



**College of Social Work
Substance Use Disorder Treatment and Training Certificate Program Student Handbook
(Policies and Procedures)
Revised September 2019**

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

Current policies, procedures, and standards of the SUDC Program Student Handbook apply to all current students regardless of their status in the program and matriculation date. The University of Utah (University hereafter) Student Code, Association for Addiction Professionals (NAADAC), and National Association of Social Workers (NASW) Code of Ethics are integral policies and standards used in establishing the expectations of administration, faculty, and students in the SUDC Program. The University, CSW and SUDC Program are fully committed to policies of nondiscrimination and equal opportunity and seek to provide equal access to its programs, services and activities for people with disabilities.

**University
College of Social Work
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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 professional educational certificate in the Substance Use Disorder and Treatment Training Certificate Program. Upon successful completion of the course work and field practicum training, you will receive a Certificate of Completion indicating that you have acquired the professional and ethical values, knowledge, and skills essential to establishing the necessary credentials for beginning practice as a substance use disorder counselor.

Substance abuse cuts across all segments of society and negatively impacts the well-being of individuals, families, groups, organizations and communities. Many fields of study include cursory and introductory information on substance abuse, but do not provide in-depth training. Since issues of substance abuse frequently arise in any health and human service arena, the training that you receive in the Substance Use Disorder and Treatment Training Certificate Program will be beneficial to your development as a student and substance abuse practitioner.

During the next few semesters, you will get to know many members of our outstanding faculty and you will form lifelong friendships and networks with peers enrolled in the Substance Use Disorder and Treatment Training Certificate Program. These new relationships and networks will serve as invaluable professional resources for you as you transition into the profession. You will find that the College has an intellectually stimulating, challenging, and exciting learning environment. The faculty and staff are highly professional. You can expect carefully structured classes, assignments, and activities while you are in the Substance Use Disorder and Treatment Training Certificate Program.

Following your completion from the Substance Use Disorder and Treatment Training Certificate 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 educational and professional goals.

Sincerely,

A handwritten signature in black ink, appearing to read 'Martell Teasley', with a long horizontal flourish extending to the right.

Martell Teasley, Ph.D.
Dean & Professor, College

II. A Letter from the Director

Dear Student,

Welcome to the University of Utah College of Social Work Substance Use Disorder Treatment and Training Certificate Program. On behalf of the administration, faculty, and staff, I trust you will have a successful and rewarding educational experience as you prepare for professional substance use disorder counselor practice.

This handbook was developed to help students understand the structure of the Substance Use Disorder Treatment and Training Certificate Program, policies and procedures governing students' academic progress in the Substance Use Disorder Treatment and Training Certificate Program, and the rights and responsibilities of students in the Substance Use Disorder and Treatment Training Certificate Program.

Substance use disorder counselor education prepares students for professional practice, and 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 demonstrate professional standards of behavior as well. The Association for Addiction Professionals (NAADAC), and National Association of Social Workers (NASW) Code of Ethics explicates those standards. Students are expected to observe the provisions of these codes of ethics in their interactions with others in the classroom, field setting, and community. The attainment of "professional" 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 College and we welcome any suggestions you may have to further advance the work and efforts of the Substance Use Disorder and Treatment Training Certificate Program and substance use disorder counselors in the state of Utah.

Sincerely,

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

Jason Castillo, MSW, Ph.D.
Director, Substance Use Disorder Treatment and Training Certificate Program

III. The University of Utah

a. The Mission of the University

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 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 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.

IV. The College of Social Work

a. The Mission of the College

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

b. Core Values

The College programs are guided and directed by the following values and principles:

- Freedom of inquiry and open debate
- Inclusion and shared leadership
- Respect for self-determination and the need for accountability
- The affirmation and promotion of human diversity
- The individual and collective empowerment of clients and client systems with respect to the decisions that affect their life chances and opportunities
- The application of critical thinking and development of self-awareness and reflexivity (Approved by CSW College Council, May 2012)

c. Administrative Structure and Governance

The College operates as a semi-autonomous professional college in the University under a College Charter approved by the University Senate. The Dean is responsible for the overall administration of the College. Each degree program is administered by a director. The College Council serves as the legislative body in formulating curricula, programs and policies of the College. Membership of the College Council consists of the Dean, full-time and part-time faculty members, student representatives and a staff representative. Individuals with adjunct, visiting and clinical faculty appointments participate as non-voting members. The College Council meets monthly. Any student may participate in the College Council by suggesting items to be included on the Council agenda. As part of the University, the College, its faculty, staff and students are subject to the regulations and policies of the University.

d. Standing Committees of the College

The College Council has established a number of standing committees to implement the College programs and policies. Membership on these committees is open to students.

V. The Substance Use Disorder Treatment and Training Certificate Program

To comply with the changes made to the Utah Mental Health Practice Act, which took effect July 2012. The SUDC Program changed, now inclusive of education and training commensurate with the new levels of licensure required by the State of Utah Division of Occupational and Professional Licensing (DOPL hereafter). In order to qualify for certificate level training, a student currently must hold or be pursuing an Associate Degree or a Bachelor Degree. Students holding or pursuing an Associate's degree that want to train for a career in the field of Substance Use Disorders, receive education and field experience that results in a SUDC Certification of Completion. Students holding or pursuing a Bachelor's degree that want to train for a career in the field of Substance Use Disorders, receive education and field experience that results in an Advanced Substance Use Disorder Counselor (ASUDC) Certification of Completion. Graduates of the SUDC Program have found that completion of the program increases their knowledge- and skill-base and enhances their educational and employment prospects.

