

Colorado Mesa University

Benchmark III

Self-Study

Benchmark III – Self-Study

Volume 1 – Educational Policy and Accreditation Standards (EPAS)

Section 1 – Narrative for Accreditation Standards in Benchmarks I and II

Accreditation Standard 1.0 – Mission and Goals

1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.

Council on Social Work Education (CSWE) sets forth the Educational Policies and Accreditation Standards (EPAS) for the profession of social work, which includes the following preamble defining the purpose of the social work profession:

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

The National Association of Social Workers (NASW) Code of Ethics defines the mission of social work as:

“...to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.”

Our mission is grounded in and consistent with the mission, purpose, and core professional values of the social work profession.

CMU Social Work Program Mission

To educate students as generalist social work practitioners who embrace the mission and core values of the social work profession, including issues of diversity, service, the dignity and worth of all people, and social and economic justice.

Our mission and goals are clearly consistent, and grounded, in the generalist practice framework. Our focus is on a strong commitment to the mission of social work, as defined by CSWE and NASW, and core values of the profession and to a person and environment and strengths perspective construct. Our program will seek to develop BSW students who are able to think critically, apply ethical principles, and incorporate all of the core competencies within professional practice.

As stated in our program mission, we intend to graduate students that are educated in and embrace generalist social work practice and the mission and core values of the profession of social work.

This means that students graduating from our program will develop and possess a genuine concern for the well-being of all people in a society, both nationally and internationally. This will include on-going development of cultural awareness and cultural competence. One of our long-term goals is to provide students with an opportunity to complete part of their practicum placement in an international setting, which would allow them to address issues of equality, poverty, and human rights from a global perspective.

The six core values of the social work profession include:

1. Social and economic justice
2. Human dignity and worth
3. Service
4. The importance of human relationships
5. Integrity
6. Competence

A value is simply a “deeply held belief.” Each of these core values is fully defined in our Code of Ethics and will be taught throughout our curriculum. Additional values such as acceptance, individualism, nonjudgementalism, and client self-determination, will also be strongly emphasized. Teaching students to view people, communities, and societies from this value system ensures a stronger commitment towards the respect for human diversity, a quest for social and economic justice, the elimination of poverty, and a higher quality of life for all persons.

As generalist social work practitioners, students will understand the need for multi-level (micro, mezzo, macro) and multi-dimensional (individual, family, group, community, society) intervention strategies. Students will utilize the ecological perspective (person and environment), the strengths perspective and empowerment approach, as well as the various roles (consultant, resource manager, and educator) and functions (enabler, facilitator, planner, colleague-monitor, broker-advocate, convener, social activist, catalyst, teacher, trainer, outreach, and researcher-scholar) common of generalist practitioners. They will understand

the problem-solving approach and the framework (engagement, assessment, planning, intervention, evaluation and termination) necessary for holistic interventions.

Lastly, through our program mission, students will learn to be advocates for the basic human rights of all people, regardless of their background, socioeconomic status, gender, sexual orientation, or position in society.

The above defined goals and mission of the social work program have a strong and positive relationship with the mission, vision, and values of Colorado Mesa University.

The role and mission of CMU is specified in legislation by the Colorado General Assembly:

There is hereby established a university at Grand Junction, to be known as Colorado Mesa University, which shall be a general baccalaureate and graduate institution with selective admission standards. Colorado Mesa University shall offer liberal arts and sciences, professional and technical degree programs and a limited number of graduate programs. Colorado Mesa University shall also maintain a community college role and mission, including career and technical education programs. Colorado Mesa University shall receive resident credit for two-year course offerings in its commission-approved service area. Colorado Mesa University shall also serve as a regional education provider.

In fall 2012, the CMU Board of Trustees adopted an institutional Mission Statement that clearly articulates CMU's purpose beyond the enabling legislation:

Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking, and social responsibility, CMU advances the common good of Colorado and beyond.

The statement was developed collaboratively by representatives of the Board of Trustees, the academic department heads, Faculty Senate, and the administration.

The Social Work program mission statement is consistent within the context of Colorado Mesa University and the community of Grand Junction and Western Colorado.

Colorado Mesa University is a liberal arts university with a primary emphasis as a teaching institute. CMU prides itself in strong student-teacher interactions and a student-to-faculty ratio of 23:1, which ties in with the social work professions emphasis on a liberal arts education and a required BSW-level student-to-faculty ratio of 25:1.

In addition, CMU is invested in building programs and curriculums that bridge liberal arts education and professional programs. The Social Work program at CMU has been designated

as a straight "Bachelor of Social Work, Social Work major" (BSW) rather than a "Bachelor of Arts, Social Work major," which means that the BSW program at CMU is titled and identified as a professional program.

Institutional Vision and Values

The vision of Colorado Mesa University is to continue to mature into an institution of higher education that successfully prepares students from diverse backgrounds for lives of career and service anywhere in the world.

To achieve this vision Colorado Mesa University will leverage:

- An adaptable, flexible approach to learning that allows students to choose from multiple and potentially integrated pathways to achieve certification, associates, bachelors, and graduate degrees.
- A highly qualified faculty that excels in teaching and interacting with students.
- A curriculum, often bridging liberal education and professional programs, that successfully prepares students for the 21st century in the areas of personal and social responsibility, civic engagement, ethics, and intercultural/ global learning.
- Continued investment in facilities and technology that expand, expedite, and enhance learning for every student.
- A wide array of academic programs that are improved on an on-going, continuous basis for quality and relevance to Western Colorado's needs in the context of an ever-changing world.
- An administration that uses human and natural resources wisely, embraces excellence, is committed to shared governance, and is focused on the future.

Colorado Mesa University values:

- High quality education in a student-centered environment;
- Small class sizes and a high level of student/faculty interaction;
- A learning environment that develops and promotes the skills of inquiry, reflection, critical thinking, problem solving, innovation, teamwork, and communication in students;
- Student choice in academic programming that prepares future leaders to function as productive and responsible members of a global society;

- Opportunities that engage students in applied learning;
- A faculty recognized for their professional expertise and quality of instruction;
- A staff committed to the highest quality of service to the College community;
- An attainable, accessible postsecondary experience for students in and outside of Western Colorado that emphasizes continuous improvement;
- A vibrant and varied campus setting that values diversity and diverse activities, and encourages involvement and interaction outside the classroom;
- A culture committed to integrity and academic and intellectual freedom; a community and region that supports the College in multiple ways;
- State-of-the-art facilities and technologies that enhance the learning environment; and
- A diversity of students, faculty, staff that promotes a balanced exchange of ideas.

Colorado Mesa University & Social Work Program (BSW) region served:

CMU is located in a largely rural and rather sparsely populated region of the state, lying midway between Denver and Salt Lake City. The University is located in Grand Junction, surrounded by the Grand Valley, a type of oasis of 120,000 residents in an area otherwise made up of small communities scattered across vast, open spaces. CMU is legislatively mandated in Colorado Revised Statutes 23-1-127 to meet the educational needs of 14 counties in Western Colorado. Spanning 30,000 square miles, CMU's service region is a challenge, not only because of its vastness, but also because of the mountain features and winter weather that make it difficult for many of the region's residents to travel to the main campus.

Colorado Mesa's main campus encompasses 86 acres in the heart of Grand Junction, Colorado. Nestled between mountains and high-desert canyons, the area is home to some of the best outdoor recreation in the country and enjoys 300 days of sunshine a year.

The Tilman M. Bishop Campus is the result of a partnership of the University, Mesa County Valley School District 51, and area businesses and is the main site of CMU's two-year division: Western Colorado Community College. Programs at the Bishop Campus serve the technical education needs of both college and area high school students.

The Montrose Campus of Colorado Mesa University, located at the base of the beautiful San Juan Mountains, provides access to a variety of associate and bachelor degree programs in a scenic, smaller community campus setting. [1]

Colorado Mesa University & Social Work Program (BSW) target population:

Colorado Mesa University has an enrollment of more than 9,480 students with almost 12 percent of the University's student body coming from outside Colorado. The student population is 54 percent female, 46 percent male, and 20 percent from traditionally underrepresented groups. The vast majority of students (73 percent) are traditional-aged students and enrolled in full-time study. Many students attend college while also working and caring for families, and CMU is proud to offer evening, online and distance education classes that allow non-traditional and working students the opportunity to further their educational attainment and advance in their professions.

In general, two-thirds of CMU students are from the 14-county region, CMU is attracting an increasingly larger share of students from the Front Range of the Rocky Mountains, along the I-25 corridor and centering on Denver. Additionally, more than 10 percent come from outside Colorado, with notable numbers coming from western states including Hawaii.

CMU is a liberal arts university with a primary emphasis as a teaching institute. CMU is committed to keeping class sizes small, with an average student to faculty ratio of 23:1. They are also dedicated to diversity, critical thinking, social responsibility, community service, and advancing the common good, all of which are particularly complementary to the goals and core competencies of the social work profession. [2]

The social work program fits the mission of CMU as a liberal arts university that seeks to engage students in opportunities for applied learning, and ties in strongly to the Institutional Vision and Values (2010) of the university to provide a “curriculum, often bridging liberal education and professional programs, that successfully prepares students for the 21st century in the areas of personal and social responsibility, civic engagement, ethics, and intercultural/global learning.”

The vision of CMU is to graduate students that are equipped to add “quality and relevance” to Western Colorado’s needs in the context of an ever-changing world. There is a current need for trained, degreed, and professional social workers (both BSW and MSW) in Grand Junction and Western Colorado. The closest bachelor’s in social work program to our community is 243 miles to our east in Denver, CO. This is not a commutable distance, as it is a four-hour drive that involves high altitudes and numerous mountain passes, including dangerous road conditions in the winter months.

Most social service agencies in Grand Junction hire students with degrees in sociology, psychology, criminal justice or human services, for positions that in most areas would be filled by bachelor’s level social workers in traditional case management roles. These agencies are very excited and supportive of the new BSW program at CMU, as they know that our students will be graduating with the knowledge and skills needed to excel in these positions. We have received verbal and written letters of support from agencies such as Department of Human Services, hospice, nursing homes, Hilltop (a large non-profit agency that provides

comprehensive services to low-income families), Ariel (foster care and adoption), The House and Homeward Bound (homeless shelters), and Mind Springs Health (mental health center).

The Social Work program mission statement is consistent within the context of Colorado Mesa University and the community of Grand Junction and Western Colorado.

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

Program Goals

1. To educate students as generalist social work practitioners; with knowledge and understanding of the ecological perspective, the strengths perspective, the empowerment approach, and solid problem solving and case management skills.
2. To assist students in viewing complex human and social issues from a multi-dimensional, multi-level approach involving micro-, mezzo-, and macro-level interventions.
3. To provide opportunities for the application of the social work mission and core values of service, the dignity and worth of all people, the importance of human relationships, integrity, competency, and social and economic justice.
4. To maintain high professional standards and knowledge of the NASW Code of Ethics.
5. To help students strengthen the relationship between theory and practice by engaging them in various service learning projects, leadership development, strong field education placements, and involvement in the social work club.

Our social work program goals are derived specifically from our mission of focusing on a strong generalist social work perspective and framework.

The first two program goals are derived from the first part of our mission, which is “to educate students as generalist social work practitioners.” In both goals, we define and describe elements of generalist practice, such as the need for students to have a solid understanding of the ecological (person and environment) perspective, the strengths perspective and empowerment approach, problem solving and critical thinking skills, and multi-level (micro, mezzo, macro), multi-dimensional (individual, family, group, community, society) intervention strategies.

The third goal focuses on the remaining part of our mission, which is to “embrace the mission and core values of the social work profession.” We want students to learn and understand the history and context of our profession’s mission and values, and also to have opportunities to develop, practice and apply these skills in both classroom and field education settings. The third

goal involves full knowledge of the mission and purpose of the social work profession as defined by Council on Social Work Education (CSWE) and the National Association of Social Worker's (NASW) Code of Ethics.

A mission statement is a statement of the purpose of an agency, organization, or person, and defines their reason for existence. According to Hill and Gareth, the mission statement should “guide the actions of the organization, spell out its overall goal, provide a path, and guide decision-making. It provides the framework or context within which the company's strategies are formulated. It's like a goal for what the company wants to do for the world.” [3]

Upon graduation from our program, students will be able to fully articulate the mission and purpose of the social work profession, and it should provide “a path” and guide to their professional decision-making and goals.

The fourth goal is one that would be expected of any social work student and ties in with our mission to “educate generalist social work practitioners who embrace the core values of the social work profession.” We consider the classroom to be a professional environment in which students gain knowledge and practice professionalism and ethics. In our syllabi, we include the following information related to this goal and our expectations:

In the social work program, the classroom is treated as a professional environment. We have expectations of students in the training environment that are the same as those for workers in agencies. This model helps prepare students for practice after they graduate. In direct practice, workers are expected to show up on time, call in when a difficulty arises, and carry out fully and competently their job responsibilities. Failure to do this generally leads to dismissal.

When this is translated into the classroom environment, it means students need to arrive on time for class, attend all classes, remain at all classes for the entire period and actively engage in the learning process. *Attending class is critical in that it gives students the greatest opportunity to master course material.* Students are expected to take responsibility for their learning process, much as workers are responsible for their own professional development.

The fourth goal requires students to “embrace the core values of the social work profession,” which includes social and economic justice, human dignity and worth, service, integrity, the importance of human relationships, and competence; as well as the Code of Ethics that guide our profession. The Code of Ethics will be defined and listed in the BSW Student Manual and taught in all of our core coursework, especially in the SOWK 311 Ethical Principles of Social Work course.

The fifth goal is derived from our overall mission, which is to “educate students as generalist social practitioners who embrace the mission and core values of the social work profession.” In order to achieve this mission, students need ample opportunity to “strengthen the relationship

between theory and practice.” We want to engage students in this process by providing them with many opportunities to develop these skills. After four years of undergraduate coursework, students should possess the intellectual and cognitive understanding of generalist social work practice and professional mission and values; but they need opportunities to put these techniques and skills into practice. This will be done by encouraging leadership roles in the community and on campus (service projects, involvement in the social work club); and required through field education (“signature pedagogy”).

Accreditation Standard 2.0 – Curriculum

B2.0.1 The program discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

Generalist practice is defined in Educational Policy B2.2—Generalist Practice as:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Our mission and goals are clearly consistent, and grounded, in this generalist practice framework. Our focus is on a strong commitment to the mission and core values of the profession and to a person and environment and strengths perspective construct. Our program will seek to develop BSW students who are able to think critically, apply ethical principles, and incorporate all of the core competencies within professional practice.

Our mission is to graduate students from our BSW program who are well prepared for entry-level generalist practice social work positions in the local community and in society. Generalist practice is focused on multi-level (micro, mezzo, macro) and multi-dimensional (individual, family, group, community, society) intervention strategies. Students will utilize the ecological perspective (person and environment), the strengths perspective and empowerment approach, as well as the various roles (consultant, resource manager, and educator) and functions (enabler, facilitator, planner, colleague-monitor, broker-advocate, convener, social activist, catalyst, teacher, trainer, outreach, researcher-scholar) common of generalist practitioners.

They will understand the problem-solving approach and the following six step generalist framework necessary for holistic interventions:

1. Engagement
2. Assessment
3. Planning
4. Intervention
5. Evaluation
6. Termination

Grafton Hull defines generalist practice as follows:

The basic principle of generalist practice is that baccalaureate social workers are able to utilize the problem solving process to intervene with various size systems including individuals, families, groups, organizations, and communities. The generalist operates within a systems and person-in-the-environment framework (sometimes referred to as an ecological model). The generalist expects that many problems will require intervention with more than one system (e.g., individual work with a delinquent adolescent plus work with the family or school) and that single explanations of problem situations are frequently unhelpful. The generalist may play several roles simultaneously or sequentially depending upon the needs of the client, (e.g., facilitator, advocate, educator, broker, enabler, case manager, and/or mediator). They may serve as leaders/facilitators of task groups, socialization groups, information groups, and self-help groups. They are capable of conducting needs assessments and evaluating their own practice and the programs with which they are associated. They make referrals when client problems so dictate and know when to utilize supervision from more experienced staff. Generalists operate within the ethical guidelines prescribed by the NASW Code of Ethics and must be able to work with clients, coworkers, and colleagues from different ethnic, cultural, and professional orientations. The knowledge and skills of the generalist are transferrable from one setting to another and from one problem to another. [4]

B2.0.2 *The program identifies how its competencies are consistent with EP 2.1 through 2.1.10(d).*

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.

4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

Our program will focus on the ten core competencies of our profession and the characteristic knowledge, values, skills, and practice behaviors that flow from them. We did not add any additional competencies, as we want the knowledge and mastery of these ten core competencies to be at the heart of our curriculum and our program.

B2.0.3 The program provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

We are utilizing the ten core competencies and 41 practice behaviors as written, with no modifications.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

1. advocate for client access to the services of social work;
2. practice personal reflection and self-correction to assure continual professional development;
3. attend to professional roles and boundaries;
4. demonstrate professional demeanor in behavior, appearance, and communication;
5. engage in career-long learning; and
6. use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

7. recognize and manage personal values in a way that allows professional values to guide practice;
8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
9. tolerate ambiguity in resolving ethical conflicts; and
10. apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
12. analyze models of assessment, prevention, intervention, and evaluation; and
13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

14. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
17. view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

18. understand the forms and mechanisms of oppression and discrimination;
19. advocate for human rights and social and economic justice; and
20. engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

21. use practice experience to inform scientific inquiry and
22. use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
24. critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

25. analyze, formulate, and advocate for policies that advance social well-being; and
26. collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

27. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
28. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers:

29. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
30. use empathy and other interpersonal skills; and
31. develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers:

32. collect, organize, and interpret client data;
33. assess client strengths and limitations;
34. develop mutually agreed-on intervention goals and objectives; and
35. select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers:

36. initiate actions to achieve organizational goals;
37. implement prevention interventions that enhance client capacities;
38. help clients resolve problems;
39. negotiate, mediate, and advocate for clients; and
40. facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers:

41. critically analyze, monitor, and evaluate interventions

B2.0.4 *The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP2.0).*

Colorado Mesa University's focus is on providing quality academic programs, built on a strong liberal arts core that support students' interests and regional employment needs. Our university has a long history of being grounded in a liberal arts core, which includes an emphasis on undergraduate studies with exposure to a wide range of academic subjects, including sciences as well as the traditional humanities subjects taught as liberal arts.

The "liberal arts experience" is characterized by three main aspects:

1. Smaller class sizes than many universities, which usually means more individual attention is given to each student;
2. Residential, which means students live and learn away from home, often for the first time, and learn to live well with others. Additionally, the residential experience of living on campus brings a wide variety of cultural, political, and intellectual events to students who might not otherwise seek them out in a non-residential setting ; and
3. A typically two-year exploration of the liberal arts or general knowledge before declaring a major. [5]

All students at Colorado Mesa University must follow CMU graduation requirements by completing 120 semester credit hours, including 40 credits of coursework at the 300+ level.

All CMU students must complete 31 minimum semester hours of general education/essential learning program core course curriculum and 6 semester credit hours of lower-division course requirements. This curriculum provides the "liberal arts" foundation of skills and information that cuts across all fields of study and provides the support for advanced concepts that students will encounter later in their majors.

CMU's 31 semester hours of general education/essential learning core course curriculum consists of six semester credit hours of English, three semester hours of mathematics, three semester hours of history, three semester hours of humanities, six semester hours of social and behavioral sciences, three semester hours of fine arts, seven semester hours of natural sciences; in addition to the 6 credits of lower-division course requirements, which includes two semester hours of wellness and four semester hours of an essential learning capstone.

The mathematics requirement is MATH 110 or higher (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.) MATH 110 College Mathematics includes the topics of probability and descriptive statistics.

The natural sciences requirement allows students to select from a list of 28 approved courses; however only 17 of these courses include the required associated laboratory that must be taken in sequence with one of the lecture courses. The majority of students select Biology 101 and Biology 101L for this required sequence, partly because students are more familiar with general human biology, and partly due to the other sequence options which include primarily chemistry and physics courses.

In addition to the above-mentioned math course, our social work students will gain knowledge of basic statistical concepts through a required core course, SOWK 387 Research Methods. This course focuses on qualitative methods such as constructing various surveys and observational studies; as well as quantitative methods including coding and data analysis, measures of variability, positive and negative correlations, and statistical significance.

BSW students will be required to complete two foundation courses (6 semester hours), two consecutive classes in the same foreign language (6 semester hours), and all social work major requirements (48 semester hours), in addition to any other electives needed to bring their total semester hours to 120.

BSW students will be required to complete two foundation courses (PSYC 150 General Psychology and PSYC 233 Human Growth), prior to applying for acceptance into the BSW program. These two courses were selected because we want our students to have exposure to a broad and diverse base of knowledge and theories, particularly with other closely-related social and behavioral science disciplines.

In PSYC 150 General Psychology, students are introduced to a broad liberal arts perspective related to human behavior, the social systems in which people live, social problems, and many theories such as Behavioral, Cognitive, Humanistic, Personality, Social, and Learning. In PSYC 233 Human Growth and Development, students learn about many various theories to development (Erikson, Piaget, etc...), as well as the cognitive, physical, and social/environmental development of a human being from birth to death.

BSW students will also be required to complete two introductory social work courses: SOWK 150 Introduction to Social Work and SOWK 210 SW for Diverse Populations, prior to applying for acceptance into the BSW program. These two courses are fundamental courses to a good social work foundation.

Social work students will be required to incorporate human behavior in the social environment (HBSE) context in all of their social work courses. The Council on Social Work Education defines the educational standards for knowledge of human behavior and the social environment as such:

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
24. critique and apply knowledge to understand person and environment.

We have adopted Pearson Publishers Connecting Core Competencies Series for our core social work courses, which ensures continuity in regards to knowledge and application of all core competencies, including HBSE, as follows:

Junior Year – Social Work Core Curriculum

Course	Textbook Adopted	HBSE Content
SOWK 365 - Intervention Methods I	Generalist Social Work Practice (Miley, O'Melia, and DuBois); Pearson	<ul style="list-style-type: none">• Know about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.
SOWK 375 - Intervention Methods II	An Introduction to Group Work (Toseland & Rivas), Pearson	<ul style="list-style-type: none">• Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

SOWK 385 - Intervention Methods III	Social Work Macro Practice (Netting, Kettner, McMurtry, and Thomas), Pearson	<ul style="list-style-type: none"> Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. Social workers critique and apply knowledge to understand person and environment.
SOWK 387 – Research Methods	Research Methods for Social Workers (Yegidis, Weinbach, and Myers), Pearson	<ul style="list-style-type: none"> Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. Social workers critique and apply knowledge to understand person and environment.

Some examples of specific HBSE content and application in course work includes:

SOWK 150 Introduction to Social Work:

Students learn about micro-, mezzo-, and macro-level interventions and discuss and explore numerous case studies in which the textbook illustrates appropriate interventions at each system level. Students begin to see the importance of looking at all human behavior in the context of a larger, social/environment context. They learn the framework and value of the ecological perspective in professional practice, including the strengths perspective,

empowerment, and the dialogue (engagement), discovery (contract), and development (action) stages of the helping process. They are also introduced to Ecomaps as an effective Ecological/Systems Perspective and HBSE-oriented assessment tool.

SOWK 320 SW Practices in Mental Health:

Students explore how environmental factors impact the behaviors of clients with severe and persistent mental illness. They complete four case studies in which they must conduct holistic assessments that include biological, psychological, social, cultural, and spiritual components. We explore the role of social workers on interdisciplinary teams in regards to our training in the ecological (person in environment) perspective; including our focus on always understanding complex human behavior in a larger social environmental context. We discuss how it is our responsibility as social workers to paint a broader picture and understanding of why a person behaves in the way that they do and why it is so important to focus on “environmental factors” when considering various intervention and treatment options.

SOWK 387 Research Methods:

Students pick a research project to study all semester, such as understanding suicide.

This research project is set up throughout the semester with an emphasis on the micro, mezzo, and macro systems. From a micro level of intervention, a student would be required to complete a literature review to learn about interventions associated with suicide such as identifying warning signs, and then how to engage the client, ask the question, identify coping skills, and provide support. Students are then required to complete structured interviews to learn about this perspective from individuals. From a mezzo perspective, the student would identify how to refer students for ongoing services. For example, students might indicate resources such as the local mental health clinic, and/or student services. The research activity associated with the macro level is observations. Students engage in community observations related to their topic. For example, observing students on campus after a recent suicide. Finally, from a macro perspective students identify societal stigmas associated with suicide and mental illness. Students then determine an intervention plan that would address societal issues. Student might discuss advocating for clients at the organizational level (mezzo) or state level (macro), providing information that informs best practices. Students engage in understanding legislation and how it impacts the mentally ill. Since this is a research class, students are required to identify limitations within studies as it applies to individuals, groups and larger societies.

The above-mentioned general education requirements, two foundation courses, and two introductory social work courses will be completed during a student’s freshman and sophomore year, as follows (recommended sequence):

FRESHMAN YEAR

<u>Fall Semester</u>	<u>Hours</u>
ENGL 111 English Composition	3
General Education - Humanities	3
General Education - Science	3
SOWK 150 Introduction to Social Work	3
KINE 100 Health and Wellness	1
Other Elective	<u>3</u>
	16

<u>Spring Semester</u>	<u>Hours</u>
ENGL 112 English Composition	3
General Education - History	3
General Education - Mathematics	3
SOWK 210 SW for Diverse Populations	3
PSYC 150 General Psychology	3
KINA Activities	<u>1</u>
	16

SOPHOMORE YEAR

<u>Fall Semester</u>	<u>Hours</u>
General Education - Fine Arts	3
Foreign Language	3
General Education – Social/Beh. Science	3
PSYC 233 Human Growth and Development	3
Other Elective	3
Other Elective	<u>2</u>
	17

<u>Spring Semester</u>	<u>Hours</u>
General Education - Science with Lab	4
Foreign Language	3
General Education – Social/Beh. Science	3
SOWK Elective	3
ESSL 290 Maverick Milestone	3
ESSL 200 Essential Speech (co-req.)	<u>1</u>
	17

Once students complete all of their general education/essential learning, two foundation, and two introductory social work courses, they will then apply to get accepted into the social work (BSW) program during the spring semester of their sophomore year. If accepted, they will be part of a cohort system that will take all junior and senior level coursework together. The social work core courses include the completion of 33 semester hours, as follows:

JUNIOR YEAR

SOWK 311	Ethical Issues in Social Work	3
SOWK 320	SW Practices in Mental Health	3
SOWK 365	SW Intervention Methods I	3
SOWK 375	SW Intervention Methods II	3
SOWK 387	SW Research Methods	3

SENIOR YEAR

SOWK 385	SW Intervention Methods III	3
SOWK 394	SW Practicum Seminar I	1
SOWK 397	SW Practicum I	5
SOWK 460	Social Welfare Policy	3
SOWK 494	SW Practicum Seminar II	1
SOWK 497	SW Practicum II	5

SOWK 311 Ethical Issues in Social Work is designed to help students deepen their understanding of and ability to apply the NASW Code of Ethics. Students engage in lively discussions, debates, and assignments focused on real life situations, current events and relevant case studies.

SOWK 320 SW Practices in Mental Health is required due to the large number of social workers that will intersect with the mentally ill population as case managers and generalist practitioners in a variety of social services agencies. Students learn past and current history and policies related to mental health in America, as well as a basic introduction into the DSM-V.

SOWK 365 SW Intervention Methods I focuses on generalist social work practice, including the ecological perspective, strengths perspective and empowerment approach. Students learn about engagement, assessment, intervention, treatment plans, evaluation and termination.

SOWK 375 SW Intervention Methods II focuses on group work, including group dynamics, group cohesion, and leadership skills.

SOWK 385 SW Intervention Methods III focuses on community and organizational development, including non-profit organizations, grassroots movements, and grant writing.

SOWK 387 SW Research Methods prepares students to engage in qualitative and quantitative research, including a focus on ethics, critical thinking, and strong writing skills (APA format).

SOWK 460 Social Welfare Policy introduces students to the legislative process, the role of advocacy work, how to track state and federal bills, how to correspond with local, state and federal legislators, and the importance and value of getting involved in larger, macro-level practices.

SOWK 394, SOWK 397, SOWK 494 and SOWK 497 encompass the “signature pedagogy” of social work, field education. Students are required to complete 450 hours (five credit hours per semester; 45 hours per one credit) in their field placements over the course of their senior year and the practicum seminar courses (one credit hour per semester) give them an opportunity to meet face-to-face each week, or every other week, with other classmates and faculty for discussion and supervision of their field experience.

Finally, students are required to complete three social work electives (9 semester hours). The social work electives were selected to provide students with the widest selection possible, in keeping with the social work mission and client populations that most social workers will work with in the community. In addition, students will be able to choose electives that fit in with their interests and individual career endeavors.

During their junior and senior years, students will complete their social work core courses, social work electives, and any other electives required to bring their total semester hours completed to 120 hours, as follows:

JUNIOR YEAR

<u>Fall Semester</u>	<u>Hours</u>
SOWK 311 Ethical Issues in SW	3
SOWK 365 SW Intervention Methods I	3
SOWK Elective	3
SOWK Elective	3
Other Elective	<u>3</u>
	15

<u>Spring Semester</u>	<u>Hours</u>
SOWK 320 SW Practices in Mental Health	3
SOWK 375 SW Intervention Methods II	3
SOWK 387 SW Research Methods	3
Other Elective	3
Other Elective	<u>3</u>
	15

SENIOR YEAR

<u>Fall Semester</u>	<u>Hours</u>
SOWK 385 SW Intervention Methods III	3
SOWK 394 Social Work Practicum I	5
SOWK 397 Social Work Seminar I	1
Other Elective	<u>3</u>
	12

<u>Spring Semester</u>	<u>Hours</u>
SOWK 460 Social Welfare Policy	3
SOWK 494 Social Work Practicum II	5
SOWK 497 Social Work Seminar II	1
Other Elective	<u>3</u>
	12

Accreditation Standard 3.3 – Faculty

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

The baccalaureate social work program officially began at Colorado Mesa University in the fall of 2014. The program currently has two full-time faculty and three adjunct faculty.

Professor Kym Owens serves as the Program Director for the social work program. She has a full-time appointment to the social work program and her principal assignment is to the baccalaureate program. Professor Owens has a master’s in social work degree from a CSWE-accredited program (Walla Walla University) and 20+ years of practice experience in social work.

Professor Michelle Sunkel is the Field Education Director for the social work program. Professor Sunkel has a full-time appointment to the social work program and her principal assignment is to the baccalaureate program. Professor Sunkel has a master’s in social work degree from a CSWE-accredited program (San Deigo State University), a DSW degree from Capella University (2015), and 12+ years of practice experience in social work.

The three adjunct faculty (Carrie Hinds, Perla Rivera, and Pamela Anderson), all have a master’s in social work degree from a CSWE-accredited program and each possess 10+ years of practice experience in the field of social work.

Accreditation Standard 3.4 – Administrative Structure

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

The social work program director is Professor Kym Owens.

B3.4.4(a) *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*

The BSW Program Director, Professor Kym Owens, has a bachelor's in social work degree from the University of Montana and a master's in social work degree from Walla Walla University. Both social work programs attended were CSWE-accredited. Professor Owens has a current LCSW licensure in the state of Colorado.

Professor Owens began her social work education in 1988 at Trinity Lutheran College in Seattle, Washington, and has been working in some aspect of the social work field for the past 25 years. Owens has extensive leadership experience, including numerous management and supervisory positions. As noted in her CV, she has a very diverse background, from working with young children and families at Head Start, to the mentally ill at a State Mental Hospital, to the terminally ill at Hospice.

This rich and diverse experience lends itself to her deep understanding and commitment to the social work mission, core values, and Code of Ethics. She is dedicated to ensuring a solid generalist practice undergraduate social work program at CMU.

Owens has been teaching at the college-level for the past ten years, one year at a community college, two years at a private university, and the past seven years at public universities. Owens was hired by Utah State University in the fall of 2010 to start-up a new BSW and MSW program in Southeast Utah (Price, Moab, and Blanding). This required strong administrative, teaching and leadership abilities, as she was responsible for curriculum development, program development, marketing, advising, teaching, and practicum development and supervision in Southeast Utah. After building a solid BSW and MSW program framework through the USU-Moab campus over the course of two years, Owens was offered and accepted a full-time position at Colorado Mesa University.

Owens was initially hired at CMU in 2012 to begin a new minor in social work program. This minor has been offered at CMU for the past two and one-half years and is proving to be a very popular minor, with many students from diverse disciplines (education, nursing, Spanish, criminal justice, mass communications, psychology, sociology) across campus declaring the minor. Owens is responsible for the administrative oversight of this minor, as well as curriculum development and advising, and supervised internship placements from 2012-2014.

Sunkel began supervising internship placements for the minor fall 2014. Owens has also spent the past five academic years moving the program forward towards an accredited bachelor's in social work degree.

Over the past two and a half decades of practice experience, Owens has continued to display strong leadership abilities, including excellent organizational skills, above-average written and oral communication skills, and a strong interest in civic and scholarly activities. She is detail-oriented, has a strong work ethic, and is a solid team player. These traits, combined with her work, volunteer, and teaching experience, all demonstrate her abilities to lead an effective BSW program.

B3.4.4(b) *The program provided documentation that the director has a full-time appointment to the social work program.*

Documentation of Professor Owens full-time appointment to the social work program (letter of hire) can be found in Volume 3, Supporting Documentation, Appendix A.

B3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

The program director has been allowed a 25% reduction in her total workload to carry out the administrative functions of the social work program, as follows:

65% of her time is assigned to teaching; 25% of this 65% is used for administration of the social work program, which accounts for 17% of her total workload time. This 25% load reduction is the equivalent of one course load reduction per semester.	25% of her time is assigned to service; 8% of this 25% is used for administration of the social work program, which accounts for the remaining 8% of her total workload time.
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At present, this time allotment is sufficient to complete all tasks as required.

3.4.5 *The program identifies the field education director.*

The field education director is Professor Michelle Sunkel. Documentation of Professor Sunkel's full-time appointment to the social work program (letter of hire) can be found in Volume 3, Supporting Documentation, Appendix B.

B3.4.5(a) *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*

Michelle Sunkel is the Field Education Director at Colorado Mesa University. Sunkel is in her sixth year at this institution and has a full-time tenure track position as an assistant professor. Sunkel has a BS in Psychology (2001) degree from Lincoln University and an MSW (2005) degree from San Diego State University, as well as a Master of Bioethics (2010) degree. The MSW program attended was CSWE-accredited. The Master in Bioethics was from a Consortium of Partner Universities in Belgium, Netherlands and Italy specializing in international issues and ethics. Sunkel recently completed her Doctor of Social Work Degree (2015) from Capella University, researching the implication of pro-anorexia on treatment outcomes. Additionally, Sunkel has obtained her Licensure as an Addictions Counselor (2014). Sunkel has a current LCSW licensure in the state of Colorado.

Sunkel has experience managing multiple clinical programs and employees from diverse backgrounds. She has managed the Alternatives to Incarcerated for Individuals with Mental Health Needs (AIIM) and the Re Entry Program; in addition to supporting other community agencies and programs serving the mentally ill. These programs were developed to assist repeat offenders with mental health issues to be adequately sentenced by the courts to clinical supervision, medication management, addiction treatment, intensive case management, and any other psychiatric needs, in addition to probation and other court sanctions. Sunkel has worked extensively in medical social work, specializing with trauma teams, emergency departments, and intensive care units, specifically treating the severe and persistently mentally ill and adolescent populations in those settings.

Sunkel has managed clinical teams and has experience in medical social work, legal social work, crisis social work, and addictions in social work over the past 15 years, 10 of them being clinical experience. Sunkel lived abroad and has traveled extensively developing ethics and diversity experience. She has supervised multiple bachelor level internships and all of those supervised students were able to obtain full-time employment upon graduation. Furthermore, Sunkel currently supervises multiple professional staff in the clinical setting, as well as, clinically supervises candidates for their LCSW licensure.

As the Director of Field Education, Sunkel has established, enhanced and expanded placement sites to ensure that field agencies meet all of the Council on Social Work Education requirements. She has developed Field Placement Handbooks for students and agency supervisors, created on-going trainings for agency supervisors, and instructed practicum seminar classes, all to ensure a solid field education experience for graduating BSW students.

Sunkel is committed to multicultural competent practice, demonstrates the ability to work collaboratively with a variety of communities and community partners, has strong organizational and administrative skills, and has experience as a field supervisor. Finally, Sunkel has strong leadership skills, effective communication skills, and is connected to the social work community; therefore, she can effectively assist students in their professional development as they become social workers.

Duties that the Field Education Director has been working on the past two years, include: recruiting social service agencies as partners in field practicum; maintaining affiliation agreements with field settings; identifying, approving and training field agency staff as social work field supervisors; screening, assessing and assigning students to field placement settings; preparing field placement communication materials such as: field placement manual, agency affiliation agreements, student performance evaluation materials and program records; and developing and implementing field policies in keeping with CSWE requirements.

B3.4.5(b) *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate or post-master's social work degree practice experience.*

The BSW Field Education Director, Professor Michelle Sunkel, has a master's in social work degree from San Diego State University. San Diego State University is a CSWE-accredited MSW program. In addition, Sunkel has a master's degree in bioethics from the Consortium of Partner Universities (Katholieke Universiteit Leuven, Belgium; Radboud Universiteit Nijmegen, Netherlands; and Università degli Studi di Padova, Italy). Sunkel also completed her Doctor of Social Work (DSW) degree from Capella University in 2015.

B3.4.5(c) *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administration functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates that this time is sufficient.*

The field education director has been allowed a 25% reduction in her total workload to carry out the administrative functions of field education, as follows:

<p>70% of her time is assigned to teaching; 25% of this 70% is used for administration of field education for the social work program, which accounts for 17.5% of her total workload time.</p> <p>This 25% load reduction is the equivalent of one course load reduction per semester.</p>	<p>15% of her time is assigned to service; 7.5% of this 15% is used for administration of field education for the social work program, which accounts for the remaining 7.5% of her total workload time.</p>
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At present, this time allotment is sufficient to complete all tasks as required.

Accreditation Standard B2.0 – Curriculum

All syllabi are included in Benchmark II - Volume 2 (includes all introductory and core social work courses; does not include social work electives).

B2.0.5 The program describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Our curriculum is built upon our program mission, which is to graduate students as generalist social work practitioners, grounded in core professional values such as diversity, the dignity and worth of all people, and social and economic justice.

We will build and weave the ten core competencies and 41 practice behaviors into and throughout our entire curriculum (knowledge, values, and skills). This will include six semester hours of two social work introductory courses (Introduction to Social Work and Social Work for Diverse Populations); and 33 semester hours of eleven social work core courses (Ethical Issues in Social Work, Social Work Practices in Mental Health, SW Intervention Methods I, SW Intervention Methods II, SW Intervention Methods III, SW Research Methods, Social Welfare Policy, SW Practicum Seminar I, SW Practicum I, SW Practicum Seminar II, SW Practicum II); and nine semester hours of six social work elective courses (Child Welfare, Medical SW, School SW, Legal Aspects of SW, Spirituality and SW, and Gerontology of SW).

All of the courses we are offering are designed to provide opportunities for students to learn and incorporate continually the ten core competencies and 41 practice behaviors into their professional identities and practice. Some social work courses do lend themselves to a more precise focus on the implementation and development of certain specific operational definitions; these courses will be identified and defined below.

