



**College of Social Work
Bachelor of Social Work Program Student Handbook
(Policies and Procedures)
Revised February 2018**

The College of Social Work (CSW) Bachelor of Social Work (BSW) Program Student Handbook is the official document of policies, procedures, and resources governing the BSW program. All students must be familiar with its contents. Every effort will be made to continuously provide students accurate and current BSW Handbook information, but the CSW reserves the right to change, without notice, policies, procedures, programs, and other matters as circumstances dictate. Further, BSW curriculum and program policies are evaluated regularly. As a result, changes will be made to the curriculum or policies as recommended by the BSW Advisory Committee and the College Council. Every effort is made to notify students when these occur.

Current policies, procedures, and standards of the BSW Handbook apply to all current students regardless of their matriculation date. The University of Utah Student Code and the NASW Code of Ethics are also integral policies and professional standards in establishing expectations for the MSW program, administration, faculty, and students. The University of Utah, College of Social Work is fully committed to policies of nondiscrimination and equal opportunity and seeks to provide equal access to its programs, services and activities for people with disabilities.

**University of Utah
College of Social Work
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Table of Contents

I.	A Letter from the Dean	5
II.	A Letter from the Director	6
III.	Introduction	
	a. Purpose of the Student Handbook	7
	b. History of the College of Social Work	7
	c. The Profession of Social Work	7
IV.	The University of Utah College of Social Work, BSW Program	
	a. The Mission of the University of Utah	8
	b. The Mission of the College of Social Work	9
	c. The Mission of the BSW Program	9
V.	BSW Program Overview	
	a. BSW Faculty and Staff Contact Information	9
	b. Generalist Practice—The BSW Model	10
	c. Program Goals, Values and Ethics, and Diversity	10
VI.	BSW Program Curriculum	
	a. Pre-Major Required Courses	12
	b. BSW Required Courses	13
	c. Electives	16
VII.	BSW Program Options	
	a. Campus	18
	b. Online	18
VIII.	ACADEMIC POLICIES AND PROCEDURES	
	a. Admission Policy	18
	b. Registration	19
	c. Registration Holds	20
	d. Academic Advising	21
	e. Faculty Advisor	21
	f. Adding, Dropping, and Withdrawing from Courses	21
	g. Graduation	22

h. Student Continuation, Review, and Dismissal	22
i. Readmission to the College of Social Work, BSW Program	23
j. Audit or Electing CR/NC	24
k. Attendance/Absences	24
l. Proof of Immunization	24
m. Transfer Credits	25
n. Grading	25
o. Posting of Grades	25
p. Incomplete Grades	26
q. Cancellation of Classes	26
r. Cancellation of Courses due to Low Enrollment	26
s. Students who are Pregnant During The BSW Program	26
t. Leave of Absence	27
u. Reapplication	27
v. Exception to University of Utah Policy	27

IX. Students' Rights and Responsibilities

a. Code of Student Rights and Responsibilities	28
b. Academic Integrity: Cheating and Plagiarism	28
c. College of Social Work Guidelines for Expected Student Behavior	30
d. Responsibility and Accountability Behaviors	31
e. Social and Interpersonal Behaviors	31
f. Self-Awareness Behaviors	31
g. Communication and Respect for Others	32
h. Honesty	32
i. Confidentiality	33
j. Sexual Harassment Policy	33
k. University of Utah Academic Misconduct Policy	34
l. College of Social Work Academic Misconduct Policy: A Summary of Steps to be Taken	35
m. Faculty/Instructor Responsibilities	36
n. Student - Faculty Relations: A Guide to Informal Conflict Resolution	38
o. College of Social Work Social Media Guidelines	39
p. Use of Social Media in Client-Based Services	40
q. Student Records – University Policy General	41
r. Access and Challenge of Accuracy of Records	42
s. Matters Prohibited in Official Records	42
t. Official Disciplinary Records	42
u. Confidential Character of Student Records	43
v. Equal Opportunity and Affirmative Action	44
w. Non-Discrimination and Anti-Harassment Policy	44
x. Credit for Life Work or Experience	44
y. Student Rights and Opportunities	45

z.	Students Right to Organize	45
aa.	Treatment of Official Records Following Graduation or Withdrawal	45
bb.	Appeals of Grades and Other Academic Actions	45
X.	General Information	
a.	University of Utah Student Support Services	47
b.	University of Utah Student Organizations	47
c.	University of Utah Student Scholarships	48
d.	BSW Student Scholarship	48
e.	BSW Student Listserv, Mailboxes, and Bulletin Boards	48
f.	College of Social Work E-Mail Policy	48
g.	University of Utah Student Research Opportunities	49
h.	Children on Campus	49
i.	Dogs on Campus	49
XI.	Educational Policy and Accreditation Standards (EPAS)	
a.	Competency-Based Education	50
b.	2015 EPAS Competencies and Practice Behaviors	50
XII.	National Association of Social Workers (NASW)	
a.	NASW Code of Ethics	50
b.	NASW Standards for Cultural Competence in Social Work Practice	50
c.	Utah Chapter, NASW	51
XIII.	University of Utah College of Social Work Faculty Contact Information	52
XIII.	University of Utah College of Social Work Staff Contact Information	53

I. A Letter from the Dean

Dear Student:

Congratulations and welcome to the University of Utah College of Social Work! You are entering an important phase of your life, one where you have decided to pursue a degree in social work. Upon successful completion of the course of study, you will receive a Bachelor's Degree in Social Work (BSW) and you will possess the values, knowledge, skills, and necessary credentials for beginning professional social work practice.

Since 1937, the College of Social Work has been educating and training undergraduate and graduate students to meet the needs of their communities through service, research, and policy development and implementation. In 1949, the College of Social Work (referred to as the Graduate School of Social Work) admitted their first cohort of master's level social work students. In 1970, the College of Social Work admitted their first cohort of doctoral level social work students. In 2001, the College of Social Work admitted their first cohort of baccalaureate level social work students.

During the next few years, you will get to know many members of our outstanding faculty and you will form lifelong friendships with peers enrolled in the BSW program. These new relationships will serve as invaluable professional resources for you as you transition into the social work profession. You will find that the College of Social Work has an intellectually stimulating, challenging, and exciting learning environment. The faculty and staff are highly professional. You can expect carefully structured classes, study assignments, and field practicum

Placements, which promote a high standard of performance and academic achievement. Upon graduation, you will be ready to assume important new career roles and/or pursue graduate level education.

Following your graduation from the program, we hope that you will become active in alumni activities and continue to be concerned with the educational development of the students who follow in your footsteps.

In closing, we wish you every success in the achievement of your social work educational and professional goals.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. [unclear]', with a long horizontal flourish extending to the right.

Martell Teasley, Ph.D.

Dean & Professor, College of Social Work

II. A Letter from the Director Dear Student,

Welcome to the University of Utah College of Social Work Bachelor of Social Work Program. On behalf of CSW faculty, administration, and staff, I trust you will have a successful and rewarding educational experience as you prepare for professional social work practice.

This handbook was developed to help you understand our educational program, the professional advisement process, your rights and responsibilities as a student, and policies and procedures that govern student academic progress in the BSW Program.

Social work education prepares students for professional practice and, therefore, is distinguished from other academic disciplines in some important respects. Students in professional programs are expected to meet not only academic performance standards and abide by the University honor code, but to evidence professional standards of behavior as well. The National Association of Social Workers' Code of Ethics explicates those standards. Students are expected to observe the provisions of the Code of Ethics in the classroom, field setting, and the community. The attainment of professional status confers a role and authority that must be balanced with responsible, sensitive, ethical, and professional behavior for the well-being of clients and the community.

We hope that you find this a useful guide as you pursue your professional studies at the CSW and would welcome any suggestions you have as to how to make it more helpful.

Sincerely,

A handwritten signature in black ink, appearing to read 'JC', with a long horizontal line extending to the right.

Jason Castillo, Ph.D.

Director, BSW Program

III. Introduction

a. Purpose of the Student Handbook

The College of Social Work (College hereafter) Bachelor of Social Work (BSW hereafter) Program Student Handbook is the official document of policies, procedures, and resources governing the BSW Program. All students must be familiar with its contents. Every effort will be made to continuously provide students accurate and current BSW Handbook information, but the College of Social Work reserves the right to change, without notice, policies, procedures, programs, and other matters as circumstances dictate. Further, BSW curriculum and program policies are evaluated regularly. As a result, changes will be made to the curriculum or policies as recommended by the BSW Advisory Committee and the College Council. Every effort will be made to notify students when these occur.

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b. History of the College of Social Work

The College 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. The most recent addition to the College was the BSW Program, which was implemented in Fall, 2001. The BSW Program is accredited by the CSWE.