The SUDC Program is open to individuals who are: pursuing their Associate's or Bachelor's degree in any major; interested in acquiring a professional certificate to enhance their professional careers with additional knowledge/skills; working in substance abuse arena; and/or interested in pursuing a career in substance use disorder counseling.

a. The Mission of the Substance Use Disorder Treatment and Training Certificate Program

The mission of the SUDC Program is to prepare graduates for practice as substance use disorder counselors; to enhance the quality of substance use disorder treatment and care delivery in the state of Utah by providing thorough advanced training in drug and alcohol treatment; and, to contribute to the achievement of the College's mission and vision within the context of its core values.

b. The Goals of the SUDC Program

The SUDC Program's goals are designed to direct the activities of faculty, staff, and students toward achievement of the purposes of social work education and practice, and the mission and vision of the College. To this end, the program and faculty achieve the following goals:

1. Ensure that curricula reflect current best practices and knowledge about the causes, prevalence, and treatment of alcohol and drug abuse, including prevention and recovery.
2. Ensure that curricula reflect the most recent evidence based knowledge about the pharmacology and neurochemistry of drugs and alcohol, including their effects on the human body.
3. Ensure that students are educated to understand the scope of practice for substance use disorder counselors and that they become proficient in the 12 Core Functions outlined by law.
4. Provide opportunities for students to enhance critical thinking and communication skills and to develop inquisitive, open-minded approaches to knowledge.

5. Prepare students to understand the importance for culturally competent care in working with clients and their families.
6. Provide opportunities for students to understand the substance abuse field's value base and uphold the ethical responsibilities of substance use disorder counselors to: practice without discrimination against anyone on the basis of age, culture, class, ethnicity, disability, gender, national origin, race, religion, or sexual orientation; engage in continual professional development; and work competently with other professionals within the substance abuse counselor scope of practice.
7. Provide educational experiences that reflect appropriate integration of relevant instructional and practice technologies.
8. Provide educational and field placement instruction and experiences, which help students transition into the roles of professionals in the field.

c. The Objectives of the SUDC Program

Graduates of the SUDC Program will be able to:

1. Practice within the values and ethics of the professional NAADAC Code of Ethics,
2. Practice within the values and ethics of the professional NASW Code of Ethics,
3. Obtain State licensure as mandated by DOPL (Department of Occupational & Professional Licensure), www.dopl.utah.gov.
4. Demonstrate culturally competent practice for work in diverse cultural contexts.
5. Demonstrate a thorough working knowledge of the scope of practice as defined by law.
6. Demonstrate proficiency of the 12 Core Functions.
7. Demonstrate a thorough working knowledge of the causes, prevalence, and treatment of substance abuse, including prevention and recovery.
8. Demonstrate a thorough working knowledge of the pharmacology of drugs and alcohol, including the neurochemical and biological effects on the human body.
9. Function effectively within the structure of organizations and across service delivery systems using a multi-disciplinary team approach.

VI. SUDC Program Curriculum

a. Prerequisite Courses

Courses required for application include, Human Behavior across the Life Span or Human Behavior and the Social Environment and General Psychology.

b. Required Courses

Depending on their status, SUDC or ASUDC, students must complete nine to 12 courses including two special topics labs, 14 to 23 credit hours, and 200 to 350 field training practicum hours to receive their respective Certificate of Completion. Each course was designed to meet identified needs for entry-level practitioners. To assure compliance with professional standards and the necessary background to complete the next course, courses must be taken in proper sequence. 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 715/3715: Introduction to Dynamics of Addiction: Core course defining the etiology and neurological foundation of addiction. Examines the current research regarding addiction, and the interplay between research and practice. Will examine the assessment process in addiction counseling and assists the student in defining their personal paradigm of addiction, treatment and recovery.

SW 716/3716: Introduction to Professional Development: This course will provide familiarity with screening/assessment procedures using the 12 core functions of substance use disorder counseling to determine appropriate treatment modalities. Will examine and integrate the ethical standards pertaining to professional substance use disorder counseling. This course will also provide the beginning preparation for field training experience.

SW 717/3717: Introduction to Counseling: This course will examine the basic theories, methods and techniques of individual and group counseling including communication skills, interviewing skills and forming a beginning working relationship. Sensitivity to diversity issues and creating a safe environment will be explored within the context of the NASW and NADAAC code of ethics pertaining to substance use disorder counseling.

SW 725/3725: Neurochemistry: This course offers introductory understanding to the pharmacology/toxicological aspects of drug abuse and chemical dependence. It will examine and review the specifics of epidemiology of alcohol and drug abuse, issues related to drug use in special populations, symptoms of intoxication, overdose, withdrawal and major categories of psychotropic medications.

SW 726/3726: Intermediate Professional Development: This course will build upon the skills taught in Introduction to Professional Development and expand upon the job skills necessary to function as a counselor in a chemical dependency treatment setting. The skills examined will include interviewing skills and techniques, individual and group counseling, client advocacy and crisis and detoxification counseling. This course will provide a strong working knowledge of the ethical standards required of a substance use disorder counselor.

SW 721/5721: Advanced Dynamics of Addiction: Core course defining the principles in comprehensive addictive and dual diagnosis. Examines psychological Development at an advanced level looking at deviations that lead to personality vulnerability to addictive behaviors. Will include treatment planning, definition of scope of practice and advanced ethics.

SW 722/5722: Advanced Counseling: This course will build upon the theory and skills from the course, Introduction to Counseling. In this advanced course, students will demonstrate the ability to write a psychosocial and treatment plan. It will also focus on the development of advanced skills and techniques such as screening, creating treatment plans and understanding use of self at the advanced level of practice.

SW 723/5723: Advanced Professional Development: This course builds upon the skills taught in both Introduction to Professional Development and Intermediate to Professional Development courses. It will reinforce and deepen the working knowledge of ethical standards pertaining to professional substance use disorder counseling. The expanded scope of practice including treatment planning will be reviewed and examined.