Competency	Practice Behavior	Course	Week Covered, page #	Assignment(s)
EP 2.1.1 Identify as a Professional Social Worker and Conduct Oneself Accordingly	1) Advocate for client access to the services of social work	Social Welfare Policy	Week 14 & 15; p. 14	Policy Project, Part IV, Advocacy Project
		Intervention Methods I	Week 1 & 2; p. 11	Ch. 1 Generalist SW Practice; Roles of Social Workers, Advocates and Resource Managers
	2) Practice personal reflection and self-correction to assure continual professional development	Intervention Methods I	Week 2; p. 12	Homework #1 – Self-Awareness & Self-Understanding
		Diverse Populations	Week 5; pp. 4 & 9	Self-Awareness Assignment
	3) Attend to professional roles and boundaries	Intervention Methods I	Week 4; pp. 12-13	Ch. 3 – Values & Multicultural Competence; HW #2 Social Work Core Values
		Ethical Issues in SW	Week 5; pp. 4 & 9	Social Workers Code of Ethics
	4) Demonstrate professional demeanor in behavior, appearance, and communication	Mental Health	Week 15-16; p. 12-13	Class Presentations: Personality Disorders
		Social Welfare Policy	Week 14 & 15; p. 14	Policy Project, Part III, Oral Testimonies
	5) Engage in career-long learning	Practicum Seminar I	Week 5; p. 8	Professional Identity
		Practicum Seminar II	Week 2; p. 8	Practice Applications 1.2 Setting Career Goals
	6) Use supervision and consultation	Practicum Seminar I	Week 6; pp. 5 & 8	Using Supervision for Learning
		Practicum Seminar II	Week 5; p. 8	Practice Applications 4.2 Supervision 4.3 What are you saying

Competency	Practice Behavior	Course	Week Covered, page #	Assignment(s)
EP 2.1.2 Apply social work ethical principles to guide professional practice	7) Recognize and manage personal values in a way that allows professional values to guide practice	Diverse Populations	Week 5; pp. 4 & 9	Self-Awareness Assignment
		Intervention Methods I	Week 2; p. 12	Homework #1 – Self-Awareness & Self-Understanding
	8) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	Ethical Issues in SW	Week 16; pp. 5 & 11	Mock Ethical Board – Case Presentation
		Ethical Issues in SW	Week 10; pp. 5 & 10	Ethical Assignment - Media
	9) Tolerate ambiguity in resolving ethical conflicts	Ethical Issues in SW	Week 10; pp. 5 & 10	Ethical Assignment - Media
		Ethical Issues in SW	Week 16; pp. 5 & 11	Professional Ethics Paper
	10) Apply strategies of ethical reasoning to arrive at principled decisions	Ethical Issues in SW	Week 10; pp. 5 & 10	Ethical Assignment - Media
		Ethical Issues in SW	Week 16; pp. 5 & 11	Professional Ethics Paper

Competency	Practice Behavior	Course	Week Covered, page #	Assignment(s)
EP 2.1.3 Apply critical thinking to inform and communicate professional judgments	11) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	Social Welfare Policy	Week 12; p. 13	Policy Project, Part II, Past and current policies, issue analysis & written testimony
		Research Methods	Week 15; pp. 7 & 13	Research Proposal
	12) Analyze models of assessment, prevention, intervention, and evaluation	Intervention Methods I	Week 9-10, 13; pp. 14, 16	Case Study: Casey and Bart, & Exam 2, Ch. 10
		Intervention Methods II	Week 7; p. 11	Ch. 8 Assessment, & Group Analysis Paper #2
	13) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Intervention Methods II	Week 14-16; pp. 12-13	Final Group Project: Written Group Proposal and Group Presentations
		Intervention Methods III	Week 17; p. 12	Community Needs Assessment: Presentations

Competency	Practice Behavior	Course	Week Covered, page #	Assignment(s)
EP 2.1.4 Engage Diversity and Difference in Practice	14) Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Introduction to SW	Week 10; p. 14	Ch. 4 Diversity and Social Justice; Video Reaction Paper #2 - Corridor of Shame
		Diverse Populations	Week 9; pp. 5 & 10	Group Diversity Paper: Section 1 – Introduction and Literature Review
	15) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Intervention Methods I	Week 2; p. 12	Homework Assignment #1: Self-Awareness & Self-Understanding
		Diverse Populations	Week 5; pp. 4 & 9	Self-Awareness Paper
	16) Recognize and communicate their understanding of the importance of difference in shaping life experiences	Diverse Populations	Week 15; pp. 6 & 10	Group Diversity Paper: Section 2 -Social Work Implications
		Diverse Populations	Week 5; pp. 4 & 9	Self-Awareness Paper
	17) View themselves as learners and engage those with whom they work as informants	Diverse Populations	Week 13; pp. 5 & 10	Experiential Assignment
		Diverse Populations	Week 15-16; pp. 6, 10	Group Presentations

Competency	Practice Behavior	Course	Week Covered, page #	Assignment(s)
EP 2.1.5 Advance human rights and social and economic justice	18) Understand the forms and mechanisms of oppression and discrimination	Introduction to SW	Week 7; p. 13	Ch. 4 Diversity and Social Justice; Exam 1
		Diverse Populations	Week 4; pp. 6 & 9	Exam 1
	19) Advocate human rights and social and economic justice	Social Welfare Policy	Week 14 & 15; p. 14	Policy Project, Part III, Oral Testimonies
		Intervention Methods I	Week 4; p. 13	Ch. 3 – Values & Multicultural Competence; Homework Assignment #2 – Social Work Core Values
	20) Engage in practices that advance social and economic justice	Social Welfare Policy	Week 14 & 15; p. 14	Policy Project, Part IV, Advocacy Project
		Intervention Methods III	Week 17; p. 12	Community Needs Assessment: Presentations

Competency	Practice Behavior	Course	Week Covered, page #	Assignment(s)
EP 2.1.7 Apply knowledge of human behavior and the social environment	23) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Intervention Methods I	Week 9-10; p. 14	Ch. 10 Assessing Resource Capabilities; Case Study: Bart and Casey
		Intervention Methods II	Week 1-2; p. 10	Ch. 1 Basics of Group Work Practice; Ch. 3 Understanding Group Dynamics
	24) Critique and apply knowledge to understand person and environment	Intervention Methods I	Week 11; p. 15	Ch. 10 Assessing Resource Capabilities: Ecomaps
		Intervention Methods II	Week 2-3; p. 10	Ch. 3 Understanding Group Dynamics; Ch. 4 Leadership; Exam 1: Ch. 1, 3 & 4

Competency	Practice Behavior	Course	Week Covered, page #	Assignment(s)
EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	25) Analyze, formulate, and advocate for policies that advance social well-being	Social Welfare Policy	Week 10; p. 13	Policy-Making Session Response Paper
		Social Welfare Policy	Week 12; p. 13	Policy Project, Part II, Past and current policies, issue analysis & written testimony
	26) Collaborate with colleagues and clients for effective policy action	Social Welfare Policy	Week 14 & 15; p. 14	Policy Project, Part IV, Advocacy Project
		Social Welfare Policy	Week 10; p. 13	Policy-Making Session Response Paper

Competency	Practice Behavior	Course	Week Covered, page #	Assignment(s)
EP 2.1.9 Respond to contexts that shape practice	27) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	Intervention Methods III	Week 11; p. 11	Ch. 5 – Understanding Communities; HW Assignment #3 (Ch. 4 Understanding Populations)
		Research Methods	Covered Weekly (every Tuesday); p. 4	Weekly Scholarly Articles
	28) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Practicum I	Week 4; p. 8	Practice Context: Generalist SW practice: micro, mezzo, macro – how are they connected
		Practicum Seminar II	Week 9; p. 9	Practice Application 8.5 Community Analysis 8.8 Role Play- Social Advocacy

Competency	Practice Behavior	Course	Week Covered, page #	Assignment(s)
EP 2.1.10(a) – (d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities				
EP 2.1.10(a) Engagement	29) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	Intervention Methods I	Week 6 & 13; pp. 13, 16	Ch. 6 Forming Partnerships; and Exam 2: Ch. 6
		Intervention Methods II	Week 14-16; pp. 12-13	Final Group Project: Group Presentations
	30) Use empathy and other interpersonal skills	Intervention Methods I	Week 7-8 & 13; pp. 13-14, 16	Ch. 7 Articulating Situations; and Exam 2: Ch. 7
		Intervention Methods II	Week 14-16; pp. 12-13	Final Group Project: Group Presentations
	31) Develop a mutually agreed-on focus of work and desired outcome	Intervention Methods I	Week 12-13; pp. 15-16	Ch. 11 Framing Solutions; HW Assignment #4: Treatment Plan
		Intervention Methods II	Week 14-16; pp. 12-13	Final Group Project: Group Presentations

Competency	Practice Behavior	Course	Week Covered, page #	Assignment(s)
EP 2.1.10(b) Assessment	32) Collect, organize, and interpret client data	Intervention Methods I	Week 16-17; pp. 16-17	Social History Assessment Paper
		Intervention Methods II	Week 11; p. 12	Exam 2: Ch. 6-10
	33) Assess client strengths and limitations	Intervention Methods I	Week 16-17; pp. 16-17	Social History Assessment Paper
		Intervention Methods II	Week 11; p. 12	Exam 2: Ch. 6-10
	34) Develop mutually agreed-on intervention goals and objectives	Intervention Methods I	Week 16-17; pp. 16-17	HW Assignment #4 – Treatment Plan
		Intervention Methods II	Week 11; p. 12	Exam 2: Ch. 6-10
	35) Select appropriate intervention strategies	Intervention Methods I	Week 16-17; pp. 16-17	HW Assignment #4 – Treatment Plan
		Intervention Methods II	Week 11; p. 12	Exam 2: Ch. 6-10

Competency	Practice Behavior	Course	Week Covered, page #	Assignment(s)
EP1.1.10(c) Intervention	36) Initiate actions to achieve organizational goals	Practicum I	Week 14-15; pp. 4, 9	Agency Presentation
		Practicum II	Week 6; p. 8	Practice Application 5.7 Learning about agency 5.8 Tying together agency
	37) Implement prevention interventions that enhance client capacities	Practicum I	Week 4; p. 8	Planning to Learn
		Practicum II	Week 14-15, Finals; pp. 4, 9	Case Presentation
	38) Help clients resolve problems	Practicum I	Week 14-15; pp. 4, 9	Agency Presentation
		Practicum II	Week 7; p. 8	6.5 Learning from client
	39) Negotiate, mediate, and advocate for clients	Practicum I	Week 14-15; pp. 4, 9	Agency Presentation
		Practicum II	Week 9; p. 9	Practice Application 8.3 Professional Socialization 8.9 Contact – Influential
	40) Facilitate transitions and endings	Practicum I	Week 13; p. 9	Role Play: Transitions/Endings
		Practicum II	Week 11; p. 9	Practice Behavior 10.2-10.6 Termination
EP1.1.10(d) Evaluation	41) Critically analyze, monitor, and evaluate interventions	Practicum I	Week 14-15; pp. 4, 9	Agency Presentations
		Practicum II	Week 14-15, Finals; pp. 4, 9	Case Presentation

Accreditation Standard 2.1 – Field Education

B.2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-formed practice.

Field education is the signature pedagogy of social work. It is at this intersection of classroom theory and real-life field experience where rich and meaningful learning takes place. It is at this point where all of the lectures, textbook readings, and homework assignments start to “come to life” in a very tangible and real way. Field education provides a wonderful environment for students to begin to “put into practice” their newfound knowledge and skills in a relatively safe and closely-supervised environment.

The 2008 Educational Policy 2.3 States:

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contributions of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Students are required to apply for field education placement and must meet the following criteria prior to approval or registration in any field practicum courses (SOWK 394 Practicum Seminar I, SOWK 397 Practicum I, SOWK 494 Practicum Seminar II, SOWK 497 Practicum II):

Field Education Placement Criteria

1. Officially accepted into the BSW program
2. Senior status (90+ earned credit hours)
3. Completion of a C or higher in the following social work courses:
 - SOWK 311 Ethical Issues in Social Work
 - SOWK 320 Social Work Mental Health
 - SOWK 365 Social Work Intervention Methods I
 - SOWK 375 Social Work Intervention Methods II
 - SOWK 387 Social Work Research Methods
4. Must maintain a minimum overall cumulative GPA of 2.0 and a minimum cumulative social work GPA of 2.5.

Students that have met all of these requirements will be instructed to complete a field education application, meet with the director of field education, and then interview with their potential Agency Supervisor.

Some specific examples of how theory and conceptual learning from the classroom is directly connected into practice settings are illustrated in the following grid.

Social Work Course	Theory/Concept	Practice Setting Application
SOWK 320 SW Mental Health	<p>1. Case Management from a Strengths-Based Perspective.</p> <p>2. Utilize the DSM 5 and practice making beginning interpretations of potential client diagnosis and treatments.</p> <p>3. Cognitive Theory (Aaron Beck)</p>	<p>1. Complete a strength's-based assessment (intake or social history) of a client in a mental health setting.</p> <p>2. Demonstrate the ability to utilize the DSM 5 in working with clients; either through review of client files, while working on an interdisciplinary team, or under direct supervision; apply beginning interpretations of DSM including:</p> <ul style="list-style-type: none"> ▪ Identify DSM Diagnosis ▪ Identify required criteria and symptoms for each given diagnosis ▪ Identify any co-occurring disorders ▪ Consider possible treatment options <p>3. Assess client and identify any of the following cognitive distortions:</p> <ul style="list-style-type: none"> ▪ All-or-nothing thinking ▪ Overgeneralization ▪ Mental filter ▪ Fortune teller error ▪ Discounting the positives ▪ Jumping to conclusions ▪ Magnification or minimization ▪ Should statements ▪ Labeling ▪ Personalization <p>Select one of the following cognitive theory restructuring techniques as a homework assignment for this client:</p> <ol style="list-style-type: none"> 1. Thought Stopping 2. Cognitive Self-Instruction 3. Reframing 4. Visualization 5. Progressive Muscle Relaxation

	4. Rationale-Emotive Behavioral Theory (Albert Ellis)	4. Complete with a client an ABCs of Rationale Emotive Therapy worksheet to identify the Activating Event, Belief System, and Consequences.
SOWK 365 Intervention Methods I (Generalist Practice)	<p>1. Systems Theory/Ecological Perspective</p> <p>2. Use-of-Self</p> <p>3. Generalist Practice</p>	<p>1. Demonstrate ability to assess client from a person-in-environment context through completion of an Ecomap.</p> <p>2a. Practice using SOLER skills (sit squarely, open posture, lean in, eye contact, relaxed) with clients.</p> <p>b. Practice using appropriate self-disclosure with clients (follow rules; provide written description of what was shared and why [motive; to benefit the client]).</p> <p>3a. Demonstrate the ability to intervene with a client system at the micro, mezzo, and macro levels.</p> <p>b. Identify your ability to intervene with clients using the 12 roles of a generalist social work practitioner:</p> <ol style="list-style-type: none"> 1. <u>Enabler</u> (counseling processes) 2. <u>Facilitator</u> (facilitate groups) 3. <u>Planner</u> (assess community) 4. <u>Colleague/Monitor</u> (uphold standards, collegial support) 5. <u>Broker/Advocate</u> (resource referral) 6. <u>Convener</u> (network within delivery system) 7. <u>Social Activist</u> (promote social justice) 8. <u>Catalyst</u> (stir collegial efforts for change) 9. <u>Teacher</u> (client skill development and education) 10. <u>Trainer</u> (provide instruction or share knowledge with colleagues, staff) 11. <u>Outreach</u> (community education) 12. <u>Researcher/Scholar</u> (add to theory, evaluates practice)

		<p>c. Demonstrate use of the 6-Step Generalist Framework with clients:</p> <ol style="list-style-type: none"> 1. <u>Engage</u> (build trust and rapport and define an empowering relationship). 2. <u>Assess</u> (use attentive listening skills, ask appropriate clarifying and probing questions). 3. <u>Plan</u> (practice client self-determination; use 6-Step Problem Solving technique: identify problem, brainstorm alternative solutions, evaluate solutions using pro/con list, select a solution, implement solution, evaluate). 4. <u>Implement</u> (with selected clients). 5. <u>Evaluate</u> (on-going; use agency evaluation form or create one to evaluate: client goal achievement, and your skill and development). 6. <u>Terminate</u> (celebrate successes, contract for change, identify transferrable strategies, make appropriate referrals).
	4. Assessment Tools	<p>4a. Develop a genogram with a client.</p> <p>b. Complete a Life Wheel with a client.</p> <p>c. Practice using the DESC script (assertiveness tool; <u>d</u>escribe the situation, <u>e</u>xplain how you feel, <u>s</u>pecify what you want, <u>c</u>onsequences +/-) with a client.</p>
	5. Treatment Plans	<p>5a. Create measurable objectives using the SMART A method:</p> <p>S: Specific (clear) M: Measurable (use formula) A: Attainable (achievable) R: Realistic T: Time-limited A: Acceptable to clients</p>

		<p>b. Create measureable objectives using the following formula:</p> <p>Who... Will do what... To what extent... By when.</p>
SOWK 375 Intervention Methods II (Groups)	<p>1. Personality theory (Carl Jung; Myers/Briggs)</p> <p>2. Stages of Group Development: Garland, Jones and Kolodny Model Tuckman Model</p> <p>3. Group Cohesion</p>	<p>1. Continue to develop leadership skills (practice self-awareness of unique strengths and areas of needed growth for your Myers-Briggs personality type) in group facilitation or co-facilitation.</p> <p>2. Practice identifying common behaviors specific to each stage of group development and facilitating or co-facilitating a group through each of the following stages of group development:</p> <p><u>Beginning Stage:</u> GJ& K: Preaffiliation, Power and Control T: Forming, Storming</p> <p><u>Middle Stage:</u> J&K: Intimacy, Differentiation T: Norming, Performing</p> <p><u>Ending Stage:</u> GJ&K: Separation T: Adjourning</p> <p>3. Assess group for levels of group cohesion and identify three specific techniques to help increase group cohesion.</p> <p>Icebreakers</p> <ul style="list-style-type: none"> ○ Build personal connections ○ Establish trust <p>Affiliation</p> <ul style="list-style-type: none"> ○ Recognized, Valued, Secure <p>Incentives</p> <ul style="list-style-type: none"> ○ Meet new people & network ○ Prestige ○ Access to services & resources <p>Subgroups</p> <ul style="list-style-type: none"> ○ Benefits, limitations ○ How to break up unhealthy subgroups: round robins, assigned groups, review of group rules

It is our intent to build 15-20 solid partnerships for practicum placements with a diverse group of agencies in the community. Partnerships that have been developed for the first cohort include: Ariel Clinical Services who specialize with foster children, Hospice, Child Protective Services, School District 51, West Springs Psychiatric Hospital, Mantey Heights Rehabilitation and Nursing Center, Court Appointed Special Advocates within the legal system, Partners a Mentoring Program, and Riverside Educational Center for minority students who need academic support. Partnerships that are currently being developed for future placements include Adult Protective Services, VA, WestCO Aids Project, Youth Corrections, the two local hospitals, Probation and Parole, and several medical providers for medical case management. These organizations are interested in pursuing long-term relationships with CMU, and creating a strong support system within our community to facilitate meaningful learning experiences for all social work students.

Accreditation Standard 3.2 – Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

The final version of the BSW student handbook can be found in Benchmark III – Volume 3, Appendix C.

B.3.2.1 The program identifies the criteria it uses for admission.

A copy of the BSW Application Form can be found in Benchmark III – Volume 3, Supporting Documents, Appendix D.

Admission requirements

CMU students may declare a pre-Social Work major at any time, including upon admittance, to CMU. This pre-Social Work major designation indicates a student's interest in pursuing a social work major. The pre-Social Work major designation does NOT guarantee that students will be accepted into the BSW program. Students must complete a formal application process, which gives them an opportunity to be considered for admittance into the BSW program. We currently accept 20-25 students per academic year into the BSW program.

In order to be eligible to apply to the BSW program, a student must meet the following eligibility criteria:

1. Completion of the following 60 credits of coursework (please refer to the BSW Program Sheet):
 - CMU Essential Learning/General Education requirements (31 semester hours)
 - Wellness Requirement (2 semester hours)
 - Essential Learning Capstone (4 semester hours)
 - Foundation courses (6 semester hours)
 - Social Work Introductory Courses (6 semester hours)

- Other electives (11 semester hours; could include any social work electives, foreign language requirements, or any other electives)
2. A minimum overall cumulative GPA of 2.0 and a minimum overall cumulative social work GPA of 2.5.

The BSW application process includes:

1. The completion of the BSW Application. This application is accessible on the CMU Social Work webpage <http://www.coloradomesa.edu/sbs/socialwork.html> (effective January 1, 2016) or from a social work faculty. The BSW application is due no later than the last Friday in February of each academic year and should be submitted hard copy to:

Professor Kym Owens
Director, Social Work Program
Houston 212G
Colorado Mesa University
1100 North Avenue
Grand Junction, CO 81501

2. A copy of a student's current UNOFFICIAL transcripts, which should be submitted (attached) with the BSW application.

Social Work faculty will begin screening and scoring all submitted BSW applications the first week of March. The BSW Application Scoring Form and Faculty Rating Form can be located on the CMU Social Work webpage <http://www.coloradomesa.edu/sbs/socialwork.html> (effective January 1, 2016).

The 40 students that receive the highest score on the BSW Application Scoring Form (overall cumulative GPA, overall cumulative social work GPA, Personal Statement, and Faculty Rating Form) will be invited to sit for a Faculty Interview in mid-March. Students will be notified by email if they have or have not been selected for a faculty interview.

The students that are selected for a faculty interview will be provided an electronic link in order to schedule their interviews. Faculty interviews are conducted by social work faculty and are similar in format to a job interview. Students can earn up to 30 points on selected questions during the interview process; these points will then be combined with the prior BSW Application Scoring Form scores to come up with a TOTAL POINTS score ranging from 0-100. The 25 students with the highest combined scores will be accepted into the BSW program. All 40 students that complete faculty interviews will be notified by mail if they have been accepted or not accepted into the social work program.

Students that are not selected for faculty interviews, as well as students that do not get accepted into the program after completing faculty interviews, will be encouraged to set up a meeting with social work faculty to go over their individual BSW Application Scoring Form and to determine what their next steps or options might be.

If accepted into the BSW program, students will be a part of a cohort program that will complete course work together, in a structured, sequential format, for their junior and senior years.

3.2.2 *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admissions.*

A copy of the BSW Application Scoring Form, BSW Personal Statement Scoring Form, BSW Faculty Rating Form, and BSW Faculty Interview Form can be found in Benchmark III – Volume 3, Supporting Documents, Appendices E, F, G, and H, respectively.

It will be the responsibility of the two full-time social work faculty to evaluate applications and notify applicants of decisions associated with admissions into the BSW program. We have developed an application scoring form and a personal statement scoring form that will be used to objectively and uniformly assign points to each applicant. We also utilize a faculty rating form and a set of faculty interview questions as part of the application, scoring, and admissions process.

The application scoring form requires students to document various admissions criteria, such as their overall cumulative and social work GPA, coursework completed (essential learning/general education, foundation, and introductory social work courses), and total credit hours completed. Students must also submit a personal statement describing the development of their interest in social work as a profession, their specific field of interest within social work, and any social work related work, volunteer, or extracurricular activities that they have been involved in.

The application scoring form is based on a 100-point scale range and the students with the highest total points earned will be offered admission into the social work program. The application scoring form includes five categories (social work GPA, overall cumulative GPA, faculty rating, personal statement, faculty interviews) with assigned points attached to each. All social work faculty at CMU (full-time, part-time and adjunct) will complete a faculty rating form for each applicant, and will evaluate students on class participation, attendance, teamwork/interaction with classmates, written communication skills, and social work competencies and core values. The two full-time faculty will read and assign points for the personal statements and conduct faculty interviews (utilizing the personal statement scoring form and faculty interview form).

We plan to accept 20-25 students into the BSW program each academic year. Students will be notified in writing if they have been accepted or denied acceptance into the social work program. If accepted into the program, students will be a part of a cohort program that will complete course work together, in a sequential format, for their junior and senior years.

Applications will be available the first Monday in February of each academic year and will be due on the last Friday in February of each academic year. The two full-time social work faculty will review and score all applicants and conduct interviews of all applicants within one month of application submission due

dates. Students will be notified in writing if they have been admitted or denied admittance into the social work program (BSW) by the end of March of each academic year.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

CMU Acceptance of Transfer Credits from Other Institutions

Students to Colorado Mesa University should contact the Center for Transfer Services, within the Admissions Office, for help with the admissions and evaluation processes. Transfer students may be admitted into most baccalaureate degree programs if they are in good standing at another regionally accredited college or university and have a total minimum cumulative grade point average (GPA) of 2.3 for 13 or more semester credit hours. In calculating the cumulative admission grade point average, Colorado Mesa University will compute a transfer GPA based on prior college transcript(s). If the student has attended more than one prior institution, the GPA of each is combined for a total cumulative admission GPA. Students with 13-29 transfer credit hours must meet HEAR requirements as outlined in the HEAR section of the CMU catalog.

Transfer students who are on probation or suspension from another college or university, or have a cumulative grade point average of less than 2.3, will not be admitted into a baccalaureate degree program but may enroll in Western Colorado Community College. Transfer students who are on probation or suspension from another college may be placed on probation at Colorado Mesa University.

An evaluation of transfer courses is made once the student's application file is complete. Credit evaluations are completed in the Registrar's Office, with the assistance of academic department heads.

Transfer credits for the social work program must be approved by the academic department head for Social and Behavioral Sciences, Dr. Jessica Herrick, and the social work program director. Students wishing to transfer credits must submit syllabi and supporting documentation; and the final decisions will be made on a case-by-case basis. Social work credits with grades below a "B" or "P" cannot be transferred.

It is the policy of Colorado Mesa University to accept academic credits from:

1. All public colleges and universities in the state of Colorado, provided they are currently regionally accredited. This applies regardless of the institution's accreditation status at the time the credit was earned.
2. Private and out-of-state colleges and universities provided the institution is currently regionally accredited and was accredited or was a candidate for accreditation at the time the credit was earned.
3. Regionally accredited two-year community or junior colleges.
4. Regionally accredited institutions that award "S" or "P" grades, if the granting institution states that such grade is equal to a grade of "C" or better.

5. gtPathways, Colorado guaranteed general education transfer courses.

Only courses with a grade of “C” or better are eligible to be applied toward a degree or certificate.

Acceptance of Social Work Transfer Credits from Other Institutions

Our program will accept all social work courses completed with a C or higher from universities that are CSWE accredited. In order for social work courses to be substituted for required social work courses within our program, students must submit a course syllabus for each transfer course, to ensure that the content and course objectives are similar and have been met; approval will be determined by the social work program director on a case-by-case basis. We do not accept transfer of credit from any institution for field education.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Life Experience

Written policy:

The Social Work program at CMU does not grant course credit for life experience or previous work experience.

The program informs students of this policy in writing on the CMU Social Work website, in the BSW Student Manual, and in the CMU Catalog. Students are informed of this policy verbally during the BSW application process and through initial and on-going faculty advising. We will also make mention of this policy during academic fairs and student orientations, and at presentations in which we are sharing about the social work program, the BSW program sheet, transfers, or curriculum requirements.

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

Advising is available from two sources: the CMU Advising Center staff and the social work faculty. The Advising Center assists students with undeclared majors; students who have declared majors should meet regularly with a faculty advisor.

Undeclared students are assigned to the Advising Center and must meet with an advisor prior to registration. Academic advisors will assist students in course selection and registration, help students

with strategies for academic success, and guide students in career exploration. Students who have decided on a major will be directed to the appropriate academic department. A department's administrative assistant can officially declare or change the student's major/minor, provide a program sheet, and assign the student to a faculty advisor.

Provisional Baccalaureate students with fewer than 30 earned college-level credit hours must be advised by an academic advisor in the Advising Center before registering each semester. Once the student has met with an advisor, their Provisional Baccalaureate hold will be removed. The student can then elect to register for classes on their own or can receive assistance from the advisor. Program sheets outline the requirements needed for the degree or certificate program being pursued.

Students should work closely with their major faculty advisors throughout their program. The purpose of an advisor is to assist in the process of degree completion. It is the student's responsibility to maintain his/her program sheet and to keep it up-to-date as classes are completed. Advisors are not responsible for failure to meet degree requirements.

Faculty Advisor

Each student will be assigned a major faculty advisor once admitted into the social work (BSW) program. The two full-time social work faculty will evenly divide the number of students that they both advise (for example, if there are 20 students admitted into a social work cohort, each faculty will have 10 students that they are responsible for advising from that cohort).

The major faculty advisor is there to discuss any concerns a student may have about their coursework or about the program. Students can also meet with their faculty advisor to discuss graduate school or post-graduation job opportunities. Students who wish to meet with their advisor may do so during their regularly scheduled office hours or by scheduling an appointment.

The field education director will advise and supervise all students in their field education placements.

3.2.7 The program spells out how it informs students of its criteria for evaluating the academic and professional performance, including policies and procedures for grievance.

The social work program informs students of its criteria for evaluating both academic and professional performance primarily through the course syllabus. The syllabus is considered a contract that spells out reciprocal obligations for both students and faculty. Students are provided a hard copy of the syllabus for each course on the first day of each semester; and the social work faculty discusses all of the academic and professional performance expectations face-to-face with the students. The course syllabus is also posted in D2L (learning management system), so that students can access it at any time.

The two full-time social work faculty have worked together to ensure consistent and uniform expectations of students in regards to class attendance and professional behavior. For example, on every social work syllabi in our BSW program we have a section on the Use of Self, and define it as “the demonstrated ability to use self in an appropriate manner which includes active participation, being on time, and demonstrating responsibility and commitment to learning.” We also include a section on professional behavior, which addresses issues of accountability, respect, confidentiality, competence, integrity, diversity, communication and social justice. We provide bulleted descriptions that define each of the above behaviors, for example, accountability includes the need to “attend class, arrive on time, and return from break in a timely manner; participate in group activities and assignments at a comparable level to peers; complete work in a timely fashion and according to directions provided; come to class prepared, with readings and other homework completed.”

Each social work faculty clearly defines academic expectations in regards to course requirements, with a detailed description of every assignment provided, access to grading rubrics when used (provided within the syllabus, as part of the homework instructions, and/or posted in D2L), a breakdown of the grading criteria (how many points/percentages are assigned to each assignment), and the grade scale (CMU uses a standard grade scale of : A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%). In addition, students are provided with a tentative schedule of when each assignment is due.

The social work program also informs students of its criteria and expectations in regards to academic and professional performance through the BSW Handbook. Students are required to read the BSW Handbook once they are formally accepted into the BSW program (fall semester of their junior year), and they must sign a Handbook Agreement Form, which indicates that they have read and agree to abide by the professionals skills, competencies, and ethical conduct expectations as addressed in the Handbook and as defined in the NASW Code of Ethics (which are provided in the Handbook). The Handbook Agreement Form is submitted to the BSW Program Director and kept on file.

Lastly, students are informed of academic performance expectations (an overall cumulative 2.0 GPA; an overall cumulative 2.5 GPA for all social work courses) in the following ways:

1. CMU catalog (accessible online and hard copy)
2. BSW brochure (available in Admissions, Advising, and Registrar’s departments, SBS department hallway displays in two academic buildings, and from SW faculty)
3. BSW Program Sheet (accessible online and hard copy)
4. Social Work webpage (<http://www.coloradomesa.edu/sbs/socialwork.html>)
5. BSW Application form (accessible online [effective January 1, 2016] and hard copy)
6. BSW Handbook (accessible online [effective January 1, 2016] and hard copy)

CMU General Policy Regarding Student Conduct

Colorado Mesa University is a community consisting of students, faculty, support staff, and administrators. The University does not attempt to define all “student conduct.” It relies on students to assume the responsibility and obligation of conducting themselves in a manner compatible with the purpose of the University as an educational institution and the community as a place of residence. In addition to University rules and regulations, all students are subject to the same local, state, and federal laws as non-students and are beneficiaries of the same safeguards of rights as non-students.

The academic community has a long and cherished tradition of expecting its members to conduct themselves in accordance with the highest standards of personal behavior. The following are among those acts of misconduct which are not consistent with the educational goals of Colorado Mesa University or with the traditions of the academic community:

1. Academic dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the University.
2. Forgery, alteration, misuse or mutilation of University documents, records, identification materials, or educational materials.
3. Obstruction or disruption of teaching, research, administrative, or public service functions of the University.
4. Intentional interference with an individual’s rights to free speech, freedom to make academic inquiry, or freedom of conscience.
5. Aiding, abetting or inciting others to commit any act of misconduct set forth in 1 through 4 above.

Penalties for acts of misconduct including, but not limited to, those set forth above can range from official warning to expulsion from University, depending upon the seriousness of the misconduct.

Academic Integrity

All faculty, administration, and students of Colorado Mesa University have a responsibility for establishing and fostering an understanding of the importance of academic integrity. Academic dishonesty includes but is not limited to representing work of others as your own without proper acknowledgment, giving or receiving assistance on exams, papers, projects, or assignments unless authorized to do so; and misrepresenting your identity or allowing others to do so. Incidents should be reported to the instructor of the course if possible, or contact the Academic Department Head. Actions may be taken as a result of academic dishonesty.

Student Appeals

Students have the right to appeal actions or sanctions (such as those relating to grades or academic dishonesty) and should begin the process by meeting with the course instructor.

Students can file a formal complaint by logging on to their MavZone account (CMU web portal) and clicking the quick access, color-coded icon at the bottom of the main menu that states “Filing a Formal Complaint.” This link directs students to the seven page Student Complaint Policy site, which provides detailed information regarding filing a formal complaint, as follows:

“A student wishing to file a complaint should do so as promptly as possible following the alleged violation, but by no later than February 15 for a concern occurring during the prior fall semester, June 15 for the prior spring semester, and September 15 for the prior summer term. Timely initiation of a complaint rests with the student. The complaint should be in writing and signed by the complainant or submitted electronically from a Colorado Mesa University student email address. The complaint should:

- 1) Describe the issue that is the basis for the complaint, including the steps that have been taken to informally resolve the problem, and
- 2) Include any relevant documents the student would like to be reviewed as part of the complaint process.

Depending on the nature of the violation, the complaint should be sent to the Office of the -

- Vice President for Academic Affairs or the Vice President for Community College Affairs if the concern is academic-related;
- Vice President for Finance and Administration if service-related;
- Vice President for Student Services if behavior or conduct related; or
- Director of Human Resources if an alleged violation of discrimination in employment or education opportunity.

Following the submission of the written complaint to one of the above administrators, the relevant administrator (or designee) will investigate the complaint and respond in writing to the student with his/her decision within 30 days of receipt of the complaint. The intent of the University is always to reach a decision in as timely a manner as possible.”

The University provides that all student concerns, grievances, and appeals that are not covered under a specific policy be directed either to the Office of the Vice President for Academic Affairs or to the Office of the Vice President for Student Affairs.

3.2.8 *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

Reasons that students might be terminated from the social work program include:

1. Academic performance below minimum requirements (a minimum overall cumulative GPA of 2.0; a minimum overall cumulative social work GPA of 2.5)
2. Behaviors that are inconsistent with the NASW Code of Ethics
3. Academic dishonesty
4. Student misconduct
5. Unexcused or prolonged absences
6. Unexpected life events (i.e., death, divorce, financial or medical issues, etc...) that impair the student's ability to meet required course learning objectives

If addressing any of the above issues with a student, the following procedures should be followed:

1. Document all concerns and/or allegations, including dates, attempts to address the situation, and any other anecdotal information.
2. The faculty that is immediately involved with the student should try to address the issue with the student directly, when appropriate (i.e., for attendance concerns, ask the student to stay after class so that you can share your concerns and expectations, hear from the student first-hand the reasons for their absences, work out an agreeable course of action, and communicate consequences if the problem continues).
3. If the faculty and student are unable to resolve the issue, or the issue deems immediate response or action, it should be brought to the attention of the social work program director or field education director.
4. Students are able to bring in an advocate, self-selected or through CMU students services, to assist them in addressing their concerns if needed.
5. If the social work program director, social work faculty, and student are unable to resolve the issue, or the issue deems immediate response or action, it should be brought to the attention of the department head.
6. If the department head, social work program director, social work faculty, and student are unable to resolve the issue, or the issue deems immediate response or action, it will be referred to the Office of Academic Affairs or Student Services.

7. Students may contact CMU student services at any time during this process for additional support, advocacy, and counseling services to assist them with their concerns, allegations, or support as needed.

Incompletes

Incomplete (“I”) grades are temporary grades given to a student only in an emergency case and at the discretion of the instructor. At the end of the semester following the one in which an “I” is given, the “I” becomes the grade that is submitted by the instructor to the Registrar’s Office. If the instructor does not submit a grade by the deadline for that semester, the grade becomes an “F.” A grade of “I” given spring semester must be addressed by the end of the following fall term. Extension of the time to complete work may be made in exceptional circumstances at the discretion of the instructor. A student with an “I” grade, however, may not change the “I” by enrolling in the same course another semester (per CMU Catalog 2015-2016, p. 40).

CMU General Policies Regarding Academic Probation and Suspension

Good Standing signifies that the student is making satisfactory academic progress (see Academic Standards section) and is eligible to continue studies at Colorado Mesa University.

Academic Probation indicates a student is not in good standing and constitutes a warning to the student that the student’s scholastic achievement needs improvement or suspension will result. Students will be placed on academic probation if their cumulative grade point average at Colorado Mesa University falls below the minimums listed under GPA minimum.

Upon being placed on academic probation, students are permitted to continue studies for one semester, during which time they are expected to improve their cumulative grade point average to the minimum required levels. Those who succeed will be removed from academic probation.

Students on academic probation will remain on academic probation until they raise their cumulative grade point average to the required level. Once on probation, a student must maintain a minimum semester grade point average of 2.00 to avoid being placed on academic suspension.

Additionally, students with a cumulative Colorado Mesa University grade point average of 2.00 or lower will be limited to 15 credit hours per semester.

Academic Suspension indicates the student is not in good standing and represents a temporary, involuntary separation of the student from the University for a minimum of one semester for failure to meet minimum academic standards. Following an academic suspension, a student must apply for readmission to Colorado Mesa University. For degree programs that do not have separate admission policies, the readmission to Colorado Mesa University is also readmission to the degree program as long as the degree still exists. For degree programs having admission policies over and above admission to Colorado Mesa University, the student must also reapply to the degree program.

A student may be suspended from and readmitted to Colorado Mesa University a maximum of two times. Academic suspension, when imposed, becomes effective immediately upon the recording of grades at the end of the semester or summer term.

The first suspension shall be for a period of one semester; i.e., a student suspended at the end of fall semester may not attend the following the end of fall semester may not attend the following spring semester; a student suspended at the end of spring semester may not attend the following summer and fall semesters. A student suspended at the end of summer term may not attend the following fall semester.

The second suspension shall be for a period of two semesters (i.e., a student suspended at the end of fall semester may not attend the next spring or fall semester; a student suspended at the end of spring semester may not attend the following fall or spring semester).

A student suspended at the end of summer term may not attend the following fall or spring semester.

Students may not enroll in any credit classes whatsoever (including summer term) during the period of suspension.

Emergency or Hardship Withdrawal from Individual Classes

In the case of an event that qualifies as an emergency or hardship, students may request an Emergency or Hardship Withdrawal from an instructor after 50 percent, but before 75 percent of a course is completed. An emergency or hardship situation is defined as a significant, unexpected nonacademic circumstance beyond the student's control and is granted at the discretion of the instructor. Failing, poor performance in a course, or other academic-related reasons do not constitute circumstances for an emergency withdrawal.

Students seeking an emergency withdrawal must complete the proper withdraw form, consult the instructor, and return the signed form to the Registrar's Office. Substantiating documentation (e.g., doctor's notes, court documents, death certificates) may be required at the request of the instructor.

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

Associated Student Government (ASG): ASG is the representative body and official voice of the students. The ASG operates through the General Assembly, a legislative body composed of students elected by the student body. Students involved in ASG have an opportunity to gain leadership skills by representing student opinions to the CMU administration and the University's Board of Trustees, and they are responsible for reviewing and administering student fee requests.

Students in the social work program will have an active role in formulating and modifying social work program policies. Students are encouraged to provide individual course and instructor feedback every semester on student evaluation forms, and this data is recorded and taken into consideration on a regular basis, in relation to the hiring of adjunct faculty, overall course content, and scheduling preferences. We will have group discussions with all social work students (junior and senior cohorts) and faculty at the start of each academic year; as well as a program evaluation form students will complete at the end of their senior year as part of their graduation packet, with a place for comments and suggestions for improvements to the program. Students will be encouraged to communicate one-on-one on an ongoing basis with the program director and field education director in relation to program development.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Social Work Club

Social work students can participate in the Social Work Club, a dynamic group of students interested in “rolling up their sleeves” and putting social work into “action.” A core value of the social work profession is service—and the club is always looking for opportunities to address issues of poverty and need at the local, community level.

Any student at CMU is welcome to participate in the Social Work Club, but elected officers (president, vice-president, secretary, treasurer, and CAB representative) must be a declared major in social work (formally accepted into the BSW program) in order to serve in these leadership roles. Officers are elected every year by the Social Work Club. The two full-time social work faculty serve as co-faculty advisors for the Social Work Club.

The Social Work Club meets monthly throughout the academic year and engages in numerous fundraisers, philanthropic events, community service projects, and social gatherings.

In the past academic year, the Social Work Club volunteered over 120 hours in community service projects in Grand Junction, CO. The projects that the club completed included:

1. Catholic Outreach: Serving meals to the homeless
2. Homeward Bound: Put together Thanksgiving boxes of food for delivery
3. Latimer House: Clothing drive and raised monetary support
4. The House: Collected needed toiletries for youth
5. Homeward Bound: Put together over 100 Easter baskets for children/youth at facility

6. Ariel Clinical Services: Child Abuse Awareness month project on CMU campus

Approximately 100 clients in our local community benefitted from these community service projects completed by the CMU Social Work Club.

Students can request to join the Social Work Club by following these steps:

1. Log onto CMU MavZone account
2. Click on Current Student tab
3. Click on Student Life tab under the University Life column
4. Click on OrgSync link, which will direct students to all of the CMU Clubs
5. Select Social Work Club and press Request to Join Club icon

Students interested in learning more about the Social Work Club can email questions to:

socialworkclubatcmu@gmail.com or "like" us on our Facebook page:

<https://www.facebook.com/socialworkclubatCMU>

Other Opportunities

There are a number of student fee-funded organizations that are administered by Colorado Mesa University students including the following:

- Club Advisory Board (CAB): Many student clubs and organizations exist at Colorado Mesa University. Currently CMU has over 70 active clubs on campus including club sports, religious clubs, academic clubs and social clubs, which allow students to meet other students who share similar interests. A list of current active clubs and organizations can be viewed on the Colorado Mesa University website under student life.
- Cultural Diversity Board (CDB): This student organization offers leadership experiences for students and organizes programs to educate students regarding multicultural concerns and issues. Member groups include the Black Student Alliance (BSA), Gay-Straight Alliance (GSA), *Ho'olokahi* Polynesian Club, International Student Association (ISA), *La Raza*, and the Native American Student Council (NASC).
- Fine Arts Organizations: All CMU students are encouraged to audition to join a musical group, participate in theatre, or be part of a dance performance. Performances in the arts are highly regarded at Colorado Mesa University and are well attended by students and the community.
- Programming Activities Council (PAC): PAC is responsible for Welcome Week, Homecoming and MavFest as well as other entertainment activities including concerts, movies, dances, comedians, hypnotists and speakers. Best of all, these events are free for all CMU students.
- Media Organizations: These organizations include the student newspaper *The Criterion*, the student

radio station, KMSA 91.3 FM, the literary and art publication *Literary Review*, the Campus Design Studio and the *Horizon Magazine*. Each of these groups is professionally advised by faculty members and utilizes the latest equipment employed in their fields.

- **Outdoor Program:** This group is CMU's headquarters for outdoor adventure and education. The OP organizes trips and classes including whitewater rafting, rock climbing, and skiing. The rental center is located next to the Residence Life Center. Rent mountain bikes, canoes, kayaks, cross-country skis, backpacks, and other gear.

Accreditation Standard 3.3 – Faculty

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

CMU is a liberal arts university with a primary emphasis as a teaching institute. As a teaching institute, all full-time, tenure-track faculty are required to teach a 4/4 load, in addition to advising, service, and research/scholarship duties. The current breakdown of percentages for both full-time faculty are as follows:

	Teaching	Service	Advising	Research/Scholarship
Kym Owens	65%	25%	5%	5%
Michelle Sunkel	70%	15%	10%	5%

CSWE Accreditation Standard B3.4.4(c) states that: The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

CSWE Accreditation Standard B3.4.5(c) states that: The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administration functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates that this time is sufficient.