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), "The primary mission of the social work profession is to enhance human wellbeing 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."

IV. The University of Utah College of Social Work, BSW Program

a. The Mission of the University of Utah

The mission of the University 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 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.

Service. 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. The Mission of the College of Social Work

The College 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 ("practice" refers to both, direct (i.e., counseling/psychotherapy) and indirect practice (i.e., social policy, social justice advocacy, community and organization development),
- Contributing to the development of social work knowledge through research and practice intervention, and
- Providing active service to the community

c. The 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.

V. BSW Program Overview

a. BSW Faculty and Staff Contact Information

Faculty	Title/Position	Email	Telephone
Jason Castillo	Director, BSW Program	jason.castillo@socwk.utah.edu	(801) 585-9592
Ruth Gerritsen-McKane	Director, BSW Field	Ruth.gerritsen-mckane@socwk.utah.edu	(801) 585-3162
Rosey Hunter	Assoc. Professor	R.Hunter@socwk.utah.edu	(801) 585-0883
Dena Ned	Asst. Professor	Dena.ned@socwk.utah.edu	(801) 581-8902
Irene Ota	Acad. Program Manager	irene.ota@socwk.utah.edu	(801) 581-8455
Patrick Panos	Assoc. Professor	Patrick.Panos@socwk.utah.edu	(801) 581-8914
Elizabeth Perez	Acad. Advisor	elizabeth.perez@utah.edu	(801) 585-1596
Pamela Seager	Admin. Assistant	Pamela.Seager@socwk.utah.edu	(801) 581-3571
Larry Smith	Professor	Larry.Smith@socwk.utah.edu	(801) 581-5103
Heidi Stirling	Coordinator, Administrative	Heidi.stirling.socwk.utah.edu	(801)585-7565
Aster Tecle	Asst. Professor	Aster.Tecle@socwk.utah.edu	(801) 587-8473

b. Generalist Practice—The BSW Model

To meet its mission, the BSW program teaches the generalist practice model to its students. The generalist practice model 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, and 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.

Program Goals, Values and Ethics, and Diversity

Program Goals

The goals of the BSW Program reflect the mission of the University and College and the purposes of social work education. These goals incorporate the values and ethics of the social work profession and of social work education. The overarching goal of the College continues to be to prepare social work practitioners who have integrated the knowledge, values, and skills of the social work professions for competent and ethical practice. The faculty of the College

believes that all professional social workers should practice in accordance with the standards presented in the NASW Code of Ethics. The following are the goals of the BSW program:

1. To develop students' knowledge of social work practice with individuals, families, groups, organizations and communities for generalist practice in a variety of settings.
2. To develop students' understanding of social problems, related policies, and programs and services.
3. To prepare students to be critical consumers of social work research and to participate in the evaluation and development of knowledge for social work practice and programs.
4. To prepare students for practice with diverse populations.
5. To facilitate students' development of a professional identity that incorporates the values and ethics of the social work profession.
6. To prepare students for careers and/or graduate education in social work.
7. To prepare students for lifelong learning and critical thinking through an educational process combining a liberal arts foundation with professional social work education.

Program Values and Ethics

All social work practice and education is considered within the context of values and ethics essential to responsible actions. These values and ethics are premised on respect for others and principles of social and economic justice, with attention to the codes of ethics developed by professional social work organizations with the goals of building a critical consciousness and empathy. At the College, students are helped to acquire and demonstrate:

1. Understanding of how social work is a value-based profession and the importance of a commitment to the worth, dignity, and uniqueness of every person, self-determination, the pursuit of social justice and confidentiality.
2. Action in accordance with the standards of professional integrity and the profession's standards of ethical practice as defined in the NASW Code of Ethics and the School's Code of Conduct.
3. Action in accordance with the standards of profession integrity and the profession's standards of ethics in social justice advocacy and action.

Program Diversity

The College constantly strives to help its students to understand, embrace, and work effectively within a complex, diverse environment and how people are included and excluded in society. They are helped to acquire and demonstrate:

1. Appreciation of diverse cultural expressions and lifestyles within the U.S. and internationally, based on differences in gender, ethnicity, race, sexual orientation (affection orientation), religion, socioeconomic and other factors.
2. Ability to utilize in practice and understanding an appreciation for the richness and strengths in individual and cultural diversity, an understanding of one's own social location based upon ethnicity, culture, racial, sexual orientation, socioeconomic status and other factors, and a consciousness of the practice and professional choices and challenges posed by similarities and differences, contemplating the complexities of the intersections of identities and hierarchies implicit within these identities.

VI. BSW Program Curriculum

a. Pre-Major Required 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.

PSY 1010 (General Psychology) and 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) or HONOR 2212 (American Institutions)

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 and Social Welfare: The Profession and Institution)

This course provides undergraduate student with an introduction to the history and development of the social work profession, as well as the development and role of the social work profession in the social welfare institutional system. In examining the history and development of the social work profession, the course will examine the social work principles and values associated with working with individuals, families, groups, organizations, and communities. In examining the development and role of the social work profession in the in the social welfare institutional system, the course will examine historical and contemporary social, political, economic, and cultural issues (i.e., poverty, racism, discrimination, child welfare, domestic violence, chronic illness, mental illness, substance abuse, crime, unemployment, and homelessness) in society. The course will also examine how public-and private-based human and social service institutions have/are attempting to alleviate or eliminate these social issues in society.

In addition to the above pre-major courses, students must have completed, or nearly completed (may be missing 2) all of the University of Utah general education requirements. In particular, applicants must be done with the Math (QA) and Writing (WR2) requirements at the time of BSW program application.

b. BSW Required Courses

All students will complete a total of 48 credits in required social work courses, including the practicum/internship. Each social work course was designed 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. BSW students receive guidance regarding course sequencing during academic advising sessions; students must meet with their academic advisor once per term. 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 3000 - Applied Social Work Statistics

This course prepares the student to setup, maintain, and use agency-based databases. Specifically, the student will learn how to analyze data to answer questions about client to

make clinical decisions; to provide outcome information to obtain funding and to answer hypotheses to improve treatment.

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 3200 - 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 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. Consistent with the social justice traditions of the social work profession, this course will look at the ways in which practitioners seek to deal with the abuses experienced by individuals and families and to ensure that all individuals have an equal opportunity to develop and prosper free of discrimination, oppression, privilege, victimization, and exploitation. Additionally, this course will examine the adaptive capabilities and strengths of exploitation and the adaptive capabilities and strength of marginalized groups and how such capabilities and strengths can be used in effective social work practice.

4100 – Global 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 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 levels.

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 4430 - Social Work Practice II

This course focuses on generalist social work practice with emphasis on couples, families, and small groups. This course includes use of planned change process to assist oppressed groups within the values and ethics of the profession. It also includes content on evaluation of practice.

SW 4440 - Social Work Practice III

This course focuses on generalist social work practice with organizations and communities. Special emphasis on the role of social workers in empowerment of diverse populations and victims of social and economic injustice and institutional oppression. Includes content on practice/program evaluations.

SW 4444 - Advanced Social Work Writing

This course provides 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. Teaching methods will include discussion, writing exercises, and group editing sessions. Students will be required to participate in active discussions, writing, editing, proofreading, and presenting written assignments.

SW 4702 - Social Work Practicum

This Social Work Practicum provides structured supervised learning experiences enabling students to enhance and further integrate their practice knowledge, skills, and values in multiple settings.

SW 4782 - Social Work Practicum Seminar

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

Electives

(Specific course numbers and semester offered may vary for some of these electives-please check class schedule)

SW 5535 – Social Justice Advocacy Skills and Techniques

Advocacy Training provides the tools for people to start engaging in the advocacy process, and is thus designed to: inform a diverse audience of potential advocates about advocacy and its methods; build some basic skills in advocacy; increase the use of available data to inform the advocacy process; give confidence to those who are embarking on advocacy efforts; encourage the democratic process by providing people with the skills to make their voices heard. Many different techniques and training will be used.

SW 5830 - Impact of Child Abuse

This course involves an intensive study of child abuse and the developmental aspects included in evaluating abused children and their families. An overview of the brief history of child abuse in the United States is examined as well as the implications of major policy in the relation to child welfare. The course will also examine the causation, typologies of abusers, characteristics of abused children and adults, assessment and diagnostic skills, crisis intervention and effective treatment approaches.