SW 708 Special Topics Lab and SW 790 Special Topics Lab: This course will build upon the theory and skills from the courses, Introduction to Counseling and Advanced Counseling. In this advanced and highly experiential course, students will be introduced to innovative and evidence-based counseling techniques in the addictions field. Additionally, students will be afforded with the opportunity to demonstrate these innovative and evidence-based counseling techniques with their peers and instructor.

SW 712 Functions and Recovery: This course assists students in integrating field practicum training experiences with their classroom work. Allows opportunity for collective problem solving and consultation.

SW 706 Field Training: This course provides students with structured supervised learning experiences and opportunities, thereby enabling students to enhance and further integrate their practice values, knowledge, and skills in multiple settings with diverse populations.

The SUDC Program consists of 14-23 credit hours (9-12 courses). The program is designed to be completed in two or three consecutive semesters (depending on level of certificate), beginning the fall semester of each year. The program is offered at the undergraduate level. Courses must be taken in sequence, with students required to achieve a grade no less than "C-" in each course. Students receiving a grade lower than "C-" are not allowed to go on to the next semester, and must wait a full year to retake the failed course and subsequently continuing to the next semester. Students are required to complete a minimum of 200 (SUDC) or 350 (ASUDC) field training practicum hours in the program. Classes are held on Monday and Wednesday evenings, 5:00—9:00pm, during the semester. Additional Special Topics Labs are scheduled on a TBD basis.

Fall Semester

SW 716/3716: Introduction to Professional Development (Ethics and Skills) (2 credit hours)

SW 717/3717: Introduction to Counseling: Theory and Skills (2 credit hours)

SW 715/3715: Introduction to Dynamics of Addiction (2 credit hours)

SW 709/5709: Field Training I (50-100 Hours) (2 credit hours)

SW 711: Introduction to Functions and Recovery (non-credit hours)

SW 708: Special Topics Lab (non-credit hours)

Spring Semester

SW 725/3725: Introduction to Neurochemistry & Pharmacology (2 credit hours)

SW 726/3726: Intermediate Professional Development (Ethics and Skills) (2 credit hours)

SW 721/5721: Advanced Dynamics of Addiction: Evaluation and Treatment (2 credit hours)

SW 706/5706: Field Training II (100-150 Hours) (2 credit hours)

SW 712: Intermediate Functions and Recovery (non-credit hours)

SW 790: Special Topics Lab (non-credit hours)

Summer Semester

SW 722/5722 – Advanced Counseling: Theory and Skills (3 credit hours)

SW 723/5723 – Advanced Professional Development (Ethics and Skills) (2 credit hours)

SW 710/5710 – Field Training III (150 Hours) (2 credit hours)

SW 713 – Advanced Functions and Recovery (non-credit hours).

VII. SUDC Program Field Training

a. Field Training (Practicum): Definitions

Field Instructor: Direct field placement supervisor at agency where student is completing his or her practicum.

Field Coordinator: Program faculty responsible for management of the practicum program and instructor of the accompanying Functions and Recovery course.

Field Director: Administrator responsible for management of the practicum program, field coordinators, and field instructors.

b. Number of Required Field Practicum Hours

The fall, spring, and second fall semester Field Training, and accompanying Functions and Recovery, courses require students to complete a minimum of 200 (SUDC track) or 350 (ASUDC track) practicum hours. However, occasionally a Field Instructor and Coordinator may determine that a student needs additional time in his/her field placement to master the required skills. If such a situation occurs, the Field Coordinator, with input from the Field Instructor, will meet with the Field Director and student to determine the number of hours and criteria for successful completion. Students must complete a minimum of 50 hours in the first semester, 150 practicum hours by the end of the second semester in order to be eligible to continue with the third semester practicum (ASUDC) course where they complete the remaining 150 hours. Students are not allowed in a practicum setting unless they are enrolled and attending the corresponding courses (Field Training and Functions and Recovery). Hours should be

monitored and tracked the students throughout this time period with students, working 10 - 15 hours per week including semester breaks. **Students may not end their placements early, unless appropriate approvals (practicum instructor, program director, and field supervisor) have been given.**

c. Field Practicum Placement

Students will be placed at agencies by the practicum committee. Students are required to interview with the agencies, treat their internship as they would any employment and will adhere to the agencies policies and procedures accordingly. In order to provide new experiences and perspectives in a "learning environment," students may not complete their practicum hours in the same agency in which they or a family member are employed, even if the setting may have a continuum of services and/or programs. The purpose of this policy is to ensure students experience a variety of treatment philosophies and modalities. Individual agencies, by nature of their mission and goals, apply a set of a general therapeutic philosophy and specific theoretical models as guidance for all their programming; hence, students benefit greatly by completing a field placement at another agency through experiencing different frameworks. University policy does not allow payment for internship hours, hence mingling work and volunteer hours at the same agency can invalidate University liability coverage. Students are not allowed to complete a practicum at an agency where they or a family member have undergone treatment, are employed, or have financial interest due to issues of confidentiality and conflict of interest.

Students are to seek placements only at agencies recommended by the Practicum instructor. Students are not allowed to look for a placement or make arrangements before the designated time (which will be determined by the Practicum instructor). Students who disregard this process may be sanctioned.

d. Field Supervision Requirements

Practicum students must be supervised weekly by a licensed mental health therapist (LCSW, LPC, etc.) or an LSAC with two years of licensed experience. Supervision for the practicum student must be at a minimum of one hour of face-to-face direct supervision for every 20 hours of substance abuse counseling services provided. The supervising individual should review cases and files of the practicum student at least monthly. **Students can only practice when the supervising SUDC or a licensed mental health therapist is at the site.**

If the student is supervised by a SUDC, it is required that the supervising mental health therapist meet at least once a month with the SUDC supervisor and the practicum student.

58-60-508. Core functions of the mental health therapist supervisor.