In order to remain in compliance with the above mentioned accreditation standards, the program director and field director will both be given a 25% total workload reduction in order to carry out the administrative functions of the program and field education, as follows:

	Teaching	Service
Kym Owens	<p>65% of her time is assigned to teaching; 25% of this 65% is used for administration of the social work program, which accounts for 17% of her total workload time.</p> <p>This 25% load reduction is the equivalent of one course load reduction per semester.</p>	<p>25% of her time is assigned to service; 8% of this 25% is used for administration of the social work program, which accounts for the remaining 8% of her total workload time.</p>
Michelle Sunkel	<p>70% of her time is assigned to teaching; 25% of this 70% is used for administration of field education for the social work program, which accounts for 17.5% of her total workload time.</p> <p>This 25% load reduction is the equivalent of one course load reduction per semester.</p>	<p>15% of her time is assigned to service; 7.5% of this 15% is used for administration of field education for the social work program, which accounts for the remaining 7.5% of her total workload time.</p>

This faculty workload policy ensures both the achievement of institutional priorities and the social work program's mission and goals.

Accreditation Standard 3.4 – Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

Colorado Mesa University is a comprehensive educational institution operated under the governance of the Board of Trustees of Colorado Mesa University. Colorado Mesa University has been continually accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA) for 56 years.

Founded in 1925, the institution originally started as a junior college enrolling 41 students. It was in 1937 that the school was renamed to Mesa College and it was in 1974 the institution began offering bachelor programs. As the school began to develop and change in 1988 the school went through another renaming process and became Mesa State College. Following that in 1996 the institution began offering its first Master's Program. After this under the leadership of President Tim Foster the school continued to expand in both campus size and student enrollment. Finally in 2011 the Board of Trustees and the State of Colorado officially renamed Mesa State College to Colorado Mesa University. The change reflects the growth that the institution has seen over the years and it further advances the institution as a learning community.

With adoption of House Bill 1093, sponsored by Colorado State Senator Ron Teck and State Representative Gayle Berry, Colorado Mesa University got a new governing board effective July 1, 2003.

The Board of Trustees includes nine voting and two non-voting members. The voting members are appointed by the Colorado governor, confirmed by the Colorado State Senate and serve staggered terms. The University faculty and student body each elect one non-voting member to serve two- and one-year terms, respectively. The board meets regularly throughout the year.

The University president is appointed by and reports to the Board and is responsible for day-to-day management of the institution and its employees. The Colorado Commission on Higher Education is the policy and coordinating board for the state's higher education system including Colorado Mesa University. Tim Foster has served as the tenth president of Colorado Mesa University since March 2004, when he was appointed by the Colorado Mesa University Board of Trustees.

The core of the University is our 218 full-time academic and technical faculty members from 13 departments. Each department has an appointed department head that oversees the administration of that department, and they report directly to the Office of Academic Affairs and the president.

The social work program is part of the Social and Behavioral Science (SBS) department on campus and Dr. Jessica Herrick serves as the department head. The SBS department has seven programs, which include criminal justice, psychology, sociology, social work, history, political science, and public administration/public safety, as well as numerous minors. Each program has an appointed program coordinator and they meet monthly with Dr. Herrick as a group to discuss program, departmental and university-wide issues, policies, and/or concerns. The social work program director serves as the program coordinator for the social work program.

The social work program director communicates regularly with Dr. Herrick on the development and accreditation of the social work program. Dr. Herrick is supportive of the efforts and provides assistance and recommendations, as needed. The social work program director, field education director and other social work faculty do have the autonomy necessary to achieve the social work program's mission and goals.

3.4.2 *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policy.*

The social work program director and faculty do have the authority and responsibility to define the program curriculum consistent with CSWE Educational Policy and Accreditation Standards (EPAS) and the institution's policies.

The social work program director was responsible for developing the program and curriculum for the new BSW program, with consultation and feedback from Dr. Herrick, the CMU Curriculum Committee, and direction from various CMU policies and procedures manuals. This necessary and allowed autonomy in defining program curriculum is due in large part to the outside accrediting body, Council on Social Work Education (CSWE), and the Educational Policy and Accreditation Standards (EPAS) that it requires all BSW and MSW programs in the country to abide by and follow.

The field education director was responsible for building the field education program and developing the field education manual, the specific policies and criteria regarding field placements, as well as field instructor orientations, trainings, and supervision.

The two full-time social work faculty meet once a month to discuss the social work program and to plan and coordinate program curriculum and development and for ongoing evaluation of all aspects of the social work program.

3.4.3 *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure for program personnel.*

Social work program faculty and administration shoulder the primary responsibility for formulating and implementing policies related to faculty recruitment, hiring, retention, promotion, and tenure. The social work program complies with all CMU personnel policies that pertain to recruiting, hiring, promotion and tenure, benefits, and affirmative action.

In the event of a new hire or vacant position, a search committee is formed. The search committee is chaired by a social work faculty member with other social work faculty included on the committee. At

least one faculty member from outside the social work program (within the department or outside of the department) is also required to serve on the committee. All position descriptions must be approved by the department head and the HR department, prior to advertising the position. Each search committee has an Affirmative Action representative assigned and this representative must be included in all communications and meetings; they also must approve all interview questions and rating scales, to assure compliance with HR policies. Following candidate interviews and visits, the search committee meets to make a hiring recommendation. This recommendation goes to the department head and HR (affirmative action vetting process), and then to the President who must approve the choice before an official offer is made to a candidate.

Listed below is the CMU policy on the EVALUATION OF FACULTY FOR REAPPOINTMENT, TENURE, PROMOTION AND POST-TENURE REVIEW as defined by the Professional Personnel Employment Handbook (revised March 20, 2013). While the policies for retention, promotion, and tenure are fairly structured and nonnegotiable, there are opportunities for social work faculty and other colleagues within the department to make recommendations in regards to each individual candidate (see “c.” below).

Only full-time tenure-track faculty who hold the academic rank of assistant professor, associate professor, or professor are eligible for an award of tenure. The tenure-track period at the University shall be up to seven (7) consecutive academic years as full-time, tenure-track faculty under annual assignments.

The most important responsibility of faculty is teaching. However, advising, scholarship, and service also will be considered. A tenure applicant’s performance and conduct during the entire tenure-track period preceding the final decision on tenure will be considered.

The University shall have a Tenure and Promotion Committee composed of tenured faculty from the University to review the documentation of applicants for tenure. The Tenure and Promotion Committee shall be composed of two elected members from each department.

Procedures for Recommending Tenure:

- a. By May 1, the Department Head shall give notice to tenure-track faculty members completing their sixth tenure-track year of their eligibility to apply for tenure. The notice shall advise that any seventh-year tenure-track faculty member who fails to submit a tenure application and all required documentation by the established deadline set forth in the notice will not be considered for tenure and that he or she will thereafter cease to hold the status of tenure-track faculty but may be considered for other temporary faculty positions available as an instructor or other positions in the University.
- b. By October 1, the Faculty member (applicant) seeking Tenure shall be responsible for submitting an application for Tenure to the Tenure and Promotion Committee, and for compiling and submitting the necessary documentation to support his or her application to the applicant’s Department Head, which documentation shall include the following:

1. a copy of the official written Tenure application submitted to the Tenure and Promotion Committee;
 2. copies of all previous Comprehensive Evaluations; and
 3. any other relevant documentation concerning the General Evaluation Criteria areas, including a letter of support from the appropriate academic Department Head, copies of scholarly works, and/or additional documentation of specific activities in scholarship, service, and advising.
- c. By October 10, the Department Head (non-voting) will conduct a poll of all Full-time Tenured Faculty in the applicant's department regarding approval/denial recommendations for the applicant's request. The applicant's documentation shall be made available for review to the departmental Faculty prior to voting.
 - d. By October 15, the Department Head will submit the results of this poll to the Tenure and Promotion Committee along with the applicant's documentation and the Department Head's recommendation.
 - e. By November 15, the Tenure and Promotion Committee shall review the documentation of the applicant and the Department Head's recommendation, and any other relevant information submitted, and prepare a formal written recommendation. Approval of a Tenure application by a majority vote of the committee membership eligible to vote is required for a positive recommendation. The chair of the promotion and tenure committee will withhold his/her vote and will cast it only in the case of a tie vote from the full committee. The chair of the committee shall forward the application documents together with its recommendation and comments to the VPAA by this same date. If the "other relevant information" considered by the committee is negative, the applicant shall be provided a copy of this information by November 15 and may submit a response to the VPAA by November 20th.
 - f. By January 5, following review of the Tenure and Promotion Committees' recommendations, comments and the application documents, the VPAA shall forward all documents and his or her recommendation to the President.
 - g. If the request for Tenure is not recommended at any level, the complete documents and recommendations must, nevertheless, be forwarded progressively to the next higher level for review, up to the Presidential level, unless the Faculty member withdraws the application. At the time the recommendation and documents are forwarded to the next level, the person responsible for forwarding to the next level will also give notice to the applicant and specify whether the application received a positive or negative recommendation. No other details need be provided to the applicant.
 - h. If the President declines to recommend the applicant for Tenure to the Trustees, the President shall give notice to the applicant by January 24th.

- i. The applicant who is denied Tenure recommendation by the President may request reconsideration in writing. Notice of this request must be received by the President no later than January 31st. The President shall notify the applicant of the reconsideration determination by February 8th. The President's denial decision is final.
- j. The President shall give the Trustees any favorable recommendations on Tenure by seven (7) days prior to the Trustees' Regular Meeting in February.
- k. Upon the Trustees' action on a favorable recommendation the President shall give notice to the applicant that Tenure is denied or granted. Minor procedural or technical irregularities in the notice or delivery thereof shall not constitute failure to notify the Faculty member.
- l. An applicant may withdraw the application any time prior to a decision being issued by the President. The request to withdraw shall be submitted in writing to the VPAA.
- m. Within seven (7) calendar days after receipt of notice of the Trustees' denial of Tenure, the applicant may request reconsideration. The request for reconsideration must be made to the Chair of the Board of Trustees. The Trustees' decision on reconsideration is final.
- n. The Trustees shall act on Tenure applications no later than their Regular Meeting in March. Only favorable Presidential recommendations shall be forwarded to the Trustees. The Trustees expressly delegate to the President the power to deny Tenure applications by declining to recommend applicants to the Trustees. Applications and Presidential recommendations shall be considered by the Trustees in executive session as a personnel matter, unless otherwise required by the Colorado Public (Open) Meetings Act. The Trustees shall vote in open session to grant or deny Tenure to applicants. The minutes of the open meeting shall be the official and conclusive record of the Trustees' action.
- o. Thereafter all applications and recommendations shall be placed in applicant's personnel files and shall be confidential to the same extent as personnel files under the Colorado Public (Open) Records Act. Other materials submitted by the applicant need not be retained and may be returned to the applicant.

p. Notice.

1. Time of Notice:

- a) Faculty members who apply for Tenure but who are ineligible should be notified that they will not be considered for tenure as soon as practicable but in no event later than January 31st of the semester following the application deadline.
- b) Faculty who are considered for Tenure shall be notified within twenty (20) Business Days following Trustee action on their applications.

Accreditation Standard 3.5 – Resources

3.5.1 *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit the program planning and faculty development.*

The annual academic budget for the social work program is administered through the Social and Behavioral Sciences (SBS) department. The SBS annual budget is determined by the Board of Regents, President, Office of Academic Affairs, and the Department Head. The social work program budget is developed and administered by the SBS Department Head, Dr. Jessica Herrick. Dr. Herrick has money budgeted for the administration of the social work program over the course of the next three years. This budget projection is stable and sufficient to permit program planning and faculty development.

The Social Work program does have a stand-alone budget with a separate org number (org 1285), which allows social work faculty to have transparency, oversight, and access to these funds. All money for the social work program is in this budget, including salaries and benefits for the two full-time social work faculty, the current social work adjunct faculty, travel funds, phones, supplies, and all CSWE accreditation fees. The social work program director will not have signature authority over the social work budget. Budget form is submitted directly following page 70 of this document.

3.5.4 *The program submits the library form to demonstrate comprehensive library holding and/or electronic access and other information and educational resources necessary for achieving its mission and goals.*

The library form is submitted directly following page 71 of this document. The library form demonstrates comprehensive library holdings and/or electronic access and other informational and educational resources necessary for the social work program to achieve its mission and goals.

The John U. Tomlinson Library is the largest academic library between Salt Lake City and Denver. The library offers a wealth of information and provides many different services and resources to both the campus and the community. It is the mission of the library to support the information, instructional and research needs of the region. Holdings in Tomlinson Library include 395,200 books; 59,300 journals; 30,500 ebooks/documents; and more than 30 million items available through Proquest.

Sylvia Riel is the director of the John U. Tomlinson Library. Ms. Riel recently set aside \$4,000.00 in new start-up monies for the social work program, to help build up the base of social work related publications in the library. She has also recommended a \$1500.00 annual budget for the new social work program. Jeff Grossman is the library liaison assigned to the SBS department, including the social work program. He is available to help assist and support the program and faculty. He is also available to conduct training sessions on search techniques for students.

Jeff recently compiled an excellent quick access library guide for the Social Work (BSW) program at <http://libguides.coloradomesa.edu/SocialWork>. This site provides access to thousands of social work books and journal articles, including Child Welfare (*Child & Adolescent Social Work Journal*), Gerontology (*Journal of Elder Abuse and Neglect*), Social Work Policy (*Journal of Poverty: Innovations on Social, Political & Economic Inequalities*), Health Care (*Social Work in Public Health*), Rural Social Work (*Rural Social Work Journal*), Research (*Research on Social Work Practice*), and Social Work Education (*Journal of Baccalaureate Social Work, Journal of Social Work Education, Journal of Teaching in Social Work*). This libguide also includes quick links to social work professional organizations such as the National Association of Social Workers, Council on Social Work Education, and the Colorado Society for Clinical Social Work.

Jeff is also available to help social work faculty set up libguides for individual social work courses, which can include access for students to course specific books, journal articles, research, references, and tutorials.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

The space allocated to the program is sufficient to meet our needs. The program has ample classroom resources with access to literally hundreds of classrooms on the main campus, most all of which are technology-enhanced SMART classrooms (ELMO white boards, Blu-Ray DVDs, touch-screen projectors, multimedia, and internet). The majority of social work courses are taught in Houston and Escalante Halls.

Each faculty member has their own office and computer. Faculty on each departmental floor share a copy room with use of a printer, scanner, Scantron, papers, and supplies. There are numerous conference rooms available across campus that are accessible, by reservation, for use by both faculty and students. The Social and Behavioral Sciences administrative assistant, Cathy Rickley, will make reservations for any of these conference rooms, as requested.

The Social Work Club meets on the first Monday of every month in the University Center, conference room #221. The social work faculty meet monthly in a conference room in Lowell Heiny Hall or the University Center. There is ample open space for formal and informal meetings between faculty and students across campus, with numerous outdoor verandas and balconies with tables and chairs, indoor lounge rooms with comfortable seating, and two coffee shops that are popular meetings places for faculty, staff, and students.

Information Technology & Communications maintains and supports various open and academic labs for students on campus. Each lab is equipped with computers and high-speed laser printers. Microsoft Office 2007 is installed on all computers. Tomlinson Library has a main floor open computer lab for use by all students, as well as an overflow computer lab on the third floor. Every Residence Hall on campus provides computer access for use by residence hall residents. A MAVcard is required for access to labs in Monument, Grand Mesa, North Avenue and Bunting Avenue. Access is available 24 X 7 when the

residence hall is open. In addition students have access to the following academic computer labs these academic buildings across campus:

Academic Computer Labs

Academic Classroom Building 203	Business
Academic Classroom Building 204	Business
Academic Classroom Building 303	Computer Information Systems
Academic Classroom Building 304	Computer Information Systems
Fine Arts 303	Graphic Design
Fine Arts 308	Mass Communications
Houston 122	Mechanical Engineering
Houston 203	Foreign Language
Maverick Center 154	Health Sciences
Wubben 145	Computer Science
Wubben 147	Computer Science
Wubben 233	Geographical Information Systems

Both faculty and students have access to the Help Desk, 24/7. The Help Desk is a single point of contact for all technology issues. You can submit a help request online or by phone, and they provide an easy access link to frequently asked questions.

3.5.6 The program describes its access to assistive technology, including material in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

Students with disabilities are provided support services through Educational Access Services (EAS). EAS provides academic accommodations and promotes universal design principles, enabling students with disabilities to fully participate in all aspects of the educational environment as successful and independent learners. EAS services include, but are not limited to, volunteer note-takers, testing accommodations, and textbooks in alternative formats (large print, Braille, books on tape, and assistive learning systems). Online students with documented disabilities may be eligible for extra time on tests and books in alternative formats.

All students have access to the Tutorial Learning Center (TLC), with free, walk-in tutoring available for a variety of subjects. TLC goals include creating opportunities for student success and helping students become more independent in their learning.

Through the federal Student Support Services TRiO grant, operated by CMU and the U.S. Department of Education, academic and mentoring support is provided throughout a student's academic career at CMU. The University hopes to increase retention and graduation rates of first-generation, low-income, and disabled students enrolled in the TRiO program. The program aids qualified students with tutoring, counseling, academic and financial aid advising, and mentoring.

Accreditation Standard 4.0 – Assessment

4.0.1 *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3).*

The two assessment forms we will utilize to assess program's competencies are included in Benchmark III – Volume 3, Supporting Documents, as Appendix I: Field Agency Supervisor Assessment (FASA), and Appendix J: Student Self-Efficacy Assessment (SSEA).

To evaluate the extent to which the competencies have been met, an ongoing system of assessment will be used to determine attainment of each program competency and the practice behaviors associated with that particular competency.

The purpose of program assessment is to determine whether BSW students have developed the knowledge, values, and skills necessary to achieve the 10 core competencies as operationalized through their respective practice behaviors, as required by CSWE's Educational Policy and Accreditation Standards (2008). Our assessment plan employs field instructor evaluation of students as well as a student self-evaluation. Assessment results are used to continually inform and promote changes in the explicit and implicit curriculum that facilitate student competency attainment and achievement of program goals.

The program assessment plan will utilize two separate measures, each administered at multiple points in time. The first measure is a Field Agency Supervisor Assessment (FASA) of student performance in the field practicum experience, to be completed by the designated agency (field) supervisor for each student. This measure is administered proximate to completion of Practicum I (senior year, fall semester) and Practicum II (senior year, spring semester) field experience. The second measure is a Student Self-Efficacy Assessment (SSEA) of student performance in the field practicum experience, to be completed by the student. This measure is administered proximate to completion of Practicum I (senior year, fall semester) and Practicum II (senior year, spring semester) field experience.

The following Assessment Data Form will be used to collect and report the program's competencies. It includes the 10 core competencies with assigned practice behaviors (AS B2.0.3), and the attached mean scores and percentages for both, as follows:

Benchmarks: 80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.

Note: Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) each contribute equally (50%) toward assessing practice behavior.

ASSESSMENT DATA FORM

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C1. Identify as a professional social worker and conduct oneself accordingly	1. Advocate for client access to the services of social work					
	2. Practice personal reflection and self-correction to assure continual professional development					
	3. Attend to professional roles and boundaries					
	4. Demonstrate professional demeanor in behavior, appearance, and communication					
	5. Engage in life-long learning					
	6. Use supervision and consultation					

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C2. Apply social work ethical principles to guide professional practice	7. Recognize and manage personal values to allow professional values to guide practice					
	8. Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles					
	9. Tolerate ambiguity in resolving ethical dilemmas					
	10. Apply strategies of ethical reasoning to arrive at principles decisions					

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C3. Apply critical thinking to inform and communicate professional judgments	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom					
	12. Analyze models of assessment, prevention, intervention, and evaluation					
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues					

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C4. Engage diversity and difference in practice	14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power					
	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups					
	16. Recognize and communicate their understanding of the importance of difference in shaping life experiences					
	17. View themselves as learners and engage those with whom they work as informants					

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C5. Advance human rights and social and economic justice	18. Understand the forms and mechanisms of oppression and discrimination					
	19. Advocate human rights and social and economic justice					
	20. Engage in practices that advance social and economic justice					

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
C6. Engage in research-informed practice and practice-informed research	21. Use practice experience to inform scientific inquiry					
	22. Use research evidence to inform practice					

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
C7. Apply knowledge of human behavior and the social environment	23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation					
	24. Critique and apply knowledge to understand					

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services	25. Analyze, formulate, and advocate for policies that advance social well-being					
	26. Collaborate with colleagues and clients for effective policy action					

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
C9. Respond to contexts that shape practice	27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services					
	28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services					

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C10. (a) – (d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, communities	29a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities (Engagement)					
	30a. Use empathy and other interpersonal skills (Engagement)					
	31a. Develop a mutually agreed-on focus of work and desired outcomes (Engagement)					
	32b. Collect, organize, and interpret client data (Assessment)					
	33b. Assess client strengths and limitations (Assessment)					

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C10. (a) – (d) Engage, assess, intervene, & evaluate with individuals, families, groups, organizations & communities	34b. Develop mutually agreed-on intervention goals and objectives (Assessment)					
	35b. Select appropriate intervention strategies (Assessment)					
	36c. Initiate actions to achieve organization goals (Intervention)					
	37c. Implement prevention interventions that enhance client capacities (Intervention)					
	38c. Help clients resolve problems (Intervention)					

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
C10. (a) – (d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities	39c. Negotiate, mediate, and advocate for clients (Intervention)					
	40c. Facilitate transitions and endings (Intervention)					
	41d. Critically analyze, monitor, and evaluate interventions (Evaluation)					

Volume 1 – Educational Policy and Accreditation Standards (EPAS)

Section 2 – Narrative for Accreditation Standards in Benchmark III

Accreditation Standard 2.1 – Field Education

The final version of the BSW Practicum Manual can be found in Benchmark III – Volume 3, Supporting Documents, Appendix K.

B2.1.2 The program provides generalist practice opportunities for students to demonstrate the core competencies.

The program provides generalist practice opportunities in practicum and allows students to demonstrate their understanding of the core competencies in supervision, in practicum seminar, in practice, and during practicum site visits.

In Practicum Seminar students are required to write a weekly reflection on their current practicum experience. Additionally, students must apply core competency, practice behaviors, and an appropriate social work theory to each intervention that is discussed. Finally, students must address how they will continue to develop these skills. Students are assessed weekly in the classroom discussion, with weekly writings, and in supervision.

The following grid is an example of how students process their practice opportunities and demonstrate their core competencies:

Generalist Perspective	Interventions	Core Competencies	Practice Behaviors	Theories	Ongoing Education	Assessment
<p>Students must use the generalist perspective; therefore, they must assess each situation, and apply knowledge and interventions from a generalist approach.</p> <p>Within the generalist perspective students will be using the ecological perspective and addressing the micro, mezzo, and macro environments within their practicum.</p>	<p>Students must identify the client problem and the intervention they implemented.</p> <p>Student must identify, from evidence based research, why they chose that intervention and which core competency it relates to.</p>	<p>Students must identify which core competency relates to their identified intervention.</p> <p>Students are required to identify all core competencies that are relevant. One competency is addressed every week and then discuss/applied the following week. Students must address the “core competency of the week” to their assignment and may add additional core competencies as they develop them.</p>	<p>Each practice behaviors must be identified and the student must demonstrate how they completed this practice behavior with explicit discussion, adding clear details on how they did accomplished this.</p>	<p>Students must identify a minimum of two theories per week that explicitly support the students understanding of how it applies to practicum and interventions.</p> <p>Students must analyze and assess each intervention from a theoretical perspective.</p>	<p>Student must address how they will continue to work on developing their core competencies, practice behaviors, and application of theory to demonstrate competency in generalist practice.</p> <p>This must be related back to their practicum experience and population.</p>	<p>Classroom – students must verbalize generalist perspectives, core competencies, practice behaviors, and theories as it applies to case scenarios.</p> <p>Written –weekly paper / reflection, and application of material to field experience.</p> <p>Practicum supervision /site visit – review and discussion of micro, mezzo, and macro goals. Review of weekly interventions.</p>

Colorado Mesa University Bachelor of Social Work Program has developed unique partnerships and collaborations with multiple agencies in the Grand Valley including public, non-profit, multidisciplinary, inpatient and outpatient services, human services, end of life care, addiction, victim’s assistance, senior care, schools, community clinics, etc..., and allows students the opportunity to work with children, adolescents, adults, and geriatric populations. The diversity of practicum placements is to ensure student exposure to generalist practices across multiple organizations; thus, allowing students the opportunity to apply core competencies in a variety of social work settings.

In practice, the students have ample opportunity to practice generalist skills and apply core competencies at their sites. All students will have opportunity to observe, shadow, and then lead interventions during their practicum placement; thus allowing students to demonstrate practice and proficiency of their core competencies across micro, mezzo, and macro perspectives.

Student’s learning goals require them to identify a micro, mezzo, and macro goal and to then explicitly outline in writing each core competency and practice behavior that they will be working on. These goals are reviewed and discussed weekly in a face-to-face seminar class and during in-person, one-on-one practicum supervision meetings.

Micro-Level Interventions

Each practicum setting requires a student to have one micro level goal, and to explicitly state which core competencies and practice behaviors they will be addressing while they work on their stated goal. Students across all practicums are given the opportunity to complete an intake or an assessment.

At HopeWest/Hospice, our student's complete biopsychosocial assessments of clients. This provides them the opportunity to develop generalist practice skills at the micro level. Furthermore, they are required to identify which core competencies and practice behaviors they will be working on as they develop this skill. Students then must identify and apply the theories that support the interventions associated with the biopsychosocial assessment. For example, students are able to discuss psychosocial development theory, systems theory, strengths perspective, and humanistic theory as it applies to completing the biopsychosocial at Hospice. In practicum seminar, students must also write a reflection paper about their interventions to further develop their understanding of generalist practice, core competencies, and theory as it applies to completing a biopsychosocial. Students are required to explicitly discuss core competencies and the application of theories in supervision and in practicum seminar each week.

Mezzo-Level Interventions

Each student must have at least one mezzo goal to work on during their practicum. This goal will identify specific core competencies and practice behaviors in which they will be applying throughout the semester. All practicums offer students the ability to co-facilitate and/or facilitate a group.

An example from HopeWest/Hospice, are students have co-facilitated a bereavement group. Again, the student is required to identify which core competencies and practice behaviors they are utilizing for each group intervention and apply theories to those interventions. Students can then discuss and apply theories such as ecological perspective, strengths perspective, psychosocial development theory, social learning theory, and systems theory as it relates to the bereavement group. Students are required to discuss core competencies and the application of theories in supervision and in practicum seminar each week, showing their ability to understand these competencies.

Macro-Level Interventions

Student must have at least one macro goal with specific core competencies that they will be working on throughout the semester. All practicums offer students the ability to sit on boards, review policies, and some offer the ability to assist in fundraisers.

Macro interventions from a HopeWest/Hospice perspective include, participating and sitting on boards associated with policy development. Students have participated in multidisciplinary and multiagency adult protection boards, community ethics committees, fundraisers, and celebration of life ceremonies to assist students in developing macro generalist practice skills. This allows the student to understand policies and procedures associated with HopeWest/Hospice and the aging population. Students must apply which core competencies they will work on to complete their macro goal and which theories will

help them intervene from a macro perspective. Students are able to articulate the core competencies for this goal and identify theories that they have used in practice such as consequentialism, relativism, humanistic, utilitarianism, family systems theory, and ecological perspective.

In addition, students are required to discuss core competencies and the application of theories in supervision and in practicum seminar each week. In Practicum Seminar students are required to write a weekly reflection on their current practicum experience. The second requirement is that they must apply it to the core competency of the week and then apply social work theories to each intervention that was completed. For example, Week 1 of the semester the students are focusing on Core Competency 1, identify as a professional social worker and conduct oneself accordingly.

Students must reflect on their development of professionalism and then apply theories/material that support them being professional, such as National Association of Social Work Ethics as it supports professional development and standards of behavior. Students may also identify the ecological perspective as part of their professional development as it gives a context of how to understand your clients from multiple perspectives.

Each week in class the students process the core competency as it applies to their practicum. This class provides case examples and an experiential component to work through scenarios in small groups. Each group must identify the interventions they completed and which theory they used in the application of that intervention.

B2.1.3 *The program provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

Students are expected to complete 450 hours of field education in the social work program during their senior year. This requirement is completed in a total of 12 credit hours.

Fall Semester: Students are required to complete Social Work Practicum I, SOWK 397, which includes 225 hours at their practicum placement and Social Work Practicum Seminar I, SOWK 394, which is completed in class and focuses on combining practice, theory and core competencies.

SOWK 397, Social Work Practicum I – 5 credits, 225 hours

SOWK 394, Social Work Practicum Seminar I – 1 credit, 16 hours

Spring Semester: Students are required to complete Social Work Practicum II, SOWK 497, which includes 225 hours at their practicum placement and Social Work Practicum Seminar II, SOWK 494, which is completed in class to combine practice, theory and core competencies.

SOWK 497, Social Work Practicum II – 5 credits, 225 hours

SOWK 494, Social Work Practicum Seminar II – 1 credit, 16 hours

The Bachelor of Social Work field practicum is a binding contract through both semesters. Students will remain in the same agency for both fall and spring semesters. Students cannot start or complete their hours early.

B2.1.4 *The program admits only those students who have met the program's specified criteria for field education.*

To enroll in the BSW Field Practicum, students must meet the following criteria by the end of the spring semester prior to their senior year. Once students have successfully completed these academic requirements they may begin the Field Placement Process.

Student Eligibility for Enrollment in Field Practicum

Students must meet the following criteria requirements by the end of the spring semester prior to their senior year.

- Must be formally accepted into the Bachelor's in Social Work (BSW) Program
- Must have Senior Status (at least 90 earned credits)
 - 60 of the 90 credits are from the essential learning/general education courses
- Must have completed and passed with a C or higher:
 - Ethical Issues in Social Work, SOWK 311
 - Social Work Mental Health, SOWK 320
 - Social Work Intervention Methods I, SOWK 365
 - Social Work Intervention Methods II, SOWK 375
 - Social Work Research Methods, SOWK 385
- Must have a cumulative GPA of 2.5 or higher across all social work courses

Students will be actively involved in selecting the agency in which they will complete their field practicum. The Field Practicum Placement Process begins with students completing a practicum application and then having an individual interview with the Director of Field Education to discuss interests, abilities, and expectations in the field. Once the Director of Field Education and the student identify and agree upon an appropriate field placement, students are then eligible to schedule a placement interview with the approved Agency Supervisor. Once the Agency Supervisor accepts the student, the Agency Supervisor, Student, and Director of Field Education will have a meeting to complete all Colorado Mesa University paperwork and set three practicum goals that identify the ecological perspective, core competency and practice behaviors.

Placement decisions will be made throughout the semester by the Director of Field Education. Practicum placements are not guaranteed, although the Director of Field Education will do their best to place each student with the best fit for the agency and student. All decisions for field practicum

placement are ultimately made by the Director of Field Education. Students are required to contact their Agency Supervisor prior to the beginning of Fall Semester to arrange their schedule.

Students who are enrolled in practicum and practicum seminar will also be able to register for the following courses during their senior year:

Fall: Social Work Interventions Methods III, SOWK 385 and

Spring: Social Welfare Policy, SOWK 460.

B2.1.5 *The program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contact with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

The following graph illustrates the various policies, criteria, and procedures in place to help ensure congruency with the program's competencies in regards to selecting field settings; placing and monitoring students; maintaining field liaison contact with field education settings; and evaluating student learning and field setting effectiveness.

	Selecting Field Settings	Placing and Monitoring Students	Maintaining Field Liaison Contact with Field Education Setting	Evaluating Student learning and Field Setting Effectiveness congruent with the program competencies
Policies	Agency selection requires finding, choosing, and preparing agencies to work with Colorado Mesa University Bachelor of Social Work students to meet their educational requirements and provide effective field experiences. As field education is the signature pedagogy of social work, it is important to identify agencies that understand the core values of social work and promote the social work mission. This is developed and created through collaboration with the Social Work	Agency placement and monitoring of students requires that students meet the academic requirements to be in field, demonstrate an understanding of the social work mission, core values, and NASW Code of Ethics. Students must complete a practicum application and interview with the Director of Field Education prior to being scheduled for a placement interview. Practicum placements are not guaranteed, the Director of Field Education will do their best to place each student with the best fit for the agency and student. All decisions for field	The Director of Field Education will maintain contact with the Field Education setting through numerous avenues including: email, phone, and on-site meetings. The Director of Field Education will invite agency supervisors to participate in the Field Advisory Board meeting to assist in effective communication and ongoing consultation for CMU and community agency. This will provide a format to receive/give information to	Evaluating student learning and field effectiveness to ensure that it is congruent with the program competencies is vital to the social work program. <u>CMU Student Learning Outcomes</u> Graduates will demonstrate proficiency in utilizing the social work professions 10 core competencies and 41 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge). Graduates will demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency).

	<p>Program, the students, and community agencies.</p> <p><u>Agency Mission</u> Agency selection is based on the function of the agency, which must be congruent with the social work profession's purpose, mission, and values. The agency is expected to have a willingness to cooperate with the university program, understand the social work practicum expectations, and have a commitment to the educational objectives of the program.</p> <p><u>Generalist Approach</u> The program selects agencies that are based on a generalist conceptualization and problem-solving approach to practice. The social work education stresses problem solving at the interface of person and environment, which requires that students develop competencies and practice behaviors with individuals, families, groups, organizations, and communities.</p> <p><u>Agency Supervisor</u> The agency should have trained social workers, or qualified task supervisors, as members of the staff. Agencies must be committed to the</p>	<p>practicum placement are ultimately made by the Director of Field Education and are final.</p> <p>Students are responsible for contacting their agency and setting up their practicum schedules for their senior year practicum.</p> <p>Students are required to register for the following courses during their Senior year in practicum:</p> <p><u>Fall Semester:</u> Social Work Practicum I SOWK 394 Social Work Seminar I SOWK 397 Social Work Interventions Methods III SOWK 385</p> <p><u>Spring Semester:</u> Social Work Practicum II SOWK 494 Social Work Seminar II SOWK 497 Social Welfare Policy SOWK 460</p> <p><u>Monitoring Students</u> Students are monitored on an ongoing basis as they are in a weekly senior seminar class. Senior seminar requires students to write a weekly reflection paper, associated with core competencies, practice behaviors and apply theories; in addition to, verbally discuss and analyze new cases each week.</p> <p>Students are also monitored onsite in their practicum by the Agency Supervisor and provided feedback in weekly supervision meetings.</p>	<p>agencies, make appropriate changes, and meet the needs of the community.</p> <p>The Director of Field Education will provide an Agency Orientation and Educational Day for all Site Supervisors.</p> <p>The Agency Supervisor will exchange phone, email, and practicum addresses with Director of Field Education to ensure effective communication.</p>	<p>Graduates will demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency).</p> <p>Graduates will demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking).</p> <p>Student learning will be assessed through the Field Agency Supervisor Assessment and the Student Self Efficacy Assessment forms which review the 10 core competencies and 41 practice behaviors at it applies to their specific practicum site.</p> <p>Field Effectiveness will be evaluated from the students at the end of each semester as they review the Student Evaluation of Agency. This will allow for the students to identify their perception of the site as a learning opportunity to apply their 10 core competencies and 41 practice behaviors.</p>
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	<p>education of social work students by affording staff resources and time for field instruction. One member of the staff, who meets the criteria for an Agency Supervisor, will be designated to provide supervision for the student.</p> <p>Supervision should be provided at the work site by a competent, experienced, and motivated Agency Supervisor.</p>	<p>Students are monitored through oral, written, and in person communication with the Director of Field Education and Agency Supervisor.</p>		
Criteria	<p>The Bachelor of Social Work program utilizes the following criteria to maintain diverse opportunities for students in practicum:</p> <p>Administrative policies regarding services to clients, to other agencies, and the community should be consistent with the standards of the social work mission and values.</p> <p>The agency should have program stability and be responsive to the changing needs of the community and clients.</p> <p>The agency must be capable of accommodating students, including but not limited to, providing a qualified Agency Supervisor, providing a variety of learning opportunities for the student, and creating a</p>	<p>Student eligibility to enroll in the Bachelor of Social Work Field Practicum includes meeting the following criteria requirements by the end of the spring semester prior to their senior year.</p> <p>Must be enrolled in the Bachelor of Social Work Program.</p> <p>Must have Senior Status (at least 90 earned credits); 60 of those 90 credits are from the essential learning or general education courses.</p> <p>Must have completed and passed with a C or higher:</p> <p>Ethical Issues in Social Work, SOWK 311 Social Work Mental Health, SOWK 320 Social Work Intervention Methods I, SOWK 365 Social Work Intervention Methods II, SOWK 375 Social Work Research</p>	<p>All approved Agency Supervisors and Task Supervisors will be invited to the Agency Supervisor Training and Educational Day at CMU.</p> <p>Director of Field Education will communicate with all agency supervisors at least three times each semester; two face to face site visits at the agency and one email to check on student progress in the fall and one face to face site visit at the agency and one email in the spring. Then additional contact as needed or appropriate.</p> <p>Director of Field Education will provide a transparent and open environment to support community/agency needs and open communication.</p>	<p>To demonstrate the above learning outcomes and competencies in field the Agency Supervisors and Task Supervisors will evaluate the student's core competencies and practice behaviors specific to field education through the Field Agency Supervisor Assessment (FASA) both fall and spring semesters.</p> <p>Student will evaluate their performance related to student's core competencies and practice behaviors specific to field education through the Student Self Efficacy Assessment (SSEA).</p> <p>Students will also complete an agency evaluation to provide feedback to the Director of field education on setting, population, supervision, and ability to practice social work.</p>

	<p>meaningful learning environment.</p> <p>The agency must provide consistency with the social work program mission statement, goals, and core competencies. The agency must have formal safety policies and procedures.</p> <p>There must be an agency agreement with Colorado Mesa University, Bachelor of Social Work Program to uphold practice behaviors and expectations of the BSW program.</p> <p><u>Supervisor Criteria</u> The practicum supervisor is an integral part of the field experience and must meet specific criteria to fully engage the student with the social work core competencies, values, norms, and practices of the social work profession.</p> <p>Qualifications of agency supervisors are based upon professional education, commitment to the values of the social work profession, competence in practice, and interest in supporting student education. In addition, they must hold a:</p> <p>Master Social Work (MSW) from a CSWE accredited program and a minimum of two years, post-social work degree,</p>	<p>Methods, SOWK 387</p> <p>Must have a cumulative GPA of 2.5 or higher across all social work courses.</p>	<p>Director of Field Education will be responsive to agency/ task supervisors and respond within a week's timeframe (usually will respond within 24 hours), unless on break, which will be effectively communicated.</p> <p>Director of Field Education contact information is online at Colorado Mesa University: https://www.colorado-mesa.edu/directory/social-behavioral-sciences/michelle-sunkel.html</p>	
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	<p>and practice experience in social work.</p> <p>Bachelor of Social Work (BSW) from a CSWE accredited program and have a minimum of two years, post-social work degree, practice experience in social work.</p> <p>OR be eligible to be a task supervisor.</p> <p>To be selected as a Task Supervisor without a social work degree, it is required that they will have an understanding of the social work perspective, willingness to learn, and have competency in their professional role. The Director of Field Education will reinforce the social work perspective through yearly agency supervisor trainings, field manual policies and procedures, face to face site meetings, emails, academic materials, peer reviewed journal articles related to their populations, theories, media, webinars, community trainings, and ongoing consultation to ensure appropriate supervision of the student.</p>			
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<p>Procedures</p>	<p>The Director of Field Education will meet with all agencies and review the policies and procedures of the Bachelor of Social Work Program.</p> <p>The Director of Field Education will be provided a tour of the facility to determine that the student will have basic needs met, such as a desk, access to computers, etc. to complete their tasks at practicum.</p> <p>Director of Field Education and the Agency Supervisor/Task Supervisor will review the agency agreements and terms of the contract.</p> <p>The agency must allow all field supervisors time for attending the agency supervisor's training and educational day offered by the Social Work program.</p> <p>Agencies agree that students will not be discriminated against based on race, ethnicity, sex, color, religion, national origin, age, marital status, disability, veteran status, sexual orientation or any other means.</p>	<p>Field Practicum Placement Process:</p> <p>Placement The policies for placing and monitoring students in practicum are:</p> <p>A student is required to complete a practicum application and address their areas of interest, concern, and expectations in practicum.</p> <p>Students then meet with the Director of Field Education to discuss the application. This is a mock interview where students are given multiple questions and immediate feedback to assist them in preparing for their practicum interview. Areas of concern are addressed with the students to make sure they will be in a good practicum fit.</p> <p>After the mock interview, student are sent to an approved site for their formal practicum interview.</p> <p>Monitor To effectively monitor the students' performance in practicum the following procedures have been implemented:</p> <p>Director of Field Education will conduct an in-person site visit, three times per year.</p> <p>Director of Field Education will email all Agency Supervisors/Task Supervisors mid semester to check in and follow up as needed.</p> <p>Ongoing consultation is available, as needed, to the</p>	<p>Agency Supervisor and Task Supervisors will be invited to attend an Agency Supervisor training in the fall to review policies and procedures of the practicum.</p> <p>Agency Supervisors and Task Supervisors will be invited to an Agency Educational Day to build rapport, provide materials, and create an open dialogue between agencies and CMU.</p> <p>Agency Supervisors and Task Supervisors will be contacted in the beginning of the semester to set up a site visit that includes the Supervisor, Director of Field Education, and student to review their performance task, areas of growth, application of core competencies and theories, identify concerns, and create a plan for the rest of the semester.</p> <p>Agency Supervisors and Task Supervisors will be emailed mid semester to check in and see if they need any additional support or have any concerns with their practicum student.</p> <p>Agency Supervisors and Task Supervisors will be contacted towards the end of the semester to set up a site visit that</p>	<p>To evaluate and monitor the effectiveness of the student learning the following measures have been implemented:</p> <p>Supervisors Field Agency Supervisor Assessment (FASA) is a form that specifically identifies the 10 core competencies and 41 practice behaviors. Agency Supervisors are also asked to provide qualitative feedback on the students' progress. The form can be found at the back of the practicum manual that is provided to all supervisors in August. Additionally, the form is sent out electronically to all site supervisors.</p> <p>Students are required to rate their abilities on the 10 core competencies and 41 practice behaviors on the Student Self Efficacy Assessment (SSEA) form. Student must also identify their successes and areas of continued improvement on their assessment. The form can be found at the back of the practicum manual as a hard copy and electronically on Desire to Learn (D2L).</p> <p>Students are also evaluated on their field setting effectiveness as it relates to program competencies through practicum seminar which includes the following:</p> <ol style="list-style-type: none"> 1. Students are evaluated on weekly reflections and analysis as it applies to 10 core competencies and 41 practice behaviors, theoretical application, critical thinking, effective written and oral communication, and professional judgment. Students are required to orally discuss these writings in class and apply critical thinking to the class discussion as we review
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		<p>Agency/Task Supervisor.</p> <p>Ongoing supervision will be provided to the student throughout practicum seminar courses and in face to face supervision for one hour a week at their assigned practicum.</p> <p>Monitoring of students monthly time sheets and agency supervision sheets to ensure students success in completing practicum hours on time and to ensure they are exposed to quality learning experiences.</p> <p>End of the semester performance evaluations of the student self-efficacy assessment (SSEA) and the Field Agency Supervisor Assessment (FASA) at the end of each semester. This will review the 10 core competencies and 41 practice behaviors.</p>	<p>includes the Supervisor, Director of Field Education, and student to review their performance task, areas of growth, application of core competencies and theories, identify concerns, and complete the student self-efficacy assessment (SSEA) and the Field Agency Supervisor Assessment (FASA) for end of semester.</p> <p>Director of Field Education will email all Agency Supervisors and Task Supervisors with any program updates that impact Field Education.</p>	<p>new cases, client situations, and practice situations.</p> <p>2. An agency evaluation and presentation related to the program outcomes, social work mission and values, and overall effectiveness to clients. This evaluates the students ability to apply the 10 core competencies and 41 practice behaviors, application of research informed practice, oral communication, and critical thinking and evaluation of their practice setting.</p> <p>3. An agency evaluation and presentation related to a case presentation. Students are required to present a case they have been working on over the semester and identify their assessment, interventions, evidenced based research, outcomes, diversity issues, ethics, use of self as it relates to critical thinking, the 10 core competencies and 41 practice behaviors, application of research informed practice, oral communication, and critical thinking and evaluation of their practice setting.</p>
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B2.1.6 The program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

The practicum supervisor is an integral part of the field experience and must meet specific criteria to fully engage the student with the social work core competencies, values, norms, and practices of the social work profession. Qualifications of agency supervisors are based upon professional education,

commitment to the values of the social work profession, competence in practice, and interest in supporting student education.