SW 5830 - Dialogue Models/Creating inclusive Communities through Dialogue

One of the marks of an educated person should be that the person is capable of having a nonviolent conversation and cooperative relationship with anyone in their local or global community. Every high school in the USA probably has a debate team, but few if any have a dialogue team. Yet dialogue is a process that is much more likely to help students in their future personal and professional lives, and is an effective method of helping humans bridge the differences that divide us and form inclusive local and global communities. Thus, in debate, there is always a “winner” and a “loser”; in dialogue, everyone “wins”. In this class, students have the opportunity to learn dialogue skills, knowledge, and values. In this largely experiential, “flipped” class, students invite groups from the community to dialogue with them in the classroom. Students bring in groups that are especially challenging, including people who claim, for example, various religious, political, racial, sexual, or cultural identities that conflict with most students in the class. Students have the opportunity to facilitate and participate in these dialogues, as they practice listening for understanding and speaking with respect.

SW 5830 - DSM-V and Mental Illness

This course is designed to familiarize case managers with the DSM-V and mental illness within the context of society, to understand the etiologies, to recognize symptoms, and to realize the impact of these behaviors upon the individual, family, and community. Dysfunctional behavior from childhood to adulthood is described, discussed, and assessed. The course also describes and assesses the impacts of various treatment models.

SW 5830 - Human Trafficking

Human Trafficking is an online, elective course designed to help student gain a better understanding of the terminology and types of human trafficking, risk factors and methods of identification, and trauma experienced by victims globally. This course will examine governmental policy, criminal justice, community-based, and micro-level responses to human trafficking.

SW 5830 – Restorative Justice

This course provides students with an introduction to the theory, principles, and practices of restorative justice in the context of social justice, community building, and conflict resolution. We will discuss the meaning of justice and its applications in our society, and consider ways of disrupting cycles of violence and oppression through restorative responses to harm and crime. We will examine the use of restorative practices in areas such as school settings, communities, domestic violence, homicide, prisons, and child welfare. Students will be asked to think critically and innovatively about the settings in which they work and live, exploring ways to implement restorative practices in their daily lives. Students will learn skills necessary to facilitate restorative justice practices.

SW 5830 – Creativity and Compassion in Social Work Practice

In this 3-credit elective course, we will engage our hearts and hands in playful exploration of the creative spirit as a boundless source of inspiration and renewal. Classroom activities and assignments, using a variety of readily available materials, are designed to promote awareness, discovery and a deeper knowing and compassion for self and others. NO PRIOR ARTISTIC EXPERIENCE is needed; the course focuses on the creative *process*, not the *products*. We will gain hands-on experience with various methods, materials and expressive mediums, working individually and in community. Students will leave the course with a compendium of tools for going deeper and wider than words in their own self-care practices and in their thoughtful and purposeful application of these approaches in social work practice with participants of all ages, cultures and abilities.

SW 5830 – Homelessness in America

Homelessness is one of the most tragic and persistent problems in contemporary American society. This course will examine the contributing factors associated with homelessness; the critical shortage of low-income housing; local, state, and federal government responses to homeless service provision; the differences between individual and family homelessness; and strategies currently advanced by advocates and local governments to end homelessness. The topics for this course will be considered from multiple perspectives, including housing design and finance, community planning, economic and social inequity, facility operation and management, and environmental sustainability. This course will be oriented towards the issues faced by local practitioners and policy analysts in the struggle to insure decent and affordable housing for all persons. It will sensitize students to the experience of homelessness and underscore our responsibility and capacity as social workers to reach out and provide services to individuals and families without homes and to advocate for social policies and programs that will best respond to the needs of the homeless population.

Undergraduate Research

With the mentorship and instruction of a College of Social Work faculty member, conduct research relevant to the field of social work.

VII. BSW Program Options

a. Campus

The College of Social Work at the University of Utah is among one of the Intermountain West's leaders in preparing students for professional practice in Social Work. Throughout the past several years, the BSW Program has been ranked in the top 10 undergraduate social work programs in the country.

b. Online

The Online BSW Degree option allows social work students throughout the country and world, notably in rural communities, to earn a BSW degree from the University of Utah. In 2015, the Online BSW Degree was ranked number one among online undergraduate social work programs in the country.

VIII. ACADEMIC POLICIES AND PROCEDURES

a. Admission Policy

Due to limited space in our learning cohorts, students may meet all BSW admission requirements and still be denied entry into the program. It is not uncommon for students to reapply for the BSW program after they have been denied admission for a previous term. Below

are the requirements for students who wish to be considered for admission to the BSW program:

- Admission as a matriculated student to the University of Utah
- Academic advising with BSW major advisor Elizabeth Perez (with advisor name hyperlinked to BSW Academic Advising page)
- Completion of the BSW Admission Application by the deadline. This can be completed via the BSW website
- Attainment of a 2.35 cumulative Grade Point Average or higher
- Completion of all, or nearly all, General Education requirements (Student may be missing 2 General Education courses at the time of BSW application, but these must not include the MATH (QA) or Writing (WR2) requirements)
- Completion or registration of BSW pre-major course requirements
 - PSY 1010 General Psychology
 - SOC 1010 Introduction to Sociology
 - POLS 1100 US National Government, or HONOR 2212 American Institutions
 - SW 1010 Social Work and Social Welfare: The Profession and Institution (Must earn grade of C or better)
- Copy of Official transcripts from each college or university attended by applicant
- Personal statement
- Two (2) letters of recommendation
- Read and abide by the National Association of Social Workers Code of Ethics

b. Registration

Newly admitted BSW students who also happen to be new University transfer students must complete the following requirements before they can register for BSW courses:

- Ensure that they are fully admitted to the University of Utah, as matriculated/degree-seeking students
- Pay enrollment deposit and any other required fees
- Send final transcripts from all previous institutions to the University of Utah Office of Admissions
- Complete New Student Orientation requirements as determined by the Center for New Student and Family Programs
- Meet with the BSW academic advisor in order to be formally declared in the BSW major, as well as to request any necessary course permission codes
- Provide the BSW academic advisor with a transcript that demonstrates full and successful (C or better) completion of all pre-major requirements

Newly admitted BSW students who were already University of Utah students prior to program acceptance must complete the following requirements before they can register for BSW courses:

- Meet with the BSW academic advisor in order to be formally declared in the BSW major, as well as to request any necessary course permission codes
- Provide the BSW academic advisor with a transcript that demonstrates full and successful (C or better) completion of all pre-major requirements

Students register for courses via the Campus Information System, or CIS. Some BSW courses require a permission code at the time of enrollment. To obtain a course permission code, please contact the BSW academic advisor, who will evaluate whether the course fits with your program plan/course sequence before releasing the code to you.

Due to limited space, students must enroll in the course sections that correspond to their cohort. That is, a student admitted into the campus cohort must take campus BSW courses, and a student in the online cohort must register for the online course sections of the BSW program. Under special circumstances, the BSW administration team will consider petitions from students who feel they need to take a course outside of their cohort. Approval or denial of such petitions is up to the discretion of the BSW administration team. Students who feel they have a unique need to take a course in the other cohort (such as a campus student who wants to take an online course) should first meet with the BSW advisor regarding the steps needed for submitting a Petition for Exception to Policy.

All students who remain in good standing are eligible to register each school term as long as they maintain continuous enrollment (except summer semester).

If classes are full, students are strongly encouraged to check the web often for seating availability. Class enrollments change constantly, right up to the end of the first week of the semester. Permission codes to exceed classroom caps are rarely given and students are encouraged to fill their schedules with those sections that have openings. A late fee is assessed by the University if registration occurs later than dates printed in the University of Utah Academic Calendar for each semester. Students are provided with a registration appointment time by the University.

For more information regarding University policies and procedures that concern course registration, please visit the website of the Office of the Registrar.

c. Registration Holds

If a hold has been placed on a student's record, it may impact their ability to register for classes. A hold is placed on a student's record for non-payment of debt (i.e., parking tickets, library fines, tuition payments, etc.), scholastic standards, and failure to meet immunization requirements, required academic advising, or non-compliance with other University regulations/obligations. A hold on the record can impact one or more of the following:

- Enrollment
- Receiving a transcript

- Disbursement of financial aid
- Refund from Income Accounting

To check on existing holds, log into the Campus Information Services and click on "View Holds" under the "Student Records" heading.

d. Academic Advising

Advising in its various forms reflects the personal concern and respect for the dignity of the whole person. BSW Program advisement is seen as an ongoing process in which the advisor works with students regarding academic progress and suggests to the students the use of University facilities such as the Writing Center, the Counseling Center, or the Career Center. Upon entering the BSW Program, the BSW academic advisor will remain with the student until they graduate from the program. Such continuity ensures consistency for the students, which assures appropriate academic educational planning. Because of strict sequencing, rules related to quality learning and accreditation standards, BSW students are required to meet with their academic advisor at least once per term. This ensures that students are following the correct course sequence. The academic advisor may also serve as a resource for students regarding graduation guidelines, scholarship information, social work-related opportunities in the community, petitions for exception to policy, and more.

