.edu. Part V: Student Academic Conduct Section B clarifies what punishment should be enforced: “A student who engages in academic misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension, or dismissal from the program or the University.” (University lessons magazine, vol. 4, no. 2, Spring/Summer 2003, p.10).
E. Children on Campus

Children are welcome to visit the College of Social Work when parents are able to provide the direct supervision of their children and ensure that others are not disturbed or disrupted. There have been several concerns and potentially dangerous situations when children have been left unattended in the building. While we acknowledge that emergencies and other situations may occur that are difficult to control, parents are encouraged to plan for unexpected events, illnesses, or other absences from school, by making prior arrangements for supervision in appropriate settings. There are no day care services available at the College of Social Work. The University provides day care facilities for campus students and employees. A variety of public and private child care agencies are located in the area.

The following policy related to children on campus applies to regular, daily or prolonged presence of children in the College of Social Work. These guidelines seek to protect the safety of children in the building during work and school hours; the professional work environment required to conduct University business; and the School’s compliance with child care policies of the University.

1. We request that students, staff, and faculty not bring children to the College of Social Work on a regular, daily, and prolonged basis.

2. Direct parental supervision is essential if children are in the building for any reason.

3. It is the parents’ responsibility to provide age-appropriate supervision. (Other staff, faculty, and students should not be expected to provide supervision.)

4. Whenever children are visiting the classroom, the appropriateness of the topic(s) of discussion should be considered. Please obtain prior approval from the instructor.

F. Student Records

Students can access their own file by following University policy (see General Catalog at http://www.acs.utah.edu/gencatalog. All faculty members and field instructors have access to the information in a student’s file. Policies of the College
of Social Work protect the privacy of students as mandated by Public Law 93-380, Section 438. This law forbids the release of academic records or personal information without the written consent of the student, except in specified situations. Educational records do not include notes and records held privately by faculty and other academic staff.

In accordance with the Act, the University has established appropriate procedures for granting a student’s request for access to his/her records within a reasonable time, not to exceed 45 days, as follows:

1. A student must personally deliver a signed, formal, written request for access to his or her files to the Office of the Vice President for Student Affairs. The student must show satisfactory identification.

2. Within 10 days after receiving such a request, the Office of the Vice President for Student Affairs ascertains the existence, location, and status of the records to which access is sought, and notifies the student of a time and place when the records will be made available for his/her inspection.

3. A student may request a copy of certain educational records. Certain records, while available for examination, may not be copied (e.g., if doing so might compromise another student's or faculty member's privacy). The Vice President for Student Affairs, in consultation with the University attorney, determines the appropriateness of copying such a record. The cost of each copy is $.50 per page, assessed to the student making the request.

4. The University reserves the right to refuse to permit a student to inspect the following records:

   - the financial statement of the student's parents;
   - letters and statements of recommendation for which the student has waived right of access or that were filed before January 1, 1975;
   - records connected with an application to attend the University of Utah, if that application was denied;
   - records excluded from the FERPA definition.
G. Appeals of Grades and Other Academic Actions

The College of Social Work adheres to the policies and procedures for appeals of grades and other academic actions set forth by the University as stated in the *University of Utah Bulletin and General Catalog, 2003/2004*. That policy is restated below.

Faculty members are qualified as professionals to observe and judge all aspects of a student’s academic performance, including demonstrated knowledge, technical and interpersonal skills, attitudes and professional character and ability to master the required curriculum. An academic action, as defined, may be overturned on appeal only if the academic action was arbitrary or capricious.

Students who believe that an academic action is arbitrary or capricious, should discuss their complaint with the faculty member involved and attempt to resolve the disagreement. If the student and faculty member are unable to resolve the disagreement, the student may appeal the academic action in accordance with the following procedures:

1. **Appeal to the Director of the BSW Program.** Within 40 Working days of notification of the academic action, the student shall appeal the academic action in writing to, and consult with, the director of the BSW Program regarding such academic action. Within 15 working days of consulting with the student, the director shall notify the student and faculty member, in writing, of his/her determination of whether the academic action was arbitrary or capricious. The director shall take appropriate action to implement his/her decision unless the faculty member appeals the decision. In the event that the Program Director is the faculty member whose grading is being appealed, the appeal shall be to the Associate Dean of the College of Social Work.

2. **Appeal to Academic Appeals Committee.** If either party disagrees with the Director or Associate Dean’s decision, that party may appeal to the university’s
Academic Appeals Committee within 15 working days of notification of the decision.