(1) Each supervisor of licensed substance abuse counselor shall:

- (a) be a licensed mental health therapist qualified by education and experience to treat substance abuse;
- (b) be currently working in the substance abuse treatment field;

- (c) review substance abuse counselor assessment procedures;
 - (d) provide substance abuse diagnosis and other mental health diagnoses in accordance with Subsection 58-60-102(7);
 - (e) participate in the development of a treatment plan;
 - (f) approve the treatment plan; and
 - (g) provide direct supervision for not more than five persons, unless granted an exception in writing from the board and the division.
- (2) Each supervisor of a certified substance abuse counselor, certified substance abuse counselor intern, or certified substance abuse counselor extern shall:
- (a) (i) be a licensed substance abuse counselor with:
 - (A) until July 1, 2011, at least one year of experience as a licensed substance abuse counselor; or
 - (B) beginning on July 1, 2011, at least two years of experience as a licensed substance abuse counselor; or
 - (ii) be a licensed mental health therapist qualified by education and experience to treat substance abuse;
 - (b) be currently working in the substance abuse field; and
 - (c) provide direct supervision for no more than three persons, unless granted an exception in writing from the board and the division.

e. Required Forms

Students are to turn in all required practicum forms, which include the University Clinical Training Agreement, the Practicum Training Agreement, the Non-Fraternization form, etc., before beginning any field training hours. It is the student's responsibility to make copies of these forms and distribute them electronically to 1.) the program coordinator, 2.) the practicum instructor, and 3.) the field supervisor, and 4.) one for the student's personal record.

NO HOURS WILL COUNT UNTIL ALL FORMS ARE SIGNED AND RECIEVED. No exceptions will be made to this policy, as University liability coverage is contingent upon the receipt of these forms by program administration.

Failure to Complete 200 Practicum Hours by End of the second semester (SUDC) or 350 (ASUDC) Practicum Hours by the end of the third semester will be considered incomplete and will prohibit certification from the Program.

Following the completion of the SUDC or ASUDC Program the Field Training course and accompanying Functions and Recovery course is required for students to register for who have not been able to complete the 200 - 350 hours in Program semester allotment. Certificates of completion for the Program will list the number of practicum hours completed, up to 350. If students need to return for an

additional semester to complete their field training, they will not receive their certificate of completion until the end of the semester. Please be aware that the Department of Occupational and Professional Licensing (DOPL) will not accept an application for license unless the certificate lists 200-350 hours. Students must complete the 200 - 350 hours by the end of the last semester of Field Training. Failure to do so may result in sanctions or termination from the Program.

f. Employment Opportunities at Field Agency

When a student in the SUDC Program satisfactorily completes the 200-hour practicum requirement during the second semester or a student in the ASUDC Program satisfactorily completes the 350-hour practicum requirement, they may be hired by the field agency into a position that does not require completion of the Program or licensure. In order for this to occur, the Clinical Training Agreement must be terminated in writing. The program director, the practicum instructor, and the field supervisor/agency must be in agreement and a copy of the termination placed in the student's file. The student must continue to attend and complete all academic work for the Field Training, Functions, and Recovery courses required for certification from the Program after this occurs. Termination of field placements will not be allowed during the first semester for SUDC or second semester for ASUDC, even if the student has completed a minimum of 200 or 350 hours. The student must wait for their final semester for this to occur in the respective Program. *The earliest this can occur is a month before completion of the Program, regardless of the number of hours completed.*

g. Grades in Field Training Course

At the end of each semester, the field instructor will meet with the practicum student to conduct the appropriate evaluation, and recommend a letter grade for the practicum. In order to achieve a passing grade the student must have acted in accordance to the policies, procedures, and standards of the agency and profession and completed the required minimum hours (50, 150, and 150 per semester, respectively). The field instructor will assign the student's final grade for the field training course.

VIII. Academic Policies and Procedures

a. Admission Policy

The SUDC Program operates under a selective admissions policy. Students may apply each year for the program that begins in the fall and possibly in the spring. The policy is based on the need to maintain a program of excellence in the classroom and to assure availability of quality internship placements. The College reserves the right to admit a limited number of students each year. Meeting the minimum standards does not guarantee a student will be admitted to the program, as admission decisions are based on a combination of factors. Admission decisions are made by the Admission Committee of the SUDC Program. Students who are denied admission can reapply for a subsequent year up to two times.

“Therapeutic wisdom and program experience confirms that students in recovery and post completion of treatment for three or more years perform better academically and make the transition into the role of “professional” with greater levels of success.” It is for these reasons that we ask candidates make

application 3-5 years post treatment. A history of alcohol and/or substance abuse or conviction for past criminal activity or conduct will not necessarily be used to exclude anyone's admission into the SUDC Program; however, students are advised that past or future substance abuse, or criminal activity, may limit or prevent them from securing an internship, which is required for completion of the program. Additionally, students may be ineligible to receive a state license to practice, or obtain employment in the field. For more information, contact the State of Utah Division of Occupational and Professional Licensing.

Below are the requirements for students who wish to be considered for admission to the SUDC Program:

1. Substance Use Disorder Treatment Training Program admissions application;
2. Personal statement as outlined in the application instructions;
3. Professional resume;
4. Official transcript from a college or university currently or last attended by the applicant (illustrating prerequisite course work is complete);
5. Three letters of recommendation (**must be professional or academic**). Students are advised to **NOT** request letters from their treatment providers as this raises issues of confidentiality, as well as friends, family or other personal relationships; and
6. \$50.00 application fee (non-refundable)

An applicant may be a matriculated undergraduate student, a non-matriculated student at the University, a continuing education (non-credit) student or a student enrolled in any institution of higher learning meeting the criteria for an Associate or Bachelor program.

To meet the needs of particular target student populations, exceptions to program policies may be granted, if appropriate to do so.