e. 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;
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;
5. Providing information about College opportunities and advising students interested in pursuing this option; and
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 faculty does 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.

f. Adding, Dropping, and Withdrawing from Courses

Students should refer to the University's Academic Calendar for Add, Drop, and Withdrawal dates that occur at various times in the academic year. Students should familiarize themselves with University policy regarding adding, dropping, and withdrawing from courses. These policies are located on the website of the Office of the Registrar. It is recommended that students meet with the BSW academic advisor for additional guidance regarding these policies. However, it is ultimately the student's responsibility to ensure that all deadlines and requirements for adding, dropping and/or withdrawing from courses are met.

g. Graduation

To receive a baccalaureate degree from the University of Utah, a student must complete at least 122 semester credit hours and any additional hours required by a department or college. Of these hours, at least 40 credit hours must be upper division work (students pursuing a Bachelor of University Studies Degree must complete at least 56), and at least 30 semester credit hours must be earned from the University of Utah, regardless of the number of semester credit hours transferred or earned elsewhere. In addition, at least 20 of the last 30 semester credit hours earned toward the degree must be earned from the University of Utah. Additional credit hours or residency requirements may be established by a department or college, with the approval of the appropriate college council. Any requirements greater than 130 hours or any change to residency requirements will require approval of the Academic Senate.

h. 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 BSW 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 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 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 re-evaluation of student performance. The Committee's decision will be communicated to the student in writing by the director of the BSW Program.
 - i. Readmission to the College of Social Work, BSW Program

Students who are seeking and requesting readmission into the College of Social Work, BSW Program, following a dismissal from the program, should make their request in writing to the Director of the BSW Program.

j. Audit or Electing CR/NC

Courses taken to fulfill graduation requirements for the BSW degree must be taken for a letter grade, with the exception of Practicum. After completion of all graduation requirements, student can receive permission for CR/NC or audit status from the BSW Program Director. The University of Utah has the following policy on audited courses: An audit grade (V) can be elected in credit courses when no grade is desired. A student may audit a class if it is not available to be taken as non-credit, and/or if he/she wants to attend the class for his/her own personal benefit. Students auditing a course are not held responsible for completed course work or tests during the class. An audited course will show on a student transcript with a 'V' grade and '0.00' as the awarded number of credit hours. Audited courses are not included in the student's GPA calculation. Tuition and fees are assessed at the same rate as classes taken for credit. Students indicate their desire to audit a class at the Registration Division either in person or by phone until the fourteenth calendar day of the term. (Retrieved from <http://registrar.utah.edu/handbook/audit.php> June 2012.)

k. Attendance/Absences

Once a student is officially enrolled in a course, the University of Utah holds the student accountable for tuition, if the student does not withdraw properly from the class(s). A student may drop a class through the CIS system or by telephone during the first ten (10) calendar days of the term without tuition charges. After the deadline to drop passes, a grade of "W" is placed on the course. The "W" grade does not affect the GPA. However, Income Accounting assesses tuition after the tuition due date. Any student withdrawing after this day will not have tuition refunded.

In all BSW courses, full attendance is expected, as much of the learning experience is experiential and the result of classroom discussion and dialogue. Most syllabi will have an attendance requirement as part of classroom participation points towards the final grade. Students who miss more than four classes in a semester-long course may not be able to pass that course. Students who can anticipate absences (such as scheduled surgeries, planned trips, etc.) should meet with the BSW Program Director to discuss options available to them, such as extending their program or taking a leave of absence.

l. Proof of Immunization

The University of Utah has joined the American College Health Association, the Utah State Department of Health and the Centers for Disease Control and Prevention (CDC) in disease prevention efforts by adopting the immunization policy which follows: All new and transfer students born after December 31, 1956 are required to submit proof of immunity for measles, mumps, and rubella (MMR). Instructions and forms will be mailed upon admission to the University and must be returned to the Student Health Service, 555 Foothill Blvd., Salt Lake City, Utah 84112. Submit the Proof of Immunity Requirement Form by the second Friday of the

semester after the initial enrollment to avoid a registration hold. Contact the Student Health Service Immunization Program Office at (801) 585-6009 with questions or concerns.

m. Transfer Credits

The BSW Program operates under the transfer policies and procedures of the University. 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.

n. Grading

Student work in University courses shall generally be reported in terms of the following grades: "A," "A-," excellent performance, superior achievement; "B+," "B," "B-," good performance, substantial achievement; "C+," "C," "C-," standard performance and achievement; "D+," "D," "D-," substandard performance, marginal achievement; "E," unsatisfactory performance and achievement. Grade point averages will be computed as follows: "A" = 4.0, "A-" = 3.7, "B+" = 3.3, "B" = 3.0, "B-" = 2.7, "C+" = 2.3, "C" = 2.0, "C-" = 1.7, "D+" = 1.3, "D" = 1.0, "D-" = 0.7, "E" = 0.0.

The criteria for grading students shall be performance in examinations, papers, or assignments, participation in class discussion and activities, and other evaluative processes necessary in determining the students' achievement levels. All of these Procedures may be part of the total evaluation, as adapted by the individual course instructor to fit the needs of the particular course and student. Grading of individual student performance shall be performed consistent with the University's fundamental principles prohibiting discrimination on improper grounds, and requiring that academic activities be performed without prejudice or favoritism based on family, romantic, or sexual relationships, or financial interests. These principles apply to any person engaged in grading activities, including course instructors and their assistants.

o. Posting of Grades

According to University policy, faculty can post grades in Canvas for individual assignments and tests throughout the semester. Students can access their final grades for all classes at the end of the semester through their Campus Information Services (CIS) account. Those who complete course evaluations early are given access to final grades in advance of the regular posting date

for all University classes. If students wish to have their graded papers and examinations mailed to them, they must provide a stamped, self-addressed envelope to the course instructor for that purpose. All papers/exams placed in student boxes must be in confidential envelopes.

p. Incomplete Grades

In accordance with policies of the University of Utah, an incomplete grade may be given only when “circumstances beyond the student’s control” have interfered with the student’s capacity to complete course requirements (i.e., death, serious illness or accident). The grade of “I” must be used only for a student who is passing the course, and who needs to complete 20% or less of the requirements of the course. An “I” grade is not to be used in a way that will permit a student to retake a course without paying tuition. If a student needs to attend a course (during a subsequent semester), the student must be registered, either as a regular student or for audit. If an incomplete can be made up without attending the course a second time, re-registration is not necessary. All incompletes require completion of a Contract for Incomplete Grade. University policy states *incompletes must be removed within one year or they are automatically recorded as an “E.”* A student may not graduate until “I” grades are completed and a grade is submitted to the Registrar’s office.

q. Cancellation of Classes

Within University policy, individual faculty members are ultimately responsible for deciding whether to hold classes when school, University, or community activities conflict with teaching schedules.

r. Cancellation of Courses due to Low Enrollment

The College of Social Work reserves the right to cancel courses due to low student enrollment. In the case that a student’s Social Work course is cancelled due to low enrollment, the student will be notified via UMail. When a student’s Social Work course is cancelled, the student should contact the BSW academic advisor to determine how best to modify their schedule given the change.

s. Students who are Pregnant During The BSW Program

Students who are pregnant during their program of study have many options available to them, such as continuing full-time, moving to a part-time program or taking a leave of absence. Pregnant students are encouraged to meet as soon as possible with the BSW Program Director to explore their options and develop an academic plan. This is particularly urgent if the student finds it necessary to miss four or more sessions of any one class in a semester.