In order to meet the challenge of educating social work students and to comply with the Council on Social Work Education Accreditation Standards, the Agency Supervisor must have one of the following formal qualifications to supervise baccalaureate students:

- Master Social Work (MSW) from a CSWE accredited program and a minimum of two years, post-social work degree, practice experience in social work.
- Bachelor of Social Work (BSW) from a CSWE accredited program and have a minimum of two years, post-social work degree, practice experience in social work.

Supervisors that do not hold a CSWE social work accredited degree, will be referred to as Task Supervisors and the Director of Field Education will provide ongoing supervision, education, and information to assist them in understanding the social work core competencies and practice behaviors.

To be selected as a Task Supervisor without a social work degree, it is required that they will have an understanding of the social work perspective, willingness to learn, and competency within their professional role. The Director of Field Education will reinforce the social work perspective through yearly agency supervisor training and educational day, field manual policies and procedures, three face to face site meetings, emails, academic materials, peer reviewed journal articles related to their populations, theories, media, webinars, community trainings, and ongoing consultation.

The Agency Supervisor/Task Supervisor should demonstrate:

- Commitment to the Colorado Mesa University BSW program
- Commitment to the roles and responsibilities of field instruction
- A willingness to share practice and educational wisdom
- Commitment to learning/teaching
- Commitment to provide ongoing supervision and consultation with students
- Commitment to participate in the required Agency Supervisor Training/Educational Day
- Serve as a member of the Bachelor of Social Work Advisory Board

Additionally, a field liaison has been appointed to assist in supervision of all students who have a task supervisor. The field liaison will support the task supervisor and discuss any issues that may arise in supervision. The task supervisor and field liaison will work collaboratively to reinforce the social work perspective. The field liaison will work directly with the Director of Field Education.

B2.1.7 *The program provides orientation, field instruction training, and continuing dialog with field education setting and field instructors.*

The Director of Field Education and field liaison will provide an agency supervisory training each fall to all agency supervisors and task supervisors. The main objective of this orientation will be to provide an overview of the social work program, policies and procedures, and assessments and to review the

developmental stages of an internship and student processes (Sweitzer & King, 2014). This will allow supervisors an opportunity to build rapport, obtain support, ask questions, and learn more about the social work program. This training will set the tone for the rest of the semester by starting effective communication, opening dialogue between site supervisors and the social work program.

The Director of Field Education and/or Field Liaison will provide an Agency Educational Day each spring to all agency supervisors and task supervisors. The main objective will be to provide new material to agencies, review theories, literature, TedTalks, review field expectations, and provide additional support to community organizations. This will keep the agency supervisors engaged with the Bachelor of Social Work program and allow the field education program to provide additional educational support as needed.

The Director of Field Education and/or Field Liaison will remind all of the agency supervisors and task supervisors of the continued support throughout the year and will set up three face to face supervisions at the practicum site, across two semesters. Furthermore, the agency supervisors will be contacted via email around mid – semester to check in and make sure all agency needs are being met. Agencies that need more support will be provided additional support through meetings, phone calls, and emails as needed.

A field Advisory Board will convene two times a year to provide support and feedback to the social work program, field education. This information will assist in keeping the orientation and education day relevant and effective. Furthermore, board member's expertise may be included in future trainings to provide new information about a specific intervention, training sessions, or literature that is relevant to social work. The field advisory board will support the Director of Field Education in advancing field education in the bachelor of social work program and providing support and effective dialogue with the field supervisors.

B2.1.8 *The program develops policies regarding field education placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

Placement: Employment-Based

It is not recommended that Bachelor Social Work students engage in full-time employment during the field practicum. This is to ensure that students have sufficient time to meet the demands and expectations of the field practicum and seminar requirements; in addition to other educational requirements. Only in extraordinary circumstances, will students working full-time in human service organizations be approved to complete their field placement within the organization in which they are already employed.

The following circumstances must be present to consider an employment-based option:

- evidence that the student would incur incapacitating financial hardship if not allowed an employment-based field placement
- Documentation that sufficient, new learning opportunities and experiences are available within the current employment setting
- Both student and agency are responsible for meeting the following criteria to gain approval of an employment-based practicum:

1) Employing organization must provide sufficient new learning assignments to meet the required field placement hours,

2) Field placement credit is only provided for work outside of the student's usual employment work assignments, and

3) The student must receive weekly field instruction from a qualified practicum supervisor who is NOT the usual work supervisor.

A student who desires an employment-related field experience option should approach the Director of Field Education for initial approval/permission to pursue the employment-related option. Upon approval, the student must complete an employment plan with appropriate agency signatures to ensure the above criteria is met.

All regular field practicum education policies and requirements still apply.

Accreditation Standard 3.1 – Diversity

3.1.1 *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

Our BSW program at CMU makes specific and continuous efforts to provide a learning environment in which respect for all persons and understanding of diversity and difference (including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation) are practiced. Our program provides a learning environment that is nondiscriminatory and reflects the profession's fundamental tenets.

Colorado Mesa University has a written nondiscriminatory policy, plan, and procedures indicating that it does not, in compliance with federal, state, and local laws, discriminate on the basis of race, color, religion, sex, national origin, age, sexual orientation, veteran status, disability status, or any other basis prohibited by law. Our Social Work program adheres to all of CMU's policies related to diversity, as follows:

Colorado Mesa University Catalog (p. 3, top section) states:

“Colorado Mesa University is committed to providing admission or access to, or treatment or employment in, its educational endeavors, consonant with applicable laws and without regard to race, creed, color, religion, sex, disability, age, national origin, veteran status, marital status, or sexual orientation.”

The following diversity statement is found in the CMU Catalog (p. 8, col. 3):

Colorado Mesa University is a community of scholars in the liberal arts tradition. . . . We believe that all people, regardless of age, race, color, national origin, religion, sex, disability, veteran status, or sexual orientation, have something worthwhile to contribute and that these contributions benefit us all.

Therefore, we intend that within our academic community all cultural differences will be treated with equal respect and tolerance. We desire that our students have the opportunity to appreciate the diversity of our modern world, and we encourage them to partake of the resources available within our community.

. . . We pledge ourselves to provide as many divergent cultural experiences for our students as the resources of the college and the needs of our disciplines allow. To further tolerance and appreciation of our society's diversity, Colorado Mesa University requires that all graduates fulfill General Education requirements. In doing so, we honor the validity of a liberal education. We hope that the experience will help our students understand how to appreciate the true diversity of the world. Because diversity promotes multiple opinions, techniques, viewpoints and approaches, it is not the individual courses within the General Education program which we believe will further the above stated goals, but the whole experience of the program itself.

The Colorado Mesa University Self-Study Report to the Higher Learning Commission (November 2012) reports the following data regarding the universities commitment to a diverse and respectful learning environment:

In terms of students, recruitment and retention efforts have focused on underrepresented groups as one of the subsets within the broader undergraduate population. Diversity numbers, particularly those for entering undergraduates, have grown significantly. The 14-county region has about a 20 percent minority population, and the University is at about 21 percent of its total headcount.

In fall 2012, CMU administration, faculty, and staff welcomed nearly 9,500 students from across the United States (Fall 2012 Student Profile (p. 1)) as well as 25 foreign countries. Adding to the diverse geographic mix is the percentage of students who are the first person in their family to attend college and Pell eligible (41 percent). Nearly 25 percent of CMU students are 25 years of age or older; 45 percent are males. One-fifth of undergraduates reported themselves to be from an underrepresented racial/ethnic group (Fall 2012 Student Profile, (p. 2)). Developing and sustaining diversity is an important component of the University, and institutional goals address this challenge.

The University exhibits attention to diversity by actively identifying and responding to campus needs in this area and by seeking opportunities to promote a diverse campus. CMU provides student and staff training and development opportunities that align with the University's stated value of support for students from diverse backgrounds and a safe and healthy campus culture. This is exemplified through various programs, processes, and activities, including:

- A "Safe Zone" program was implemented with three trainings in summer 2013 to promote non-bias & non-judgmental environments across campus. Trainees of the program display a sticker in their office to identify themselves to students as a positive and safe resource.
- The University utilized a grant to secure a nationally-renowned healthy relationships training program –The Date Safe Project – for first-time entering students and student-athletes in the fall of 2012. The University also partnered with community organizations in spring of 2013 to provide domestic violence prevention education (A Call to Men). A grant was awarded to the Office of Diversity, Advocacy, and Health for academic year 2013-14 to further promote healthy relationships across campus.
- In fall 2012, the campus offered the program A CAMPUS OF DIFFERENCE with assistance from the Anti-Defamation League's A WORLD OF DIFFERENCE Institute. Also, the campus participates in Holocaust Awareness Week each spring.
- Student Life staff, Residence Life staff, and the University Center staff have been trained to respect diversity, build an inclusive community, and deal with harassment and discrimination.
- In spring 2012, CMU hosted two workshops for School District 51 students focusing on cultural awareness.
- Despite relatively few reported incidents, CMU proactively created a Sexual Assault Response Team (SART) informed by national best practices to coordinate and improve services and support for victims of sexual assault and/or harassment.
- The TRiO Student Support Services provides the following to approximately 140 first-generation, low-income, and/or disabled students:
 - tutoring and study strategies;
 - career counseling, advising, and class registration;
 - financial aid advising;
 - mentoring for personal concerns and health issues;
 - graduate-professional school advising and preparation; and
 - cultural and academic enrichment activities.
- The Tutorial Learning Center (TLC), which helps to address the needs of students who have diverse learning styles, provides free walk-in tutoring for a wide variety of subjects to all CMU

students. The goals of the TLC are to create opportunities for student success and to help students become more independent with their learning. In academic year 2007-08, the total TLC contacts for 2,928 students were 2,073 hours. By academic year 2011-12, these numbers had grown to 11,754 contacts and 7,146 hours.

- Educational Access Services (EAS) recognizes disability as an aspect of diversity and an integral part of society. EAS staff collaborate with students, faculty, other staff, and community members to create an accessible higher education community. EAS provides academic accommodations and promotes universal design principles, enabling students with disabilities the opportunity to fully participate in all aspects of the educational environment as successful and independent learners. Examples of assistance include test-taking accommodations, help with taking notes, alternative format texts, assistive technologies, and classroom assistance.
- A student-led Cultural Diversity Board (CDB) engages the diverse populations on campus by promoting cultural awareness and hosting events that further inclusiveness and equity of all cultures. It provides educational resources and support services and serves as the educational liaison to CMU campuses and the regional community regarding culturally diverse issues. The CDB is open to anyone who would like to promote diversity on campus and in the Grand Valley. The CDB contributes to the process of dismantling the destructive power of prejudice and intolerance. It is the umbrella organization for several student organizations.
- Between 2003 and 2012, 71 public theater and dance performances at CMU have addressed society and societal concerns. The types of diversity represented include religion, sexuality, race, gender, and economic status.

3.1.2 *The program describes how its learning environment models affirmation and respect for diversity and difference.*

Part of the mission of the BSW program involves preparing social work students for generalist practice in a diverse society, as well as promoting awareness of diversity. The program seeks to instill in its graduates a deep commitment to the profession's traditional concerns with social justice and social welfare, including issues such as poverty, racism, discrimination, and economic injustice.

Commitment to this philosophy is evident throughout our social work curriculum and content on diversity is infused into every course we teach. Statements about classroom accommodations for students with disabilities and nondiscrimination are in every one of our course syllabi, for example:

Educational Access Services

In coordination with Educational Access Services, reasonable accommodations will be provided for qualified students with disabilities. Please meet with the instructor the first week of class to make arrangements. Nancy Conklin, the Coordinator of Educational Access Services, can be contacted at 248-1826.

Our BSW Student Handbook also includes the following statement regarding sexual harassment (p. 17):

CMU POLICY MANUAL

Adopted : November 18, 2003

Revised: May 2, 2013

SECTION 3.4: Discrimination, Harassment, and Violence Prohibited

The University prohibits discrimination in employment-related and student-related decisions against any applicant, employee or student based on race, color, religion, creed, sex or gender (including pregnancy), national origin, ancestry, age (40 and older), disability (where otherwise qualified), veteran status, marital status or sexual orientation (referred to jointly as “protected status”). Harassment based on protected status is a form of discrimination, and is also prohibited. Further, the University has a zero tolerance for violence and threats of violence, regardless whether the conduct is based on a victim’s protected status. Any employee or student who engages in prohibited discrimination, harassment, or violence may be disciplined, discharged, or expelled. The University shall include in its policies for employees and students a policy prohibiting such conduct, and setting forth a method for reporting the prohibited conduct. The policies will also provide for the investigation of complaints and corrective action.

Obligation to Report Sexual Harassment:

Sexual harassment is a violation of state and federal law.

Impact of Sexual Harassment:

1. Drop class or avoid certain classes
2. Change majors
3. Decrease in self-confidence
4. Lower grades
5. Demeaning or discouraging academic experience
6. Loss of career aspiration
7. Depression
8. Withdrawal from university

Confidential Resources:

- Victim Assistance, Mesa County Sheriff’s Department: (970) 244-3500
- Counseling and Psychological Services, Behavioral Clinical Services: (970) 241-6500
- Office of Ombudsman: Colorado Mesa University

The social work faculty is committed to diversity and integrates content that promotes discussion of the topic and awareness of differential impact of diversity on social work practice whenever possible. The following table highlights how diversity content is infused throughout our social work curriculum:

DIVERSITY IN COLORADO MESA UNIVERSITY BSW SOCIAL WORK COURSES

SOWK 150 Introduction to Social Work	<p>Course content includes the introduction of the importance of advocacy for diverse client groups and the history of the social work profession as an agent of change; examination of gaps in services, and the differential impact of variables such as age, gender, ethnicity, family structure, class and income. Discussion of white privilege and institutional discrimination in school funding and in past and current U.S. educational policies (Brown v. Board of Education). Guest speakers include: Riverside Educational Center (low-income mentoring program), Homeward Bound and The House (homeless shelters), and DHHS Child Welfare division.</p>
SOWK 210 Social Work with Diverse Populations	<p>Course Content includes that all social work students learn about their own biases, develop an understanding of self, engage in experiential learning, and become uncomfortable enough to grow and develop diversity skills. Student are required to write a self-awareness paper identifying their worldviews, affiliations, privileges, oppressions, beliefs, and make an analysis of themselves using outside research and resources. Students are required to attend a new cultural activity and write a paper, utilizing research about the event. Students are also required to obtain cultural information from the media and analyze it on a weekly basis. This assists students in critical thinking about stereotypes, stigmas, media attention, and differing populations.</p> <p>Additionally, students are exposed to guest lectures such as the Ute Natives, LGBTQA, HIV/AIDS, or practitioners that use alterative healing methods. The Student Diversity Board also speaks to the class representing students from the Latino, Mexican, Hispanic, Black, and Hawaiian perspectives from many countries, cultures, and belief systems. These students have represented both male and female students who have also identified as straight, gay, asexual, and fluid in their sexual orientation. Students watch the movie Crash and Around the World in 80 Faiths, to allow students to explore new information in a safe environment. Students engage in difficult conversations about pride, privilege, oppression, micro aggressions, and</p>

	<p>stigma's to learn about the implications of these terms. Each student is required to participate in a research project and present on a diverse population in which they become "the expert" on how to engage and work with this population from a micro, mezzo, and macro perspective.</p> <p>The main idea of this course is to expose students to a continuum of diversity, to learn about themselves and to be open to new ideas, concepts, language, religions, and experiences. Once a student is open to this, they are open to learning and being comfortable with future clients. This also creates a safe place on campus and within the social work program.</p>
SOWK 311 – Ethical Issues in Social Work	Class content develops an understanding of ethics as it relates to diversity in social work populations. This course will discuss values and professional ethics, guidelines for making ethical decisions, and bioethics as it relates to various populations. Discussion of ethical issues related to advocacy, justice, culture, medicine, belief systems, and social systems are implement to comprehend competing values and influences. Students are exposed to various ethical issues where they will have to practice social work competencies within diverse settings. Guest lectures include: WestCO Aids Project and Department of Human Services.
SOWK 365 – SW Intervention Methods I SOWK 375 – SW Intervention Methods II SOWK 385 – SW Intervention Methods III	Course content develops understanding of the impact of diversity with a broad range (micro, mezzo, macro) of clients and settings (individual, family, group, organizations, community). Videos and guest speakers expose students to heterogeneous society. Opportunities to practice differential assessment and appropriate intervention with diverse clients/settings/groups are provided. Practice in adaptation of a variety of assessment tools for diverse clients and how to recognize strengths across diverse client populations is provided. Diversity competence in practice is emphasized.
SOWK 387 – SW Research Methods	The primary objective of this course is to introduce students to the history, purpose, and the various techniques of social work research. Social workers will review the history of unethical research and the impact to diverse populations by exploring the Nazi German Experiments on Jews, gypsies, and political prisoners, the Tuskegee Syphilis Study, the

	Willowbrook Study on children with low IQ's, Laud Humphreys public restroom or tearoom study on homosexual men, and the care of Henrietta Lacks and the HeLa cells. The repercussions of these studies will be discussed as it related to minorities and the implementation of institutional review boards to assist with discrimination and harmful acts against humans through research. The basic goal of all social research is to gather empirical evidence in order to answer questions about the nature of relationships between individuals, groups, institutions, and societies (micro, mezzo, and macro perspectives) in an ethical manner.
SOWK 460 – Social Welfare Policy	Course content on the importance of advocacy for vulnerable populations; recognition of political negotiations and deal-making involved in shaping public policy; gaps in services, unmet needs, differential impact of policies due to age, gender, ethnic, disability, and sexual orientation; discussion of the long-standing nature of many social problems particularly those that impact the poor and current issues that impact vulnerable groups, e.g, immigration, human trafficking, affirmative action, economic inequality, and health care.
SOWK 397 – Practicum I SOWK 497 – Practicum II	We recognize the importance of the field education portion of our curriculum in accomplishing our program goals and objectives related to diversity. Consequently, we strive to ensure that field placement sites reinforce classroom learning related to diversity, populations-at-risk, and social and economic justice. We do this by recruiting field practicum agencies that are willing to support us in this effort and by recruiting agencies that serve at-risk populations. Some examples of agencies serving at-risk populations with whom we partner in field education of our students include: DHHS Child Welfare division, Adult Protective Services, CASA (Court Appointed Special Advocates), Hospice, Head Start, Child and Migrant Services, the Western Colorado Aids Project, United Way, Ariel Clinical Services (Foster Care), Homeward Bound (homeless shelter), Youth Corrections, and the Latimer House (domestic violence and sexual assault).

3.1.3 *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

As part of our ongoing commitment to diversity within our social work program, we plan to incorporate the following specific plans to continuously improve the learning environment and to affirm and support persons with diverse identities:

1. Faculty Trainings.

Social Work faculty will attend trainings and conferences that enhance knowledge and skills in working with diverse populations. On-campus training examples include attendance at the Anti-Defamation League's A WORLD OF DIFFERENCE Institute training, biannual Faculty Professional Development trainings, and monthly Faculty Colloquia. Off-campus training examples include attendance and participation at national and regional NASW and CSWE conferences, as well as state and local trainings associated with working with a variety of vulnerable populations.

Faculty will also work closely with Bob Lang, CMU Director of Student Diversity, and participate, as able, in the Campus Diversity Working Group, which is made up of a diverse cross-section of members of the CMU community. Together, these individuals work to ensure that the CMU campus is an environment free from discrimination and fosters a climate that is supportive of all. The committee meets once a month during the fall and spring semesters to develop strategies related to diversity and works to communicate and implement campus initiatives that support those strategies.

2. Diverse Student Body within the BSW Program.

The social work program will continue to recruit a diverse population of students that represent diverse demographics related to age, gender, nontraditional, veteran, LGBTQ, multiethnic, and disabled populations.

Our first two BSW cohorts (28 students' total) include students that represent each of the above categories:

- Gender (24 females/4 males)
- Age (range from early 20's to mid-50's)
- Nontraditional (46%; 15 traditional/13 nontraditional)
- Veterans (3)
- Single-parents (7)
- Student athlete (1)
- LGBTQ (several self-identify)
- Various ethnicities (Hispanic - 7, Native American - 1, Polish - 1, Polynesian – 1, Korean – 1)
- Bilingual (5)

We will continue to consciously and purposefully develop a learning environment in which all students feel equally valued and respected.

3. International Practicum Placements.

Dr. Sunkel has traveled to approximately 30 countries and lived international in three countries. Dr. Sunkel would like to create an international social work practicum to allow students the opportunity to take information from the classroom and apply it to diverse settings over their summer semester.

Many social work students have expressed interest in international social work practicum, allowing them to highlight their diversity interest in a competent social work capacity through language, culture, experience, and understanding of academia and practice.

International Social Work Practicum Placements are strongly encouraged and plan to be added to the curriculum in the next five years, once local placements have been fully developed and established.

4. Involvement in Community That Focuses On Issues of Diversity Especially In Relation To At-Risk And Vulnerable Populations.

Faculty members are involved in the community focusing on issues of diversity in relation to at-risk and vulnerable populations. For example:

Kym Owens has worked with children in the foster care system and as a licensed foster care provider; with older adults in nursing home and hospice settings advocating for their dignity and worth and the quality of their lives; and has been an active steering committee member for a regional human trafficking initiative in Western Colorado. She serves on numerous non-profit boards, including the Human Service Council, the Western Slope Against Human Trafficking Initiative, and Hospice. Owens is actively involved in the Anti-Defamation League's A WORLD OF DIFFERENCE Institute trainings, guest lectures on the CMU campus in Spanish classes on issues surrounding Domestic Violence and Human Trafficking, and has participated with the Social Work Club in activities surrounding mental illness, foster children, domestic violence, and the local homeless populations.

Michelle Sunkel adds to the diversity of the program as she is the faculty advisor for the Latino Student Alliance which is part of the Cultural Diversity Board at Colorado Mesa University. The Latino Student Alliance serves as an active culture group on campus and leads by promoting healthy conversations and events about diversity including, but not limited to, engaging with the other alliances (Gay/Straight Alliance, Black Alliance, Polynesian Alliance, International Student Alliance, and Native American Alliance), volunteering with Social Work Club, participating in CMU Carnival and Culture Week, engaging in discussions about stereotypes, diversity, and norms, being involved in random acts of kindness and developing relationships with any / all students on campus. The Latino Student Alliance has active members from Belize, Brazil, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Mexico.

Dr. Sunkel has worked with President Foster on engaging the Diversity Board to create a safe campus environment, starting diversity discussions, and supporting education among students about diversity, safety, and acceptance. The Cultural Diversity Board Alliances (Latino Student Alliance, Black Student Alliance, and the Gay Straight Alliance) have all been guest lectures in Dr. Sunkel courses to allow students the opportunity to learn about lived experiences, new cultures, and to gain a new perspective.

Dr. Sunkel is also an affirmative action representative with human resources to ensure that all perspective employees are treated with dignity and respect, and that we are in compliance with affirmative action policies and procedures.

Dr. Sunkel also encourages students to experience respect for diversity and differences by providing extra credit to students who engage in new experiences such as religion, affiliations, organizations, and challenging students to “get outside of their comfort zone”. Social Work students have embraced this across multiple courses and have encouraged peers to join them in these diversity experiences.

Dr. Sunkel is also the co-chair for the ethics board at a local hospital. This includes providing in-services on diversity, educating board members on culture and expectations, and engaging in diverse conversations to provide effective care to clients. These ethical issues are modified to ensure confidentiality and then implemented and used in SOWK 311, Ethical Issues in Social Work, to provide practice application on current issues related to diversity and ethics.

5. Social Work Program and Social Work Club Collaborations.

The BSW program and Social Work Club will continue to collaborate with other campus clubs and agencies in the community to foster diversity. In the past couple of years the Social Work Club has collaborated with the NAMI (National Alliance for the Mentally Ill) Club, Psychology Club, and IHH (Innovative Help for the Homeless) on various educational and fundraising campaigns. They have also collaborated with Ariel Clinical Services (foster care and child abuse prevention), The House and Homeward Bound (education and support for homeless individuals), Latimer House (domestic violence and sexual assault) and Head Start (low-income children).

We will continue to look for opportunities to build partnerships with these and other clubs and agencies in the future, including the six different cultural alliances at CMU: Black Student Alliance, Gay Straight Alliance, International Student Alliance, Latino Student Alliance, Native American Student Alliance, and Ho'olokahi Polynesian Club Alliance.

Michelle Sunkel will advise the Latino Club led by two Latina Social Work Students. The students are open to collaborating with the Social Work Club and building bridges between the two organizations.

Accreditation Standard 3.3 – Faculty

3.3.1 *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work experience.*

The number of faculty, the depth and breadth of faculty expertise, and their years of professional experience enable the BSW program to achieve its goals and objectives. At the time of this writing, our faculty consists of two full-time, tenure-track faculty and three part-time adjunct faculty. We are hoping to add one .8 teaching instructor and two additional part-time adjunct faculty next year to further strengthen and support our program. Each of our faculty members are experienced, knowledgeable individuals with a passion for the social work profession. Please see attached Faculty Summary Form F2_2008 directly following this page.

Full-Time Faculty

Kym Owens was appointed Director of the Social Work Program in 2012. Owens is in her fifth year at this institution and has a full-time tenure track position as an assistant professor. Faculty at CMU are eligible for tenure in their seventh year. Owens has a BA in Social Work from the University of Montana (1992) and an MSW degree from Walla Walla University (2002). She presented her graduate research thesis, *Alzheimer's Disease and the Use of Validation Therapy to Decrease Late-Stage Behavioral Issues* at several mental health conferences and staff trainings in Montana. Both social work programs attended were CSWE-accredited. Owens has a current LCSW licensure in the state of Colorado.

Professor Owens began her social work education in 1988 at Trinity Lutheran College in Seattle, Washington, and has been working in some aspect of the social work field for the past 25 years. Owens has extensive leadership experience, including numerous management and supervisory positions. She served as the executive director of a large non-profit Community Action Agency; in which she supervised 16 employees and six program managers. Owens was responsible for grant writing and supervision of 32 local, state, and federal contracts addressing the needs of low-income populations in the areas of housing (Section 8, Mutual Self-Help Housing, IDAs), employment and training (WIA, TANF, Micro-Business Loans), child care, nutrition, energy assistance (LEAP), WIC, home weatherization, and emergency services. She attended state capital meetings and provided legislative oral and written testimony and advocacy on issues related to poverty.

Owens has worked with many diverse client populations, including young children and families at Head Start, the mentally ill at a State Mental Hospital, and with the terminally ill at Hospice. These experiences lend themselves to her deep understanding and commitment to the social work mission and core values. She is dedicated to ensuring a solid generalist practice undergraduate social work program at CMU.

Owens has been teaching at the university-level for the past ten years; one year at a community college, two years at a private university, and the past seven years at public universities. In her work at both

USU and CMU, Owens has been responsible for creating and administering new BSW programs. This has required strong administrative, teaching and leadership abilities, as well as skill in curriculum development, program development, marketing, advising, teaching, assessment, and practicum development and supervision.

Over the past two and a half decades of practice experience, Owens has continued to display strong leadership traits, including excellent organizational skills, above-average written and oral communication skills, and a strong interest in civic and scholarly activities. She is detail-oriented, has a strong work ethic, and is a solid team player. These traits, combined with her work, volunteer, and teaching experience, all demonstrate her abilities to lead an effective BSW program.

Owens currently teaches all of the practice classes (SOWK 365 Intervention Methods I – Generalist Practice, SOWK 375 Intervention Methods II - Groups, and SOWK 385 Intervention Methods III – Organizations and Communities) at CMU; which confirms that the CSWE practice course requirements of a CSWE accredited MSW degree with at least two years social work experience have been met.

Michelle Sunkel was appointed Director of Field Education in 2014. Sunkel is in her fifth year at this institution and has a full-time tenure track position as an assistant professor. Faculty at CMU are eligible for tenure in their seventh year. Sunkel has a BS in Psychology (2001) degree from Lincoln University and an MSW (2005) degree from San Diego State University, as well as a Master of Bioethics (2010) degree. The MSW program attended was CSWE-accredited. The Master in Bioethics was from a Consortium of Partner Universities in Belgium, Netherlands and Italy specializing in international issues and ethics. Sunkel recently completed her Doctor of Social Work Degree (2015) from Capella University, researching the implication of pro-anorexia on treatment outcomes. Additionally, Sunkel has obtained her Licensure as an Addictions Counselor (2014). Sunkel has a current LCSW licensure in the state of Colorado.

Sunkel has experience managing multiple clinical programs and employees from diverse backgrounds. She has managed the Alternatives to Incarcerated for Individuals with Mental Health Needs (AIIM) and the Re Entry Program; in addition to supporting other community agencies and programs serving the mentally ill. These programs were developed to assist repeat offenders with mental health issues to be adequately sentenced by the courts to clinical supervision, medication management, addiction treatment, intensive case management, and any other psychiatric needs, in addition to probation and other court sanctions. Sunkel has worked extensively in medical social work, specializing with trauma teams, emergency departments, and intensive care units, specifically treating the severe and persistently mentally ill and adolescent populations in those settings.

Sunkel has managed clinical teams and has experience in medical social work, legal social work, crisis social work, and addictions in social work over the past 15 years, 10 of them being clinical experience. Sunkel lived abroad and has traveled extensively developing ethics and diversity experience. She has supervised multiple bachelor level internships and all of those supervised students were able to obtain

full-time employment upon graduation. Furthermore, Sunkel currently supervises multiple professional staff in the clinical setting, as well as, clinically supervises candidates for their LCSW licensure.

Sunkel is committed to multicultural competent practice, demonstrates the ability to work collaboratively with a variety of communities and community partners, has strong organizational and administrative skills, and has experience as a field supervisor. Finally, Sunkel has strong leadership skills, effective communication skills, and is connected to the social work community; therefore, she can effectively assist students in their professional development as they become social workers.

As the Director of Field Education, Sunkel is working to establish, enhance and expand placement sites to ensure that field agencies meet all of the Council on Social Work Education requirements. She has developed Field Placement Handbooks for students and agency supervisors, is creating on-going trainings for agency supervisors, and instructs practicum seminar classes, all to ensure a solid field education experience for graduating BSW students.

Part-Time Adjunct Faculty

The appointment of professionally active social workers as part-time faculty enhances our ability to achieve our goals and objectives and enables us to offer a greater diversity of social work electives. Part-time faculty complement and contribute depth and breadth to our BSW program. Adjunct faculty are experienced social workers and are hired after a thorough review of credentials, relevant experience, and assessment of potential fit with both our program goals and objectives and our curriculum and scheduling needs.

The two full-time social work faculty are responsible for screening and interviewing adjunct faculty and the Program Director is responsible for approving proposed faculty. Both full-time faculty are responsible for conducting peer evaluations in the classroom of all adjunct faculty every semester. The Program Director keeps a copy of all adjunct faculty peer evaluations, and a copy is also required to be given to our SBS Department Head, Dr. Jessica Herrick each semester.

Once hired, adjunct faculty attend CMU orientations for new employees and complete all required HR paperwork. They are provided a template syllabus, which includes all required CMU and Social Work policies. They are provided with supplementary teaching materials (textbooks, videos, assignments) when available, and given access to MavZone and the D2L (learning management system). They are provided with an office space, desk and computer; as well as mentoring by full-time faculty as needed.

We are currently utilizing three part-time faculty members in our BSW program: Pamela Anderson, MSW, LCSW; Carrie Hinds, MSW, LCSW; and Perla Rivera, MSW. All three of these individuals have at least 10+ years of post-MSW practice experience.

The social work faculty (full-time and adjunct) meet monthly during the academic year for discussion, on-going training and development, encouragement, and support.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to- student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

CMU is a liberal arts university with a primary emphasis as a teaching institute. As a teaching institute, all full-time, tenure-track faculty must demonstrate excellence in teaching and all faculty are required to carry a 4/4 teaching load. In addition, they must engage in the advising of students, provide service to the university and community, and pursue on-going research/scholarship activities. The current breakdown of percentages for both full-time social work faculty are as follows:

	Teaching	Service	Advising	Research/ Scholarship
Kym Owens	65%	25%	5%	5%
Michelle Sunkel	70%	15%	10%	5%

CSWE AS B3.4.4(c) states that: The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

CSWE AS B3.4.5(c) states that: The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administration functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates that this time is sufficient.

In order to remain in compliance with the above mentioned accreditation standards, the program director and field director have both been given a 25% total workload reduction in order to carry out the administrative functions of the program and field education, as follows:

	Teaching	Service
Kym Owens	65% of her time is assigned to teaching; 25% of this 65% is used for administration of the social work program, which accounts for 17% of her total workload time. This 25% load reduction is the equivalent of one course load reduction per semester.	25% of her time is assigned to service; 8% of this 25% is used for administration of the social work program, which accounts for the remaining 8% of her total workload time.
	Teaching	Service
Michelle Sunkel	70% of her time is assigned to teaching; 25% of this 70% is used for administration of field education for the social work program, which accounts for 17.5% of her total workload time. This 25% load reduction is the equivalent of one course load reduction per semester.	15% of her time is assigned to service; 7.5% of this 15% is used for administration of field education for the social work program, which accounts for the remaining 7.5% of her total workload time.

This faculty workload policy ensures both the achievement of institutional priorities and the social work program's mission and goals.

The Social Work program has sufficient full-time faculty to carry out the ongoing functions of our BSW program, meet program goals and objectives, and meet the suggested faculty-to-student ratios. The program has determined its faculty size based on the following factors: CSWE requirements, program design (cohort model), anticipated student cohort sizes, available funding, faculty teaching, advising, scholarly and service responsibilities, and curricular demands.

Class sizes for all required core and elective social work courses at CMU are currently capped at 25 students to maintain a 25:1 faculty-to-student ratio, with the exception of SOWK 150 Introduction to Social Work, which is capped at 35 students.

Colorado Mesa University is a liberal arts university with a primary emphasis as a teaching institute. Therefore, CMU prides itself in strong student-teacher interactions and a student-to-faculty ratio of 23:1, which ties in with the social work professions emphasis on a liberal arts education and the recommended BSW-level student-to-faculty ratio of 25:1. We currently accept 20-25 students per year into the BSW program (cohort model), which allows us to work within this faculty-to-student 1:25 ratio in both our academic curriculum and our field education component.

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

CMU is a liberal arts university with a primary emphasis as a teaching institute. As a teaching institute, all full-time, tenure-track faculty are required to teach a 4/4 load, in addition to advising, service, and research/scholarship duties. The current breakdown of percentages for both full-time faculty are as follows:

	Teaching	Service	Advising	Research/Scholarship
Kym Owens	65%	25%	5%	5%
Michelle Sunkel	70%	15%	10%	5%

CSWE Accreditation Standard B3.4.4(c) states that: The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

CSWE Accreditation Standard B3.4.5(c) states that: The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administration functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates that this time is sufficient.

In order to remain in compliance with the above mentioned accreditation standards, the program director and field director will both be given a 25% total workload reduction in order to carry out the administrative functions of the program and field education, as follows:

	Teaching	Service
Kym Owens	65% of her time is assigned to teaching; 25% of this 65% is used for administration of the social work program, which accounts for 17% of her total workload time. This 25% load reduction is the equivalent of one course load reduction per semester.	25% of her time is assigned to service; 8% of this 25% is used for administration of the social work program, which accounts for the remaining 8% of her total workload time.

Michelle Sunkel	<p>70% of her time is assigned to teaching; 25% of this 70% is used for administration of field education for the social work program, which accounts for 17.5% of her total workload time.</p> <p>This 25% load reduction is the equivalent of one course load reduction per semester.</p>	<p>15% of her time is assigned to service; 7.5% of this 15% is used for administration of field education for the social work program, which accounts for the remaining 7.5% of her total workload time.</p>
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This faculty workload policy ensures both the achievement of institutional priorities and the social work program's mission and goals.

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

Our faculty are qualified, professional, and competent. They work hard to achieve excellence as teachers, scholars, and practitioners in their field through a wide-range of creative activities.

Kym Owens has demonstrated ongoing professional development through the recent development of two BSW programs, which has included the following efforts:

Utah State University, Clinical Assistant Professor, August 2010 – June 2012

- Develop and administer new BSW and MSW programs in Southeast Utah
- Program development and marketing in Southeast Utah
- Student advising of all BSW and MSW students in Southeast Utah
- Field Liaison: Develop and build agency practicum placements in Price, Moab and Blanding
- Supervise practicums for all BSW and MSW students
- Faculty Advisor: Social Work Club

Colorado Mesa University, Assistant Professor of Social Work, Director of Social Work Program,
August 2012 – present

- Develop and administer new minor in Social Work program
 - Program sheet development and revisions
 - Curriculum committee meetings
- Supervise internships for all SW minors, 2012-2014
- Student advising of SW minors, pre-BSW students, and BSW students
- Develop new Bachelor's in Social Work (BSW) program
 - Program development
 - Curriculum development
 - Select courses to fulfill CSWE curriculum (EPAS) requirements
 - Develop BSW Program Sheet
 - Develop course syllabi
 - Attend numerous curriculum committee meetings
- CSWE accreditation
 - Application for Initial Candidacy – Complete Eligibility Standards 1-6
 - Benchmark I – Develop and write Volumes 1-3
 - Commission Visit I – Program found to be in 100% compliance with CSWE accreditation standards (EPAS)
- Co-Faculty Advisor: Social Work Club
- Committees: Faculty Success Committee, Secretary, August 2013 – current
- Search Committee, Chair, BSW Field Education Director position, 2013-2014

In addition, she has engaged in the following professional development activities:

1. Serves as the Program Coordinator for the Social Work Program within the SBS Dept. In this role, she is responsible for the following tasks:
 - a. Attend monthly meeting with Department Head and other Program Coordinators.
 - b. Assessment coordinator for discipline (attend meetings, produce plans and written reports).

- c. Complete all course scheduling for the Social Work program.
 - d. Complete CMU administrative or DH requested reports.
 - e. SBS newsletters for faculty and students.
 - f. Mentor adjunct faculty in discipline.
2. Maintains membership with the Council on Social Work Education (CSWE), National Association of Social Workers, licensure through the Colorado Department of Regulatory Agencies (DORA), membership with Influencing State Policy (a national social work organization that works on legislative and policy advocacy), and as a volunteer with the Colorado Volunteer Mobilizer System (a state-wide crisis response team).
 3. Serves as a discipline representative for numerous recruiting events, such as Mesa Experience, Mav Scholars and Academic Fairs, and advises at CMU Student Orientation sessions.
 4. Awarded Exemplary Faculty Award, 2013-2014, Office of Academic Affairs.
 5. Professional presentation on Human Trafficking (March 2014) to Mesa County Commissioners, Public Hearing, Grand Junction, CO.
 6. Publication works in progress: Owens, K. *Mind Mapping as an Effective Social Work Intervention Tool* and *Social Work and the Social Gospel: The Greatest Command Revisited* (preparing to be sent for review in social work journals). Additional collaboration with USU faculty on several forthcoming publications.
 7. Ongoing professional training and development:
 - Faculty Development Training, Colorado Mesa University, “Keeping the Garage Door Open” Wed., Nov. 13, 2014
 - Council on Social Work Education, 58th Annual Program Meeting, Social Work: A Capital Adventure, Nov. 9-12, 2012
 - Leadership Development for New Program Directors in Baccalaureate Social Work Programs: Dr. Steve Holloway, Nov. 9
 - Court-Appointed Special Advocates (CASA) Volunteers: Preparing Students for Practice
 - Making Policy Real: Experiential-Learning Policy Practice for Social Work Curriculum
 - A Curriculum Model for Delivering Competency-Based Social Work

- Inter-Professional Simulations: Bringing Social Work and Nursing Students Together
- Teaching Motivational Interviewing as a Strengths-based Practice in Social Work Contexts
- Linking Process to Outcomes: Assessing Competencies Through an Integrated Capstone Assignment
- Faculty Development Training, Colorado Mesa University, “What the Best College Teachers Do” with Ken Bain, August, 2012
- Anti-Defamation League, A Campus of Difference, Colorado Mesa University, November 1, 2012, faculty training program
 - Understanding campus diversity
 - Culture and communication
 - Examining and challenging bias
- Fink, L.D., (2003). *Creating Significant Learning Experiences*, San Francisco: Jossey-Bass.
- Seldin, P., & Miller, J.E. (2009). *The Academic Portfolio: A Practical Guide to Documenting Teaching, Research, and Service*. San Francisco: Jossey-Bass.
- Faculty Development Training, Utah State University, “The Innovative University: Fostering Innovation and Productivity from the Inside Out.” Clayton Christenson, Henry Eyring, Kim Clark & Diana Cordova. September 22, 2011
- Faculty Development Training, Utah State University, “The Mindset List: They’ve Never Dialed a Telephone – Implications of the Entering College Mindset.” Ron Nief & Tom McBride. October 14, 2010
- Faculty Development Training, Utah State University, “All Real Living is Meeting: The Place of Personal Encounters in Education.” Thomas Cahill. September 21, 2010
- Faculty Development Training, Utah State University, “Communicating Difference Matters Through Inclusive Pedagogy.” Dr. Brenda Allen, University of Denver. September 16, 2010

Michelle Sunkel has demonstrated ongoing professional development through the completion of additional education and licensures. Dr. Sunkel obtained her License Addiction Counselor (LAC) credential October 2014 and her Doctor of Social Work degree, (DSW) April 2015. Additionally, Dr. Sunkel has engaged in the following professional development activities since obtaining the position of Field Education Director in 2014:

1. Clinical Supervision

- Master in Social Work Practicum Student, Denver University, student graduated with MSW 2015.
- Supervised licensure hours for a Master Level clinician, granted LCSW 2015.