- Certain individuals may take up to two (2) classes in the Program without full admission to the Program if they meet the following criteria. 1) An individual working in the field and wishing to take continuing education classes; or 2) a current, matriculated University student.
- Most students take the Program on a non-credit (continuing education) basis. Application for licensure does not require that classes be taken for-credit, only that the student has a certificate of completion from the Program to submit with his /her licensure application materials. Taking the Program non-credit can be accomplished at a cost approximately half of regular tuition. Only students interested in or currently pursuing a degree should take classes' for-credit. They may do this as either non-matriculated or matriculated University students. Only matriculated students will receive the designation "Certificate in Substance Use Disorder Treatment Training" on their transcripts under the heading Honors and Awards.
- Successful completion of the SUDC Program is not viewed as a guaranteed means of entry into the University or any degree program. Courses in the Program are offered at the upper division

undergraduate level and can be counted toward the upper division credit hour requirement for graduation for undergraduate students as electives determined by each department.

- Application Procedures

Students seeking admission are required to complete an application form available from the College online at www.socwk.utah.edu/pace.

- The decision to admit a student will be based in part on the student's cumulative GPA as defined in this policy. GPAs are calculated using all academic work attempted and completed. Other factors considered are listed below.
- A completed application will contain:
 1. Substance Use Disorder Treatment Training Program admissions application;
 2. Personal statement as outlined in the application instructions;
 3. Professional resume;
 4. Official transcript from a college or university currently or last attended by the applicant (illustrating prerequisite course work is complete);
 5. Three letters of recommendation (**must be professional or academic**). Students are advised to **NOT** request letters from their treatment providers as this raises issues of confidentiality, as well as friends, family or other personal relationships; and
 6. \$50.00 application fee (non-refundable)
- Consideration for admittance into the Program will also be based on the following:
 - Writing skills
 - Academic history
 - Letters of recommendation
 - Potential for success in the field of substance abuse counseling.
- If a student is admitted, they must pay a \$50 seating fee. This fee holds their spot in the upcoming cohort, and will be used for the mandatory background check needed for practicum placement.
- Any student who withdraws from the SUDC Program or who is not allowed to continue in the Program for any reason must either submit a letter of intent to return to the Program, or re-apply for admission into the Program. Based on the circumstances under which the student leaves the SUDC Program readmission is not guaranteed. Students can reapply up to two times.
- Students reapplying to the Program may be required to repeat courses and/or complete additional courses, if significant changes have occurred in the Program during the student's absence. The SUDC Program Director will evaluate the student's records and the current requirements of the Program to determine the course work necessary to receive a certificate of completion.
- Students cannot be on parole or have been convicted of assault crimes.

b. Expectations for Student Preparedness

Students need to understand that the SUDC Program is a university level program, with the academic rigor and expectations of upper division undergraduate courses/programs. Students are expected to prepare themselves for this level of college work. For students who have been away from the formal education experience for a while, it is highly recommended:

1. Students take college or university courses prior to application for admission that fulfills the prerequisites.
2. Students should familiarize themselves with University life, including University rules and regulations and learn to navigate University departments such as admission, registration, transcripts, income accounting, advising, the University's website, etc.
3. Students should familiarize themselves with the use of the University Bookstore (or other avenues for purchasing textbooks), the University Marriott Library, and Parking Services.

c. Academic Progress in the Program

1. Students must receive a grade of "C-" or better in all classes, in order to continue or remain in the Program. As courses are sequential, student's who do not pass a class with a "C- "or better are not allowed to return to the Program, until they can repeat the failed course a year later. Readmission in this case is not necessary, but a letter of readiness and intent to return to the Program is required. This letter must be received by March 30 of the next year. Students deciding to take more than one year off before returning may have additional requirements and should contact the program director to discuss the situation. Depending on the length of time, the student may be required to supply the Program with an up-date, new letters of reference, or a complete new application.
2. The SUDC Program is designed to be completed in two (SUDC) or three consecutive semesters (ASUDC). Students, who do not complete the program in the time allotted, due to failure to pass a course, or because of an approved leave of absence, must complete the program the following year. Any student who fails to complete the program within two consecutive years will need department approval to continue in the program. Permission to continue in the program beyond the two-year limit will be granted only under rare circumstances.

d. 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.

e. Academic Advising

Academic advising in its various forms reflects the personal concern and respect for the dignity of the whole person. SUDC 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. Because of strict sequencing, rules related to quality learning and accreditation standards, SUDC 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. Students may meet with a College academic advisor in person, by phone, or via videoconference. Students can learn more about academic advising at the College, and make an appointment with an academic advisor, by visiting socialwork.utah.edu/advising.

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 SUDC 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. Student Continuation, Review, and Dismissal

The Substance Use Disorder Treatment Training Program policy on student continuation, review, and dismissal is as follows:

1. Continuation in the Program requires:
 - a. Earning a grade of "C-" or better in each course
 - b. Earning a grade of "credit" in any non-credit course
 - c. Conducting professional activity in conformity with the National Association of Alcohol and Drug Addiction Counselors (NAADAC) Code of Ethics (<http://www.naadac.org/membership/code-of-ethics>).

Failure to meet any one of these criteria is grounds for possible sanctions, including dismissal from the Program. If a student is experiencing difficulties, is showing insufficient progress, or has broken University, College, or field agency policies, or has engaged in ethical and/or legal violations, immediate action will be taken.

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

3. Grounds for dismissal include, but are not limited to:

- a. Conduct that is incongruent with the University rules and regulations and values and ethics of addictions (NAADAC) and the social work (NASW) profession. This includes behavior in the student's classroom and fieldwork.
- b. 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.
- c. Failure to adhere to practicum agency policies and professional standards.
- d. Failure to use sound judgment both in work with clients and in regard to self, such as not seeking professional help for physical or emotional problems that interfere with functioning of the student in the Program.
- e. Academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one's own.
- f. Repeated, unexcused tardiness and/or absences that negatively impact the learning process of the student.
- g. Failure to abide by Substance Use Disorder Treatment Training Program policies and procedures.
- h. Participation in class or practicum activities while under the influence of drugs or alcohol.
- i. Maintaining, after it has been addressed, hostile, negative behavior directed toward the client, instructor, peers, agency staff, and/or University staff.
- j. Failure to disclose critical background information in applying for the Program or field that bears on the student's character competence or performance.
- k. Providing false information or failing to disclose information to Program administration and/or faculty, this is considered fraud.