Pregnant or nursing students should be aware that there are some resources to support them in the College of Social Work, such as access to the employee lounge to rest or manage breast

feeding. Pregnant or nursing students are encouraged to consult with the BSW Program Director regarding all options and resources available to them.

t. 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 BSW 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.

u. Reapplication

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

v. Exception to University of Utah Policy

Students are responsible for complying with all University of Utah regulations and deadlines. Pertinent information regarding registration policies, procedures, deadlines, and changes can be found online in the Student Handbook and Academic Calendars. The University of Utah is also obligated to ensure the integrity of the transcript as an historical document. Therefore, the transcript must reflect the actual history of a student's experience at the University of Utah. Students are responsible for ensuring the accuracy of their class schedule each term via the Campus Information Services. An exception to University of Utah policy is warranted only in cases involving unusual or extenuating circumstances that would normally not be faced by other students. Modification of the record for sake of appearance does not constitute a justification for exception to policy. Petition requests must be submitted within three years of the affected term(s) or prior to graduation from the University, whichever comes first. See: <http://registrar.utah.edu/handbook/exception.php>

IX. Students' Rights and Responsibilities

a. Code of Student Rights and Responsibilities

The mission of the University 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 are encouraged to exercise personal responsibility and self-discipline, and engage in the rigors of discovery and scholarship. Students at the University 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.

b. Academic Integrity: 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/pmanual/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 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 expects its undergraduate students to meet already stipulated University 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) includes 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. 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

Plagiarism (cf. Lundberg, <http://www.cs.unb.ca/html/plagiarism.html>), personal communication, 3/24/03); (Dixon, 3/25/03, personal communication) includes presenting as one's own the words, work, opinions of someone else without proper acknowledgment; 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; paraphrasing ideas, theories, cases, conclusions, or research without proper attribution. Examples of plagiarism are (list is 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 simple 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." (2003). University Lessons Magazine, 4(2), (10.)

c. College of Social Work Guidelines for Expected Student Behavior

The University of Utah College of Social Work Bachelor of Social Work Program (BSW) is accredited by the CSWE and, as such, is mandated by CSWE to foster and evaluate professional behavioral development for all BSW students. The College of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who exhibit the knowledge, values, and skills of the profession of social work to the level of their education. The values and ethics of the social work profession are codified in the NASW Code of Ethics. The behavioral development process of BSW students begins with the admissions process and continues throughout all aspects of the educational program until graduation so that those seeking credentialing into the profession are ready to serve in all the capacities for which they have been trained.

Because of the nature of professional social work practice, the College has particular expectations of its students. Students in the BSW Program must be able to engage in their education in ways that prepare them to practice a demanding profession which requires commitment to a life of service and dedication to continuous learning. In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations at micro, mezzo and macro levels, the College evaluates the academic performance of its students in the following areas: (1) scholastic performance, (2) ethical and professional skill development, and (3) personal and social development.

Meeting the criteria for scholastic achievement is necessary, but not sufficient to ensure continued enrollment in the BSW program. All three areas (i.e., scholastic performance, ethical and professional skill development, and personal and social development) comprise the program's academic standards. These three areas pertain to the aspects of student performance and behavior intended to safeguard the rights of students, the well-being of clients/consumers, and the integrity of the profession.

Student behavior that is contrary to the ethics of the profession will be reviewed at the appropriate level to determine the student's appropriateness for continuance in the program. Behaviors that warrant such a review are based on the NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>) and the University of Utah Student Code (<http://www.regulations.utah.edu/academics/6-400.html>). Given this context, all students are expected to exhibit the standards of behavior discussed in this policy. Attention to these standards will be paid by faculty responsible for assessing course performance, field coordinators, field instructors, administrators, and others with whom students interact within the College of Social Work community. Students are responsible for familiarizing themselves with all BSW student policies including those outlined in the College of Social Work BSW Student Handbook.

d. Responsibility and Accountability Behaviors

- Understand that becoming a social work professional is a privilege, not a right.
- Adhere to the NASW Code of Ethics and demonstrate identification with the profession's values, including integrity and congruence between professional and personal behavior.
- Use appropriate and existing channels of communication and procedures for addressing problems and concerns at the College of Social Work as outlined in this handbook; demonstrate an awareness of the importance of communicating directly with the involved personnel and through the prescribed medium; demonstrate an ability to provide timely feedback and/or information in a process wherein such is requested (i.e., respond to requests for communication (such as emails, phone calls, and meeting requests) with faculty, advisors, and administrators in a proactive and timely manner.
- Attend classes and turn in assignments, including field placement documentation, in a proactive and timely manner.
- Participate in group activities and assignments appropriately.

e. Social and Interpersonal Behaviors

- Possess the emotional health required for the appropriate utilization of intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities attendant to education including practicum, and for the development of effective relationships with colleagues and clients.
- Monitor personal emotional and physical health and understand when it is necessary to seek or return to appropriate self-care measures in a proactive manner.
- Develop appropriate, sensitive, and professional relationships with individuals of all genders, gender expressions, ages, races, lifestyles, political beliefs, sexual orientations, religious beliefs or practices, and cultural backgrounds, as well as with their families, with other health and mental health care providers, and with members of the learning and working community.
- Respect and support client self-determination.
- Identify and seek to resolve ethical dilemmas as they arise.

f. Self-Awareness Behaviors

- Critically examine areas of potential conflict between personal and/or professional values, making changes where necessary to ensure these values are congruent.
- Express ideas and feelings clearly, demonstrating a willingness and an ability to listen to others (speaking and listening to understand, not judge).
- Exhibit knowledge of how one's own values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
- Understand the effects of personal statements and behaviors on others and demonstrate the ability to modulate one's behavior to promote a productive professional environment and appropriate relationships.

- Exhibit a willingness to examine and change behavior when it interferes in working with administrators, faculty, peers, and others in the social work community; accurately assess personal strengths, limitations, and suitability for professional practice, and show awareness of self and how one is perceived by others.
- Exhibit openness to new ideas, differing opinions and feedback from others, integrating these into professional and student roles/performance.
- Demonstrate a commitment to critical thinking, self-evaluation, and lifelong learning.

g. Communication and Respect for Others

- Exhibit the ability to communicate professionally, effectively and sensitively with administrators, faculty, peers, and with treatment teams and clients in practicum settings. Communication includes not only speech or face-to-face communication but also non-verbal and written communication.
- Show respect and non-discrimination for those different from self, demonstrating effective and nonjudgmental relationships, providing assistance and services regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation/identity/expression, and/or cultural/value systems.
- Do not engage in imposition of personal religious, sexual, and/or cultural values on others.
- Seek knowledge and experiences to become an ally to diverse individuals, families and groups.
- Uphold a classroom atmosphere which is conducive to learning, including interacting with instructors and peers in a considerate and cooperative manner.
- Resolve conflicts in a manner that respects the dignity of every person involved.
- Understand that engaging in demeaning or aggressive behavior such as heckling, bullying, or intimidating anyone in the college community, is unacceptable and against the Student Code at the University of Utah.

h. Honesty

- Practice law-abiding behavior and be free of current criminal charges and/or convictions of any offenses that are contrary to professional practice. If a criminal charge occurs while in the program, the student must disclose this information to the BSW Program Director immediately.
- Demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; do one's own work; give credit for the ideas of others; and provide proper citation of source material.
- Appropriately credit ideas developed and work done by others, including information from group presentations. Understand that, in most circumstances, submitting research or any materials to fulfill requirements in more than one class is dishonest and violates the University of Utah's Student Code.

i. Confidentiality

- Maintain reasonable privacy as it relates to all aspects of the program, including classroom activities, personal information shared in the milieu of the College of Social Work.
- Maintain confidential any personal information shared in class, dyads or smaller groups within the College or field practicum.
- Use good judgment in self-disclosing information of a personal nature in the classroom. Class time is not to be used as therapy or treatment.
- Refrain from using names or identifying information in any setting which may lead to someone else potentially identifying the client or other individual(s) being discussed in the classroom or in written assignments.

j. Sexual Harassment Policy

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:
 - the BSW Program Director (Jason Castillo, Ph.D.); the Associate Dean of Student Affairs and Services in the College (Mary Jane Taylor, PhD); or the Dean of the College (Hank Liese, PhD) within which the conduct occurred;
 - the Human Resources Division (Address: 420 Wakara Way, Suite 105, Salt Lake City, Utah 84108; Phone: 801-581-2169; TDD: 801-585-9070);
 - 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 BSW Program Director, Associate Dean of Student Affairs and Services in the College, or Dean of the College shall consult with OEO/AA. Similarly, OEO/AA shall

advise as appropriate the BSW Program Director, Associate Dean of Student Affairs and Services in the College, or Dean of the College of any complaints of sexual harassment OEO/AA receives concerning a member of the faculty, staff or student body.

k. University of Utah Academic Misconduct Policy

Excerpted here from the University of Utah Student Code is policy regarding Academic Misconduct:

1. "Academic misconduct" includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

a. "Cheating" involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

b. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

c. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

d. "Fabrication" or "falsification" includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

2. "Academic sanction" means a sanction imposed on a student for engaging in academic or professional misconduct. It may include, but is not limited to, requiring a student to retake an exam(s) or rewrite a paper(s), a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student's degree or certificate. It may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record

maintained for purposes of the profession or discipline for which the student is preparing.

3. "Arbitrary and capricious" means that there was no principled basis for the academic action or sanction.
4. "Behavioral misconduct" includes acts of misconduct as further defined in Section III A.
5. "Behavioral sanction" means a sanction imposed on a student for engaging in behavioral misconduct. It may include, but is not limited to, a written reprimand, the imposition of a fine or payment of restitution, community service, probation, or suspension or dismissal from the University.

In alignment with University of Utah policy, academic departments should establish their own policies in several areas, including academic misconduct. The following College of Social Work policy on Academic Misconduct was approved by the College Council in April 2014.