2. Professional Boards and Committees

- Colorado Mesa University
- Sexual Assault Response Team
- Vice President Student Services, Advisory Board
- Affirmative Action Representative, Human Resources
- Departmental Cohesive Initiative, Social Behavioral Sciences
- Denver University Social Work Advisory Board
- Community Hospital Ethics Board, Advisory Member

3. Professional Presentations Colorado Mesa University:

- Victimology, CRMJ 311: How to Work with Victims, 2015
- Faculty Development - Departmental Cohesive Initiative: Technology and Teaching, 2014
- Forensic Anthropology, FOAN 475: Suicide Prevention and Intervention, 2014
- Abnormal Psychology, PSYCH 340: Mental Health and Clinical Assessment, 2013
- Alpha Chi Ethics Forum Lecturer: Ethical Issues Across Disciplines, 2012

4. Professional Presentations Denver University, Glenwood Springs, Master Social Work Program:

- Integrated Social Work Practice for Social Justice, SOWK 4020: Ethics in Social Work

5. Professional Presentations – Community

- Grand Junction Library: Race in American, American Denial, 2015
- National Association Social Work – Colorado Chapter: Social Work and Field Education, 2014
- Community Hospital: Ethics -Ebola and the implication to hospital settings
- Community Hospital: Bioethics and Medical Decision Making, 2014
- Community Hospital: Emotional Intelligence, 2014

6. Advising

- Faculty Advisor - Social Work Minor, Pre-Majors, and Majors
- Faculty Advisor - Latino Student Alliance
- Co-Faculty Advisor - Social Work Club

7. Maintains membership with the Council on Social Work Education, National Association of Social Work, North American Erasmus Mundus Association, and is in full licensure compliance with the Colorado Department of Regulatory Agencies for both the LCSW and LAC credentials.

8. Publications

Bytheway, J., Connor, M., Dabbs, G., Johnston, C, & Sunkel (2015). The ethics and best practices of human decomposition facilities in the United States. *Forensic Science Policy and Management*, doi: 10.1080/19409044.2015.1064190

Submission -Clinical Social Work Journal 8/2015

Qualitative research: Pro-anorexia philosophies and the implications to clinical interventions.

In progress:

Euthanasia and Physician Assisted Suicide – Laws and practice associated with the mentally ill

9. Social Work Representative for Colorado Mesa University recruiting events:

- Mesa Experiences
- Mav Scholars and Academic Affairs
- CMU Student Orientations – Advising

10. Ongoing Professional Training and Development:

- Faculty Development Training, Colorado Mesa University,
- Safe Zone Training - Cultural Diversity, Advocacy and Health, 2015
- Strategies for Getting Started in a Flipped Classroom, 2015
- United in Safety: Active Threat Response, Suicide Prevention, and Sexual Assault
- Prevention, Mandatory Reporting, and Related Resources, 2015
- Brainy but balanced: Achieving the Elusive Work-Life Balance in Academia, 2015
- Breaking the Silence, Domestic Violence, 2015
- Keeping the Garage Door Open, 2014

11. Clinical Training – Mind Springs Behavioral Health

- How to Avoid Disciplinary Malpractice, 2015
- Crisis Intervention for Individuals with Developmental Disabilities, 2015
- Bipolar and Related Disorders, 2015
- Diagnosis and treatment of anxiety disorders, 2015
- Suicide assessment and treatment, 2015
- Feeding and Eating Disorders: Diagnosis and Treatment, 2015
- A Culture Centered Approach to Recovery, 2015

- Ethical Decision Making, 2015
- DSM-5 Overview, 2015
- DSM-5 What to expect and how to prepare, 2015
- Clinical Supervision I and II, 2014
- Advanced Motivational Interviewing, 2014
- Identifying and Prevention of Child Abuse and Neglect, 2014
- Autism Spectrum Disorders: Separating Data and Myths, 2014
- Adolescent Suicide, 2014
- Cultural Diversity, 2014
- Working with Difficult People, 2014

12. Honors

- Graduation with Distinction, Capella University, 2015
- Cambridge Who's Who of Executives and Professionals, 2011-2012

3.3.6 *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

It is important for our faculty to model the behavior and values of the social work profession to all students that we come in contact with. Some of the Social Work behaviors and values that are modeled in the academic environment include:

1. Professional demeanor and dress.
2. Showing up to class and doing so in a punctual manner.
3. Effective verbal and written communications.
4. Honoring office hours and showing up to meetings that we are committed to.
5. Being respectful to everyone, at all times.
6. Demonstrating the inherent dignity and worth of all people.
7. Service and volunteerism (on campus and off campus).
8. Use of appropriate language.
9. Assistance in conflict resolution.
10. Teaching students how to identify and manage emotions in a healthy and assertive manner.
11. Demonstrating professional use of self.
12. Setting and utilizing clear boundaries.

Student feedback consistently cites our caring and engaged faculty as a major strength of our program and a prime determinant of their satisfaction in their educational environment.

The four guiding principles that provide a foundation for our teaching philosophies:

1. Integrity (Keeping our word, showing up to classes on time, getting back to students when we say we will, being honest in our conversations, demonstrating respect towards all people, and maintaining confidentiality);
2. Competence (Being well prepared for class, teaching in our areas of expertise, strong organizational skills, doing our own research, and making sure that the material we present in class is factual and current);
3. Critical thinking (We want students to be able to analyze and evaluate their own thinking processes and always be challenging themselves to be inquisitive, to question, to gather information, to conduct their own research, and to have an open mind);
4. Developing others (We want to inspire and encourage students to excel in their personal and professional lives. We have high expectations and standards for students in the classroom. We challenge students to pursue excellence, to never settle for adequate or the status quo, and to be committed, life-long learners).

We love to receive letters from former students thanking us for the positive impact we had on their professional and personal lives. It is very rewarding to know that these students are now working in agencies in our community, using the knowledge and professional skills learned in our classes, to positively impact their own client's lives.

Accreditation Standard 3.5 – Resources

3.5.2 *The program describes how it uses resources to continuously improve the program and address the challenges in the program's context.*

The BSW program has sufficient resources to continuously improve the program and address challenges in the program's context. External resources that are utilized include CSWE, CSWE accreditation specialists, Program Director and Field Director listservs, BPD, Department of Regulatory Agencies (DORA), NASW, and the Journal of Social Work Education.

Collaborative relationships with peer institutions (University of Colorado, Colorado State University, Metro State University, and Utah State University) provide a wealth of resources and information in supporting our program and in addressing challenges and in brainstorming solutions.

Internal resources that are utilized to improve the program and address challenges include:

- Tomlinson's Library and our SBS appointed library liaison, Jeff Grossman
- Office of Student Services
- Admissions Department

- Advising
- Registrar's Office
- Financial Aid
- TRIO (mentoring)
- Tutorial Learning Center
- Educational Access Services (disabilities)
- Marketing and Recruiting
- Club Advisory Board
- Director of Student Diversity, Advocacy and Health
- Office of Academic Affairs
- Behavioral Clinical Services
- Faculty Senate
- Office of Assessment of Student Learning

3.5.3 *The program demonstrates sufficient support staff, other personnel and technical resources to support itself.*

Support staff includes a full-time administrative assistant for the SBS Department, Cathy Rickley. Cathy supports the social work faculty and program. For example, she makes travel arrangements and arranges for meetings and conference rooms on campus, and functions as a liaison with the bookstore and other campus entities. She helps with general advising and is able to change majors for students (to pre-Social Work) and assign faculty advisors. She oversees advising paperwork, including substitution forms, program sheets, and graduation paperwork. She also assists with technological issues (computers, copiers, scantrons) and orders supplies for the program.

Other support personnel include the Tomlinson's Library and our SBS appointed library liaison, Jeff Grossman; Office of Student Services; the Admissions Department; Advising; the Registrar's Office; Financial Aid; TRIO (mentoring); Tutorial Learning Center; Educational Access Services (disabilities); Marketing and Recruiting; Club Advisory Board; Director of Student Diversity, Advocacy and Health; and Office of Academic Affairs.

Each faculty member has an individual computer and appropriate software, as well as support from computer technicians who trouble-shoot software and computer problems. Faculty members have access to a fax machine, scanners, and a copier. The University provides the latest course-enhancing resources such as Desire-to-Learn (D2L) learning management system, as well as D2L staff who provide trainings and support for this system. Faculty also has access to the IT Department and the HELP desk 24/7, which provides a single point of contact for all technology issues. You can submit a help request online or by phone, and they provide an easy access link to frequently asked questions.

The BSW program utilizes technology-enhanced SMART classrooms (ELMO white boards, Blu-Ray DVDs, touch-screen projectors, multimedia, and internet), which greatly enhances teaching and learning. Faculty can access training courses provided by IT on campus (one-on-one and group trainings), as well as through tutorials and other digital computer software programs.

The University offers sufficient support to the BSW program and has provided it with adequate resources (staff, personnel, and technical) to support itself.

Accreditation Standard 4.0 – Assessment

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

The Assessment Data Form (located in Volume 3, Supporting Documentation, Appendix N) will be used for ongoing data collection and for analysis of the 10 core competencies with assigned practice behaviors, and the attached mean scores and percentages for both.

The Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) instruments (described in 4.0.1 and included in Benchmark III, Volume 3, Supporting Documents, Appendix I & Appendix J) will be completed during each student's senior year, at the end of both fall (SOWK 397 Practicum I) and spring (SOWK 497 Practicum II) semesters.

Each students assigned field agency supervisor will complete the Field Agency Supervisor Assessment (FASA) at the end of fall and spring semester, and will send the completed instrument to the Field Education Director. Each student will complete the Student Self-Efficacy Assessment (SSEA) instrument on themselves at the end of fall and spring semester, and will send the completed instrument to the Field Education Director. Both instruments will be used to help calculate student final grades for each respective semester, as well as to compute assessment data. The Program Director will be responsible for compiling the data and mean scores and percentages for both instruments.

The completion of both measures at the same multiple points in time will allow for meaningful analysis and tracking of changes (improvements, regression, variations) between all 10 core competencies and 41 practice behaviors throughout a student's senior year field education experience. We expect to see overall growth and improvements in scores between completion of first semester Practicum I and second semester Practicum II field education. It will also help identify any inconsistencies between an agency supervisor's scores and an individual student's self-evaluation scores. Any notable inconsistencies can then be addressed by the field education director during supervision and evaluation meetings with both students and agency supervisors.

By tracking and evaluating this data at the completion of each semester and at the end of each academic year, we will be able to collect data, analyze findings, and make necessary adjustments in specific explicit and implicit curriculum areas where students consistently score low or fall short of

achievement expectations. This assessment data will help to affirm strengths that already exist in our explicit and implicit curriculum, as well as identify areas for needed growth and changes in order to better enhance student performance.

CMU's BSW program is in its third year of existence, which means that we have just one year of completed data compiled for analysis at this time. Our first cohort of students completed their first semester of practicum field education (SOWK 397 Practicum I) fall semester 2015, and their second semester of practicum field education (SOWK 497 Practicum II) spring semester 2016.

The following observations and analysis were gleaned from this first academic year data (2015-2016):

1. Students scored themselves lower than Agency Supervisors in all 10 core competencies during fall 2015 semester. Student scores averaged more closely with Agency Supervisors in most of the 10 core competencies during spring 2016 semester. This discrepancy between semester scores and student and Agency Supervisor scores is understandable, given that students typically feel more uncertain, tentative, and sensitive to new environments and perceived inadequacies during their first semester of practicum. They receive feedback throughout and at the conclusion of first semester field, as well as gain experience and confidence in their abilities, which explains higher student scores during second semester of field.
2. There were three instances during the year-long practicum where Agency Supervisors scored students lower than the students scored themselves. In each of these instances, the student, Agency Supervisor, and Field Director met to discuss discrepancies in scores, addressed any concerns that those lower scores might reflect, as well as constructed a plan-of-action for adjustments and change. This on-going communication and feedback process is considered part of the integral learning and educational process for students engaged in field education.
3. Additional focus was given to the identification of the core competencies that students had the highest and lowest recorded levels of achievement.

Student core competency achievement scores were highest for Core Competency 1 (4.31/5.0 = 86%), Core Competency 4 (4.32/5.0 = 86%), and Core Competency 7 (4.29/5.0 = 85%). These scores reflect in part the effort we spend teaching and emphasizing these competencies (professionalism, critical thinking, HBSE) throughout our entire social work curriculum, both explicit and implicit. As discussed below, they are integrated into our syllabi, textbooks, lectures, assignments, and exams, so that by the time students go into the first semester of field they have a firm grasp of concept/theory to application, with tangible application practice and experience, for these competencies. It is also worth noting that these three core competencies are typically viewed to be more readily transferrable into semester one, week one field opportunities.

Student core competency achievement scores were lowest for Core Competency 6 (3.88/5.0 = 77%), Core Competency 8 (3.87/5.0 = 77%), and Core Competency 9 (3.87/5.0 = 77%). It is

important to highlight that Agency Supervisor's scored students higher by .05, .28, and .21 respectively for each of these core competencies. This suggests that students were performing these practice behaviors more effectively than they recognized or gave themselves credit for. All three of these core competencies (research, policy, shaping contexts) are more advanced practice skills, and are often more difficult to apply in day-to-day operations or in the somewhat limited context of field education.

That said, we will continue to emphasize learning of these core competencies in our explicit curriculum (SOWK 387 Research Methods and SOWK 460 Policy), as well as communicate, coordinate, and encourage both students and Agency Supervisors (implicit curriculum) to build more opportunities for students to engage in tasks related to research, policy, and shaping contexts, within their agency settings. Particular emphasis for practicing these competencies will be expected during the second semester of field education.

4.0.3 *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*

In an effort to continuously improve our program, assessment data and outcomes were compiled, analyzed, and discussed by the social work faculty on an ongoing basis, at the completion of both semesters (fall 2015 and spring 2016) and at the end of the academic year (2015-2016). During this time we will identified specific changes that needed to be made in both the explicit and implicit curriculum and constructed a plan to ensure that effective changes are implemented successfully.

We have made the following changes to our explicit and implicit curriculum based on the analysis of this academic year 2015-2016 data, as follows:

1. We have made all social work syllabi (introductory, core and elective courses) uniform in certain content, so as to solidify and reinforce the same message to all students, beginning with their first social work course. This uniform language includes all 10 core competencies listed in full on every syllabus, as well as student learning outcomes, and expectations related to use of self and professional behavior in the classroom. It is our expectation that by introducing students early and repeatedly to these core competencies and professional behavior expectations, that by the time they enter their senior year practicum field placements, these competencies and expectations will be very familiar, understood, and ready to be integrated into practice settings.
2. In our core social work courses, we have also identified clearly where each core competency and practice behavior will be covered through specific homework assignment and exams. This will allow students to identify and incorporate the core competency language with actual assignments, case studies, discussions, reflections, and exams. It is our hope that this will make

the core competencies relevant and applicable to concrete examples, which will aid in understanding and assimilation of each core competency.

3. Field Education has changed due to explicit and implicit analysis of the assessment data. During the second site visit with a CSWE representative, the students were unable to connect core competencies and practice behaviors to their practicum with ease. Therefore, the core competencies have been added to every syllabus and are covered throughout Practicum Seminar I, SOWK 397 and Practicum Seminar II, SOWK 497.

Each week the students must complete a reflection on what is happening in field and then apply the core competency and practice behaviors we are covering that week. Student are required to apply knowledge, theories, core competencies and practice behaviors to each intervention in practicum. Students must demonstrate their knowledge of these competencies through written and verbal assignments each week in practicum seminar. Second semester students were able to clearly apply core competencies to practicum. This has been updated and added to all future practicum courses.

4. Student learning goals for field have also been modified to include the associated core competency and practice behavior for the micro, mezzo, and macro goal. This allows the students to see the academic understanding of core competencies and practice behaviors as it applies to practice. For example:

Micro Goal: Become familiar and proficient with biopsychosocial assessments of clients.

Objective 1: I will become familiar with the agency biopsychosocial assessment forms by _____.

Objective 2: I will observe a social worker at the agency complete a biopsychosocial assessment by _____.

Objective 3: I will complete one biopsychosocial assessment on my own by _____.

ASSOCIATED CORE COMPETENCY / PRACTICE BEHAVIOR:

Core Competence 1: Identify as professional SW and conduct oneself accordingly

Practice Behavior: Advocate for client, practice personal reflection, attend professional roles and boundaries, demonstrate professional behavior, use supervision / consultation.

Core Competency 3: Apply critical thinking inform/communicate professional judgment

Practice Behaviors: demonstrate effective oral and written communication, distinguish, appraise, and integrate multiple sources of knowledge into practice.

Core Competency 4: Engage diversity and difference in practice

Practice Behavior: Recognize culture, values that may oppress, marginalize, alienate or enhance privilege, gain sufficient self-awareness to eliminate bias, recognize and communicate understanding of difference in life experience.

Core Competency 5: Advance human rights and social and economic justice.

Practice Behaviors: Advocate for human rights and social and economic justice, understand forms of oppression and discrimination, engage in practice to enhance social and economic justice.

5. Method of Evaluation

Students must identify three goals each semester and identify which core competencies and practice behaviors they will be utilizing and working on to successfully complete this goal. Students must verbalize this in meetings with agency supervisor and apply this to their weekly writing in field seminar. Students must cover all 10 core competencies and 41 practice behaviors across their three goals per semester. Students must be able to demonstrate effectively how each goal was completed; all goals and objectives must be measurable.

6. Students requested to provide feedback regarding their field education and supervisors. In relation to this feedback, Field Education has added in a student evaluation of their supervisor and agency. This evaluation is a way for the students to give feedback on what they learned from field, ability to integrate academics into field, provide a recommendation about their field site, rate their ability to be involved in micro, mezzo, and macro experiences, rate their field settings and rate their supervisor's effectiveness. This is in addition to the Agency Supervisor Assessment and Student Self Efficacy Assessment which is based on the student's behavior and knowledge. Students were very receptive to being able to provide feedback regarding their field experience. This information will help field education in retaining appropriate BSW field sites and supervisors.
7. After the completion of the first year of field, students reported that their task supervisors were not consistently providing an hour of supervision per week and mostly provided task supervision. Therefore, a field liaison has been added to our faculty to support ongoing weekly supervision and to provide additional support to our task supervisors. This will ensure that the social work students have their needs met and to provide more support to our task supervisors as they learn the BSW curriculum and expectations for field. As this is a rural community, this was the best way to maintain diversity in our sites and support our students, community agencies, and provide appropriate supervision.
8. Feedback provided by Agency Supervisors indicates that they appreciate and enjoy the three site visits, emails, and trainings. Agency Supervisors explicitly stated they loved the support from the social work program. Therefore, a second training has been added to the spring semester to provide education, information, and continue the collaborative efforts between

agencies and CMU. Additionally, a field advisory board has been established to allow for the exchanged of knowledge, agency needs, and to provide feedback to CMU Bachelor of Social Work program.

9. As we have only completed one year of field, we anticipate making continued adjustments based on assessment outcomes, feedback from students and site supervisors, and the agencies as a whole. All information has been updated in our 2016-2017 field manual and will continue to be updated yearly.

We will continuously track and compare competency benchmarks from semester to semester, year to year, and cohort to cohort, and make changes and adjustments as necessary each academic year.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

The BSW program reports its most recent assessment outcomes using CSWE AS 4(B)-BSW Assessment Outcomes Form; see Benchmark III, Volume 3, Supporting Documents, Appendix M.

We make our constituencies and the public aware of our assessment outcomes by posting the report on our website (coloradomesa.edu/sbs/socialwork). It is also posted on our Social and Behavioral Sciences department shared R: drive (a file accessible by all faculty within our department). We will update our assessment results annually at the conclusion of each academic year, beginning spring 2016.

We will send constituencies a report of our assessment outcomes, minimally every two years, as required. Some identified constituents that will automatically receive the report will include:

1. Colorado Mesa University President, Tim Foster
2. Provost, Dr. Carol Futhey
3. Vice President of Academic Affairs, Dr. Cynthia Pemberton
4. Social and Behavioral Sciences Department Head, Dr. Jessica Herrick
5. CMU Director of Assessment of Student Learning, Dr. Bette Schan

These results will also be reviewed and discussed with agency (field) supervisors during the fall training. Since the practicum/field experience is the centerpiece of our program, we look to these findings to help in evaluation and improvement of our program. Possible responses to agency evaluation results might include adding or modifying a specific component for the next agency supervisor training, modifying or adding a component in the practicum seminar courses, making adjustments to our curriculum, and sharing constructive feedback during individual agency site visits.

4.0.5 *The program appends the summary of data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

We have appended the summary data for each measure used to assess the attainment of each competency for the academic year 2015-2016. This summary of data is included with appended table(s) and spreadsheets to support self-study narratives addressing each accreditation standard, in Benchmark III – Volume 3, Supporting Documents, as follows:

Appendix M, CSWE Form AS4(B): BSW Annual Report Form

Appendix N, Assessment Data Form

Appendix O, Assessment Data Spreadsheet 41 Practice Behaviors

Appendix P, Assessment Data Spreadsheet 10 Core Competencies

Volume 2 – Syllabi

SOCIAL WORK COURSES:

SOWK 150 – Introduction to Social Work

SOWK 210 – Social Work with Diverse Populations

SOWK 311 – Ethical Issues in Social Work

SOWK 320 – Social Work Practices in Mental Health

SOWK 365 – SW Intervention Methods I (Generalist Practice)

SOWK 375 – SW Intervention Methods II (Groups)

SOWK 385 – SW Intervention Methods III (Organizations and Community)

SOWK 387 – SW Research Methods

SOWK 394 – SW Practicum Seminar I

SOWK 397 – SW Practicum I

SOWK 460 – Social Welfare Policy

SOWK 494 – SW Practicum Seminar II

SOWK 497 – SW Practicum II

Volume 3 – Supporting Documentation

APPENDIX

Appendix A:	B3.4.4	Documentation of Program Director's Full-Time Appointment to the Social Work Program (Letter of Hire).
Appendix B:	B3.4.5	The Program Identifies the Field Education Director (Letter of Hire).
Appendix C:	AS 3.2	BSW Student Handbook
Appendix D:	AS 3.2.1	BSW Application Form
Appendix E:	AS 3.2.2	BSW Application Scoring Form
Appendix F:	AS 3.2.2	BSW Personal Statement Scoring Form
Appendix G:	AS 3.2.2	BSW Faculty Rating Form
Appendix H:	AS 3.2.2	BSW Faculty Interview Form
Appendix I:	AS 4.0.1	Field Agency Supervisor Assessment (FASA)
Appendix J:	AS 4.0.1	Student Self-Efficacy Assessment (SSEA)
Appendix K:	AS 2.1	BSW Practicum Manual
Appendix L:	AS 3.3.1	Faculty Summary Form
Appendix M:	AS 4.0.5	AS 4(B) BSW Annual Report
Appendix N:	AS 4.0.5	Assessment Data Form
Appendix O:	AS 4.0.5	Assessment Data Spreadsheet 41 Practice Behaviors
Appendix P:	AS 4.0.5	Assessment Data Spreadsheet 10 Core Competencies

Colorado Mesa University
SOWK 150 – Introduction to Social Work
Course Syllabus

Assistant Professor: Kymberly Owens, MSW, LCSW
Class Time: Tuesday and Thursday, 2:00 - 3:15 pm
Office: Houston 212
Office Hours: MW 12:00 – 1:00 pm; TTR 3:30 – 5:00 pm; or by appointment
Phone: 970-248-1486 (w)
E-mail Address: kjowens@coloradomesa.edu

**“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.”
–Abigail Adams (1744-1818)**

Course Description

This introductory course explores historical and contemporary professional social work in terms of its purpose and goals, values and ethics, and its stated mission to enhance human well-being and to alleviate poverty and oppression. Students will learn about the various fields of practice found within the profession (i.e., child welfare, mental health and developmental disabilities, health care, criminal justice, the work place, human diversity, aging, housing, and the homeless, etc.) through a generalist practice perspective. Special attention will be paid to understanding concepts of diversity and social justice and the impacts and mechanisms of oppression and discrimination.

Textbooks

Suppes, M.A., & Wells, C.C. (2013). *The Social Work Experience: An Introduction to Social Work and Social Welfare*. (6th ed.) Upper Saddle River, New Jersey: Pearson.

Grobman, L. (2012). *Days in the Lives of Social Workers*. (4th ed.) Harrisburg, PA: White Hat Communications.

COURSE OBJECTIVES AND EXPECTED EDUCATIONAL OUTCOMES

Council on Social Work Education (CSWE) – 10 Core Competencies

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

CMU Student Learning Outcomes

1. Graduates will demonstrate proficiency in utilizing the social work professions 10 core competencies and 41 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge).
2. Graduates will demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency).
3. Graduates will demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency).
4. Graduates will demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking).

Specific Course Objectives

1. Define the purpose of social work and identify populations served by social services.
2. Describe the mission and values of the social work profession.
3. Discuss their perspective about the social work profession, be aware of their own and others' values, ethics and behaviors.
4. Identify key events in history that have promoted the evolution of the social work profession.
5. List the general skills used in intervening with at-risk, vulnerable, and oppressed populations.
6. Identify macro issues such as poverty, economic disparity, racism, educational inequality, and sexism that influence the development and functioning of individuals and groups.
7. Communicate an understanding of the United States' social service system (mental health, medical, health, schools, justice system, etc.).

STUDENT SERVICES

Educational Access Services

In coordination with Educational Access Services, reasonable accommodations will be provided for qualified students with disabilities. Please meet with the instructor the first week of class to make arrangements. Nancy Conklin, the Coordinator of Educational Access Services, can be contacted at 248-1826.

Service Animal

Service dogs are permitted in any areas of public access on campus. Service dogs are allowed in all classrooms and other environments used by students or other program participants with the exception of areas that for health or safety reasons exclude the presence of animals. **Dogs and other animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. Therapy and emotional support animals are not allowed in campus buildings, except in residence halls if the owner is a resident.**

The campus service animal policy is online at:
www.coloradomesa.edu/eas/ServiceAnimalPolicy.html

Tutorial Learning Center=TLC in HH 113

The TLC is a **FREE** academic service for all Colorado Mesa University students. Tutors are available on a walk-in basis for many courses. Do you have a quick question? Do you need homework clarification or feedback on a paper? Are you reviewing for a test? Help is available at the TLC!

At the main campus, come to Houston Hall 113 to meet with one of our friendly peer tutors. We are open on Monday through Thursday from 8am-6pm, and Fridays from 8am-5pm. We are also open Sundays from 1pm-6pm! Tutoring at branch campuses and distance tutoring is also available. Check out the website for schedules and locations at www.coloradomesa.edu/tutoring or call 248-1392 with any questions.

Tomlinson Library

Reference Librarians can assist you if you need help with research, finding reliable print and electronic resources or citation help. The Reference Desk is on the first floor of the Tomlinson Library located on the CMU campus. And for your convenience, you can Instant Message (IM) a Reference Librarian 24/7 from the Tomlinson Library home page or call the Reference Desk at 970-248-1860. Email your questions to: libref@coloradomesa.edu

Reference desk hours: (Spring and Fall) Monday-Thursday 8am-9pm; Friday 8am-5pm; Saturday 10am-5pm; Sunday 1pm-9pm. Tomlinson Library also has study rooms and computer labs with color printers

and scanners. Come by and see what Tomlinson Library has for you!

PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

Your Responsibilities as a Learner

“A person who wants to learn will always find a teacher.” –Persian Proverb

An undergraduate student should expect to spend on this course a minimum of two hours outside the classroom for every hour in the classroom. The outside hours may vary depending on the number of credit hours or type of course. More details are available from the faculty member or department office and in CMU's *Curriculum Policies and Procedures Manual*.

Cell Phones

Please be considerate of others in the class – do not text or answer cell phones during class; all cell phones should be turned off. If you are using a laptop to take notes, please use it only for this purpose.

Academic Dishonesty

The Colorado Mesa University Student Code of Conduct clearly indicates that acts of academic dishonesty, including cheating and plagiarism, are subject to consequences. The consequence in this class, for an act of cheating (on exams for example) or plagiarism [copying from others or from a text (including the course textbooks) without giving the original source credit] will be failure of the exam or paper and a letter reporting the transgression to the Dean of Students. More than one instance of academic dishonesty will result in failure of this course, at a minimum.

Please review the Code of Conduct at:

http://www.coloradomesa.edu/academics/policies/academic_integrity.html

Use of Self is a key to effective social work practice and is the demonstrated ability to use self in an appropriate manner which includes active participation, being on time, and demonstrating responsibility and commitment to your learning. Part of professional behavior is the ability to communicate effectively. It is expected that students will notify the professor of any absence which is a demonstration of responsible behavior but does not constitute an excused absence. One crucial foundation for being able to do this is developing insight into your own self process in the classroom environment and in relation to your class assignments, other students, and your professor. Use of self also includes the following:

- Quality of written work
- Receptivity to new learning and differing perspectives
- Ability to accept feedback and attempt change

In the social work program, the classroom is treated as a professional environment. We have expectations of students in the training environment that are the same as those for workers in agencies. This model helps prepare students for practice after they graduate. In direct practice, workers are expected to show up on time, call in when a difficulty arises, and carry out fully and competently their job responsibilities. Failure to do this generally leads to dismissal.

When this is translated into the classroom environment, it means students need to arrive on time for class,

attend all classes, remain at all classes for the entire period and actively engage in the learning process. Attending class is critical in that it gives students the greatest opportunity to master course material.

Students are expected to take responsibility for their learning process, much as workers are responsible for their own professional development. Students are expected to do all assigned readings and will be held responsible for them on exams and class discussions. The instructor reserves the right to give quizzes in class at any time on the readings.

Colorado Mesa University is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. All students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom.
(Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness.
Come to class with books, handouts, syllabus, and pens.
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignments.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.
5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.

*Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback.*

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.*
7. **Communication:** Strive to improve both verbal and written communication skills.
*Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communication skills with peers and instructor: (body language, empathy, listening).*
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

COURSE REQUIREMENTS

1. ATTENDANCE AND PARTICIPATION POLICY

This course is discussion and training-based. Attendance is required and an official roll will be taken in each class. Simple attendance is not enough, active participation is also required. Each student is expected to critically study the assigned readings for each class and come prepared to discuss those materials thoroughly and participate in active learning assignments. *Participation in class requires that the student be present in class, be prepared by having read the course readings, contribute to class discussions, and hand in all assignments on time.*

If you know in advance that you will be unable to attend a class meeting on the day an assignment is due, **you should make arrangements with the instructor to turn the assignment in early.** Any assignment turned in after the due date will be marked late and points will be deducted, according to the following guidelines:

1. Late assignment (after class period to within 24 hours of original due date): -10% of total assignment
2. Late assignment (24 hours to 48 hours of original due date): -25% of total assignment
3. Late assignment (48 hours to one week after original due date): -50% of total assignment and only at the discretion of the professor.

****Once an assignment has been graded and returned to students (usually within one to two weeks of original due date), late assignments are no longer accepted.**

It is the student's responsibility to obtain all missed material and assignments. It is not the responsibility of the instructor to provide class notes to students who have missed class. Most lecture notes are posted in D2L following the completion of the chapter.

****Students are allowed to miss three (3) class periods (no questions asked) during the semester without any loss of points. For each additional class period missed, students will have five (5) attendance points automatically deducted from their final course grade; and may be asked to meet with the instructor to discuss continuation in the class.**

****Attendance points will not be deducted from your overall course grade until finals week.**

2. LEARNING ACTIVITIES AND EVALUATIONS

"I hear and I forget. I see and I remember. I do and I understand." –Chinese Proverb

Learning will occur through lectures, class discussions, media presentations, guest speakers, readings, assignments, and exams.

1. Collage: "What It Means To Be a Social Worker" [55 points].

Each student will construct a collage on what they have learned about the profession of social work and "What It Means to Be a Social Worker." The collage will be based on textbook readings from Ch. 1, 2 & 3, as well as class lectures. Students will give a short presentation in class on their collage. The collage is worth 45 points and the presentation is worth 10 points. Additional instructions for completing the collage and a grading rubric will be provided in class.

2. Days in the Lives of Social Workers [90 points].

Students will select one chapter that is of interest to them, from each Part & Topic listed below. After reading each selected chapter, students will provide answers to the required questions designated for that chapter. Answers should be typed, single-spaced and must include Chapter # and Title. Expected length for each answer is one to two paragraphs; answers must include specific details and examples from each chapter. Each chapter with typed answers is worth 10 points, total 90 points.

Days in the Lives – Part I

Select one chapter from the following Part 14 – International Social Work:

Chapter 52: Consulting in Armenia	Answer Q1 and Q2.
Chapter 53: Working with Unaccompanied Minors in Britain	Answer Q1 and Q3.

Chapter 54: Working with Raskal Gangs in the Highlands of Papua New Guinea	Answer Q1 and Q2.
Chapter 55: Working with Russian Immigrants	Answer Q1 and Q2.

Select one chapter from the following Part 1 – Health Care:

Chapter 1: Social Work in the ER	Answer Q1 and Q4.
Chapter 2: Social Work in the Neonatal Intensive Care Unit	Answer Q2 and Q4.
Chapter 3: Remembering Why I Became a Social Worker: Lessons Learned on Internal Medication	Answer Q1 and Q2.
Chapter 4: Social Work in an Infertility Clinic	Answer Q1 and Q2.
Chapter 5: Working with Pregnant Women in Public Health	Answer Q1 and Q3.
Chapter 6: Managing in Managed Care	Answer Q1 and Q2.
Chapter 7: Social Work in the Commissioned Corps	Answer Q2 and Q3.

Select one chapter from the following Part 12 – Veterans and the Military:

Chapter 47: Family Advocacy in the Military	Answer Q1 and Q2.
Chapter 48: Outreach to Homeless Veterans	Answer Q1 and Q2.

Select one chapter from the following Part 9 – Criminal Justice: Working with Offenders & Victims:

Chapter 33: Prison Substance Abuse Treatment	Answer Q1 and Q2.
Chapter 34: A Hard Day's Night: Working with Assaultive Men in Prison	Answer Q1 and Q2.
Chapter 35: Residential Treatment for Adolescent Sexual Offenders	Answer Q1 and Q2.
Chapter 36: Forensic Social Work: Mitigating Death Penalty Cases in a Capital Defense Unit	Answer Q1 and Q2.
Chapter 37: Victim Services	Answer Q1 and Q2.

Select one chapter from the following Part 3 – School Social Work:

Chapter 11: Elementary School Social Work	Answer Q1 and Q3.
Chapter 13: Social Work in a Rural School Setting	Answer Q1 and Q2.

Days in the Lives – Part II

Select one chapter from the following Part 4 – Children, Youth, and Families:

Chapter 14: Urban Child Protection Services	Answer Q1 and Q2.
Chapter 15: A Neighborhood Youth Center	Answer Q1 and Q2.
Chapter 16: Play Therapy and Bullying	Answer Q2 and Q3.
Chapter 17: Working with Gay and Lesbian Youth	Answer Q1 and Q3.
Chapter 18: Child Welfare Ombudsman	Answer Q1 and Q3.
Chapter 19: Employee Assistance Programs	Answer Q1 and Q2.
Chapter 20: Social Work Goes to Summer Camp	Answer Q2 and Q3.

Select one chapter from the following Part 5 – Disabilities:

Chapter 21: Developmental Disabilities	Answer Q1 and Q2.
Chapter 22: “Us Becoming “Them”	Answer Q1 and Q2.

Select one chapter from the following Part 10 – Older Adults and The End of Life

Chapter 38: Social Work with Survivors of the Holocaust	Answer Q1 and Q2.
Chapter 39: Nursing Home Social Work	Answer Q1 and Q2.
Chapter 40: Senior Adult Coordinator	Answer Q1 and Q2.
Chapter 41: Hospice Social Work	Answer Q1 and Q2.
Chapter 43: Geriatric Care Management: A Growing Profession	Answer Q1 and Q3.

Select one chapter from the following Part 6 – Mental Health:

Chapter 23: Involuntary Admission: A New Worker’s Introduction to the “603”	Answer Q1 and Q2.
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Chapter 24: Partial Hospitalization	Answer Q1 and Q2.
Chapter 25: Social Work in a Club House	Answer Q1 and Q2.
Chapter 26: Life as a Group Home Manager	Answer Q1 and Q2.
Chapter 27: Disaster Mental Health Service	Answer Q1 and Q2.

3. Video Reaction Papers [50 points].

You will watch two (2) documentaries related to social work issues during the semester. Each video reaction paper is worth 25 points total and includes both an in-class (must be present in class to receive points for this section) and a take-home part. Instructions for completing the reaction papers will be provided in class and posted in D2L.

4. Group Presentation [100 points].

You will be assigned to a group and will complete an in-class presentation on an assigned social work topic from Ch. 5 Family and Children's Services, Ch. 6 Social Work in Mental Health, Ch. 8 Social Work in the Schools, Ch. 9 Substance Abuse Services, Ch. 10 Social Work with Older Adults, or Ch. 12 Developmental Disabilities and Social Work. Each group will give a presentation between 8-10 slides in length and 20-30 minutes long. Each group will also create a five (5) question quiz based on their presentation, which the remainder of the class will be required to take. The group presentation is worth 100 points. More detailed instructions for completing your presentation and a grading rubric will be provided in class.

5. Current Events [50 points].

You will bring to class one cartoon, magazine, or newspaper article, concerning an issue covered in the group presentation and textbook that week (Ch. 5, 6, 8, 9, 10, & 12). Items across cultures, religions, ethnicities, or with international impact are always encouraged. During class, students will be randomly selected and asked to quickly summarize their current event, relate it to the textbook reading, and present your views/opinion on the subject. You will submit a total of five (5) current events worth 10 points each. No late assignments allowed. Further instructions for completing this assignment will be provided in class.

6. Quizzes [25 points].

Students will complete five (5) quizzes worth five (5) points each. Each quiz will be designed by classmates and will be based on group presentations (Ch. 5, 6, 8, 9, 10, & 12). Quizzes will be given immediately following group presentations. You must be present in class to take quiz, no make-up quizzes allowed.

7. Exams [120 points].

You will have two exams. The first exam will cover Ch. 1, 2, and 4 from the Suppes & Wells textbook and lecture material on Diversity and Social Justice covered in class Weeks 6 & 7; the second exam will cover Ch. 3 from the Suppes & Wells textbook and lecture material from Frameworks for Understanding Poverty covered in class Week 11. The exams are closed-book and will include multiple choice, true or false and essay questions. Each exam is worth 60 points each.

Grading Criteria

Collage	55
Video Reaction Papers – Documentaries (2 @ 25 pts. each)	50
Group Presentation	100
Current Events (5 @ 10 pts. each)	50
Quizzes (5 @ 5 pts. each)	25
Exams (2 @ 60 pts. each)	120
<u>Days in the Lives of Social Workers (9 @ 10 pts. each)</u>	<u>90</u>
Total Points	490

**Your course grade is determined by dividing the total number of points earned by the total number of possible points.

The grade scale is as follows:

A	=	90-100%
B	=	80-89%
C	=	70-79%
D	=	60-69%
F	=	0-59%

COURSE SCHEDULE

Please note that this is a **tentative** class schedule. I will try to keep us on the schedule below. It is not, however, so important that we will rush to get through or cut off productive class discussion to permit us to finish it.

The course syllabus provides all of the information for the course and it is a **student's responsibility to utilize it as a guide and to contact the instructor for any clarification**. During the course of the semester, the professor may change the syllabus - including the reading schedule, assignment expectations, and even grading structure - students will be notified of any changes.