4. When a student's performance violates University regulations, SUDC Program policies, and/or professional standards, this concern will be presented to the SUDC Program Director for review. The director will meet with the student and others as appropriate, to determine the course of action. This may include dismissal, a letter of reprimand in the student's file, or a contract, which sets forth problems to be solved, actions to be taken to solve said problems, including a time period for completion of designated actions, and reevaluation of student performance. The SUDC Program Director will communicate the findings and disposition to the student in writing.

Students who are dismissed or terminated from the SUDC Program for ethical and/or legal violations may potentially be approved for readmission after a review by SUDC Program administration, College administration, and possibly the appropriate behavior committee, on a case-by-case basis. Notification is sent to the Associate Dean of the College, and then forwarded to the appropriate academic vice president. Termination can occur at the SUDC Program level, or even from the University, according to circumstances and history.

Discontinuance can occur during any semester of enrollment in the SUDC Program, including the last semester. Students may appeal academic actions in accordance with the procedures outlined under Appeals of Grades and Other Academic Actions discussed in University policy and the Student Code.

h. Readmission to the College, SUDC Program

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

i. Attendance/Absences

Once a student is officially enrolled in a course, the University holds the student accountable for tuition, if the student does not withdraw properly from the class(es). A student may only drop a class through CIS and by the published deadline to drop classes, which can be found on the University's Academic Calendar. 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 due date. Any student withdrawing after this day will not have tuition refunded. In all SUDC courses, much of the learning is experiential-occurring through classroom dissuasion and dialogue. Given this, attendance in all classes is a requirement.

Students with three (3) or more absences in a semester-length course will not be able to pass that course, thereby resulting in dismissal from the SUDC Program. Students who anticipate prolonged absences due to health, familial, and military obligations should communicate this with their instructor. The student, instructor and SUDC Program Director can communicate and discuss options (ex. extending plan of study, taking a leave of absence, etc.) available to the student.

j. Proof of Immunization

The University 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.

k. Transfer Credits

Several programs in the state of Utah offer a certificate program with similar requirements as the SUDC Program. Students requesting transfer from these programs will need to discuss reasons for the request, as well as demonstrate that they are in good standing with the program they are transferring from.

l. 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.

m. 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.

n. Incomplete Grades

In accordance with policies of the University, 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.

o. Cancellation of Classes

The University expects that all class meetings occur as scheduled. Unexpected University facility closures due to weather, emergency or disaster may occur from time to time. Students may be required to complete coursework missed due to these or other class cancellations. In cases where instructors are ill or unable to teach class at the last minute, instructors are encouraged to reach out to colleagues in the College who may cover the class meeting for that day (i.e., substitute instructor). In the event that a substitute instructor cannot be secured, the instructor will provide students with other learning activities.

p. Cancellation of Courses due to Low Enrollment

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

q. Students who are Pregnant During the SUDC Program

Students who are pregnant during their program of study have many options available to them, such as continuing full-time, moving to part-time, or taking a leave of absence. Pregnant students are encouraged to meet as soon as possible with the SUDC Program Director to explore their options and develop an academic plan. This is particularly urgent if the student finds it necessary to miss three 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, such as access to lactation room where they can manage breast-feeding. Pregnant or nursing students are encouraged to consult with the SUDC Program Director regarding all options and resources available to them.

r. Leave of Absence

An individual seeking a leave of absence must have completed a minimum of one semester with a GPA of 3.0 or above. A written request must be submitted to the office of the SUDC 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 SUDC 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 SUDC Program. A long-term leave of absence (one year or longer) between the final semester of course work and practicum is not permitted.

s. Reapplication

Students who receive approval for a leave of absence, but do not return to the SUDC Program within the next year, will need to complete and submit a new application to the University (if taking classes for University credit) and updated application form, personal statement, and letters of recommendation to the SUDC Program, including paying any associated fees. Students who are not admitted into the SUDC Program are encouraged to reapply the following year. Applicants who are denied admission two times become ineligible to reapply.

t. Exception to University Policy

Students are responsible for complying with all University 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 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. Students are responsible for ensuring the accuracy of their class schedule each term via the Campus Information Services. An exception to University 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>

u. Tuition Payments and Failure to Pay Tuition by Deadline

Students taking the SUDC Program courses for University credit hours pay tuition according to the University's Tuition and Fees Schedule. The most current schedule can be found on the University's web page at www.utah.edu. Undergraduates pay according to the upper division undergraduate fee schedule. Graduates pay according to the College fee schedule. Students taking courses for non-credit, pay the fee listed on the College's course schedule page. Tuition and fees are subject to change.

Please be aware that tuition statements are no longer mailed to students. Your tuition bill information will be provided electronically on the web by logging into the campus information system (CIS). The tuition due dates are also listed. Tuition may be paid by: 1) mailing payment with bill to Income

Accounting (Income Accounting/University/201 S. 1460 E. Room 165, Salt Lake City, Utah 84112-9054), 2) credit card (phone or online), or 3) in-person at the Student Services Building, room 165.

Matriculated and non-matriculated students who do not pay tuition by the appropriate due date each semester will automatically have all courses dropped and they will not be allowed to re-register. If this occurs, the student must wait until the following year to return. This does not apply to Continuing Education Students (non-credit).