I. College of Social Work Academic Misconduct Policy: A Summary of Steps to be Taken

Because of the importance of professional and ethical behavior in Social Work, and its emphasis in our educational programs, academic misconduct is not tolerated in the College of Social Work (CSW). Students and faculty are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities ("Student Code") (Policy 6-400), as well as the NASW Code of Ethics. Students involved in any form of academic misconduct, including, but not limited to, cheating, plagiarism, misrepresentation of work, and inappropriately collaborating, may be subject to sanction. The College of Social Work will maintain a database of all cases of documented academic misconduct; a prior history of misconduct may be considered in the recommendations for sanctions.

It is important for faculty, staff, and students to be aware that instances of academic misconduct occur and are dealt with to uphold the high standards of professional and ethical behavior at the CSW. Accordingly, instructors are encouraged to share and discuss this information with students, cite the Student Code (including definitions of misconduct) in the syllabus, and document all instances of academic misconduct. Students are strongly encouraged to approach instructors with any questions they may have regarding potential misconduct.

Academic Misconduct

Academic misconduct includes cheating, plagiarism, research misconduct, misrepresenting one's work, reusing previous work without permission, and inappropriately collaborating. Definitions can be found in the Student Code at <http://regulations.utah.edu/academics/6-400.php>.

In cases of suspected academic misconduct, students are afforded careful due process, whereby they are given notice (UMail/E-mail is acceptable) of an allegation made against them, informed of their right to grieve a determination and sanction for academic misconduct, and

informed of their right to appeal if not satisfied with the outcome of the grievance procedures. For the purposes of this policy in the College, due process means the student must be notified in writing (UMail/E-mail is acceptable) of the proposed sanction for academic misconduct in a timely fashion, given an opportunity to be heard, and granted an unbiased review. These steps are outlined below in the Faculty/Instructor Responsibilities section of the policy.

If an instructor or other individual believes a student has engaged in academic misconduct, the process proceeds according to the rules found in the Student Code, University Policy 6-400(V). According to that policy, after meeting with the student, the instructor must determine whether academic misconduct has, in fact, occurred, using the preponderance of evidence standard, which is that the alleged misconduct is “more likely than not” to have occurred. The steps outlined below should be followed when academic misconduct is suspected.

A Summary of Steps to be Taken

1. Within no more than 20 business days after the complaint or the discovery of the alleged misconduct, the instructor must make reasonable and timely documented efforts to discuss the alleged misconduct with the student and give the student an opportunity to respond.
2. The student’s verbal or written (UMail/E-mail is acceptable) response, if any, must occur within the 20 business days herein granted above in step 1.
3. Within 10 business days after receipt of the student’s response indicated above (or at the end of the 20-day period if no response is provided) (step #2), the instructor will complete the review, and give the student written notice of the academic sanction (UMail/E-mail is acceptable), if any, and copy the written notice to the Dean in the College of Social Work. This can be accomplished by copying the Dean on the written notice of academic sanction given to the student; if the instructor recommends a failing grade in the course, the Senior Vice President for Academic Affairs must also be notified in writing. If the instructor determines that academic misconduct has occurred, the documented sanction(s) recommended by the instructor or subsequent review levels may include:
 - a. verbal or written warning,
 - b. requiring the student to revise and resubmit work,
 - c. a grade reduction on the assignment,
 - d. a grade reduction for the course,
 - e. failing grade for the assignment, or
 - f. a failing grade for the course.
4. If the instructor believes the academic misconduct also warrants an academic sanction of probation, suspension or dismissal from the College or the University, the instructor will prepare a complaint and recommendation and refer the matter to the Dean or

Dean's designee within 30 business days of discovery of the misconduct. The instructor will also notify the student of the complaint and recommendations at that time. The case then follows the procedures outlined in Policy 6-400(V) <http://regulations.utah.edu/academics/6-400.php>.

5. A student who receives written notice of the instructor's sanction for academic misconduct may appeal that decision to the CSW Academic Appeals Committee within fifteen (15) business days of receiving the written notice of the academic sanction.
6. A student appeal, or a faculty member's written complaint for greater sanctions, shall proceed before the CSW Academic Appeals Committee as specified in Policy 6-400(V)(C). Within ten (10) business days of the completion of the ACA hearing, the ACA shall prepare and submit its written findings and recommendations to the Dean.
7. The Dean shall issue a final decision within ten (10) business days of receipt of the ACA findings and recommendations. Notice of the decision shall be communicated to the parties, to the chair of the ACA, and to Senior Vice President for Academic Affairs.
8. Any party may appeal the Dean's decision to the Senior Vice President for Academic Affairs within ten (10) business days of the Dean's decision.

m. Faculty/Instructor Responsibilities

1. If the instructor determines that no academic misconduct has occurred, the instructor will document that the student is not responsible for any academic misconduct; this documentation will be shared only with the student.
2. If the instructor determines that academic misconduct has occurred and, after meeting with the student, the instructor and the student agree on the resolution of the situation, the instructor must document the misconduct and the steps taken, along with the resolution, and send the documentation to the student and the Dean. Such a resolution may only be used and approved when the Dean or Dean's designee knows the current misconduct is the only instance of misconduct documented in the student's file. If the resolution includes failure of the course, the instructor will also notify the Senior Vice President for Academic Affairs.
3. If the instructor and the student do not agree on a resolution of the situation, the student may initiate an appeal with the CSW Academic Appeals committee. The Academic Appeals Committee (AAC) of the CSW will convene a hearing as required by Policy 6-400(V)(C) to determine whether academic misconduct has occurred and make a recommendation to the Dean. The Chair of the AAC will check the CSW database of academic misconduct maintained in the Dean's office to ascertain if the student has a prior history of academic misconduct. If this is the first documented instance in which the student has been alleged to have engaged in academic misconduct, the Academic

Appeals Committee will recommend to the Dean the appropriate sanction, which can be up to a failing grade for the course, and will notify the student, the instructor and the Dean in writing. If the sanction includes failure of the course, the AAC will also notify the Senior Vice President for Academic Affairs. The sanction will be noted in the resolution of the case along with the student's right of appeal as specified in Policy 6-400: <http://regulations.utah.edu/academics/6-400.php>.

4. The materials submitted to the Academic Appeals Committee must document the evidence for and meet at least one of the following criteria:
 - a. Policies and procedures were not followed in the previous review;
 - b. There is **new** evidence that was not considered at a previous level of review;
 - c. There is a specific case that can be made for the decision and/or sanction being biased or baseless.

All documents submitted for the appeal or review at any level may only contain information germane to the appeal, with documented evidence to support each claim. The Chair of the CSW Academic Appeals Committee will review the materials to be sure they comply with these requirements. Cases that do not meet these standards will be sent back to the instructor/student submitting them. The review will continue according to the process put forth in Policy 6-400(V) <http://regulations.utah.edu/academics/6-400.php>.

5. If the Academic Appeals Committee determines academic misconduct has occurred, and the student has previously been sanctioned for an act of academic misconduct, the CSW may follow the process to recommend failure of the student for the course. If the prior sanction was failure of the course, the student's new act of misconduct may result in failure of the course and the CSW may also follow the process to seek the student's dismissal from the program and the University. These procedures are outlined in the Student Code, <http://regulations.utah.edu/academics/6-400.php>.

n. Student - Faculty Relations: A Guide to Informal Conflict Resolution

In order to create an environment and opportunity to teach and practice making the distinction between having differences and disagreeing about something before the difference and disagreement becomes a conflict, the University of Utah College of Social Work has a policy of Informal Conflict Resolution. In addition, such a policy creates a 1) congruence between the College of Social Work's stated values of honoring diversity, difference and affirmative action; 2) congruence between professional values and behavior. (cf. NASW Code of Ethics: Ethical Principles: importance of human relationships; social workers practice within their areas of competence and develop and enhance their professional expertise. Ethical Standards: Responsibilities as professionals, 4.01-4.08.); 3) Apply critical evaluative skills to professional relationship building; and 4) Enhance professional integrity by seeking congruence between values, ethical codes and personal conduct.

This approach is based on the following beliefs: 1) differences should be respected; and 2) any disagreement between people typically reflects a complex mixture of fact and experience that is nevertheless amenable to arriving at a mutual understanding of the conflict. In addition, we believe social workers ought to practice relationship building, which entails creating trust as well as learning to resolve conflict in ways which promote growth. This is an approach to resolving differences between students and faculty that requires an open mind in dealing with conflict, being courageous in taking the risks involved, and appreciating that there is more than one way to define problems and situations.