Tentative Class Schedule

Week 1	Tues., Aug. 18	Review of Syllabus and Course Expectations Introductions
	Thurs., Aug. 20	Reading due: Ch. 1 The Social Work Profession
Week 2	Tues., Aug. 25	Lecture: Ch. 1 The Social Work Profession
	Thurs., Aug. 27	Lecture: Ch. 1 The Social Work Profession
Week 3	Tues., Sept. 1	Reading due: Ch. 4 Social Welfare Policy: Historical Perspectives
	Thur., Sept. 3	Lecture: Ch. 4 Social Welfare Policy: Historical Perspectives

Week 4	Tues., Sept. 8	Lecture: Ch. 4 Social Welfare Policy: Historical Perspectives
	Thurs., Sept. 10	Documentary: Legacies of Social Change Video Reaction Paper #1 - (Legacies of Social Change) Due: Part I – In Class Assignment *[Must be present in class to receive points for this section] Part II: Take Home Assignment [Due: Tues., Sept. 22]
Week 5	Tues., Sept. 15	Reading due: Ch. 2 Theoretical Perspectives for Social Workers Lecture: Theoretical Perspectives for Social Workers
	Thurs., Sept. 17	Lecture: Theoretical Perspectives for Social Workers
Week 6	Tues., Sept. 22	Lecture: Theoretical Perspectives for Social Workers Homework Due: 1. Video Reaction Paper #1 – Part II Take Home Assignment: Legacies of Social Change
	Thurs., Sept. 24	Lecture: Diversity and Social Justice Core Competency 4: Engage Diversity and Difference in Practice Practice Behavior 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. Core Competency 5: Advance human rights and social and economic justice Practice Behavior 18: Understand the forms and mechanisms of oppression and discrimination.
Week 7	Tues., Sept. 29	Lecture: Diversity and Social Justice

	Thurs., Oct. 1	<p>*Exam 1: Ch. 1, 2, & 4 (Suppes & Wells) and lecture material on Diversity and Social Justice covered in class Weeks 6 & 7</p> <p>Core Competency 4: Engage Diversity and Difference in Practice Practice Behavior 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</p> <p>Core Competency 5: Advance human rights and social and economic justice Practice Behavior 18: Understand the forms and mechanisms of oppression and discrimination.</p>
Week 8	Tues., Oct. 6	*Collage Presentations: "What It Means To Be A Social Worker..."
	Thurs., Oct. 8	Documentary: Corridor of Shame Video Reaction Paper #2 - Corridor of Shame [Due: Tues., Oct. 20]
Week 9	Tues., Oct. 13	<p>Reading due: Ch. 3 Social Justice, Poverty, and Populations at Risk</p> <p>Lecture: Social Justice, Poverty, and Populations at Risk</p>
	Thurs., Oct. 15	Lecture: Social Justice, Poverty, and Populations at Risk
Week 10	Tues., Oct. 20	<p>Lecture: Social Justice, Poverty, and Populations at Risk</p> <p>Homework Due:</p> <p>1. Video Reaction Paper #2 - Corridor of Shame</p> <p>Core Competency 4: Engage Diversity and Difference in Practice Practice Behavior 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</p> <p>Core Competency 5: Advance human rights and social and economic justice Practice Behavior 18: Understand the forms and mechanisms of oppression and discrimination.</p>

	Thurs., Oct. 22	Lecture: Social Justice, Poverty, and Populations at Risk
Week 11	Tues., Oct. 27	Lecture: Social Justice, Poverty, and Populations at Risk
	Thurs., Oct. 29	Discussion: Frameworks for Understanding Poverty
Week 12	Tues., Nov. 3	*Exam 2: Ch. 3 Social Justice, Poverty, and Populations at Risk (Suppes & Wells) and lecture material on Frameworks for Understanding Poverty covered in class Week 11
	Thurs., Nov. 5	<u>Required:</u> Work Groups for Presentations
Week 13	Tues., Nov. 10	<u>Required:</u> Work Groups for Presentations
	Thurs., Nov. 12	Group Presentations: 1. Ch. 5 - <u>Family and Children's Services</u> *Quiz 1: Family and Children's Services *Due: Current Event #1: Ch. 5 - Family and Children's Services 2. Ch. 8 – <u>Social Work in the Schools</u> *Quiz 2: SW in the Schools *Due: Current Event #2: Ch. 8 - SW in the Schools
Week 14	Tues., Nov. 17	Group Presentations: 1. Ch. 10 - <u>Older Adults</u> *Quiz 3: Older Adults *Due: Current Event #3: Ch. 10 - Older Adults 2. Ch. 12 - <u>Developmental Disabilities</u> Quiz 4: Developmental Disabilities *Due: Current Event #4: Ch. 12 -

		Developmental Disabilities
	Thurs., Nov. 19	Groups Presentations: 1. Ch. 6 – <u>Social Work in Mental Health</u> Quiz 5: SW in Mental Health *Due: Current Event #5: Ch. 6 - SW in Mental Health 2. Ch. 9 - <u>Substance Abuse Services</u> Quiz 6: Substance Abuse Services *Due: Current Event #6: Ch. 9 - Substance Abuse Services
Week 15	Tues., Nov. 24	Thanksgiving Break – No classes
	Thurs., Nov. 26	
Week 16	Tues., Dec. 1	Homework Due: Days in the Lives – Part I Part 14 International Social Work Part 1 Health Care Part 12 Veterans and the Military Part 9 CJ: Working with Offenders & Victims Part 3 School Social Work
	Thurs., Dec. 3	Homework Due: Days in the Lives – Part II Part 4 Children, Youth, and Families Part 5 Disabilities Part 10 Older Adults and The End of Life Part 6 Mental Health
Week 17	Tues., Dec. 8	Finals Week – Tues., Dec. 8 1:00 - 2:50 pm

“It is easy to start strong, anyone can do that. It is much harder to stay strong for the duration. The goal then must be: to *determine* to finish strong.” – Professor Kym Owens

Diverse Populations SOWK 210
Tuesday / Thursday 11-12:15
Spring 2015

Professor: Michelle Sunkel, LCSW, LAC, MBE
E-mail: msunkel@coloradomesa.edu
Office: Lowell Heiny Hall 422
Office Hours: Monday through Thursday 12:30-2:00 or by appointment
Phone: 970-248-1723

Required Text

Sue, D. (2006). *Multicultural social work practice*. Hoboken, New Jersey: Wiley.

ISBN13: 978-0471662525 **ISBN10:** 0471662526

Tatum, B (1999). *Why are all of the black kids sitting together in the cafeteria? And other conversations about*

race. New York, New York: Basic Books. **ISBN: 0-465-09129-6**

Recommended / Optional Text:

American Psychological Association. (2010). *Publication Manual of the American psychological Association* (6th

ed.). Washington, DC. ISBN 978-1-4338-0561-5

APA formatting is required on ALL ASSIGNMENTS!

All documents must be written in APA formatting which includes at a minimum: title page, abstract, section headings, and a reference list. All information must be written in Times New Roman, 12 point font, and double spaced. Please see additional resources provided for assistance.

Online document to assist you in APA formatting:

<http://www.youtube.com/watch?v=9pbUoNa5tyY>

Purdue Owl Assistance in APA formatting: <http://owl.english.purdue.edu/owl/resource/560/05/>

NASW Code of Ethics

Introduction to Social Work expects that students will become familiar with the NASW Code of Ethics and apply them to the class discussions / assignments. Please see the NASW website:

<https://www.socialworkers.org/pubs/code/code.asp>

Purpose of this course

Diversity in Social Work will cover a basic understanding of the multicultural dimensions of social work. This course will discuss diversity, cultural competence, worldviews, identity development, barriers and interventions. Overall, this course is designed to provide you the opportunity to gain cultural competence from a Social Work perspective.

Learner Expectations Statement

To acquire knowledge and build skills, learners are expected to:

- Read and become familiar with the course syllabus and expectations.
- Keep up with assignments and readings.
- Ask for clarifications about material or course expectations.
- Analyze assigned readings and offer thoughtful interpretations.
- Be respectful of diverse perspectives and refrain from making inappropriate comments
- An undergraduate student should expect to spend on this course a minimum of two hours outside the classroom for every hour in the classroom (approximately 9 hours a week on this course).

Rights and Responsibilities:

- You have the right to be confused and to ask questions.
- You have the right to a learning environment **NOT** be disturbed by those around you.
- Use of cell phones and/or texting during class is prohibited.
- You have the right and responsibility to work toward academic improvement in your writing and study habits.

EXPECTATIONS

Respect is required in this course! This means that talking, texting, answering a cell phone and/or making derogatory or disrespectful comments to me or your peers during lecture and discussion are **STRICTLY PROHIBITED**. Violations will be swiftly dealt with by a verbal warning on the first offense and any further offenses will result in expulsion from the classroom.

This is not a therapy class, professional use of self is required.

Participation

Class participation means being prepared to actively contribute to the class discussions. Discussions will focus on applying interventions discussed in the assigned readings. Students should be respectful of all topics covered and have a willingness to entertain ideas dissimilar to their own. Respect for the views and opinions of others should be exercised at all times.

CLASS ATTENDANCE:

Regular class attendance and participation are necessary for a successful learning experience and is clearly recommended. You are **REQUIRED** to attend class and participate. You are expected to be in class every day and may incur penalties (in addition to the normal penalty of lost quizzes and in class work) to your grade for missing class, as follows:

	Absences 0-4:	No Penalty (two weeks of class)
class)	Absences 5-6:	10 percent reduction in your overall grade (three weeks of
	Absences 7-8:	20 percent reduction in your overall grade (four month of
class)	Absences 9+:	Every additional 2 absences will reduce your grade by
10%		

I realize life circumstances may cause you to miss class unintentionally. If these circumstance result in excessive absences, please see me as soon as possible to discuss withdrawing or other options.

ACADEMIC DISHONESTY:

The Colorado Mesa University Student Code of Conduct clearly indicates that acts of academic dishonesty, including cheating and plagiarism, are subject to consequences. The consequence in this class, for an act of cheating (on exams for example) or plagiarism [copying from others or from a text (including the course textbooks) without giving the original source credit] will be failure of the exam or paper and a letter reporting the transgression to the Dean of Students. More than one instance of academic dishonesty will result in failure of this course, at a minimum.

Please review the Code of Conduct at:

http://www.coloradomesa.edu/academics/policies/academic_integrity.html

LEARNING OBJECTIVES

Student Learning Objectives Diverse Populations

Gain knowledge about social work and be able to:

Objective 1: Students will demonstrate specialized knowledge in diversity and social work practice

Objective 2: Students will be able to demonstrate the application of critical thinking to cultural issues and diversity in areas of social work

Objective 3: Students will demonstrate specialized knowledge in cultural structures, oppression, marginalization, alienation, and privilege as it relates to diversity and competency in social work practice.

Upon completing this course, students will be able to:

- Students will know the cultural implications to social work
- Students will think critically to solve problems in social work using academic resources.
- Students will communicate clearly and effectively in written and oral presentations in accordance with the American Psychological Association format.
- Students will critically analyze diverse populations from the ecological perspective (person in environment) context.

CMU Student Learning Outcomes (SLOs) for the Bachelor's in Social Work (BSW) Program.

Graduates will be able to:

5. Demonstrate proficiency in utilizing the social work professions 10 core competencies and 41 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge). (CSWE Core Competencies 1-10)
6. Demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency). (CSWE Core Competency 6)
7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency). (CSWE Core Competency 3)
8. Demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge, including research-

based knowledge, and practice wisdom; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking). (CSWE Core Competencies 3 & 10)

CSWE COMPETENCY AND PRACTICE BEHAVIORS:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver

effective social work services.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups,

organizations, and communities.

Educational Policy 2.1.10(a)—Engagement

Educational Policy 2.1.10(b)—Assessment

Educational Policy 2.1.10(c)—Intervention

Educational Policy 2.1.10(d)—Evaluation

ACADEMIC ASSIGNMENTS

LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Plagiarism

Assignments must be written in your own words. The sentence structure and actual words must be your own. Plagiarism will result in a zero on the assignment. All assignments must be below 20% *similarity* report on turnitin found within D2L dropbox. Assignments remain OPEN until the time/date of it being due, so you may edit and rework each assignment many times.

APA formatting is required on ALL ASSIGNMENTS!

All documents must be written in APA formatting which includes at a minimum: title page, section headings, and a reference list. All information must be written in Times New Roman, 12 point font, and double spaced. Do not use I statements in APA formatting. The page assignments are content only (this does not include the title page, abstract, or reference page in the overall page count).

Weekly “HOT TOPICS” Articles: Due every TUESDAY in CLASS

Every Tuesday you must attend class with an article related to Diversity. You MAY be put in small groups to discuss the article, present the article to the entire class, or critically analyze the article in a class discussion. The idea is for you to be applying concepts to class to current media discussions and analyzing the arguments.

Self-Awareness Paper

Core Competency 2.1.1 Identify as Professional Work Worker and Conduct Oneself Accordingly
Practice Behavior 2 Practice personal reflection and self correction to assure continual professional development

Core Competency 2.1.2 Apply social work ethical principles to guide professional practice
Practice Behavior 7 Recognize and manage personal values that allows professional values to guide practice

Core Competency 2.1.4 Engage Diversity and Difference in Practice
Practice Behavior 15, Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

Describe yourself from a diverse and worldview perspective (e.g. values, beliefs, culture and ethnicity, family, gender, sexual orientation, significant others, etc.) What are your affiliations in society (e.g. hobbies, parent, religion, education, etc.)? What are some privileges you encounter given your characteristics such as (age, race, gender, education, etc.)? How would you identify your ethnic diversity within the United States and within your own identified affiliations? What are some prejudices, discrimination and/or oppressions that you have experienced in your life? What are some prejudices or discriminations that you hold (e.g. these can come from beliefs in your home, community, organization or personal beliefs that you hold). For example do you hold prejudices against the rich, non-educated, etc? How does learning about your personal values allow you to become a more effective social worker? This assignment is an exercise in exploration about you.

This assignment must be at least four pages in length. This assignment must follow all APA formatting; however, you may use limited I statements. You will be graded on content, quality of writing and ability to analyze yourself. (Example of section headings: Worldview, Affiliations, Privileges, Diversity, Personal experience, Social Work Practice).

Experiential Assignment

Core Competency 2.1.4 Engage Diversity and Difference in Practice
Practice Behavior 17 View themselves as learner and engage those with whom they work as informants

Attend a cultural activity. This activity needs to be cultural or population based. This activity must be a new experience! Some examples may include: attending an open meeting of another culture on campus; Hawaiian, Native Americans, International, Latina/Latino, Black Alliance, etc. You may also attend a meeting of a group in which you are not affiliated such as GLBTQ, Addictions, Religion, etc. Make sure the activity you attend is open to non-members. Furthermore, you may attend any cultural event (this does not include beer festivals, raves, music festivals, etc.).

In a 4-page paper you will need to summarize the cultural activity (this is one or two paragraphs not the entire paper) and provide 4 resources to back up your statements. You are required to integrate concepts, theories and discussion points proposed

throughout this class. Please discuss the diversity issues that were apparent and underlying, address any biases, concerns or issues you may have had prior to the event, expectations of the event and outcomes. Finally, analyze how this is related to cultural diversity and social work at a micro, mezzo, and macro level. You are required to apply concepts from class when analyzing this experience. You may use I statements, sparingly, throughout this paper.

GROUP Diversity Paper: This assignment will be in two sections and builds on itself. Must be in APA format!

This paper, section 1 and 2, should include a title page, abstract, section headings, and a reference page in APA formatting.

Section 1: INTRODUCTION and LITERATURE REVIEW

Core Competency 2.1.4 Engage Diversity and Difference in Practice

Practice Behavior 14, recognize the extent to which culture structures and values may oppress, marginalize, alienate or create or enhance privilege or power.

Core Competency 2.1.10 Assessment

Practice Behavior 16 Collect, organize, and interpret client data

INTRODUCTION

You must introduce and explain the population you will be researching. What relevance does this population have with cultural diversity and multicultural social work practices. This should be an introduction to your population.

LITERATURE REVIEW

The literature review must discuss and explore the population in which you have chosen. This assignment will need to cover the history of the population you choose, including oppression, discrimination, prejudices and injustices, etc. You will need to discuss the cultural norms, cultural attitudes, ethnic or racial identity of this population. Be sure to include family structure, family values, and societal beliefs related to the oppressed population. Additionally, discuss any religious affiliations or spirituality beliefs that are common among this population. (Suggested section headings: History of Population, Oppression/Discrimination, Cultural Norms, Identity, Familial Relationships, and Religion).

The focus of a literature review is to summarize and synthesize the arguments and ideas of others without adding new contributions.

This paper will need to be 4-6 pages in length, fully discussing the population in which you have chosen. You must have at least 4 literature articles or books for references.

Section 2: SOCIAL WORK IMPLICATIONS

Core Competency 2.1.4 Engage Diversity and Difference in Practice

Practice Behavior 16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.

Based on the feedback in D2L, make final revisions of section 1 and incorporate into your

final paper. Your paper should include a cover page, abstract, 10-12 pages of content, section headings, 8 references, in APA formatting.

Section 2 should analyze the social work implications from an ecological perspective (person in environment, exploring the micro, mezzo, and macro perspectives. How would you manage working with this population from an individual, family and systems perspective as a social worker? Please address differing levels of family acculturation, issues and conflicts that may emerge, given different cultural values and expectations. Explain the conflicting values of this population and dominant culture may have and the implications to practice. (Suggested section headings: Social Work implications, Micro Interventions, Mezzo Interventions, Macro Interventions, and Conclusion).

GROUP Presentation

Core Competency 2.1.4 Engage Diversity and Difference in Practice

Practice Behavior 17 View themselves as learners and engage those with whom they work as informants.

The last week of class and during finals week:

This is a presentation covering your paper you have been working on all semester!

This assignment will need to cover the history of the population you choose, including oppression. You will need to discuss the cultural norms, normative family values, definitions and dynamics of family, and ethnic or racial identity. You will need to discuss the social work implications for working with this population from a micro, mezzo, and macro level. How would a social worker manage different levels of family acculturation, issues and conflicts within this population? Your presentation will need to be 25-30 minutes in length.

Presentation project must be approved by: FIRST EXAM

If you miss a presentation, arrive late or leave early, your presentation will automatically be deducted by 10% each day of missed presentations.

EXAMS:

Evaluations of your performance in this course will be determined exam's that cover the concepts and contents in the text and in lectures. Each exam will be worth 100 points. You are required to take all of the exams. There are no makeup exams.

Exam 1:

Core Competency 2.1.5 Advance human rights and social and economic justice

Practice Behavior 18 Understand the forms and mechanisms of oppression and discrimination

Breakdown of Points:

4 Exams	100 points each	400 points
Experiential Assignment	50 points each	50 points
Self-Awareness	50 points	50 points
Introduction / Literature	100 points	100 points
Final Paper	100 points	100 points
Presentation	50 points	50 points
Hot Topics	5 points	50 points

Total Class Points: 800 points: A: 90-100%; B 80-89%; C 70-79 %; D 60-69 %; F Below 60 %

STUDENT SERVICES

Educational Access Services

In coordination with Educational Access Services, reasonable accommodations will be provided for qualified students with disabilities. Please meet with the instructor the first week of class to make arrangements. Dana VandeBurg, the Coordinator of Educational Access Services, can be contacted at 248-1801, or in person in Houston Hall, Suite 108.

Service animal

Service dogs are permitted in any areas of public access on campus. Service dogs are allowed in all classrooms and other environments used by students or other program participants with the exception of areas that for health or safety reasons exclude the presence of animals.

Dogs and other animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. Therapy and emotional support animals are not allowed in campus buildings, except in residence halls if the owner is a resident.

The campus service animal policy is online at:

www.coloradomesa.edu/eas/ServiceAnimalPolicy.html

Tutorial Learning Center (TLC) in HH 113

The TLC is a **FREE** academic service for all Colorado Mesa University students. Tutors are available on a walk-in basis for many courses. Do you have a quick question? Do you need homework clarification or feedback on a paper? Are you reviewing for a test? Help is available at the TLC!

At the main campus, come to Houston Hall 113 to meet with one of our friendly peer tutors. We are open on Monday, Wednesday and Thursday from 8am-6pm; Tuesdays from 8am-7pm, and Fridays from 8am-5pm. We are also open Sundays from 1pm-6pm! Tutoring at branch campuses and distance tutoring is also available. Check out the website for schedules and locations at www.coloradomesa.edu/tutoring or call 248-1392 with any questions.

Tomlinson Library

CMU's professional reference librarians are trained to support students and faculty in their research needs, as well as in finding and assessing reliable print and electronic resources—so don't be shy! During the renovation (January 2015 through early Fall 2015), research support from our librarians will be available within the University Center (UC 213), within the North & Cannell location, and by appointment. Assistance via telephone (970-248-1860) and email (libref@coloradomesa.edu) will continue, as will student access via chat/instant messaging (available 24/7). Public services librarians now have offices on the 4th floor of Lowell Heiny Hall and their information has been integrated into the building directory.

Circulation (check out/returning items and course reserves) and Interlibrary Loan assistance, as well as material drop-off/pick-up, will occur in the multipurpose room (MPR) of Grand Mesa Hall (x1244). If you need access to Special Collections / Archives, please visit Houston Hall (HH 135). **For information on ALL service locations and hours, connecting with research support in-person and virtually, reaching subject specialists, and answers to frequently asked questions (FAQs), please visit the Library Renovation Guide: <http://libguides.coloradomesa.edu/reno>**

Professional Expectations of Student Behavior

Use of Self is a key to effective social work practice and is the demonstrated ability to use self in an appropriate manner which includes active participation, being on time, and demonstrating responsibility and commitment to your learning. Part of professional behavior is the ability to communicate effectively. It is expected that students will notify the professor of any absence which is a demonstration of responsible behavior but does not constitute an excused absence. One crucial foundation for being able to have professional use of self is developing insight into your own self process in the classroom environment and in relation to your class assignments, other students, and your professor. Use of self also includes the following:

- Quality of written work
- Receptivity to new learning and differing perspectives
- Ability to accept feedback and attempt change
- Sharing personal information (setting boundaries)

In the social work program, the classroom is treated as a professional environment. We have expectations of students in the training environment that are the same as those for workers in agencies. This model helps prepare students for practice after they graduate. In direct practice, workers are expected to show up on time, call in when a difficulty arises, and carry out fully and competently their job responsibilities. Failure to do this generally leads to dismissal.

When this is translated into the classroom environment, it means students need to arrive on time for class, attend all classes, remain at all classes for the entire period and actively engage in the learning process. Attending class is critical in that it gives students the greatest opportunity to master course material. Students are expected to take responsibility for their learning process, much as workers are responsible for their own professional development. Students are expected to do all assigned readings and will be held responsible for them on exams and class discussions. The instructor reserves the right to give quizzes in class at any time on the readings.

Colorado Mesa University is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. All students in the social work program will be expected to exhibit the following ethical standards of behavior.

8. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
9. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
10. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they many consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.
11. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness.
12. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
13. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
14. **Communication:** Strive to improve both verbal and written communication skills.
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

TENTATIVE Course Outline

This outline is tentative and is subject to change

Date	WEEK	Topic	Due
1/20	WEEK 1	Course Overview	Syllabus
1/22	WEEK 1	Introduction to Social Work Concepts and Diversity: ROTH Chapter 1: Understanding Cultural Competence (on D2L)	Chapter 1 Readings Online: Roth
1/27	WEEK 2	Chapter 2: Group Affiliation and Identity (on D2L)	Chapter 2 Reading online: Roth
1/29	WEEK 2	Chapter 3: Vulnerability, Oppression, and Power (On D2L) Additional readings: The Brothers, Labib's Café, Asthma Alley (on D2L)	Chapter 3 Reading Online: Roth Reading: Lehrer & Sloan
2/3	WEEK 3	Chapter 1: Principles and Assumptions of Multicultural SW Practice (TEXT) Dr. Tatum Reading: Why are all the Black Kids Sitting Together in the Cafeteria Part I: A definition of Terms (p. 1-28)	TEXT: Chapter 1 Reading: Sue Reading: Dr. Tatum
2/5	WEEK 3	Chapter 1: Principles and Assumptions of Multicultural SW Practice (TEXT)	TEXT: Chapter 1
2/10	WEEK 4	Chapter 2: Becoming Culturally Competent in Social Work Practice (TEXT) Additional Reading: Why Are All the Black Kids Sitting	TEXT: Chapter 2 Reading: Sue Reading: Dr. Tatum

		Together in the Cafeteria Dr. Tatum: Understanding Blackness in a White Context (p. 30-75)	
2/12	WEEK 4	EXAM #1 (Chapters 1-3 Readings, 1-2 TEXT BOOK, TATUM)	EXAM
2/17	WEEK 5	Chapter 3: Understanding Sociopolitical Implications of Oppression in SW Additional Reading: My Bike and White Privilege (in class)	Chapter 3 Reading: Sue
2/17	WEEK 5	ASSIGNMENT DUE: SELF AWARENESS PAPER	ASSIGNMENT DUE
2/19	WEEK 5	Chapter 3: Understanding Sociopolitical Implications of Oppression in SW Belief in Superiority, inferiority, power,	Chapter 3 Reading: Sue
2/24	WEEK 6	Chapter 3: Understanding Sociopolitical Implications of Oppression in SW Blue Eye vs Brown Eye Students Chapter 4: Sociopolitical Dimensions of Worldviews	Chapter 3 and 4 Reading: Sue
2/26	WEEK 6	No CLASS: Read Dr. Tatum and Sue Work on Group Paper	NO CLASS
3/3	WEEK 7	Chapter 5: Racial / Cultural Minority Identity Development Additional Reading: Why Are All the Black Kids Sitting Together in the Cafeteria Dr. Tatum: Racial Identity in Adulthood (p. 75-93)	Chapter 4 Reading: Sue
3/5	WEEK 7	NO CLASS: GROUP PAPER PREP TIME	NO CLASS
3/10	WEEK 8	Chapter 6: White Racial Identity Development Additional Reading: Why are all the Black Kids Sitting Together in the Cafeteria? Dr. Tatum: Understanding Whiteness in a White Context (p. 93-128)	Reading: Sue Reading: Dr. Tatum
3/12	WEEK 8	EXAM #2 (Chapters 3-6 Textbook and Dr. Tatum)	EXAM
3/16	WEEK 9	Chapter 7: Barriers to Effective Multicultural Clinical Practice Additional Reading: Why are all the Black Kids Sitting Together in the Cafeteria? Dr. Tatum: Beyond Black and White (p. 129-190)	Chapter 7 Reading: Sue Reading: Dr. Tatum
3/18	WEEK 9	Chapter 7: Barriers to Effective Multicultural Clinical Practice (IN CLASS TIME) PRESENTATIONS ON Dr. TATUM 133-176	CLASS DISCUSSION
3/18	WEEK 9	ASSIGNMENT DUE: INTRODUCTION / LITERATURE REVIEW	ASSIGNMENT DUE
3/23-3/27	WEEK 10	*****SPRING BREAK	SPRING BREAK
3/30	WEEK 11	Chapter 8: Cultural Styles in Multicultural Interventions Strategies Chapter 9: Multicultural Family Counseling and Therapy	Chapter 8-9 Reading: Sue

4/1	WEEK 11	Chapter 10: Non Western and Indigenous Methods of Healing	Chapter 10 Reading: Sue
4/6	WEEK 12	GUEST SPEAKER: INDIGENOUS HEALING METHODS	GUEST SPEAKER
4/8	WEEK 12	EXAM #3 (Chapters 7-10)	EXAM
4/13	WEEK 13	ASSIGNMENT DUE: EXPERIENTIAL ASSIGNMENT	ASSIGNMENT DUE
4/13	WEEK 13	Chapter 12: Profiles of Culturally Competent Care with African Americans, Asian American and Native American Populations GUEST LECTURE: UTE NATIVES	Chapter 12 Reading: Sue
4/15	WEEK 13	Chapter 13: Profiles of Culturally Competent Care with Biracial/Multiracial, Latino/Hispanic and Immigrant / Refugee Populations GUEST LECTURE or PANEL: LATINO /HISPANIC	Chapter 13 Reading: Sue
4/20	WEEK 14	Chapter 14: Profiles of Culturally Competent Care with Women, Sexual Minorities Elderly Persons and those with Disabilities GUEST LECTURE: LGBTQ	Chapter 14 Reading: Sue
4/22	WEEK 14	Chapter 12-14 CLASS LECTURE Additional Readings: Why are all the Black Kids Sitting Together in the Cafeteria? DR. Tatum Part IV: Breaking the Silence (p. 193-206)	Readings: Sue Readings: Dr. Tatum
4/27	WEEK 15	EXAM #4 (Chapters 12-14)	EXAM
4/29	WEEK 15	ASSIGNMENT DUE: Group Diversity Paper – section 2 – Social Work Implications	ASSIGNMENT DUE
4/29	WEEK 15	2 PRESENTATION	PRESENTATION
5/4	WEEK 16	2 PRESENTATION	PRESENTATION
5/6	WEEK 16	2 PRESENTATION	PRESENTATION
		***** FINALS WEEK: May 11-14	
		Final: FINAL EXAM – REPLACE LOWEST GRADE	

PRESENTATION SCHEDULE

APRIL 29:

GROUP 1: _____

MAY 6

GROUP 5

GROUP 2: _____

MAY 4:

GROUP 6:

GROUP 3: _____

GROUP 4: _____

ETHICAL ISSUES IN SOCIAL WORK: SOWK 311
Tuesday / Thursday 12:30-1:45
Houston Hall
FALL 2015

Instructor: Michelle Sunkel, DSW, LCSW, LAC, MBE
E-mail: msunkel@coloradomesa.edu
Office: Lowell Heiny Hall 422
Office Hours: MWF 10-1130
Phone: 970-248-1723

Feel free to contact me outside of class.
The best way to contact me is via email or during my office hour.

REQUIRED TEXT:

Dolgoff, R., Harrington, D., & Loewenberg, F. (2012). *Ethical decisions for social work practice* (9th ed.).

California: Brooks/Cole.

RECOMMENDED/OPTIONAL TEXT:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*

(6th ed.). Washington, DC. ISBN 978-1-4338-0561-5

Online document to assist you in APA formatting:

<http://www.youtube.com/watch?v=9pbUoNa5tyY>

Purdue Owl Assistance in APA formatting: <http://owl.english.purdue.edu/owl/resource/560/05/>

APA formatting is required on ALL ASSIGNMENTS!

All documents must be written in APA formatting which includes at a minimum: title page, section headings, and a reference list. All information must be written in Times New Roman, 12 point font, and double spaced.

NASW CODE OF ETHICS:

Introduction to Social Work expects that students will become familiar with the NASW Code of Ethics and apply them to the class discussions / assignments. Please see the NASW website:

<https://www.socialworkers.org/pubs/code/code.asp>

Purpose of this course

Ethics in Social Work will cover a basic understanding of the ethical issues in social work. This course will discuss values and professional ethics, guidelines for making ethical decisions, ethical dilemmas in professional practice, professional relationships and confidentiality. This course is designed to provide you the opportunity to gain an understanding of ethics from a social work perspective.

Learner Expectations Statement

To acquire knowledge and build skills, learners are expected to:

- Read and become familiar with the course syllabus and expectations.
- Keep up with assignments and readings.

- Ask for clarifications about material or course expectations.
- Analyze assigned readings and offer thoughtful interpretations.
- Be respectful of diverse perspectives and refrain from making inappropriate comments
- An undergraduate student should expect to spend on this course a minimum of two hours outside the classroom for every hour in the classroom (approximately 9 hours a week on this course).

Rights and Responsibilities:

- You have the right to be confused and to ask questions.
- You have the right to a learning environment **NOT** be disturbed by those around you.
- Use of cell phones and/or texting during class is prohibited.
- PLEASE DO NOT LEAVE the room during lecture or discussion (bathroom breaks) as it is very disruptive
- You have the right and responsibility to work toward academic improvement in your writing and study habits.

EXPECTATIONS

Respect is required in this course! This means that talking, texting, answering a cell phone and/or making derogatory or disrespectful comments to me or your peers during lecture and discussion are **STRICTLY PROHIBITED**. Violations will be swiftly dealt with by a verbal warning on the first offense and any further offenses will result in expulsion from the classroom.

This is not a therapy class, professional use of self is required.

PARTICIPATION

Class participation means being prepared to actively contribute to the class discussions. Discussions will focus on applying interventions discussed in the assigned readings. Students should be respectful of all topics covered and have a willingness to entertain ideas dissimilar to their own. Respect for the views and opinions of others should be exercised at all times.

CLASS ATTENDANCE:

Regular class attendance and participation are necessary for a successful learning experience and is clearly recommended. You are **REQUIRED** to attend class and participate. You are expected to be in class every day and may incur penalties (in addition to the normal penalty of lost quizzes and in class work) to your grade for missing class, as follows:

- Absences 0-4: No Penalty (two weeks of class)
- Absences 5-6: 10 percent reduction in your overall grade (three weeks of class)
- Absences 7-8: 20 percent reduction in your overall grade (four month of class)
- Absences 9+: Every additional 2 absences will reduce your grade by 10%

I realize life circumstances may cause you to miss class unintentionally. If these circumstance result in excessive absences, please see me as soon as possible to discuss withdrawing or other options.

ACADEMIC DISHONESTY:

The Colorado Mesa University Student Code of Conduct clearly indicates that acts of academic dishonesty, including cheating and plagiarism, are subject to consequences. The consequence in this class, for an act of cheating (on exams for example) or plagiarism [copying from others or from a text (including the course textbooks) without giving the original source credit] will be FAILURE OF THE EXAM OR ASSIGNMENT and a letter reporting the transgression to the DEAN OF STUDENTS. More than one instance of academic dishonesty will result in FAILURE OF THE COURSE, at a minimum.

Please review the Code of Conduct at:

http://www.coloradomesa.edu/academics/policies/academic_integrity.html

LEARNING OBJECTIVES

COURSE OBJECTIVES:

To gain knowledge about social work ethics and be able to:

- Objective 1 Students will demonstrate knowledge of ethical and biomedical ethical issues in relation to social work practices and values.
- Objective 2 Students will be able to demonstrate the application of critical thinking to ethical issues of social work.
- Objective 3 Students will develop an understanding of different ethical perspectives on major social work issues and be more competent in the application of ethical standards.

Upon completing this course, students will be able to:

- Describe how ethics impacts social work practice
- Think critically and ethically about social work topics
- Understand and apply social work values and professional ethics
- Understand contemporary issues in social work ethics and ethical problem solving
- Understand the difference between legal, ethical, and unethical behaviors
- Understand ethical decision making approaches, concepts, and values
- Understand ethical dilemmas in professional practice
- Describe the differences between value neutrality and imposing values

- Understand professionalism, confidentiality, informed consent, and duty to protect
- Understand the NASW Code of Ethics and its application to social work practice
- Understand the application of ethics from an ecological perspective (micro, mezzo, macro).

CMU Student Learning Outcomes (SLOs) for the Bachelor's in Social Work (BSW) Program.

Graduates will be able to:

9. Demonstrate proficiency in utilizing the social work professions 10 core competencies and 41 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge).
(CSWE Core Competencies 1-10)
10. Demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency). (CSWE Core Competency 6)
11. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency). (CSWE Core Competency 3)
12. Demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge, and practice wisdom; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking). (CSWE Core Competencies 3 & 10)

CSWE COMPETENCY AND PRACTICE BEHAVIORS:

- 1—Identify as a professional social worker and conduct oneself accordingly.
- 2—Apply social work ethical principles to guide professional practice.
- 3—Apply critical thinking to inform and communicate professional judgments.
- 4—Engage diversity and difference in practice.
- 5—Advance human rights and social and economic justice.
- 6—Engage in research-informed practice and practice-informed research.
- 7—Apply knowledge of human behavior and the social environment.
- 8—Engage in policy practice to advance social and economic well-being—deliver effective service.
- 9—Respond to contexts that shape practice.
- 10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
 - Educational Policy 2.1.10(a)—Engagement
 - Educational Policy 2.1.10(b)—Assessment
 - Educational Policy 2.1.10(c)—Intervention
 - Educational Policy 2.1.10(d)—Evaluation

ACADEMIC ASSIGNMENTS

ASSIGNMENTS

LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Plagiarism

Assignments must be written in your own words. The sentence structure and words must be your own. Plagiarism will result in a zero on the assignment. All assignments must be below 20% similarity report on turnitin found within D2L dropbox.

APA formatting is required on ALL ASSIGNMENTS!

All documents must be written in APA formatting which includes at a minimum: title page, section headings, and a reference list. All information must be written in Times New Roman, 12 point font, and double spaced. Do not use I statements in APA formatting. The page assignments are content only (this does not include the title page, abstract, or reference page in the overall page count).

PHILOSOPHY on SUICIDE

In this assignment, you are to evaluate if suicide is a moral / ethical act or not. Write a 4 page paper discussing this topic. Be sure to write a clear argument (this means using in text citations to back up your statements). How did you come to this conclusion and why? Are there exceptions to your conclusion, please explain. This assignment is to get you thinking about ethics, morals, values, and making decisions. There is no correct answer.

This assignment must be a minimum of four pages and have two references. Please use I statements sparingly.

Social Workers: CODE OF ETHICS

Core Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly
Practice Behavior 3 Attend to professional roles and boundaries

In groups of two, you will complete a power point presentation explaining the Social Work Code of Ethics AND any potential conflicts that may arise. You do not need a conflict for each area; however, if you see a potential conflict please address it. How might a social worker manage this problem, avoid this problem, or solve this potential conflicts. You must cover all areas in the SW Code of Ethics. Each group will give a 5-10 minute presentation on one section of the code. Please be creative, this assignment is to enhance your knowledge of the SW Code of Ethics as it will be applied throughout this semester. This will be a presentation to help you understand and identify as a social worker by understanding the code of ethics, professional roles and boundaries, and social work normative behaviors and expectations set by the code of ethics.

You must cover each section of the Code of Ethics:

Ethical Responsibilities to Clients, 1.01-1.16
Identifies Ethical Responsibilities to Colleagues, 2.01-2.11
Identifies Ethical Responsibilities in Practice Settings, 3.01-3.10
Identifies Ethical Responsibilities as Professionals, 4.01-4.08
Identifies Ethical Responsibilities to SW Profession, 5.01-5.02
Identifies Ethical Responsibilities in the Broader Society, 6.01-6.04

Ethical Assignment Media

Core Competency 2.1.2 Apply social work ethical principles to guide professional practice
Practice Behavior 8 Make ethical decision by applying standards of the NASW Code Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

Core Competency 2.1.2 Apply social work ethical principles to guide professional practice
Practice Behavior 9 Tolerate ambiguity in resolving ethical conflicts

Core Competency 2.1.2 Apply social work ethical principles to guide professional practice
Practice Behavior 10 Apply strategies of ethical reasoning to arrive at principles decisions

This assignment will need to integrate a social issue with ethical implications from the media and apply a social work perspective, clearly identifying the ethical issues, contemporary approach you would use to make the ethical argument (theory) and your decision making process from an ethical perspective. Be sure to state the ethical issue, identify the competing values, role conflicts, personal / professional dilemmas, legal issues, and ethical outcome. You will need to use, critical thinking and apply social work competence to this situation. These assignments are worth 50 points and must be at four pages in length, with two peer reviewed articles. The original article must be attached.

Professional Ethics Paper:

Core Competency 2.1.2 Apply social work ethical principles to guide professional practice
Practice Behavior 9 Tolerate ambiguity in resolving ethical conflicts

Core Competency 2.1.2 Apply social work ethical principles to guide professional practice
Practice Behavior 10 Apply strategies of ethical reasoning to arrive at principles decisions

You are required to write a paper that addresses the issue of professional ethics and social work. Apply your knowledge skills from this class as you analyze a specific case (of your choice or provided to you) and apply social work concepts, theories, and issues identified from a culmination of your classes. Research and evaluate this issue, apply ethical theory and principles to make clear arguments. You are required to address if there are medical, legal, system, political, and cultural issues; in addition to the ethical issues. Be sure to address the ambiguity within each competing value. You must address ALL angles of the arguments. Please discuss any competing values in the ethical argument. You will need to use, critical thinking and apply social work competence to this situation. The accompanying paper will need to be 10 pages in length with 5 peer reviewed journal references in APA formatting.

Mock Ethical Board - Case Presentation:

Core Competency 2.1.2 Apply social work ethical principles to guide professional practice
Practice Behavior 8 Make ethical decision by applying standards of the NASW Code Ethics and, as applicable, of the FSW/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

Small Groups will need to present an ethical case to the class (power point, discussion, handout, etc.). This presentation will need to include all case facts, theories, ethical principles, and

arguments. In your case presentation, you will need to identify the issues, apply concepts and analyze the case from an ethical perspective. You will be required to lead the class discussion during your presentation of the ethical argument. Your classmates will represent an ethical board and may ask you any ethical questions, argue different perspectives, etc. The board is **REQUIRED** to have an outcome by the end of the presentation. This ethical board should be approximately 30 minutes. So be concise in your presentation.

You will be presenting on your professional ethics paper / case. Your groups will be reviewing and discussing the same issues and presenting as a group. Professional ethics paper is an individual assignment, covering the same material.

EXAMS:

Evaluations of your performance in this course will be determined with a combination of multiple-choice questions, True/False and essay's that cover the concepts and contents in the text and in lectures. Each exam will be worth 100 points. You are required to take all of the exams. There will be an

OPTIONAL COMPREHENSIVE FINAL EXAM. The final is worth 100 points. The score from the final can be used to replace your lowest test score. If you need to miss an exam, this must be discussed prior to the exam and will be determined by me if your excuse is valid and if you will be permitted a makeup exam. All make up exams are essay. If you no show an exam you will be given a zero.

Extra Credit: I will offer extra credit in various forms throughout the semester.

Grades:

Philosophy Paper Suicide	50 points	50 points
Social Workers Code of Ethics	50 points	50 points
Ethical Assignment: Media	50 points	50 points
Professional Ethics	100 points	100 points
Mock Ethical Board	100 points	100 points
3 Exams	100 points'	300 points
Emergency Case Consult	50 points	50 points

Total Class Points: 700

Grade scale:

Percentage	Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

ALL GRADES WILL BE AVAILABLE ON D2L throughout the semester!

Professional Expectations of Student Behavior

Colorado Mesa University is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. All students in the social work program will be expected to exhibit the following ethical standards of behavior.

15. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
16. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
17. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.

18. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness.
Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.
19. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.
20. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.
21. **Communication:** Strive to improve both verbal and written communication skills.
Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

STUDENT SERVICES

Educational Access Services

In coordination with Educational Access Services, reasonable accommodations will be provided for qualified students with disabilities. Please meet with the instructor the first week of class to make arrangements. Dana VandeBurg, the Coordinator of Educational Access Services, can be contacted at 248-1801, or in person in Houston Hall, Suite 108.

Service animal

Service dogs are permitted in any areas of public access on campus. Service dogs are allowed in all classrooms and other environments used by students or other program participants with the exception of areas that for health or safety reasons exclude the presence of animals.

Dogs and other animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. Therapy and emotional support animals are not allowed in campus buildings, except in residence halls if the owner is a resident.

The campus service animal policy is online at:
www.coloradomesa.edu/eas/ServiceAnimalPolicy.html

Tutorial Learning Center (TLC) in HH 113

The TLC is a **FREE** academic service for all Colorado Mesa University students. Tutors are available on a walk-in basis for many courses. Do you have a quick question? Do you need homework clarification or feedback on a paper? Are you reviewing for a test? Help is available at the TLC!