If non-credit students do not pay tuition by the due date, they will be charged late fees and held responsible for payment, even if they have never attended class. Checks returned for insufficient funds will also result in class cancellation. Arrangements can be made to pay tuition in installments. Any questions regarding payment of tuition are to be directed to Income Accounting at (801) 581-7344.

v. Withdrawal Policies

Students may withdraw from a course without penalty or permission by meeting University deadlines to do so. These dates are found on the University Academic Calendar. Dropping classes after the deadline will result in obligation of the student to pay full tuition, and tuition will typically not be refunded. In addition, University policy states students may withdraw from classes after the University deadline only through a written request and for good cause with the permission of the instructor and upon meeting any criteria established by the College. Good cause includes but is not limited to (1) failure to inform students of course requirements and grading methods prior to the end of the open withdrawal period; (2) the student's extended illness; or (3) serious injury. Good cause shall not include the anticipation of an undesirable grade in and of itself. The student may appeal the decision of the instructor to the Dean's Office. All withdrawal procedures must be completed before the last day of class.

A student may withdraw from all of his/her courses and from the University upon the recommendation of the Dean. When a student is withdrawing from a course or from the University, the student must meet with the SUDC Program Director to explore options, such as a revised Program of Study or leave of absence. For extraordinary reasons approved by the Dean and the Registrar's Office, the grade of "W" may be given after the end of the "W" period. "Application to Withdraw" forms for dropping courses are available at the Registrar's Office located in the Student Services Building. Students withdrawing after the current term mid-point must pick up a petition for consideration of exception to the withdrawal policy from the Dean's office.

Students should not assume that departments will automatically initiate a drop for nonattendance. Unless a "W" shows up on the grade sheet, an "EU" (unofficial withdrawal) is automatic. An "EU" is considered the same as an "E."

w. University Policies and Transcripts

Students are responsible for complying with all University 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 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. Students are responsible for ensuring the accuracy of their class schedule each term via the Campus Information Services. An exception to University 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 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 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 available at <http://www.studentaffairs.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 Guidelines for Expected Student Behavior

The University College 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 SUDC students. The College 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 SUDC 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 SUDC 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 SUDC 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 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 community. Students are responsible for familiarizing themselves with all SUDC student policies including those outlined in the College SUDC 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 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.

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 SUDC 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'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.
- 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. University Academic Misconduct Policy

Excerpted here from the University 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.
 - "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.
 - 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.
 - 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.
 - "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 policy, academic departments should establish their own policies in several areas, including academic misconduct. The following College policy on Academic Misconduct was approved by the College Council in April 2014.

k. College 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 (CSW). Students and faculty are expected to adhere to the standards of behavior outlined in the University 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 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.

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. 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.

I. 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>.

m. 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 College has a policy of Informal Conflict Resolution. In addition, such a policy creates a 1) congruence between the College'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.

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

p. 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.

q. 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]

r. 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.

- Children on Campus

Children are welcome to visit the College 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. 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. 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 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.

- 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.

s. Equal Opportunity and Affirmative Action

The University does not discriminate against individuals on the basis of race, ethnicity, color, religion, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, genetic information, or protected veteran's status ("protected class"), in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Additionally, the University provides reasonable accommodations to ensure equal access to qualified persons with disabilities.

Retaliation against individuals for engaging in protected activities, such as filing a discrimination complaint or participating in a discrimination complaint process, is prohibited.

Inquiries regarding the University's Non-discrimination Policy and requests for accommodation may be referred to:

Director, Office of Equal Opportunity and Affirmative Action
Title IX/ADA/Section 504 Coordinator
201 South Presidents Circle, Rm. 135
Salt Lake City, UT 84112
801-581-8365

t. Non-Discrimination and Anti-Harassment Policy

Consistent with federal and state law and University policy, the University 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, gender, gender identity, gender expression genetic information, or protected veteran's status ("protected class"), 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 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 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.

u. 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 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.

- 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 SUDC Program Director (Jason Castillo, Ph.D.); the Associate Dean for Academic Affairs of the College (Joanna Bettmann Schaefer, Ph.D.); or the Dean of the College (Martell Teasley, Ph.D.) within which the conduct occurred;
 - the Human Resources Division (Address: 420 Wakara Way, Suite 105, Salt Lake City, UT 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).
- Once informed, the SUDC Program Director, Associate Dean of Student Affairs and Services in the College, or the Dean of the College shall consult with OEO/AA. Similarly, OEO/AA shall advise the SUDC Program Director, Associate Dean of Student Affairs and Services in the College, or Dean of the College any complaints of sexual harassment OEO/AA receives concerning a member of the faculty, staff or student body.

v. Credit for Life Work or Experience

The SUDC 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 social work requirements.

w. Student Rights and Opportunities

Students have the right and opportunity to participate in the evaluation of their educational experience. The SUDC Program operationalizes this opportunity through a variety of mechanisms. Each semester students will have a chance to provide feedback to the SUDC 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.

x. 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.

y. 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 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 SUDC 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 SUDC 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.

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.

z. Consequences and Process

The College SUDC Program may take actions, up to and including termination of a student's participation in the program, on the basis of professional non-suitability if the college's administration determines that a student's behavior does not meet the expectations of the NASW Code of Ethics, the

SUDC Student Handbook, the University Student Code, and/or the behavioral standards listed here. Problems with professional academic expectations may include, but are not limited to:

1. Failure to meet or maintain academic grade point requirements as established by the University and the College SUDC Program.
2. Inability to be successful in field practicum placement.
3. Cheating, lying, or plagiarism.
4. Behavior judged to be in violation of the NASW Code of Ethics.
5. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice.
6. Inappropriate or disruptive behavior toward colleagues, faculty or staff (at the College or in the field placement).
7. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
8. Misuse of substances such as alcohol or drugs that can impair judgment and the candidate's ability to provide services to others.
9. Documented evidence of criminal activity occurring during the course of study.
10. Violation of any of the behavioral standards listed above.