The goals of informal conflict resolution are: 1) to provide a strength-based approach for resolving student instructor differences by utilizing social work professional development values as a guide to action and 2) to provide students and faculty with an educationally sound opportunity to practice social work professional and ethical standards. Specifically, this approach to resolving differences on social work practice is based on social work values related to:

- Giving and receiving feedback.
- Checking perceptions before cementing assumptions.
- Being empathetic.
- Examining the data from multiple perspectives in the process of arriving at a mutually agreeable solution.

The following principles outline the process of conflict resolution: 1) Inform each other of the need to talk about the difference/disagreement/dilemma before it becomes a conflict; 2) Agree to meet; 3) Proceed to an agreement/understanding/resolution; and, 4) Inform each other about what subsequent steps, if any, are to be taken, inclusive of proceeding to formal conflict resolution. In addition, the following behaviors help facilitate the process:

- Respect each other.
- Listen.
- Dialogue (remember, confrontation is okay).
- Respect Boundaries (avoid inappropriate personal disclosure). Dialogue (remember, confrontation is okay).
- Focus on issues, content and principles (not personalities).
- Try not to react defensively; be willing to acknowledge it if that is how the person is feeling.
- Use “I Statements;” focus on behavior change rather than changing the person. Be willing to listen to other views.

o. College of Social Work Social Media Guidelines

Please know that inappropriate use of social media can negatively impact students’ educational and career opportunities. To avoid these negative impacts, consider the following:

- Post content that reflects positively on you, your peers, and the University of Utah administration, faculty, and staff. Be aware not only of the content that you post, but of any content that you host (e.g., comments posted by others on your site). Content you host can have the same potential negative effect on you as content you post yourself.
- Though you may only intend a small group to see what you post, a much larger group may actually see your post. Be aware that your statements may be offensive to others, including classmates or faculty members who may read what you post.
- Employers sometimes use social media to evaluate job applicants. Choosing to post distasteful, immature, or offensive content may eliminate job or other opportunities for you.

Once you have posted something via social media, it is out of your control. Others may see it, repost it, save it, forward it to others, etc. Retracting content after you have posted it is virtually impossible. When posting to social media, do not identify yourself in a manner that indicates you represent the University of Utah or the College of Social Work. You can state online that you are a student in the program. But please make sure that you note in your online postings that all information you post is your own opinion. Make sure the content you post reflects the values listed in the NASW Code of Ethics and follows BSW Program policies. The NASW Code of Ethics is binding on students and professionals working in the field, whether individuals are NASW members or not. Violations in this area may result in negative consequences in your academic program, your practicum placements, and your chosen profession as a social worker.

In the BSW Program, information shared in many contexts often involves an expectation that information shared is kept confidential. Social work students must be cognizant of appropriate standards of privacy and confidentiality that are maintained in each context. Further, students must refrain from posting identifiable client information online. You may face academic action for inappropriate disclosures of confidential information.

Realize that you may be subject to academic and/or behavioral action for posting or promoting content that substantially disrupts or materially interferes with University and College of Social Work activities or that might lead University authorities to reasonably foresee substantial disruption or material interference with University and/or College activities. This can include, but is not limited to, complaints or accusations about administrators, faculty, staff, program peers, with the intent to create dissension; using social media to obtain advice or services centering on practicum clients, etc.

p. Use of Social Media in Client-Based Services

If College of Social Work students interact with clients on the Internet (including email), they must maintain appropriate boundaries of the provider/client relationship in accordance with professional ethical guidelines just as they would in any other context. To maintain appropriate professional boundaries, social work students are advised to separate personal and professional content online. Online interactions with clients should not cross over to the

personal, such as accepting “friend” requests or answering questions that are personal in nature.

When social work students see content posted by classmates or peers that appears unprofessional, they have a responsibility to bring that content to the attention of the individual who posted it, so that s/he can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to the MSW Director.

Social work students must recognize that actions online and content posted may negatively affect their reputations among clients/patients and colleagues, may have consequences for their future careers, and can undermine public trust in the social work profession itself. Social workers are advised to be conscious about the creation of their online identities by actively participating in the formation of their online persona. Social workers are advised to regularly monitor and evaluate their online identities in order to make sure that they are appropriately representing themselves, their practices, and the social work profession.

q. Student Records – University Policy General

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 records connected with an application to attend the University of Utah, if that application was denied;
 - records excluded from the Family Educational Rights and Privacy Act (FERPA) definition.

r. Access and Challenge of Accuracy of Records

Access to the student's official records and files is guaranteed every student subject to the limitations set forth in relevant federal and local laws (i.e. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C.A. § 1232g) and the Government Records Access and Management Act (U.C.A. §63-2-101)). Students with complaints, inquiries, or requests for review of official records are directed to the vice president for student affairs.

s. Matters Prohibited in Official Records

Except as required by law or governmental regulations or as authorized by written consent of the student involved, official student records will not contain information regarding a student's race, religion, disability, political opinions, social opinions, or membership in any organizations other than honorary and professional organizations directly related to the educational process. Except as required by law or applicable governmental or University regulations, information regarding marital status shall not be included in the official student records of any student who has filed a written objection to the inclusion of that information in his/her records and has not filed a subsequent written revocation thereof.

t. Official Disciplinary Records

Records of behavioral or academic sanctions imposed by the Student Behavior Committee, by the Academic Appeals Committee, or by any authorized official of the University shall be maintained in the office of the dean of students and/or the office of the registrar. Records of behavioral, academic or professional misconduct may also be maintained in the official files of a department or program, and by the senior vice president for academic affairs or senior vice president for health sciences. No notation of behavioral or academic sanctions shall be entered or made on the student's academic transcripts except in the following circumstances: 1) when

the student is suspended from a program or from the University for academic or professional misconduct; 2) when the student is dismissed from a program or from the University for behavioral, academic or professional misconduct; or 3) when the student's degree or certificate has been revoked. In a case of dismissal, suspension, or revocation, the entry on the transcripts of the student shall merely state: "Dismissed from the University for Behavioral Misconduct" or "Dismissed/Suspended from the [program]/University for Academic/Professional Misconduct" or "Degree/Certificate Revoked for Academic/Professional Misconduct" and the date of such action. Notices of dismissal or revocation shall not be removed from the student's academic transcripts. Notices of suspension shall be entirely removed from the student's academic transcripts after the student is reinstated in the program or at the University. If the student is not reinstated due to his/her failure to fulfill the conditions of the suspension, the notice shall be removed five (5) years after the suspension is first imposed. [See Procedure 6-400-Sec.VII #1]

u. Confidential Character of Student Records

The University must conform to the requirements of the statutes referred to in Subsection A "General" and Subsection B "Access to and Challenge of Accuracy of Records" forbidding the release of personally identifiable student education records or files, or personal information contained therein, without the written consent of the student. Subject to applicable legal requirements, it is the policy of the University that: Members of the administration and the instructional staff have access to student records for legitimate purposes such as student advising, administrative planning and statistical reporting.

Directory information, such as the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities or sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, current semester class schedule, and other similar information may be disclosed to an inquirer unless the student specifically withholds permission to do so.

Authorized representatives of federal and state governments may have access to student records to the extent necessary for audit and evaluation of federally supported education programs or of compliance with federal legal requirements relating to such programs, and subject to the limitation that personally identifiable data shall not be disclosed except to the extent specifically authorized by federal law.

The right of access to a student's records without the consent of the student is not extended to the parents of the student unless the student has been established as a "dependent" as defined in Section 152 of the Internal Revenue Code of 1954.

Records created or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in that capacity, which are created, maintained, and used only in connection with treatment of a student are not available for review except by an appropriate

professional of the student's choice, or in compliance with an order from a court of competent jurisdiction.

v. Equal Opportunity and Affirmative Action

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

w. Non-Discrimination and Anti-Harassment Policy

Consistent with federal and state law and University policy, the University of Utah restates its commitment to the concepts of affirmative action and equal opportunity.