At the main campus, come to Houston Hall 113 to meet with one of our friendly peer tutors. We are open on Monday, Wednesday and Thursday from 8am-6pm; Tuesdays from 8am-7pm, and Fridays from 8am-5pm. We are also open Sundays from 1pm-6pm! Tutoring at branch campuses and distance tutoring is also available. Check out the website for schedules and locations at www.coloradomesa.edu/tutoring or call 248-1392 with any questions.

Tomlinson Library

Reference Librarians can assist you if you need help with research, finding reliable print and electronic resources or citation help. The Reference Desk is on the first floor of the Tomlinson Library located on the CMU campus. And for your convenience, you can Instant Message (IM) a Reference Librarian 24/7 from the Tomlinson Library home page or call the Reference Desk at 970-248-1860. Email your questions to: libref@coloradomesa.edu

Reference Desk hours: (Spring & Fall) Monday-Thursday 8am-9pm; Friday 8am-5pm; Saturday 10am-5pm; Sunday 1pm-9pm. Tomlinson Library also has study rooms and computer labs with color printers & scanners. Come by and see what Tomlinson Library has for you!

TENTATIVE Course Outline

This outline is tentative and is subject to change

Date	Week	Topic	Due
8/18	Week 1	Course Overview	Syllabus
8/20	Week 1	Ethical Choices in the Helping Profession Additional Reading: What is an Ethical Dilemma Professional and Personal Hierarchies of Ethical Principles Class Content: Major Branches Ethics Ethical Conflicts Ethical Case: HD	Chapter 1 Additional Reading
8/25	Week 2	Chapter 1 Continued	Chapter 1 Continued
8/27	Week 2	Values and Professional Ethics Additional Reading: Hierarchies Ethical Principles- Ethical Decision Making in Social Work Class Content: Values, Ethics, and Morality Professional Values, Ethics Laws and Ethics Malpractice	Chapter 2 Additional Readings
9/1	Week 3	Chapter 2 Continued	Chapter 2 Continued
9/3	Week 3	ASSIGNMENT DUE: PHILOSOPHY ON SUICIDE	ASSIGNMENT DUE
9/3	Week 3	Guidelines for Ethical Decision Making: Concepts, Approaches and Values Additional Reading Theoretical Concepts and Ethical Concepts (Simplified) Class Content Foundations for ethical decisions (theory) Principles Values Ethical Debates	Chapter 3 Additional Readings
9/8	Week 4	Chapter 3 Continued	Chapter 3 Continued
9/10	Week 4	Guidelines for Ethical Decision Making: Process and Tools Additional Reading Ethical Case: Anorexia Class content: Making Ethical Decisions Case: Brain Death Case: Military Case: Anorexia	Chapter 4 Additional Reading
9/15	Week 5	EXAM #1 (Chapters 1-4)	EXAM

9/17	Week 5	ASSIGNMENT DUE: SOCIAL WORKERS CODE OF ETHICS	PRESENTATIONS
9/22	Week 6	<p>Client Rights and Professional Expertise</p> <p>Additional Reading:</p> <p>Clinical Ethics</p> <p>Cloning Trevor</p> <p>The Case Against Perfection</p> <p>Class Content</p> <p>Case: Live abortion</p> <p>Genetics Counseling</p> <p>Ted Talk: Questions about bio engineering</p> <p>Ted Talk: Redesign of humans</p> <p>Cloning (watch home)</p> <p>Self Determination, Ambiguity and Uncertainty</p> <p>Case: child abuse</p>	Chapter 5 Additional Readings
9/24	Week 6	Chapter 5 continued	Chapter 5 Continued
9/29	Week 7	Chapter 5 Continued	Chapter 5 Continued
TBA		EMERGENCY CASE CONSULT	TBA
10/1	Week 7	<p>Value Neutrality and Imposing Values</p> <p>Class content:</p> <p>NASW Code ethics</p> <p>Rape / Rape Culture</p> <p>Value gaps and contradictions</p> <p>Case: Pregnancy and Addiction</p> <p>Case: Marriages / outside partners</p>	Chapter 6
10/6	Week 8	Chapter 6 Continued	Chapter 6 Continued
10/8	Week 8	<p>The Professional Relationship: Limits, Dilemmas and Problems</p> <p>Additional Reading:</p> <p>Self-determination and confidentiality: Ambiguous nature</p> <p>Ethics talk and talking ethics</p> <p>Class Content</p> <p>Professional relationship and duties</p> <p>Rights revolution / Disclosure Statements</p> <p>Limits to relationships</p> <p>Consequences of behaviors</p> <p>Vicarious Trauma</p>	Chapter 7 Additional Readings
10/13	Week 9	Chapter 7 Continued	Chapter 7 Continued
10/15	Week 9	<p>Confidentiality, Informed Consent and the Duty to Protect</p> <p>Additional Reading:</p> <p>Social Work Privileged Communication</p> <p>Class Content:</p> <p>Privacy and Confidentiality</p> <p>Community Notifications</p> <p>Case: Sexual Offenders</p> <p>E Therapy</p> <p>Access to records</p> <p>HIPAA / HITECH</p> <p>Child Welfare / Confidentiality</p> <p>Privileged communication</p>	Chapter 8 Additional Reading

		Informed consent Case: Tarasoff	
10/15	Week 10	ASSIGNMENT DUE: ETHICAL ASSIGNMENT MEDIA	ASSIGNMENT DUE
10/20	Week 11	Chapter 8 Continued	Chapter 8 Continued
10/22	Week 11	EXAM #2 (Chapters 5-8)	EXAM
10/27	Week 12	Social Justice, Limited Resources and Advocacy Additional Reading: Social work and social justice what are we fighting for Beyond do no harm Class Content: Social Justice Theories Inequality / Distribution Resources Case: Incest Time management Distribution of Scarce Resources Adoptions and discrimination	Chapter 9 Additional reading
10/29	Week 12	Chapter 9 Continued	Chapter 9 Continued
11/3	Week 13	Social Work with Selected Client Groups Additional Reading Ethics, Competence cross cultural counseling Confidentiality vs Duty to Warn HIV Melting pot to multiculturalism: the impact of racial and ethnic diversity Class Content: Intimate Partner Violence End of life decisions: Euthanasia vs PAS HIV / AIDS Religion	Chapter 11 Additional Reading
11/5	Week 13	Chapter 11 Continued	Chapter 11 Continued
11/10	Week 14	Changing World, Changing Dilemmas Class Content Oregon Health Services Sick Around America Top HealthCare Managed Health Care Services Researcher and EBP Rural Services	Chapter 12 Additional Reading
11/12	Week 14	Chapter 12 Continued	Chapter 12 Continued
11/17	Week 15	Chapter 12 Continued	Chapter 12 Continued
11/19	Week 15	EXAM #3 (Chapters 9-12)	EXAM
11/23-27		*****Thanksgiving Break	
12/1	Week 16	ASSIGNMENT DUE: PROFESSIONAL ETHICS	ASSIGNMENT DUE
12/1	Week 16	MOCK ETHICAL BOARD - CASE PRESENTIONS	PRESENTATIONS

12/3	Week 16	MOCK ETHICAL BOARD - CASE PRESENTATION	PRESENTATIONS
		FINALS WEEK: December 7-10	
THUR 12/11		Final: Comprehensive Exam (OPTIONAL, replace lowest score) Thursday 12/11/2014 at 10AM -11:50	10-11:50 AM

Professional Websites Ethics

American Society for Bioethics and Humanities: <http://www.asbh.org>

Association of Family and Conciliation Courts (Standards of practice for family mediators, parenting coordinators, and custody evaluators):
http://www.afccnet.org/resources/standards_practice.asp

Association for Practical and Professional Ethics: <http://www.indiana.edu/~appe>

Association for Specialists in Group Work (Group Work Standards): <http://www.asgw.org>

Center for the Study of Ethics in the Professions: <http://ethics.iit.edu/codes/coe.html>

Ethics and Malpractice: <http://www.kspope.com/ethics/malpractice.php>

Feminist Therapy Code of Ethics: <http://feminist-therapy-institute.org/ethics.htm>

Florida Bioethics Network - <http://www6.miami.edu/ethics/fbn/index.html>

Foundations of Critical Thinking: <http://www.criticalthinking.org>

Institute for Global Ethics: <http://www.globalethics.org>

Journal of Law, Medicine, and Ethics: <http://www.jlme.org>

Journal of Moral Education: <http://www.tandf.co.uk/journals/archive/cjme-con.asp>

Journal of Social Work Values and Ethics: <http://www.socialworker.com/jswve>

National Association of Social Workers: <http://www.naswdc.org>

National Institutes of Health—Human Subjects Review Training:
<http://ohsr.od.nih.gov/cbt/index.html>

Tukey University, National Center for Bioethics in Research and Health Care (including concerns specific to African Americans and other underserved people):
<http://www.tuskegee.edu/bioethics>

World Values Survey Association, www.worldvaluessurvey.org

Colorado Mesa University
SOWK 320 – Social Work Practices in Mental Health
Course Syllabus

Assistant Professor: Kymberly Owens, MSW, LCSW

Class Time: Monday, Wednesday 2:00-3:15 pm

Office: Houston 212

Office Hours: M 3:30-5:30p, W 12:00-2:00p, TR 2:00-3:00p; or by appointment

Phone: 970-248-1486 (w)

E-mail Address: kjowens@coloradomesa.edu

**“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.”
–Abigail Adams (1744-1818)**

Course Description

This course presents students with an introduction to the knowledge essential for generalist practice in the mental health field. SOWK 320 provides students who anticipate enrolling in a mental health practicum an opportunity to develop a more specialized knowledge base for practice. It is also useful for students interested in those practice arenas where mental health issues may affect the client population. Various theories and models of mental illness are presented, with an emphasis on a holistic, strengths model as a foundation for social work practice. Services offered for the prevention and treatments of mental illness are examined.

As a foundation for this class, the following concepts are important to know:

1. Social welfare refers to the general system- formal and informal- that helps people in our society who are in need. Social work is an institutionalized mechanism for helping people with their needs within the general system of social welfare.
2. Social work is a professional practice based upon a distinct set of values, and requires expertise in interpersonal skills and an extensive knowledge base to effectively help people in need.
3. Generalist social work practice entails assessing and intervening at all levels of a system, micro, mezzo and macro.
4. There are multiple influences on human behavior- some located within the individual and others environmentally situated- whose effects must be understood to effectively help. The impact of these influences vary depending on the where a person is at in the life-cycle.
5. Social work practice involves an appreciation of the role of social and economic inequality, ethnic diversity, racism, sexism, ageism, and homophobia in creating the problems people face.
6. Practice proceeds according to professionally-established standards of practice. As part of these standards, social workers take a problem-solving approach to helping their clients. Client needs are the focus of practice.

Textbooks

Corcoran, J., & Walsh, J. M. (2014). *Mental health in social work: A casebook on diagnosis and strengths-based assessment*, (DSM V Update). Upper Saddle River, New Jersey: Pearson.

Earley, P. (2006). *Crazy: A Father's Search Through America's Mental Health System*. New York, New York: Berkley Books.

American Psychiatric Association. (2013). *Desk Reference to the Diagnostic Criteria from DSM-5 (1st ed.)*. Washington, D.C.: American Psychiatric Publishing.

COURSE OBJECTIVES AND EXPECTED EDUCATIONAL OUTCOMES

Council on Social Work Education (CSWE) – 10 Core Competencies

11. Identify as a professional social worker and conduct oneself accordingly.
12. Apply social work ethical principles to guide professional practice.
13. Apply critical thinking to inform and communicate professional judgments.
14. Engage diversity and difference in practice.
15. Advance human rights and social and economic justice.
16. Engage in research-informed practice and practice-informed research.
17. Apply knowledge of human behavior and the social environment.
18. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
19. Respond to contexts that shape practice.
20. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

CMU Student Learning Outcomes

13. Graduates will demonstrate proficiency in utilizing the social work professions 10 core competencies and 41 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge).
14. Graduates will demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency).
15. Graduates will demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency).
16. Graduates will demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking).

Specific Course Objectives

1. Provide an overview of the history and treatment of mental illness.
2. Explore how the issues of social and economic justice and diversity affect the causes of mental illness, its treatment, and the formulation of mental health policy.
3. Examine the causes of mental illness, present assessment considerations, and discuss general intervention models.
4. Outline the role of the generalist in mental health services, and investigate the applicability of the generalist practice model in the mental health field.
5. Explore the concepts of stress, coping and strengths assessment as critical issues in mental health practice.
6. Have a basic understanding of the DSM-V.
7. Present an overview of the policies, models and practice of community-based mental health treatment as they apply to the chronically mentally ill.
8. Provide a preliminary overview of the effects and uses of major psychiatric medications.
9. Explain the role of evidence based practice in the treatment of mental illnesses.

Expected Course Outcomes

1. Understand the various types of mental health treatment that are currently being used, with an emphasis on those interventions that are considered evidence based.
2. Know the major categories of mental illness in the Diagnostic and Statistical Manual V.
3. Have an initial grasp of the effects of major psychiatric medications.
4. Possess a general understanding of the causes of major mental disorders, their assessment, and models of intervention.
5. Be aware of how issues of social and economic justice influence the causes and treatment of mental disorders.
6. Be familiar with contemporary issues in mental health policy, especially community-based mental health services for the chronically mentally ill.
7. Know the role of the generalist in mental health services, and how the generalist practice model applies to this practice context.
8. Appreciate the effects of stress on mental health and the importance of coping and strengths assessment as critical issues in mental health practice.
9. Understand the role of evidence based practice in the treatment of mental illnesses.

STUDENT SERVICES

Educational Access Services

In coordination with Educational Access Services, reasonable accommodations will be provided for qualified students with disabilities. Please meet with the instructor the first week of class to make arrangements. Nancy Conklin, the Coordinator of Educational Access Services, can be contacted at 248-1826.

Service Animal

Service dogs are permitted in any areas of public access on campus. Service dogs are allowed in all classrooms and other environments used by students or other program participants with the exception of areas that for health or safety reasons exclude the presence of animals. **Dogs and other animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. Therapy and emotional support animals are not allowed in campus buildings, except in residence halls if the owner is a resident.**

The campus service animal policy is online at:
www.coloradomesa.edu/eas/ServiceAnimalPolicy.html

Tutorial Learning Center=TLC in HH 113

The TLC is a **FREE** academic service for all Colorado Mesa University students. Tutors are available on a walk-in basis for many courses. Do you have a quick question? Do you need homework clarification or feedback on a paper? Are you reviewing for a test? Help is available at the TLC!

At the main campus, come to Houston Hall 113 to meet with one of our friendly peer tutors. We are open on Monday, Wednesday and Thursday from 8am-6pm; Tuesdays from 8am-7pm, and Fridays from 8am-5pm. We are also open Sundays from 1pm-6pm! Tutoring at branch campuses and distance tutoring is also available. Check out the website for schedules and locations at www.coloradomesa.edu/tutoring or call 248-1392 with any questions.

Tomlinson Library

Reference Librarians can assist you if you need help with research, finding reliable print and electronic resources or citation help. The Reference Desk is on the first floor of the Tomlinson Library located on the CMU campus. And for your convenience, you can Instant Message (IM) a Reference Librarian 24/7 from the Tomlinson Library home page or call the Reference Desk at 970-248-1860. Email your questions to: libref@coloradomesa.edu

Reference desk hours: (Spring and Fall) Monday-Thursday 8am-9pm; Friday 8am-5pm; Saturday 10am-5pm; Sunday 1pm-9pm. Tomlinson Library also has study rooms and computer labs with color printers

and scanners. Come by and see what Tomlinson Library has for you!

PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

Your Responsibilities as a Learner

“A person who wants to learn will always find a teacher.” –Persian Proverb

An undergraduate student should expect to spend on this course a minimum of two hours outside the classroom for every hour in the classroom. The outside hours may vary depending on the number of credit hours or type of course. More details are available from the faculty member or department office and in CMU's *Curriculum Policies and Procedures Manual*.

Cell Phones

Please be considerate of others in the class – do not text or answer cell phones during class; all cell phones should be turned off. If you are using a laptop to take notes, please use it only for this purpose.

Academic Dishonesty

The Colorado Mesa University Student Code of Conduct clearly indicates that acts of academic dishonesty, including cheating and plagiarism, are subject to consequences. The consequence in this class, for an act of cheating (on exams for example) or plagiarism [copying from others or from a text (including the course textbooks) without giving the original source credit] will be failure of the exam or paper and a letter reporting the transgression to the Dean of Students. More than one instance of academic dishonesty will result in failure of this course, at a minimum.

Please review the Code of Conduct at:

http://www.coloradomesa.edu/academics/policies/academic_integrity.html

Use of Self is a key to effective social work practice and is the demonstrated ability to use self in an appropriate manner which includes active participation, being on time, and demonstrating responsibility and commitment to your learning. Part of professional behavior is the ability to communicate effectively. It is expected that students will notify the professor of any absence which is a demonstration of responsible behavior but does not constitute an excused absence. One crucial foundation for being able to do this is developing insight into your own self process in the classroom environment and in relation to your class assignments, other students, and your professor. Use of self also includes the following:

- Quality of written work
- Receptivity to new learning and differing perspectives
- Ability to accept feedback and attempt change

In the social work program, the classroom is treated as a professional environment. We have expectations of students in the training environment that are the same as those for workers in agencies. This model helps prepare students for practice after they graduate. In direct practice, workers are expected to show up on time, call in when a difficulty arises, and carry out fully and competently their job responsibilities. Failure to do this generally leads to dismissal.

When this is translated into the classroom environment, it means students need to arrive on time for class, attend all classes, remain at all classes for the entire period and actively engage in the learning process. Attending class is critical in that it gives students the greatest opportunity to master course material. Students are expected to take responsibility for their learning process, much as workers are responsible for their own professional development. Students are expected to do all assigned readings and will be held responsible for them on exams and class discussions. The instructor reserves the right to give quizzes in class at any time on the readings.

Colorado Mesa University is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. All students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom.
(Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness.
Come to class with books, handouts, syllabus, and pens.
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignments.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback.
6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.
7. **Communication:** Strive to improve both verbal and written communication skills.
Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communication skills with peers and instructor: (body language, empathy, listening).
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

COURSE REQUIREMENTS

1. Attendance and Participation Policy

This course is discussion and training-based. Attendance is required and an official roll will be taken in each class. Simple attendance is not enough, active participation is also required. Each student is expected to critically study the assigned readings for each class and come prepared to discuss those materials thoroughly and participate in active learning assignments. *Participation in class requires that the student be present in class, be prepared by having read the course readings, contribute to class discussions, and hand in all assignments on time.*

If you know in advance that you will be unable to attend a class meeting on the day an assignment is due, **you should make arrangements with the instructor to turn the assignment in early.** Any assignment turned in after the due date will be marked late and points will be deducted, according to the following guidelines:

4. Late assignment (after class period to within 24 hours of original due date): -10% of total assignment
5. Late assignment (24 hours to 48 hours of original due date): -25% of total assignment
6. Late assignment (48 hours to one week after original due date): -50% of total assignment and only at the discretion of the professor.

****Once an assignment has been graded and returned to students (usually within one to two weeks of original due date), late assignments are no longer accepted.**

It is the student's responsibility to obtain all missed material and assignments. It is not the responsibility of the instructor to provide class notes to students who have missed class. Most lecture notes are posted in D2L following the completion of the chapter.

****Students are allowed to miss two (2) class periods (no questions asked) during the semester without any loss of points. **For each additional class period missed, students will have ten (10) points automatically deducted from their final course grade; and may be asked to meet with the instructor to discuss continuation in the class.****

****Attendance points will be calculated into your overall course grade during finals week.**

2. Learning Activities and Evaluations

"I hear and I forget. I see and I remember. I do and I understand." –Chinese Proverb

Learning will occur through lectures, class discussions, media presentations, guest speakers, readings, assignments, and exams.

1. Casebook Diagnosis and Strengths-Based Assessments [240 points].

You will complete four (4) assigned case studies from the Corcoran and Walsh textbook. Each case study is worth 60 points total. Assignments must be typed and submitted in class on due dates. Instructions for completing each case study assessment will be provided in class and posted in D2L.

2. Crazy – Critical Thinking Homework Assignment [75 points].

You will complete a critical thinking homework assignment on the book, Crazy. The assignment is worth 75 points. Assignment must be typed, single-spaced, and submitted in class on due date. Instructions for completing the assignment will be provided in class and posted in D2L.

3. Video Reaction Papers [40 points].

You will watch two (2) documentaries related to mental health issues during the semester. Each video reaction paper is worth 20 points each. Instructions for completing the reaction paper will be provided in class. You must be present in class in order to complete these assignments. No make-up assignments allowed, unless arrangements are made with me PRIOR to missing class (determined on a case-by-case basis).

4. Presentation [75 points].

You will be assigned to a group and will complete an in-class presentation on a personality disorder. Instructions for completing your presentation will be provided in class and posted in D2L.

5. Quizzes [60 points].

There will be six (6) quizzes throughout the semester. You must be present in class on the date of the quiz to receive credit; **no make-up quizzes allowed.**

6. Exam [60 points].

You will have one exam that covers Chapters 1 & 2 of the Corcoran and Walsh textbook. The exam is closed-book and will include multiple choice, true or false and essay questions.

Grading Criteria

Casebook Diagnosis & Strengths-Based Assessments (4)	240
Crazy – Critical Thinking Homework Assignment.....	75
Video Reaction Papers – Documentaries (2).....	40
Presentation.....	75
Quizzes (6).....	60
Exam	60
Total Points.....	550

****Your course grade is determined by dividing the total number of points earned by the total number of possible points.**

The grade scale is as follows:

A =	90-100%
B =	80-89%
C =	70-79%
D =	60-69%
F =	0-59%

Course Schedule

Please note that this is a tentative class schedule. I will try to keep us on the schedule below. It is not, however, so important that we will rush to get through or cut off productive class discussion to permit us to finish it.

The course syllabus provides all of the information for the course and it is a student's responsibility to utilize it as a guide and to contact the instructor for any clarification. During the course of the semester, the professor may change the syllabus - including the reading schedule, assignment expectations, and even grading structure - students will be notified of any changes.

Tentative Class Schedule

Week 1	Wed., Jan. 21	Review of Syllabus and Course Expectations Introduction to Mental Health
Week 2	Mon., Jan. 26	Lecture: Introduction to Mental Health
	Wed., Jan. 28	Lecture: History of Mental Health/Deinstitutionalization
Week 3	Mon., Feb. 2	Lecture: History of Mental Health/Deinstitutionalization Documentary: The New Asylums Due today: 1. Video Reaction Paper #1 [Must be in class to complete]
	Wed., Feb. 4	Lecture: The Brain Due today: 1. Quiz #1: Introduction to Mental Health
Week 4	Mon., Feb. 9	Lecture: The Brain
	Wed., Feb. 11	Reading due: Corcoran & Walsh Casebook Chapters 1-2 Lecture: The Brain DSM-IV-TR and DSM-V, Biopsychosocial Risk and Resilience, Strengths Assessment
Week 5	Mon., Feb. 16	Lecture: DSM-IV-TR and DSM-V, Biopsychosocial Risk and Resilience, Strengths Assessment Due today:

		1. Quiz #2: The Brain
	Wed., Feb. 18	Lecture: DSM-IV-TR and DSM-V, Biopsychosocial Risk and Resilience, Strengths Assessment
Week 6	Mon., Feb. 23	Lecture: DSM-IV-TR and DSM-V, Biopsychosocial Risk and Resilience, Strengths Assessment
	Wed., Feb. 25	Reading due: Ch. 7 Depressive Disorders (pgs. 85-99) Lecture: Depressive Disorders
Week 7	Mon., Mar. 2	Lecture: Depressive Disorders Due today: 1. Exam: Corcoran & Walsh Casebook, Chapters 1-2
	Wed., Mar. 4	Lecture: Depressive Disorders
Week 8	Mon., Mar. 9	In-class skill exercise: Casebook Assessments
	Wed., Mar. 11	In-class skill exercise: Casebook Assessments
Week 9	Mon., Mar. 16	Reading due: Crazy (pgs. 1-361) Lecture and discussion: Crazy Due today: 1. Critical Thinking Homework – Crazy
	Wed., Mar. 18	Lecture and discussion: Crazy
Week 10	Mon., Mar. 23	No Class - Spring Break
	Wed., Mar. 25	No Class – Spring Break
Week 11	Mon., Mar. 30	Reading due: Ch. 6 Bipolar Disorder (pgs. 69-79) Lecture: Bipolar Disorder Due today: 1. Casebook Assessment #1 – Ch. 7 Depressive Disorders
	Wed., Apr. 1	Lecture: Bipolar Disorder Documentary: Out of the Shadows [Must be in class to receive points for material covered in this section]

Week 12	Mon., Apr. 6	Documentary: Out of the Shadows Due today: 1. Video Reaction Paper #2 - Out of the Shadows [Must be in class to receive points for material covered in this section and to submit completed assignment]
	Wed., Apr. 8	Reading due: Ch. 8 Anxiety Disorders (pgs. 100-111) Lecture: Anxiety Disorders Due today: 1. Quiz #3: Mood Disorders
Week 13	Mon., Apr. 13	Lecture: Anxiety Disorders Due today: 1. Casebook Assessment #2 – Ch. 6 Bipolar Disorder
	Wed., Apr. 15	Lecture: Anxiety Disorders
Week 14	Mon., Apr. 20	Lecture: Anxiety Disorders
	Wed., Apr. 22	Reading due: Ch. 5 Schizophrenia (pgs. 52-64) Due today: 1. Quiz #4: Anxiety Disorders
Week 15	Mon., Apr. 27	Lecture: Schizophrenia (cont'd.) Due today: 1. Casebook Assessment #3 – Ch. 8 Anxiety Disorders 2. Quiz #5: Schizophrenia
	Wed., Apr. 29	Lecture: Personality Disorders Class presentation – Personality Disorders (2) *Double attendance points Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 4: Demonstrate professional demeanor in behavior, appearance, and communication.

Week 16	Mon., May 4	Class presentations – Personality Disorders (4) *Double attendance points Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 4: Demonstrate professional demeanor in behavior, appearance, and communication.
	Wed., May 6	Class presentations – Personality Disorders (4) *Double attendance points Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 4: Demonstrate professional demeanor in behavior, appearance, and communication.
Week 17	Mon., May 11	Finals Week – 3:00-4:50pm Due today: 1. Casebook Assessment #4 – Ch. 5 Schizophrenia 2. Quiz #6: Personality Disorders

“It is easy to start strong, anyone can do that. It is much harder to stay strong for the duration. The goal then must be: to *determine* to finish strong.” – Professor Kym Owens

Internet Resources

1. N.A.S.W. Code of Ethics: <http://www.naswdc.org/pubs/code/>
2. American Psychiatric Association: http://www.psych.org/public_info/
3. National Institute of Mental Health: <http://www.nimh.nih.gov/>
4. National Institute of Mental Health, children's section
<http://www.nimh.nih.gov/healthinformation/childmenu.cfm>
5. Final Report President's New Freedom Commission on Mental Health:
<http://www.mentalhealthcommission.gov/reports/FinalReport/downloads/downloads.html>
6. Mental health: A report of the surgeon general (1999):
<http://www.surgeongeneral.gov/library/mentalhealth/home.html>
7. SAMHSA's National Mental Health Information Center: <http://www.mentalhealth.org/>
8. SAMHSA's Child and Adolescent Mental health:
<http://www.mentalhealth.org/child/childhealth.asp>
9. American Academy of Child & Adolescent Psychiatry: <http://www.aacap.org/>
10. American Association for Geriatric Psychiatry: <http://www.aagpgpa.org/prof/default.asp>
11. Mental Health: Culture, Race & Ethnicity: <http://www.aagpgpa.org/prof/default.asp>
12. National Alliance on Mental Illness: <http://www.nami.org/>

Colorado Mesa University
SOWK 365 – SW Intervention Methods I
Course Syllabus

Assistant Professor: Kymberly Owens, MSW, LCSW
Class Time: Tuesday, Thursday 11:00 am – 12:15 pm
Office: Houston 212
Office Hours: MW 12:00 – 1:00 pm; TTR 3:30 – 5:00 pm; or by appointment
Phone: 970-248-1486 (w)
E-mail Address: kjowens@coloradomesa.edu

**“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.”
–Abigail Adams (1744-1818)**

Course Description

The main focus is an introduction to the generalist social work framework as an integrative tool, with special attention shown to the strengths and empowerment perspective.

This course is the beginning course for preparing social work students to practice with individuals, families, groups, organizations, and communities. The emphasis is on micro level practice with individuals as the target for change. This course addresses the social work helping process of both direct and indirect practice conceptualized as assessment, planning, action, evaluation, and termination and teaches the social work change process/problem-solving model utilizing a strengths and empowerment approach.

This course is designed to train students to use communication skills differentially across client populations, colleagues, and communities. Students will learn to apply knowledge and skills in interviewing, interpersonal skills, and record-keeping necessary for generalist social work practice. The first half of the course covers theory, practice models, cognitive and interaction skills, along with content on professional ethics. Content in the second half covers skills and techniques for generalist practice.

Textbook

Miley, K., et al. (2012). *Generalist Social Work Practice: An Empowering Approach*. Seventh Edition. Boston: Allyn and Bacon.

COURSE OBJECTIVES AND EXPECTED EDUCATIONAL OUTCOMES

Council on Social Work Education (CSWE) – 10 Core Competencies

21. Identify as a professional social worker and conduct oneself accordingly.
22. Apply social work ethical principles to guide professional practice.
23. Apply critical thinking to inform and communicate professional judgments.
24. Engage diversity and difference in practice.
25. Advance human rights and social and economic justice.
26. Engage in research-informed practice and practice-informed research.
27. Apply knowledge of human behavior and the social environment.
28. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
29. Respond to contexts that shape practice.

30. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

CMU Student Learning Outcomes

17. Graduates will demonstrate proficiency in utilizing the social work professions 10 core competencies and 41 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge).
18. Graduates will demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency).
19. Graduates will demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency).
20. Graduates will demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking).

Specific Course Objectives

1. To demonstrate comprehension and application of the generalist social work practice model.
2. To demonstrate comprehension and application of the change process/problem-solving model utilizing a strengths and empowerment approach.
3. To demonstrate comprehension and application of the social work process conceptualized as assessment, planning, action, termination, and evaluation.
4. To demonstrate comprehension and application of theoretical perspectives including human development, human diversity, social systems, ecological, empowerment, and strengths.
5. To demonstrate comprehension and application of the framework for assessing a client's motivation, capacity, and opportunity.
6. To demonstrate the ability to evaluate case situations and write social history assessments.
7. To demonstrate through application the ability to write a Problem-Oriented Recording and a SOAP note (assessment and planning tool).
8. To demonstrate comprehension and skill in interviewing through practice and role plays.
9. To demonstrate comprehension of specific interpersonal skills including active listening, empathy, probing, summarizing, and challenging through practice and role plays.
10. To demonstrate the ability to utilize social work tools (i.e. genogram, ecomap) to analyze various systems which impact a client's concerns and needs.

11. To demonstrate the ability to write effective and concrete goals and objectives in an intervention plan.

STUDENT SERVICES

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Service Animal

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The campus service animal policy is online at:
www.coloradomesa.edu/eas/ServiceAnimalPolicy.html

Tutorial Learning Center=TLC in HH 113

The TLC is a **FREE** academic service for all Colorado Mesa University students. Tutors are available on a walk-in basis for many courses. Do you have a quick question? Do you need homework clarification or feedback on a paper? Are you reviewing for a test? Help is available at the TLC!

At the main campus, come to Houston Hall 113 to meet with one of our friendly peer tutors. We are open on Monday through Thursday from 8am-6pm, and Fridays from 8am-5pm. We are also open Sundays from 1pm-6pm! Tutoring at branch campuses and distance tutoring is also available. Check out the website for schedules and locations at www.coloradomesa.edu/tutoring or call 248-1392 with any questions.

Tomlinson Library

Reference Librarians can assist you if you need help with research, finding reliable print and electronic resources or citation help. The Reference Desk is on the first floor of the Tomlinson Library located on the CMU campus. And for your convenience, you can Instant Message (IM) a Reference Librarian 24/7 from the Tomlinson Library home page or call the Reference Desk at 970-248-1860. Email your questions to: libref@coloradomesa.edu

Reference desk hours: (Spring and Fall) Monday-Thursday 8am-9pm; Friday 8am-5pm; Saturday 10am-

5pm; Sunday 1pm-9pm. Tomlinson Library also has study rooms and computer labs with color printers and scanners. Come by and see what Tomlinson Library has for you!

PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

Your Responsibilities as a Learner

“A person who wants to learn will always find a teacher.” –Persian Proverb

An undergraduate student should expect to spend on this course a minimum of two hours outside the classroom for every hour in the classroom. The outside hours may vary depending on the number of credit hours or type of course. More details are available from the faculty member or department office and in CMU's *Curriculum Policies and Procedures Manual*.

Cell Phones

Please be considerate of others in the class – do not text or answer cell phones during class; all cell phones should be turned off. If you are using a laptop to take notes, please use it only for this purpose.

Academic Dishonesty

The Colorado Mesa University Student Code of Conduct clearly indicates that acts of academic dishonesty, including cheating and plagiarism, are subject to consequences. The consequence in this class, for an act of cheating (on exams for example) or plagiarism [copying from others or from a text (including the course textbooks) without giving the original source credit] will be failure of the exam or paper and a letter reporting the transgression to the Dean of Students. More than one instance of academic dishonesty will result in failure of this course, at a minimum.

Please review the Code of Conduct at:

http://www.coloradomesa.edu/academics/policies/academic_integrity.html

Use of Self is a key to effective social work practice and is the demonstrated ability to use self in an appropriate manner which includes active participation, being on time, and demonstrating responsibility and commitment to your learning. Part of professional behavior is the ability to communicate effectively. It is expected that students will notify the professor of any absence which is a demonstration of responsible behavior but does not constitute an excused absence. One crucial foundation for being able to do this is developing insight into your own self process in the classroom environment and in relation to your class assignments, other students, and your professor. Use of self also includes the following:

- Quality of written work
- Receptivity to new learning and differing perspectives
- Ability to accept feedback and attempt change

In the social work program, the classroom is treated as a professional environment. We have expectations of students in the training environment that are the same as those for workers in agencies. This model helps prepare students for practice after they graduate. In direct practice, workers are expected to show up on time, call in when a difficulty arises, and carry out fully and competently their job responsibilities. Failure to do this generally leads to dismissal.

When this is translated into the classroom environment, it means students need to arrive on time for class, attend all classes, remain at all classes for the entire period and actively engage in the learning process. Attending class is critical in that it gives students the greatest opportunity to master course material. Students are expected to take responsibility for their learning process, much as workers are responsible for their own professional development. Students are expected to do all assigned readings and will be held responsible for them on exams and class discussions. The instructor reserves the right to give quizzes in class at any time on the readings.

Colorado Mesa University is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. All students in the social work program will be expected to exhibit the following ethical standards of behavior.

22. **Accountability**: Attend class, arrive on time, and return from break in a timely manner.

- *Participate in group activities and assignments at a comparable level to peers.*
- *Complete work in a timely fashion and according to directions provided.*
- *Come to class prepared, with readings and other homework completed.*

23. **Respect**: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

- *Listen while others are speaking.*
- *Give feedback to peers in a constructive manner.*
- *Approach conflict with peers or instructors in a cooperative manner.*
- *Use positive and nonjudgmental language.*

24. **Confidentiality**: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

- *Maintain any information shared in class, dyads or smaller groups within that unit.*
- *Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)*
- *Never use names of clients or disclose other identifying information in the classroom.*

25. **Competence**: Apply yourself to all your academic pursuits with seriousness and conscientiousness.

- *Come to class with books, handouts, syllabus, and pens.*

- *Seek out appropriate support when having difficulties to ensure success in completing course requirements.*
- *Take responsibility for the quality of completed tests and assignments.*
- *Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

26. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

- *Academic: Commit yourself to learning the rules of citing other's work properly.*
- *Do your own work and take credit only for your own work.*
- *Acknowledge areas where improvement is needed.*
- *Accept and benefit from constructive feedback.*

27. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

- *Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*
- *Exhibit a willingness to serve diverse groups of persons.*
- *Demonstrate an understanding of how values and culture interact.*

28. **Communication:** Strive to improve both verbal and written communication skills.

- *Demonstrate assertive communication with peers and instructors.*
- *Practice positive, constructive, respectful and professional communication skills with peers and instructor: (body language, empathy, listening).*

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

- *Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*
- *Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

COURSE REQUIREMENTS

1. Attendance and Participation Policy

This course is discussion and training-based. Attendance is required and an official roll will be taken in each class. Simple attendance is not enough, active participation is also required. Each student is expected to critically study the assigned readings for each class and come prepared to discuss those materials thoroughly and participate in active learning assignments. *Participation in class requires that the student be present in class, be prepared by having read the course readings, contribute to class discussions, and*

hand in all assignments on time.

If you know in advance that you will be unable to attend a class meeting on the day an assignment is due, **you should make arrangements with the instructor to turn the assignment in early.** Any assignment turned in after the due date will be marked late and points will be deducted, according to the following guidelines:

7. Late assignment (after class period to within 24 hours of original due date): -10% of total assignment
8. Late assignment (24 hours to 48 hours of original due date): -25% of total assignment
9. Late assignment (48 hours to one week after original due date): -50% of total assignment and only at the discretion of the professor.

****Once an assignment has been graded and returned to students (usually within one to two weeks of original due date), late assignments are no longer accepted.**

It is the student's responsibility to obtain all missed material and assignments. It is not the responsibility of the instructor to provide class notes to students who have missed class. Most lecture notes are posted in D2L following the completion of the chapter.

****Students are allowed to miss two (2) class periods (no questions asked) during the semester without any loss of points. For each additional class period missed, students will have five (5) attendance points automatically deducted from their final course grade; and may be asked to meet with the instructor to discuss continuation in the class.**

****Attendance points will not be calculated into your overall course grade until finals week.**

2. Learning Activities and Evaluations

"I hear and I forget. I see and I remember. I do and I understand." –Chinese Proverb

Learning will occur through lectures, class discussions, media presentations, guest speakers, readings, assignments, and exams.

1. **Journal Abstracts:** Students are expected to complete a two-page abstract paper on two (2) assigned journal articles, "How to interview for client strengths," and "Strengths-based case

management: Individuals' perspectives on strengths and the case manager relationship."

Instructions for the Journal Abstracts:

1. Write a one-page summary of the article (discuss the main points and central ideas of the article, i.e., demonstrate to me that you have read and comprehended the article).
2. Write one-page discussing your own perspective on what you learned (what did you like or find interesting, anything that you disagree with or have confusion about, any questions or opinions that you have) and provide two specific examples on how you could apply this information to social work practice in the future with clients.

Total points: 80 (each paper is worth 40 pts.) **Assignment should be typed and single-spaced.

2. **Four Homework Assignments:** Students are required to complete four (4) homework assignments. Instructions for each assignment will be discussed in class one to two weeks prior to the assignment due date posted in the syllabus.

Total Points: 100 (each assignment is worth 25 pts.)

3. **Social History Assessment Paper:** The purpose of this assignment is to have students learn the process of writing a social history as a part of the assessment and documentation (record keeping) process. Students will complete a comprehensive social history on a classmate (partners will be assigned in class by professor). Each student is expected to conduct a social history on their "client," which includes background information, presenting problem(s), a bio-psycho-social-cultural-spiritual assessment, strengths and limitations, and a preliminary intervention plan with goals and objectives. Your written assessment will be graded on your ability to do an appropriate assessment of the problem and to propose an intervention plan with well-written goals and objectives. The grading criteria specifically includes: organization (outline of information), shortness (direct and to the point), simplicity (no jargon or labels rather describe and give examples), usefulness (keep in mind who will read the report and what they need to know), objectivity (words that express observations and thoughts in an accurate manner), relevance (your assessment should relate to the action/intervention plan), writing style (grammar, spelling) and a focus on client strengths.

Total points: 70

4. **Exams:** There will be two (2) exams in this course. Each exam is worth a total of 75 points. Exam 1 will cover Chapters 1-4 (closed-book, in-class); Exam 2 will cover Chapters 6-10 (open-book, take-home).

Total Points: 150

Grading Criteria

Two Journal Abstracts (40 pts. each)	80
Two Exams (75 pts. each)	150
Four Homework Assignments (25 pts. each)	100
<u>Social History Assessment Paper</u>	<u>70</u>
Total Points	400

Your course grade is determined by dividing the total number of points earned by the total number of possible points.

The grade scale is as follows:

A = 90-100%
 B = 80-90%
 C = 70-79%
 D = 60-69%
 F = 0-59%

Grading Rubric

Criteria	Superior	Sufficient	Minimal	Unacceptable
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Depth of Reflection Journal Abstract: 20 Exam 2: 40	20/40 Responses demonstrate an in-depth reflection on and personalization of the theories, concepts and/or strategies presented. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	15/35 Responses demonstrate a general reflection on and personalization of the theories, concepts and/or strategies presented. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	10/30 Responses demonstrate a minimal reflection on and personalization of the theories, concepts and/or strategies presented. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the discussion.	5/25 Responses demonstrate a lack of reflection on or personalization of the theories, concepts, and/or strategies presented. Viewpoints and interpretation are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Evidence & Practice Journal Abstract: 15 Exam 2: 30	15/30 Responses show strong evidence of synthesis of ideas presented and insights gained.	12/25 Responses show evidence of synthesis of ideas presented and insights gained.	10/20 Responses show little evidence of synthesis of ideas presented and insights gained.	7/15 Responses show no evidence of synthesis of ideas presented and insights gained.
Structure Journal Abstract: 5 Exam 2: 5	5/5 Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.	4/4 Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are some minor errors in sentence construction, usage, grammar, or mechanics.	3/3 Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There is a moderate number of spelling, grammar, or mechanics errors.	2/2 Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or mechanics errors.

Course Schedule

Please note that this is a tentative class schedule. I will try to keep us on the schedule below. It is not,

however, so important that we will rush to get through or cut off productive class discussion to permit us to finish it.

The course syllabus provides all of the information for the course and it is a student's responsibility to utilize it as a guide and to contact the instructor for any clarification. During the course of the semester, the professor may change the syllabus - including the reading schedule, assignment expectations, and even grading structure - students will be notified of any changes.