Academic action means the recording of a final grade (including credit/no credit and pass/fail) in a course, or on a culminating project. It also includes a decision by the appropriate committee to place a student on academic probation, or to suspend or dismiss a student from an academic program because the student failed to meet the relevant academic standards of the discipline or program. Academic action does not include academic sanctions imposed for academic dishonesty or for specific violations of professional and ethical standards of the professional or program for which the student is preparing.

[Source; Class Schedule Student Handbook, pp. 215-216; 221.]

H. Dogs on Campus
The only dogs allowed on campus are service dogs trained to support medical purposes or disabling conditions. To prevent the trauma and expense of having to retrieve your dog from an animal shelter, please DO NOT BRING YOUR PET TO CAMPUS.

I. Equal Opportunity and Affirmative Action
The University of Utah is an AA/EO employer and encourages applications from women and minorities, and provides reasonable accommodation to the known disabilities of applicants and employees.

J. Credit for Life Work or Experience
The BSW Program does not grant credit for either life or work experience in lieu of any required social work course or the internship/practicum. Students who have completed social work courses at other CSWE-accredited programs will have their materials reviewed on a case-by-case basis to determine comparability with University of Utah social work requirements.

K. Students Rights and Opportunities
Students have the right and opportunity to participate in the evaluation of their educational experience. The BSW Program operationalizes this opportunity through
a variety of mechanisms. Each semester students will have a chance to provide feedback to the BSW Program on the instruction they receive in every course. In addition, evaluation forms are utilized to assess the quality of advising provided and the field liaison roles performed by faculty. Normally, all of these opportunities occur at the end of the semester and within the classroom setting. To ensure greater candor, the results of student evaluations of faculty are not shared with faculty until after grades have been turned in for that semester.

L. Students Rights to Organize

Social work majors, in accordance with University policy, have the right to organize in their own interests in matters concerning academic and student affairs. In addition, BSW students are represented on both the College Council and the BSW Advisory Committee.

M. Code of Student Rights and Responsibilities

The mission of the University of Utah is to educate the individual and to discover, refine, and disseminate knowledge. The University supports the intellectual, personal, social, and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline, and engage in the rigors of discovery and scholarship.

Students at the University of Utah are members of an academic community committed to basic and broadly shared ethical principles and concepts of civility. Integrity, autonomy, justice, respect, and responsibility represent the basis for the rights and responsibilities that follow.

The Code of Student Rights and Responsibilities has three parts: Student Bill of Rights, Standards of Academic Performance and Standards of Behavior. (The entire Code of Student Rights and Responsibilities can be found in the University of Utah General Catalog.)
N. National Association of Social Workers

The professional organization for social workers is the National Association of Social Workers (NASW). The state of Utah has an active chapter that sponsors an annual program meeting for all social workers and friends of social work. Students are encouraged to join NASW as student members with reduced student rates that entitle them to the publication of *Social Work*, as well as other benefits of being a member of a professional organization. The state chapter of NASW is housed in the College of Social Work (SW 229), and students are invited to stop in, get acquainted, and pick up membership applications. For more information, call 801-583-8855, or visit [http://www.utnasw.org](http://www.utnasw.org).

O. Americans with Disabilities Act of 1990

The Americans with Disabilities Act of 1990 is a civil rights act for anyone with a physical or mental impairment that substantially limits one or more of life’s activities. The BSW Program makes every effort to provide reasonable accommodation to students with disabilities. Additionally, both the BSW Program University complies with the Americans With Disabilities Amendments Act of 2008 (ADA) and Section 504 of the Rehabilitation Act of 1973. Requests for disability accommodations or auxiliary services for the admissions application or process can be made by contacting the University's ADA/Section 504 Coordinator:

Director
Office of Equal Opportunity and Affirmative Action
201 South Presidents Cr., Rm 135,
Salt Lake City, UT 84112
(801) 581-8365 (V/TDD)
or online at [http://www.oeo.utah.edu](http://www.oeo.utah.edu)

Students who have been admitted to the University and who are requesting disability accommodations, must contact:

Center for Disability Services
200 South Central Campus Drive, Rm 162
Salt Lake City, UT 84112
(801) 581-5020
or online at [http://www.disability.utah.edu](http://www.disability.utah.edu)
P. Student Continuation, Review, and Dismissal

The BSW Program policy on student continuation, review, and dismissal is as follows:

1. Continuation in the program requires:

   • Earning a grade of at least a “C” in each social work course;
   • Earning a grade of “credit” in Social Work Practicum and Practicum Seminar;
   • Maintaining a minimum 2.35 cumulative GPA in social work courses; and
   • Conducting professional activity in conformity with the NASW Code of Ethics.