Neither employment nor study, nor institutional services, programs, and activities should be hindered by such prohibited bias factors as race, color, religion, national origin, sex, sexual orientation, age, veteran status, or disability. Prohibited bias factors will not be permitted to have an adverse influence upon decisions regarding students, employees, applicants for admission, applicants for employment, contractors, or participants in and/or users of institutional programs, services, and activities. The University of Utah will continue in its efforts to maintain an institutional environment free of such bias and restates its policy prohibiting the interference of such bias factors in institutional processes. Every member of this university community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. Every student of this institution has a responsibility to conduct himself/herself in accordance with this policy as a condition of enrollment. Further, every University employee has an obligation to observe University of Utah policies in implementation of federal and state law as a term of employment. In addition, one aspect of performance appraisal for University personnel at all levels of supervision and administration will include the qualitative evaluation of their leadership in implementing this non-discrimination policy and in seeking resolution of problems in this area at the point nearest their origin. Merit and productivity, free from prohibited bias, will continue to guide decisions relating to employment and enrollment. No person will be penalized for good faith utilization of channels available for resolving concerns dealing with prohibited bias. Within any limits imposed by concurrent jurisdiction of the University System of Utah Board of Regents and other agencies of the state of Utah, no internal procedure or process for resolution of such concerns will be used for the purpose of abridging the access of any member of this institutional community to the courts or to compliance agencies.

x. 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.

y. Student 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.

z. Students Right 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.

aa. Treatment of Official Records Following Graduation or Withdrawal

Upon graduation or withdrawal from the University, the official records of former students shall continue to be subject to the provisions of the University Code of Student Rights and Responsibilities.

bb. Appeals of Grades and Other Academic Actions

The College 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:

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.

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.

X. General Information

a. University of Utah Student Support Services

Support Service	URL	Number
Office of Undergraduate Studies	http://ugs.utah.edu/student-resources.php	(801) 581-3811
University Counseling Center	http://counselingcenter.utah.edu	(801) 581-6826
Undergraduate Bulletin	http://catalog.utah.edu/index.php?catoid=10	(801) 581-7200
Woman's Resource Center	http://womenscenter.utah.edu	(801) 581-8030
LGBT Resource Center	http://lgbt.utah.edu	(801) 587-7973
Office of Scholarships and Financial Aid	http://financialaid.utah.edu	(801) 581-6211
Campus Alert	http://www.campusalert.utah.edu	(801) 581-7200
Center for Child Care and Family Resources	http://childcare.utah.edu	(801) 5855897
ASUU Student Leadership and Involvement	http://asuu.utah.edu	(801) 581-2788
Student Health Center	http://studenthealth.utah.edu	(801) 581-6431
Veteran Services	http://registrar.utah.edu/veteran	(801) 581-6945
Veterans Support Center	http://veteranscenter.utah.edu	(801) 587-7722
Writing Center	http://writingcenter.utah.edu	(801) 587-9122
TRIO/Educational Opportunities Program	http://trio.utah.edu	(801) 581-7811
UROP: Undergraduate Research Opportunities	http://our.utah.edu/for-students/urop	(801) 581-8070
Learning Success Center	http://learningcenter.utah.edu	(801) 581-5153
Student Wellness Center	http://wellness.utah.edu	(801) 581-7776
Office of Equity and Diversity	http://Diversity.utah.edu	(801) 581-7569
Bennion Community Service Center	http://bennioncenter.org	(801) 581-4811
Student Success at the U	http://studentsuccess.utah.edu	(801) 587-8556
CESA: Center for Ethnic Student Affairs	http://diversity.utah.edu	(801) 581-8151
Career Services	http://careers.utah.edu	(801) 581-6186
LEAP: Learning Communities	http://leap.utah.edu	(801) 581-8920
Center for Disability Services	http://disability.utah.edu/	(801) 581-5020
Ethnic Studies Program	http://ethnic.utah.edu/	(801) 581-5206
Lesbian Gay Bisexual Transgender Center	http://lgbt.utah.edu/	(801) 587-7973
The Middle East Center	http://mec.utah.edu/	(801) 581-6101
Women's Resource Center	http://womenscenter.utah.edu/	(801) 581-8030

b. University of Utah Student Organizations

College is a time to explore and expand your horizons. Whether it is enhancing your leadership skills, learning a new language, starting a different hobby, or participating in an array of extracurricular activities, with nearly 200 student clubs and organizations at the University of Utah, there truly is something for everyone. Students can learn and inquire more about these opportunities by going to the Office of Student Affairs homepage at <http://http://studentaffairs.utah.edu/>.

c. University of Utah Student Scholarships

At the University of Utah, the Office of Scholarships and Financial Aid are committed to helping students meet their goal of achieving an affordable college education. As such, there are many scholarships available for eligible undergraduate students. Students can learn and inquire more about these scholarships by going to the Office of Scholarships and Financial Aid's homepage at <http://financialaid.utah.edu/scholarships/>.

d. BSW Student Scholarships

The College of Social Work is committed to helping students meet their goal of achieving an affordable college education. As such, there are many scholarships available for eligible undergraduate students. Students can learn and inquire more about these scholarships by going to the College of Social Work's scholarship homepage at <http://socialwork.utah.edu/academics-resources/financial-aid-and-scholarships/>.

e. BSW Student Listserv, Mailboxes, and Bulletin Boards

The primary means of communication to students in the College of Social Work is by e-mail, utilizing the University of Utah (UMail) address. Announcements, events, changes in procedure or schedule are broadcast by the administration in this manner. It is the students' responsibility to check these messages on a regular basis and to be responsible for managing forwarding email to another account should this be preferred.

Student Mailboxes: All students in the BSW program have a mailbox, which they share with one other student, at the College of Social Work. The mailboxes are located on the first floor of the building. Letters and messages are placed in these mailboxes and constitute a medium for communication with students. Students therefore should check their mailboxes on a frequent basis.

Bulletin Boards: The College maintains several bulletin boards throughout the building. The primary bulletin board is located on the first floor of the building, next to the mailboxes. The bulletin board is reserved for important and/or official information. Students should consult this board to remain informed of developments within the College.

f. 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.

g. University of Utah Student Research Opportunities

At the University of Utah, the Office of Undergraduate Research (OUR) is committed to facilitating and promoting student-faculty collaborative research and creative works in all disciplines throughout the University of Utah Campus. Through the Undergraduate Research Opportunities Program (UROP), the Undergraduate Research Scholar Designation (URSD), OUR hosts workshops on research-related topics, offers small research grants, travel grants, and advising for aspiring undergraduate student researchers. OUR also provides a connection to numerous presentation and publication opportunities on a local, state and nation-wide basis. Students can learn and inquire more about these opportunities by going to the Office of Undergraduate Research's homepage at <http://our.utah.edu/about-our/about-us/>.

h. 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 childcare 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 College'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.

i. 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.

XI. Educational Policy and Accreditation Standards (EPAS)

a. Competency-Based Education

The Council on Social Work Education (CSWE) is responsible for the accreditation of social work programs in this country. In order for a graduate of a social work program to apply for licensure as a social worker, they must have graduated from an accredited program. Consequently, CSWE is responsible for ensuring appropriate development of accreditation standards founded in defined competency principles. Overtime, these competencies are revisited as to the best way to define and measure them. Students in the BSW Program become aware of the competencies from the beginning of their educational experience. They are referred to in course syllabi and discussed throughout the program.

b. 2015 EPAS Competencies and Practice Behaviors

As indicated earlier, the CSWE revisit the competency standards set for accredited BSW Programs in this country. The most recent iteration is referred to as 2015 Educational Policy and Accreditation Standards (EPAS). The standards capture nine specific competencies. As in the past, the standards capture the ethical approach to practicing social work. The following link gives a detailed explanation of the competencies:

<http://www.cswe.org/File.aspx?id=81660>

XII. National Association of Social Workers (NASW)

a. NASW Code of Ethics

The National Association of Social Workers (NASW) is an organization of professional social workers in this country. NASW “works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies” (Retrieved <https://www.socialworkers.org/nasw/default.asp>). In order to ensure professional growth and development as well as the well-being of those served by the profession, NASW has developed a Code of Ethics. Students in the BSW Program will be made aware of the Code of Ethics throughout their time in this program. Students are responsible to become familiar with and to be accountable to the Code of Ethics. A copy of these ethics can be found in English at <https://www.socialworkers.org/pubs/code/code.asp> or Spanish at <https://www.socialworkers.org/pubs/code/code.asp?c=sp>.

b. NASW Standards for Cultural Competence in Social Work Practice

According to the NASW Code of Ethics, 1.05 Cultural Competence 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; and (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 disability (Retrieved <https://www.socialworkers.org/pubs/code/code.asp>).

In 2001, NASW compiled a 19-page document entitled, "NASW Standards for Cultural Competence in Social Work." This document is very informative and can be accessed at: <https://www.socialworkers.org/practice/standards/naswculturalstandards.pdf>.

c. Utah Chapter, NASW

The Utah Chapter of the NASW is housed within the College of Social Work. The NASW suite can be found on the 2nd level of the original building of the college. Students are strongly encouraged to become aware of the mission of NASW and not only be aware of our professional Code of Ethics, but to include them in informing your development as a future social worker. Additionally, you can become a member of NASW and there are multiple benefits for doing so. For additional information you can access the Utah Chapter of NASW at: <http://www.utnasw.org/>

XIII. University of Utah College of Social Work Faculty Contact Information

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XIII. University of Utah College of Social Work Staff Contact Information

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