The profession of Social Work operates on a strengths-based approach to problem solving with the belief that people can change and grow. As a result, the level and range of intervention may take the form of remediation, probation, withdrawal, or termination from the program. All student cases are addressed on an individual basis by faculty and administrators at the College. To assure due process, the steps and time limits of this process are spelled out in the University Student Code Section V: Student Academic Conduct (<http://regulations.utah.edu/academics/6-400.php>). Students who engage in behavioral misconduct may be subject to University discipline for violations of the student code under Student Code Section III: Student Behavior and/or Student Code Section VI: Student Professional and Ethical Conduct (<http://regulations.utah.edu/academics/6-400.php>).

aa. College 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 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 or the College. 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 SUDC 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 SUDC 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 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.

bb. Use of Social Media in Client-Based Services

If College 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 SUDC Program 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.

Utah Chapter, National Association of Social Workers Use of Social Media in Client-Based Services
#knowtheNaswCode

These are the areas in the code that can be compromised through indiscreet use of social media:

4.03 Private Conduct

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

1.07 (a) Privacy and Confidentiality

Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research.

1.06 (c) Conflicts of Interest

Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client.

1.3 (e) Informed Consent (remote or electronic communication) Social workers who provide services via electronic media should inform recipients of the limitations and risks associated with such services. Please consider the following points when establishing a social media policy (some of these ideas adapted from Keely Kolmes, PsyD):

- **Friending:** Let clients know that you do not accept friend or contact requests from current or former clients. Friending has the potential to compromise confidentiality and blurs professional/personal boundaries.
- **Fanning:** If you have a "Fan page" on Facebook, let clients know your policy regarding accepting "friend/fan" requests. If you share articles on this page, you can, as an alternative, encourage clients to join via an RSS feed, so it does not appear that a client is endorsing your practice publicly.
- **Following (Twitter):** If you maintain a twitter feed, encourage clients to create a username that disguises their identity, for example: @ethicsguy instead of @johnsmith.
- **Location-Based Services (LBS):** Discourage clients from "checking-in" from your office, and make it clear that your office is not a "check-in point" for Foursquare, Swarm, Gowalla, etc. Make clients aware of the risks of compromised privacy if intentionally checking-in or if they have a passive LBS-app enabled on their phone.
- **Email:** Let clients know that email correspondence is maintained in the logs of internet service providers. Some email platforms like @hushmail are encrypted, but most can be viewed by system administrators and are therefore not private interactions. Limit email correspondence to administrative functions like scheduling, etc.
- **Facebook Disclaimer Example**

Please Note: In compliance with Utah law and the ethical standards of my profession, I cannot accept friend requests from or engage in a social media relationship with individuals with whom I have had a previous therapeutic relationship. Also, the views expressed on my personal Facebook reflect my views and not the views of my employer.

X. University Support Services

Support Service	URL	Number
Office of Undergraduate Studies	http://ugs.utah.edu/student-resources/index.php	(801) 581-3811
University Counseling Center	http://counselingcenter.utah.edu	(801) 581-6826
Undergraduate Bulletin	https://undergradbulletin.utah.edu	(801) 581-5808
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://alert.umc.utah.edu	(801) 581-7200
Center for Child Care and Family Resources	http://childcare.utah.edu	(801) 585-5897
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) 581-7188
UROP: Undergraduate Research Opportunities	https://our.utah.edu	(801) 581-8070
Learning Success Center	http://learningcenter.utah.edu	(801) 581-8746
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/centers/cesa	(801) 581-7569
Career & Professional Development Center	http://careers.utah.edu	(801) 581-6186
LEAP: Academic Learning Communities	http://leap.utah.edu	(801) 581-8920
Center for Disability & Access	http://disability.utah.edu/	(801) 581-5020
Ethnic Studies Program	http://transform.utah.edu/ethnic-studies/	(801) 581-5206
The Middle East Center	http://mec.utah.edu/	(801) 581-6101

- College 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 Computer Lab.

XI. Professional Licensing

Professional licensing as a Substance Use Disorder Counselor in the state of Utah is a function of state agencies. Licensing laws vary from one state to another and different professional organizations have different criteria for licensing and membership. Students should consult specific states and/or organizations to determine the specific requirements for licensure in areas of their interest. Some forms of licensure may require special consideration in planning academic programs. Professional licensing laws protect certain titles for the professionals who have met educational and licensing criteria. In Salt Lake City, the secretary in charge of social work at the Division of Occupational and Professional Licensing may be reached at 801-530-6162. The licensing web pages can be found at www.dopl.utah.gov.

a. Utah Chapter, NASW

The Utah Chapter of the NASW is housed within the College. 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/>

b. The Association of Utah Substance Abuse Professionals (AUSAP)

AUSAP represents the professional interests of addiction counselors, educators and other addiction-focused health care professionals in the state of Utah. Students are strongly encouraged to become aware of the mission of AUSAP, benefits associated with being a member of AUSAP (i.e., scholarships and board membership), as well as how the organization works with DOPL and NAADAC (i.e., licensing, continuing education, professional liability insurance, and MRT Training). For additional information you can access AUSAP at: <http://www.ausap.org/>

c. The Association for Addiction Professionals (NAADAC)

NAADAC represents the professional interests of more than 100,000 addiction counselors, educators and other addiction-focused health care professionals in the United States, Canada and abroad. NAADAC's members are addiction counselors, educators and other addiction-focused health care professionals, who specialize in addiction prevention, treatment, recovery support and education. An important part of the healthcare continuum, NAADAC members and its 47 state and international affiliates work to create healthier individuals, families and communities through prevention, intervention, quality treatment and recovery support. Students are strongly encouraged to become aware of the mission of NAADAC, benefits associated with being a member of NAADAC, and licensing examinations. For additional information you can access NAADAC at: <https://www.naadac.org/>