   Failure to meet any one of these criteria is grounds for automatic dismissal and the student will be notified in writing of this action.

   Students dismissed for academic reasons may seek readmission by meeting with the BSW Program director and submitting a written request for readmission and to retake the course with the unacceptable grade. If the program director approves the request, the student is not allowed to progress further in the program until he/she successfully completes the course. Additionally, students are only allowed to appeal academic dismissal once. If a grade below a “C” in any other social work course is received, students will not be permitted back into the Program.

2. Students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the BSW Program. All students are expected to maintain the standards of the College of Social Work and social work profession.

3. Grounds for dismissal include the items listed below:
• Conduct that is not congruent with the values and ethics of the social work profession including the NASW Code of Ethics or applicable University of Utah rules and regulations. This includes behavior in the student’s classroom and fieldwork.
• Behavior that interferes with the student’s functioning and/or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers.
• Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit appropriate professional interaction with other people.
• Failure to adhere to practicum agency policies and professional standards.
• Failure to use sound judgment both in work with clients and in regard to oneself, such as not seeking professional help for physical or emotional problems that interfere with functioning of the program.
• Academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one’s own.
• Repeated, unexcused tardiness and/or absences that negatively impact the learning process of the student.
• Failure to abide by BSW Program policies and procedures.
• Participation in class or practicum activities while under the influence of drugs or alcohol.
• Maintaining, after it has been addressed, hostile, negative behavior directed toward the client, instructor, peers, agency staff, and/or University staff.
• Failure to disclose critical background information in applying for the program or field placement that bears on one’s competence or performance.

4. When a student’s performance is evaluated as deficient, this concern will be presented to the BSW Committee for review. The Committee will meet with the student and others as appropriate, and will determine the course of action. This may include dismissal, a letter of reprimand in the student’s file, or a contract which will set forth problems to be solved, actions to be taken to solve said problems, and a time period for completion of designated actions and reevaluation of student performance. The Committee’s decision will be communicated to the student in writing by the director of the BSW Program.
Discontinuance can occur during any semester of enrollment in the BSW Program, including the last semester. Students who are dismissed from the program may apply for readmission after one year. Students may appeal academic actions in accordance with the procedures outlined under Appeals of Grades and Other Academic Actions discussed in this handbook on pages 30-31. Under University of Utah rules, “academic actions do not include academic sanctions imposed for academic dishonesty or for specific violations of professional and ethical standards of the profession or program for which the student is preparing.”

Q. Cancellation of Classes
Within University policy, individual faculty members are ultimately responsible for deciding whether or not to hold classes when school, University, or community activities conflict with teaching schedules.

R. Sexual Harassment:
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. It is the policy of the University of Utah to maintain an academic and work environment free of sexual harassment for students, faculty, staff and participants. A claim under this policy may be brought by any faculty, staff member, student or participant based on the conduct of any University employee or student that is related to or in the course of University business. A claim may also be brought by an administrator acting on behalf of the University. The Office of Equal Opportunity and Affirmative Action (OEO/AA) will handle all alleged sexual harassment matters pursuant to the Procedures set forth in Policy 5-210.

1) Any student, staff, faculty member, or participant in university services or activities who believes that there is or has been sexual harassment should contact any of the following:
   a) the cognizant academic chair of the department (Patrick Panos, PhD & Director of the BSW Program- SW 324; Phone: 801-581-8914) or the dean of the college (Jannah Mather, PhD & Dean- SW 109; Phone: 801-581-6194) within which the conduct occurred;
b) the immediate supervisor or director of the operational unit within which the conduct occurred
c) the Human Resources Division (Address: 420 Wakara Way, Suite 105, Salt Lake City, Utah 84108; Phone: 801-581-2169; TDD: 801-585-9070); directors or deans of Student Affairs and Services (Hank Liese, PhD & Associate Dean- SW 108; Phone: 801-585-6935) or
d) the Office of Equal Opportunity and Affirmative Action (201 South Presidents Circle, John Park Building, Room 135, Salt Lake City, Utah 84112; Phone/TDD: 801-581-8365).

2) Once informed, the supervisor, chair or dean shall consult with OEO/AA. Similarly, OEO/AA shall advise as appropriate the cognizant dean, staff director or administrator of any complaints of sexual harassment OEO/AA receives concerning a member of the faculty, staff or student body.