Tentative Class Schedule

Week 1	Tues., Aug. 18	Review of Syllabus and Course Expectations Introductions BSW Handbook Generalist Social Work Practice
	Thurs., Aug. 20	Reading due: Ch. 1 – Generalist Social Work Practice Lecture: Ch. 1 – Generalist Social Work Practice Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 1: Advocate for client access to the services of social work
Week 2	Tues., Aug. 25	Lecture: Ch. 1 – Generalist Social Work Practice Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 1: Advocate for client access to the services of social work
	Thurs., Aug. 27	Reading due: Ch. 2 – Human Systems Perspective (pps. 31-47) Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 24: Critique and apply knowledge to understand person and environment Lecture: Ch. 2 – Human Systems Perspective **Due: Homework Assignment #1 – Self-Awareness & Self-Understanding Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 2: Practice personal reflection and self-

		<p>correction to assure continual professional development</p> <p>Core Competency 2: Apply social work ethical principles to guide professional practice Practice Behavior 7: Recognize and manage personal values in a way that allows professional values to guide practice</p> <p>Core Competency 4: Engage diversity and difference in practice Practice Behavior 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p>
Week 3	Tues., Sept. 1	<p>Lecture: Ch. 2 – Human Systems Perspective</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 24: Critique and apply knowledge to understand person and environment</p>
	Thur., Sept. 3	<p>Lecture: Ch. 2 – Human Systems Perspective</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 24: Critique and apply knowledge to understand person and environment</p>
Week 4	Tues., Sept. 8	<p>Reading due: Ch. 3 – Values & Multicultural Competence (pps. 51-61)</p> <p>Lecture: Values & Multicultural Competence</p> <p>Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 3: Attend to professional roles and boundaries</p>
	Thurs., Sept. 10	<p>Lecture: Values & Multicultural Competence</p> <p>Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 3: Attend to professional roles and boundaries</p> <p>**Due: Homework Assignment #2 – Social Work Core Values</p> <p>Core Competency 5: Advance human rights and social and economic justice Practice Behavior 19: Advocate human rights and social and economic justice</p>
Week 5	Tues., Sept. 15	<p>Reading due: Ch. 4 Strengths and Empowerment (pps. 75-87) Ch. 5 An Empowering Approach to Generalist Practice</p>

		Lecture: Strengths and An Empowering Approach
	Thurs., Sept. 17	Lecture: Strengths and An Empowering Approach
Week 6	Tues., Sept. 22	Lecture: Strengths and An Empowering Approach Due: Journal Abstract #1 - “How to Interview for Client Strengths, Dejong & Miller.”
	Thurs., Sept. 24	Reading due: Ch. 6 Forming Partnerships Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities Lecture: Forming Partnerships
Week 7	Tues., Sept. 29	Reading due: Ch. 7 – Articulating Situations Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 30: Use empathy and other interpersonal skills Lecture: Articulating Situations **Exam 1: Chapters 1-4
	Thurs., Oct. 1	Lecture: Articulating Situations Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 30: Use empathy and other interpersonal skills
Week 8	Tues., Oct. 6	Lecture: Articulating Situations Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 30: Use empathy and other interpersonal skills
	Thurs., Oct. 8	Reading due: Ch. 8 – Defining Directions Lecture: Defining Directions
Week 9	Tues., Oct. 13	Lecture: Defining Directions

		**Due: Homework Assignment #3
	Thurs., Oct. 15	<p>Reading due: Ch. 10 – Assessing Resource Capabilities (pps. 269-274, pps. 281-287)</p> <p>Lecture: Assessing Resource Capabilities (Intro & Case Study: Bart)</p> <p>Core Competency 3: Apply critical thinking to inform and communicate professional judgments Practice Behavior 12: Analyze models of assessment, prevention, intervention, and evaluation</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p>
Week 10	Tues., Oct. 20	<p>Lecture: Assessing Resource Capabilities (Case Study: Casey & Record Keeping)</p> <p>Core Competency 3: Apply critical thinking to inform and communicate professional judgments Practice Behavior 12: Analyze models of assessment, prevention, intervention, and evaluation</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p>
	Thurs., Oct. 22	Lecture: Assessing Resource Capabilities (Genograms)
Week 11	Tues., Oct. 27	<p>Lecture: Assessing Resource Capabilities (Ecomaps)</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 24: Critique and apply knowledge to understand person and environment</p> <p>**Due: Journal Abstract #2 - “Strengths-based case management: Individuals’ perspectives on strengths and the case manager relationship, Brun & Rapp.”</p>
	Thurs., Oct. 29	Lecture: Assessing Resource Capabilities (Self-Disclosure)
Week 12	Tues., Nov. 3	<p>Reading due: Ch. 11 – Framing Solutions</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p>

		<p>Practice Behavior 31: Develop a mutually agreed-on focus of work and desired outcome</p> <p>Lecture: Framing Solutions</p>
	Thurs., Nov. 5	<p>Lecture: Framing Solutions</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 31: Develop a mutually agreed-on focus of work and desired outcome</p>
Week 13	Tues., Nov. 10	<p>Lecture: Framing Solutions</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 31: Develop a mutually agreed-on focus of work and desired outcome</p>
	Thurs., Nov. 12	<p>Lecture: Framing Solutions</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 31: Develop a mutually agreed-on focus of work and desired outcome</p> <p>**Exam 2 due today: Chapters 6-10</p> <p>Core Competency 3: Apply critical thinking to inform and communicate professional judgments</p> <p>Practice Behavior 12: Analyze models of assessment, prevention, intervention, and evaluation</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment</p> <p>Practice Behavior 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</p> <p>Practice Behavior 30: Use empathy and other interpersonal skills</p>
Week 14	Tues., Nov. 17	<p>Reading due: Ch. 16 – Integrating Gains</p> <p>Lecture: Framing Solutions Integrating Gains</p>

	Thurs., Nov. 19	Lecture: Integrating Gains
Week 15	Tues., Nov. 24	Thanksgiving Break – No classes
	Thurs., Nov. 26	Thanksgiving Break – No classes
Week 16	Tues., Dec. 1	Meeting with classmate for Social History Assessment Paper & HW #4 Assignment
	Thurs., Dec. 3	Meeting with classmate for Social History Assessment Paper & HW #4 Assignment
Week 17	Tues., Dec. 8	Finals Week – Tuesday, Dec. 8 10:00-11:50 am **Due: Social History Assessment Paper & Homework Assignment #4 Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 32: Collect, organize, and interpret client data Practice Behavior 33: Assess client strengths and limitations Practice Behavior 34: Develop mutually agreed-on intervention goals and objectives Practice Behavior 35: Select appropriate intervention strategies

“It is easy to start strong, anyone can do that. It is much harder to stay strong for the duration. The goal then must be: to *determine* to finish strong.” – Professor Kym Owens

Colorado Mesa University
SOWK 365 – SW Intervention Methods I
Course Syllabus

Assistant Professor: Kymberly Owens, MSW, LCSW
Class Time: Tuesday, Thursday 11:00 am – 12:15 pm
Office: Houston 212
Office Hours: MW 12:00 – 1:00 pm; TTR 3:30 – 5:00 pm; or by appointment
Phone: 970-248-1486 (w)
E-mail Address: kjowens@coloradomesa.edu

**“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.”
–Abigail Adams (1744-1818)**

Course Description

The main focus is an introduction to the generalist social work framework as an integrative tool, with special attention shown to the strengths and empowerment perspective.

This course is the beginning course for preparing social work students to practice with individuals, families, groups, organizations, and communities. The emphasis is on micro level practice with individuals as the target for change. This course addresses the social work helping process of both direct and indirect practice conceptualized as assessment, planning, action, evaluation, and termination and teaches the social work change process/problem-solving model utilizing a strengths and empowerment approach.

This course is designed to train students to use communication skills differentially across client populations, colleagues, and communities. Students will learn to apply knowledge and skills in interviewing, interpersonal skills, and record-keeping necessary for generalist social work practice. The first half of the course covers theory, practice models, cognitive and interaction skills, along with content on professional ethics. Content in the second half covers skills and techniques for generalist practice.

Textbook

Miley, K., et al. (2012). *Generalist Social Work Practice: An Empowering Approach*. Seventh Edition. Boston: Allyn and Bacon.

COURSE OBJECTIVES AND EXPECTED EDUCATIONAL OUTCOMES

Council on Social Work Education (CSWE) – 10 Core Competencies

31. Identify as a professional social worker and conduct oneself accordingly.
32. Apply social work ethical principles to guide professional practice.
33. Apply critical thinking to inform and communicate professional judgments.
34. Engage diversity and difference in practice.
35. Advance human rights and social and economic justice.
36. Engage in research-informed practice and practice-informed research.
37. Apply knowledge of human behavior and the social environment.
38. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
39. Respond to contexts that shape practice.
40. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations

and communities.

CMU Student Learning Outcomes

21. Graduates will demonstrate proficiency in utilizing the social work professions 10 core competencies and 41 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge).
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6. To demonstrate the ability to evaluate case situations and write social history assessments.
7. To demonstrate through application the ability to write a Problem-Oriented Recording and a SOAP note (assessment and planning tool).
8. To demonstrate comprehension and skill in interviewing through practice and role plays.
9. To demonstrate comprehension of specific interpersonal skills including active listening, empathy, probing, summarizing, and challenging through practice and role plays.
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www.coloradomesa.edu/eas/ServiceAnimalPolicy.html

Tutorial Learning Center=TLC in HH 113

The TLC is a **FREE** academic service for all Colorado Mesa University students. Tutors are available on a walk-in basis for many courses. Do you have a quick question? Do you need homework clarification or feedback on a paper? Are you reviewing for a test? Help is available at the TLC!

At the main campus, come to Houston Hall 113 to meet with one of our friendly peer tutors. We are open on Monday through Thursday from 8am-6pm, and Fridays from 8am-5pm. We are also open Sundays from 1pm-6pm! Tutoring at branch campuses and distance tutoring is also available. Check out the website for schedules and locations at www.coloradomesa.edu/tutoring or call 248-1392 with any questions.

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and scanners. Come by and see what Tomlinson Library has for you!

PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

Your Responsibilities as a Learner

“A person who wants to learn will always find a teacher.” –Persian Proverb

An undergraduate student should expect to spend on this course a minimum of two hours outside the classroom for every hour in the classroom. The outside hours may vary depending on the number of credit hours or type of course. More details are available from the faculty member or department office and in CMU's *Curriculum Policies and Procedures Manual*.

Cell Phones

Please be considerate of others in the class – do not text or answer cell phones during class; all cell phones should be turned off. If you are using a laptop to take notes, please use it only for this purpose.

Academic Dishonesty

The Colorado Mesa University Student Code of Conduct clearly indicates that acts of academic dishonesty, including cheating and plagiarism, are subject to consequences. The consequence in this class, for an act of cheating (on exams for example) or plagiarism [copying from others or from a text (including the course textbooks) without giving the original source credit] will be failure of the exam or paper and a letter reporting the transgression to the Dean of Students. More than one instance of academic dishonesty will result in failure of this course, at a minimum.

Please review the Code of Conduct at:

http://www.coloradomesa.edu/academics/policies/academic_integrity.html

Use of Self is a key to effective social work practice and is the demonstrated ability to use self in an appropriate manner which includes active participation, being on time, and demonstrating responsibility and commitment to your learning. Part of professional behavior is the ability to communicate effectively. It is expected that students will notify the professor of any absence which is a demonstration of responsible behavior but does not constitute an excused absence. One crucial foundation for being able to do this is developing insight into your own self process in the classroom environment and in relation to your class assignments, other students, and your professor. Use of self also includes the following:

- Quality of written work
- Receptivity to new learning and differing perspectives
- Ability to accept feedback and attempt change

In the social work program, the classroom is treated as a professional environment. We have expectations of students in the training environment that are the same as those for workers in agencies. This model helps prepare students for practice after they graduate. In direct practice, workers are expected to show up on time, call in when a difficulty arises, and carry out fully and competently their job responsibilities. Failure to do this generally leads to dismissal.

When this is translated into the classroom environment, it means students need to arrive on time for class, attend all classes, remain at all classes for the entire period and actively engage in the learning process. Attending class is critical in that it gives students the greatest opportunity to master course material. Students are expected to take responsibility for their learning process, much as workers are responsible for their own professional development. Students are expected to do all assigned readings and will be held responsible for them on exams and class discussions. The instructor reserves the right to give quizzes in class at any time on the readings.

Colorado Mesa University is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. All students in the social work program will be expected to exhibit the following ethical standards of behavior.

29. **Accountability**: Attend class, arrive on time, and return from break in a timely manner.

- *Participate in group activities and assignments at a comparable level to peers.*
- *Complete work in a timely fashion and according to directions provided.*
- *Come to class prepared, with readings and other homework completed.*

30. **Respect**: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

- *Listen while others are speaking.*
- *Give feedback to peers in a constructive manner.*
- *Approach conflict with peers or instructors in a cooperative manner.*
- *Use positive and nonjudgmental language.*

31. **Confidentiality**: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

- *Maintain any information shared in class, dyads or smaller groups within that unit.*
- *Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)*
- *Never use names of clients or disclose other identifying information in the classroom.*

32. **Competence**: Apply yourself to all your academic pursuits with seriousness and conscientiousness.

- *Come to class with books, handouts, syllabus, and pens.*
- *Seek out appropriate support when having difficulties to ensure success in*

- completing course requirements.*
- *Take responsibility for the quality of completed tests and assignments.*
- *Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

33. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

- *Academic: Commit yourself to learning the rules of citing other's work properly.*
- *Do your own work and take credit only for your own work.*
- *Acknowledge areas where improvement is needed.*
- *Accept and benefit from constructive feedback.*

34. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

- *Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*
- *Exhibit a willingness to serve diverse groups of persons.*
- *Demonstrate an understanding of how values and culture interact.*

35. **Communication:** Strive to improve both verbal and written communication skills.

- *Demonstrate assertive communication with peers and instructors.*
- *Practice positive, constructive, respectful and professional communication skills with peers and instructor: (body language, empathy, listening).*

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

- *Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*
- *Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

COURSE REQUIREMENTS

1. Attendance and Participation Policy

This course is discussion and training-based. Attendance is required and an official roll will be taken in each class. Simple attendance is not enough, active participation is also required. Each student is expected to critically study the assigned readings for each class and come prepared to discuss those materials thoroughly and participate in active learning assignments. *Participation in class requires that the student be present in class, be prepared by having read the course readings, contribute to class discussions, and hand in all assignments on time.*

If you know in advance that you will be unable to attend a class meeting on the day an assignment is due, **you should make arrangements with the instructor to turn the assignment in early**. Any assignment turned in after the due date will be marked late and points will be deducted, according to the following guidelines:

10. Late assignment (after class period to within 24 hours of original due date): -10% of total assignment

11. Late assignment (24 hours to 48 hours of original due date): -25% of total assignment

12. Late assignment (48 hours to one week after original due date): -50% of total assignment and only at the discretion of the professor.

****Once an assignment has been graded and returned to students (usually within one to two weeks of original due date), late assignments are no longer accepted.**

It is the student's responsibility to obtain all missed material and assignments. It is not the responsibility of the instructor to provide class notes to students who have missed class. Most lecture notes are posted in D2L following the completion of the chapter.

****Students are allowed to miss two (2) class periods (no questions asked) during the semester without any loss of points. For each additional class period missed, students will have five (5) attendance points automatically deducted from their final course grade; and may be asked to meet with the instructor to discuss continuation in the class.**

****Attendance points will not be calculated into your overall course grade until finals week.**

2. Learning Activities and Evaluations

"I hear and I forget. I see and I remember. I do and I understand." –Chinese Proverb

Learning will occur through lectures, class discussions, media presentations, guest speakers, readings, assignments, and exams.

2. **Journal Abstracts:** Students are expected to complete a two-page abstract paper on two (2) assigned journal articles, "How to interview for client strengths," and "Strengths-based case management: Individuals' perspectives on strengths and the case manager relationship."

Instructions for the Journal Abstracts:

3. Write a one-page summary of the article (discuss the main points and central ideas of the article, i.e., demonstrate to me that you have read and comprehended the article).
4. Write one-page discussing your own perspective on what you learned (what did you like or find interesting, anything that you disagree with or have confusion about, any questions or opinions that you have) and provide two specific examples on how you could apply this information to social work practice in the future with clients.

Total points: 80 (each paper is worth 40 pts.) **Assignment should be typed and single-spaced.

5. **Four Homework Assignments:** Students are required to complete four (4) homework assignments. Instructions for each assignment will be discussed in class one to two weeks prior to the assignment due date posted in the syllabus.

Total Points: 100 (each assignment is worth 25 pts.)

6. **Social History Assessment Paper:** The purpose of this assignment is to have students learn the process of writing a social history as a part of the assessment and documentation (record keeping) process. Students will complete a comprehensive social history on a classmate (partners will be assigned in class by professor). Each student is expected to conduct a social history on their “client,” which includes background information, presenting problem(s), a bio-psycho-social-cultural-spiritual assessment, strengths and limitations, and a preliminary intervention plan with goals and objectives. Your written assessment will be graded on your ability to do an appropriate assessment of the problem and to propose an intervention plan with well-written goals and objectives. The grading criteria specifically includes: organization (outline of information), shortness (direct and to the point), simplicity (no jargon or labels rather describe and give examples), usefulness (keep in mind who will read the report and what they need to know), objectivity (words that express observations and thoughts in an accurate manner), relevance (your assessment should relate to the action/intervention plan), writing style (grammar, spelling) and a focus on client strengths.

Total points: 70

7. **Exams:** There will be two (2) exams in this course. Each exam is worth a total of 75 points. Exam 1 will cover Chapters 1-4 (closed-book, in-class); Exam 2 will cover Chapters 6-10 (open-book, take-home).

Total Points: 150

Grading Criteria

Two Journal Abstracts (40 pts. each)	80
Two Exams (75 pts. each)	150
Four Homework Assignments (25 pts. each)	100
<u>Social History Assessment Paper</u>	<u>70</u>
Total Points	400

Your course grade is determined by dividing the total number of points earned by the total number of possible points.

The grade scale is as follows:

A = 90-100%
B = 80-90%
C = 70-79%
D = 60-69%
F = 0-59%

Grading Rubric

Criteria	Superior	Sufficient	Minimal	Unacceptable
Depth of Reflection Journal Abstract: 20 Exam 2: 40	20/40 Responses demonstrate an in-depth reflection on and personalization of the theories, concepts and/or strategies presented. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	15/35 Responses demonstrate a general reflection on and personalization of the theories, concepts and/or strategies presented. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	10/30 Responses demonstrate a minimal reflection on and personalization of the theories, concepts and/or strategies presented. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the discussion.	5/25 Responses demonstrate a lack of reflection on or personalization of the theories, concepts, and/or strategies presented. Viewpoints and interpretation are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Evidence & Practice Journal Abstract: 15 Exam 2: 30	15/30 Responses show strong evidence of synthesis of ideas presented and insights gained.	12/25 Responses show evidence of synthesis of ideas presented and insights gained.	10/20 Responses show little evidence of synthesis of ideas presented and insights gained.	7/15 Responses show no evidence of synthesis of ideas presented and insights gained.
Structure Journal Abstract: 5 Exam 2: 5	5/5 Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.	4/4 Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are some minor errors in sentence construction, usage, grammar, or mechanics.	3/3 Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There is a moderate number of spelling, grammar, or mechanics errors.	2/2 Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or mechanics errors.

Course Schedule

Please note that this is a ***tentative*** class schedule. I will try to keep us on the schedule below. It is not, however, so important that we will rush to get through or cut off productive class discussion to permit us to finish it.

The course syllabus provides all of the information for the course and it is a student's responsibility to utilize it as a guide and to contact the instructor for any clarification. During the course of the semester, the professor may change the syllabus - including the reading schedule, assignment expectations, and even grading structure - students will be notified of any changes.

Tentative Class Schedule

Week 1	Tues., Aug. 18	Review of Syllabus and Course Expectations Introductions BSW Handbook Generalist Social Work Practice
	Thurs., Aug. 20	Reading due: Ch. 1 – Generalist Social Work Practice Lecture: Ch. 1 – Generalist Social Work Practice Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 1: Advocate for client access to the services of social work
Week 2	Tues., Aug. 25	Lecture: Ch. 1 – Generalist Social Work Practice Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 1: Advocate for client access to the services of social work
	Thurs., Aug. 27	Reading due: Ch. 2 – Human Systems Perspective (pps. 31-47) Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 24: Critique and apply knowledge to understand person and environment Lecture: Ch. 2 – Human Systems Perspective

		<p>**Due: Homework Assignment #1 – Self-Awareness & Self-Understanding</p> <p>Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 2: Practice personal reflection and self-correction to assure continual professional development</p> <p>Core Competency 2: Apply social work ethical principles to guide professional practice Practice Behavior 7: Recognize and manage personal values in a way that allows professional values to guide practice</p> <p>Core Competency 4: Engage diversity and difference in practice Practice Behavior 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p>
Week 3	Tues., Sept. 1	<p>Lecture: Ch. 2 – Human Systems Perspective</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 24: Critique and apply knowledge to understand person and environment</p>
	Thur., Sept. 3	<p>Lecture: Ch. 2 – Human Systems Perspective</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 24: Critique and apply knowledge to understand person and environment</p>
Week 4	Tues., Sept. 8	<p>Reading due: Ch. 3 – Values & Multicultural Competence (pps. 51-61)</p> <p>Lecture: Values & Multicultural Competence</p> <p>Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 3: Attend to professional roles and boundaries</p>
	Thurs., Sept. 10	<p>Lecture: Values & Multicultural Competence</p> <p>Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 3: Attend to professional roles and boundaries</p> <p>**Due: Homework Assignment #2 – Social Work Core Values</p> <p>Core Competency 5: Advance human rights and social and economic justice Practice Behavior 19: Advocate human rights and social and</p>

		economic justice
Week 5	Tues., Sept. 15	Reading due: Ch. 4 Strengths and Empowerment (pps. 75-87) Ch. 5 An Empowering Approach to Generalist Practice Lecture: Strengths and An Empowering Approach
	Thurs., Sept. 17	Lecture: Strengths and An Empowering Approach
Week 6	Tues., Sept. 22	Lecture: Strengths and An Empowering Approach Due: Journal Abstract #1 - “How to Interview for Client Strengths, Dejong & Miller.”
	Thurs., Sept. 24	Reading due: Ch. 6 Forming Partnerships Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities Lecture: Forming Partnerships
Week 7	Tues., Sept. 29	Reading due: Ch. 7 – Articulating Situations Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 30: Use empathy and other interpersonal skills Lecture: Articulating Situations **Exam 1: Chapters 1-4
	Thurs., Oct. 1	Lecture: Articulating Situations Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 30: Use empathy and other interpersonal skills
Week 8	Tues., Oct. 6	Lecture: Articulating Situations Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 30: Use empathy and other interpersonal skills

	Thurs., Oct. 8	Reading due: Ch. 8 – Defining Directions Lecture: Defining Directions
Week 9	Tues., Oct. 13	Lecture: Defining Directions **Due: Homework Assignment #3
	Thurs., Oct. 15	Reading due: Ch. 10 – Assessing Resource Capabilities (pps. 269-274, pps. 281-287) Lecture: Assessing Resource Capabilities (Intro & Case Study: Bart) Core Competency 3: Apply critical thinking to inform and communicate professional judgments Practice Behavior 12: Analyze models of assessment, prevention, intervention, and evaluation Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
Week 10	Tues., Oct. 20	Lecture: Assessing Resource Capabilities (Case Study: Casey & Record Keeping) Core Competency 3: Apply critical thinking to inform and communicate professional judgments Practice Behavior 12: Analyze models of assessment, prevention, intervention, and evaluation Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
	Thurs., Oct. 22	Lecture: Assessing Resource Capabilities (Genograms)
Week 11	Tues., Oct. 27	Lecture: Assessing Resource Capabilities (Ecomaps) Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 24: Critique and apply knowledge to understand person and environment **Due: Journal Abstract #2 - “Strengths-based case management: Individuals’ perspectives on strengths and the case manager relationship, Brun & Rapp.”
	Thurs., Oct. 29	Lecture: Assessing Resource Capabilities

		(Self-Disclosure)
Week 12	Tues., Nov. 3	Reading due: Ch. 11 – Framing Solutions Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 31: Develop a mutually agreed-on focus of work and desired outcome Lecture: Framing Solutions
	Thurs., Nov. 5	Lecture: Framing Solutions Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 31: Develop a mutually agreed-on focus of work and desired outcome
Week 13	Tues., Nov. 10	Lecture: Framing Solutions Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 31: Develop a mutually agreed-on focus of work and desired outcome
	Thurs., Nov. 12	Lecture: Framing Solutions Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 31: Develop a mutually agreed-on focus of work and desired outcome **Exam 2 due today: Chapters 6-10 Core Competency 3: Apply critical thinking to inform and communicate professional judgments Practice Behavior 12: Analyze models of assessment, prevention, intervention, and evaluation Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities Practice Behavior 30: Use empathy and other interpersonal

		skills
Week 14	Tues., Nov. 17	Reading due: Ch. 16 – Integrating Gains Lecture: Framing Solutions Integrating Gains
	Thurs., Nov. 19	Lecture: Integrating Gains
Week 15	Tues., Nov. 24	Thanksgiving Break – No classes
	Thurs., Nov. 26	Thanksgiving Break – No classes
Week 16	Tues., Dec. 1	Meeting with classmate for Social History Assessment Paper & HW #4 Assignment
	Thurs., Dec. 3	Meeting with classmate for Social History Assessment Paper & HW #4 Assignment
Week 17	Tues., Dec. 8	Finals Week – Tuesday, Dec. 8 10:00-11:50 am **Due: Social History Assessment Paper & Homework Assignment #4 Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities Practice Behavior 32: Collect, organize, and interpret client data Practice Behavior 33: Assess client strengths and limitations Practice Behavior 34: Develop mutually agreed-on intervention goals and objectives Practice Behavior 35: Select appropriate intervention strategies

“It is easy to start strong, anyone can do that. It is much harder to stay strong for the duration. The goal then must be: to *determine* to finish strong.” – Professor Kym Owens

Colorado Mesa University
SOWK 365 – SW Intervention Methods I
Course Syllabus

Assistant Professor: Kymberly Owens, MSW, LCSW
Class Time: Tuesday, Thursday 11:00 am – 12:15 pm
Office: Houston 212
Office Hours: MW 12:00 – 1:00 pm; TTR 3:30 – 5:00 pm; or by appointment
Phone: 970-248-1486 (w)
E-mail Address: kjowens@coloradomesa.edu

**“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.”
–Abigail Adams (1744-1818)**

Course Description

The main focus is an introduction to the generalist social work framework as an integrative tool, with special attention shown to the strengths and empowerment perspective.

This course is the beginning course for preparing social work students to practice with individuals, families, groups, organizations, and communities. The emphasis is on micro level practice with individuals as the target for change. This course addresses the social work helping process of both direct and indirect practice conceptualized as assessment, planning, action, evaluation, and termination and teaches the social work change process/problem-solving model utilizing a strengths and empowerment approach.

This course is designed to train students to use communication skills differentially across client populations, colleagues, and communities. Students will learn to apply knowledge and skills in interviewing, interpersonal skills, and record-keeping necessary for generalist social work practice. The first half of the course covers theory, practice models, cognitive and interaction skills, along with content on professional ethics. Content in the second half covers skills and techniques for generalist practice.

Textbook

Miley, K., et al. (2012). *Generalist Social Work Practice: An Empowering Approach*. Seventh Edition. Boston: Allyn and Bacon.

COURSE OBJECTIVES AND EXPECTED EDUCATIONAL OUTCOMES

Council on Social Work Education (CSWE) – 10 Core Competencies

41. Identify as a professional social worker and conduct oneself accordingly.
42. Apply social work ethical principles to guide professional practice.
43. Apply critical thinking to inform and communicate professional judgments.
44. Engage diversity and difference in practice.
45. Advance human rights and social and economic justice.
46. Engage in research-informed practice and practice-informed research.
47. Apply knowledge of human behavior and the social environment.
48. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
49. Respond to contexts that shape practice.
50. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations

and communities.

CMU Student Learning Outcomes

25. Graduates will demonstrate proficiency in utilizing the social work professions 10 core competencies and 41 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge).
26. Graduates will demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency).
27. Graduates will demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency).
28. Graduates will demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking).

Specific Course Objectives

1. To demonstrate comprehension and application of the generalist social work practice model.
2. To demonstrate comprehension and application of the change process/problem-solving model utilizing a strengths and empowerment approach.
3. To demonstrate comprehension and application of the social work process conceptualized as assessment, planning, action, termination, and evaluation.
4. To demonstrate comprehension and application of theoretical perspectives including human development, human diversity, social systems, ecological, empowerment, and strengths.
5. To demonstrate comprehension and application of the framework for assessing a client's motivation, capacity, and opportunity.
6. To demonstrate the ability to evaluate case situations and write social history assessments.
7. To demonstrate through application the ability to write a Problem-Oriented Recording and a SOAP note (assessment and planning tool).
8. To demonstrate comprehension and skill in interviewing through practice and role plays.
9. To demonstrate comprehension of specific interpersonal skills including active listening, empathy, probing, summarizing, and challenging through practice and role plays.
10. To demonstrate the ability to utilize social work tools (i.e. genogram, ecomap) to analyze various systems which impact a client's concerns and needs.

11. To demonstrate the ability to write effective and concrete goals and objectives in an intervention plan.

STUDENT SERVICES

Educational Access Services

In coordination with Educational Access Services, reasonable accommodations will be provided for qualified students with disabilities. Please meet with the instructor the first week of class to make arrangements. Nancy Conklin, the Coordinator of Educational Access Services, can be contacted at 248-1826.

Service Animal

Service dogs are permitted in any areas of public access on campus. Service dogs are allowed in all classrooms and other environments used by students or other program participants with the exception of areas that for health or safety reasons exclude the presence of animals. **Dogs and other animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. Therapy and emotional support animals are not allowed in campus buildings, except in residence halls if the owner is a resident.**

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In the social work program, the classroom is treated as a professional environment. We have expectations of students in the training environment that are the same as those for workers in agencies. This model helps prepare students for practice after they graduate. In direct practice, workers are expected to show up on time, call in when a difficulty arises, and carry out fully and competently their job responsibilities.

Failure to do this generally leads to dismissal.

When this is translated into the classroom environment, it means students need to arrive on time for class, attend all classes, remain at all classes for the entire period and actively engage in the learning process. Attending class is critical in that it gives students the greatest opportunity to master course material. Students are expected to take responsibility for their learning process, much as workers are responsible for their own professional development. Students are expected to do all assigned readings and will be held responsible for them on exams and class discussions. The instructor reserves the right to give quizzes in class at any time on the readings.

Colorado Mesa University is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. All students in the social work program will be expected to exhibit the following ethical standards of behavior.

36. **Accountability**: Attend class, arrive on time, and return from break in a timely manner.

- *Participate in group activities and assignments at a comparable level to peers.*
- *Complete work in a timely fashion and according to directions provided.*
- *Come to class prepared, with readings and other homework completed.*

37. **Respect**: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

- *Listen while others are speaking.*
- *Give feedback to peers in a constructive manner.*
- *Approach conflict with peers or instructors in a cooperative manner.*
- *Use positive and nonjudgmental language.*

38. **Confidentiality**: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

- *Maintain any information shared in class, dyads or smaller groups within that unit.*
- *Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)*
- *Never use names of clients or disclose other identifying information in the classroom.*

39. **Competence**: Apply yourself to all your academic pursuits with seriousness and conscientiousness.

- *Come to class with books, handouts, syllabus, and pens.*
- *Seek out appropriate support when having difficulties to ensure success in completing course requirements.*
- *Take responsibility for the quality of completed tests and assignments.*
- *Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

40. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

- *Academic: Commit yourself to learning the rules of citing other's work properly.*
- *Do your own work and take credit only for your own work.*
- *Acknowledge areas where improvement is needed.*
- *Accept and benefit from constructive feedback.*

41. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

- *Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*
- *Exhibit a willingness to serve diverse groups of persons.*
- *Demonstrate an understanding of how values and culture interact.*

42. **Communication:** Strive to improve both verbal and written communication skills.

- *Demonstrate assertive communication with peers and instructors.*
- *Practice positive, constructive, respectful and professional communication skills with peers and instructor: (body language, empathy, listening).*

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

- *Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*
- *Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

COURSE REQUIREMENTS

1. Attendance and Participation Policy

This course is discussion and training-based. Attendance is required and an official roll will be taken in each class. Simple attendance is not enough, active participation is also required. Each student is expected

to critically study the assigned readings for each class and come prepared to discuss those materials thoroughly and participate in active learning assignments. *Participation in class requires that the student be present in class, be prepared by having read the course readings, contribute to class discussions, and hand in all assignments on time.*

If you know in advance that you will be unable to attend a class meeting on the day an assignment is due, **you should make arrangements with the instructor to turn the assignment in early.** Any assignment turned in after the due date will be marked late and points will be deducted, according to the following guidelines:

13. Late assignment (after class period to within 24 hours of original due date): -10% of total assignment

14. Late assignment (24 hours to 48 hours of original due date): -25% of total assignment

15. Late assignment (48 hours to one week after original due date): -50% of total assignment and only at the discretion of the professor.

****Once an assignment has been graded and returned to students (usually within one to two weeks of original due date), late assignments are no longer accepted.**

It is the student's responsibility to obtain all missed material and assignments. It is not the responsibility of the instructor to provide class notes to students who have missed class. Most lecture notes are posted in D2L following the completion of the chapter.

****Students are allowed to miss two (2) class periods (no questions asked) during the semester without any loss of points. For each additional class period missed, students will have five (5) attendance points automatically deducted from their final course grade; and may be asked to meet with the instructor to discuss continuation in the class.**

****Attendance points will not be calculated into your overall course grade until finals week.**

2. Learning Activities and Evaluations

"I hear and I forget. I see and I remember. I do and I understand." –Chinese Proverb

Learning will occur through lectures, class discussions, media presentations, guest speakers, readings, assignments, and exams.

3. **Journal Abstracts:** Students are expected to complete a two-page abstract paper on two (2) assigned journal articles, “How to interview for client strengths,” and “Strengths-based case management: Individuals’ perspectives on strengths and the case manager relationship.”

Instructions for the Journal Abstracts:

5. Write a one-page summary of the article (discuss the main points and central ideas of the article, i.e., demonstrate to me that you have read and comprehended the article).
6. Write one-page discussing your own perspective on what you learned (what did you like or find interesting, anything that you disagree with or have confusion about, any questions or opinions that you have) and provide two specific examples on how you could apply this information to social work practice in the future with clients.

Total points: 80 (each paper is worth 40 pts.) **Assignment should be typed and single-spaced.

8. **Four Homework Assignments:** Students are required to complete four (4) homework assignments. Instructions for each assignment will be discussed in class one to two weeks prior to the assignment due date posted in the syllabus.

Total Points: 100 (each assignment is worth 25 pts.)

9. **Social History Assessment Paper:** The purpose of this assignment is to have students learn the process of writing a social history as a part of the assessment and documentation (record keeping) process. Students will complete a comprehensive social history on a classmate (partners will be assigned in class by professor). Each student is expected to conduct a social history on their “client,” which includes background information, presenting problem(s), a bio-psycho-social-cultural-spiritual assessment, strengths and limitations, and a preliminary intervention plan with goals and objectives. Your written assessment will be graded on your ability to do an appropriate assessment of the problem and to propose an intervention plan with well-written goals and objectives. The grading criteria specifically includes: organization (outline of information), shortness (direct and to the point), simplicity (no jargon or labels rather describe and give examples), usefulness (keep in mind who will read the report and what they need to know), objectivity (words that express observations and thoughts in an accurate manner), relevance (your assessment should relate to the action/intervention plan), writing style (grammar, spelling) and a focus on client strengths.

Total points: 70

10. **Exams:** There will be two (2) exams in this course. Each exam is worth a total of 75 points. Exam 1 will cover Chapters 1-4 (closed-book, in-class); Exam 2 will cover Chapters 6-10 (open-book, take-home).

Total Points: 150

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Grading Criteria

Two Journal Abstracts (40 pts. each)	80
Two Exams (75 pts. each)	150
Four Homework Assignments (25 pts. each)	100
<u>Social History Assessment Paper</u>	<u>70</u>
Total Points	400

Your course grade is determined by dividing the total number of points earned by the total number of possible points.

The grade scale is as follows:

A = 90-100%
 B = 80-90%
 C = 70-79%
 D = 60-69%
 F = 0-59%

Grading Rubric

Criteria	Superior	Sufficient	Minimal	Unacceptable
Depth of Reflection Journal Abstract: 20 Exam 2: 40	20/40 Responses demonstrate an in-depth reflection on and personalization of the theories, concepts and/or strategies presented. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	15/35 Responses demonstrate a general reflection on and personalization of the theories, concepts and/or strategies presented. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	10/30 Responses demonstrate a minimal reflection on and personalization of the theories, concepts and/or strategies presented. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the discussion.	5/25 Responses demonstrate a lack of reflection on or personalization of the theories, concepts, and/or strategies presented. Viewpoints and interpretation are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Evidence & Practice Journal Abstract: 15 Exam 2: 30	15/30 Responses show strong evidence of synthesis of ideas presented and insights gained.	12/25 Responses show evidence of synthesis of ideas presented and insights gained.	10/20 Responses show little evidence of synthesis of ideas presented and insights gained.	7/15 Responses show no evidence of synthesis of ideas presented and insights gained.
Structure Journal Abstract: 5 Exam 2: 5	5/5 Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical	4/4 Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical	3/3 Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There is a moderate number of spelling, grammar, or mechanics errors.	2/2 Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or mechanics errors.

	manner. Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.	manner. There are some minor errors in sentence construction, usage, grammar, or mechanics.		
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Course Schedule

Please note that this is a ***tentative*** class schedule. I will try to keep us on the schedule below. It is not, however, so important that we will rush to get through or cut off productive class discussion to permit us to finish it.

The course syllabus provides all of the information for the course and it is a student's responsibility to utilize it as a guide and to contact the instructor for any clarification. During the course of the semester, the professor may change the syllabus - including the reading schedule, assignment expectations, and even grading structure - students will be notified of any changes.

Tentative Class Schedule

Week 1	Tues., Aug. 18	Review of Syllabus and Course Expectations Introductions BSW Handbook Generalist Social Work Practice
	Thurs., Aug. 20	Reading due: Ch. 1 – Generalist Social Work Practice Lecture: Ch. 1 – Generalist Social Work Practice Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 1: Advocate for client access to the services of social work
Week 2	Tues., Aug. 25	Lecture: Ch. 1 – Generalist Social Work Practice Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 1: Advocate for client access to the services of social work

	Thurs., Aug. 27	<p>Reading due: Ch. 2 – Human Systems Perspective (pps. 31-47)</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 24: Critique and apply knowledge to understand person and environment</p> <p>Lecture: Ch. 2 – Human Systems Perspective</p> <p>**Due: Homework Assignment #1 – Self-Awareness & Self-Understanding</p> <p>Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 2: Practice personal reflection and self-correction to assure continual professional development</p> <p>Core Competency 2: Apply social work ethical principles to guide professional practice Practice Behavior 7: Recognize and manage personal values in a way that allows professional values to guide practice</p> <p>Core Competency 4: Engage diversity and difference in practice Practice Behavior 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p>
Week 3	Tues., Sept. 1	<p>Lecture: Ch. 2 – Human Systems Perspective</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 24: Critique and apply knowledge to understand person and environment</p>
	Thur., Sept. 3	<p>Lecture: Ch. 2 – Human Systems Perspective</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment Practice Behavior 24: Critique and apply knowledge to understand person and environment</p>
Week 4	Tues., Sept. 8	<p>Reading due: Ch. 3 – Values & Multicultural Competence (pps. 51-61)</p> <p>Lecture: Values & Multicultural Competence</p> <p>Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly Practice Behavior 3: Attend to professional roles and boundaries</p>
	Thurs., Sept. 10	Lecture: Values & Multicultural Competence

		<p>Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly</p> <p>Practice Behavior 3: Attend to professional roles and boundaries</p> <p>**Due: Homework Assignment #2 – Social Work Core Values</p> <p>Core Competency 5: Advance human rights and social and economic justice</p> <p>Practice Behavior 19: Advocate human rights and social and economic justice</p>
Week 5	Tues., Sept. 15	<p>Reading due: Ch. 4 Strengths and Empowerment (pps. 75-87) Ch. 5 An Empowering Approach to Generalist Practice</p> <p>Lecture: Strengths and An Empowering Approach</p>
	Thurs., Sept. 17	Lecture: Strengths and An Empowering Approach
Week 6	Tues., Sept. 22	<p>Lecture: Strengths and An Empowering Approach</p> <p>Due: Journal Abstract #1 - “How to Interview for Client Strengths, Dejong & Miller.”</p>
	Thurs., Sept. 24	<p>Reading due: Ch. 6 Forming Partnerships</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</p> <p>Lecture: Forming Partnerships</p>
Week 7	Tues., Sept. 29	<p>Reading due: Ch. 7 – Articulating Situations</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 30: Use empathy and other interpersonal skills</p> <p>Lecture: Articulating Situations</p> <p>**Exam 1: Chapters 1-4</p>
	Thurs., Oct. 1	Lecture: Articulating Situations

		<p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 30: Use empathy and other interpersonal skills</p>
Week 8	Tues., Oct. 6	<p>Lecture: Articulating Situations</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 30: Use empathy and other interpersonal skills</p>
	Thurs., Oct. 8	<p>Reading due: Ch. 8 – Defining Directions</p> <p>Lecture: Defining Directions</p>
Week 9	Tues., Oct. 13	<p>Lecture: Defining Directions</p> <p>**Due: Homework Assignment #3</p>
	Thurs., Oct. 15	<p>Reading due: Ch. 10 – Assessing Resource Capabilities (pps. 269-274, pps. 281-287)</p> <p>Lecture: Assessing Resource Capabilities (Intro & Case Study: Bart)</p> <p>Core Competency 3: Apply critical thinking to inform and communicate professional judgments</p> <p>Practice Behavior 12: Analyze models of assessment, prevention, intervention, and evaluation</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment</p> <p>Practice Behavior 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p>
Week 10	Tues., Oct. 20	<p>Lecture: Assessing Resource Capabilities (Case Study: Casey & Record Keeping)</p> <p>Core Competency 3: Apply critical thinking to inform and communicate professional judgments</p> <p>Practice Behavior 12: Analyze models of assessment, prevention, intervention, and evaluation</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment</p> <p>Practice Behavior 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p>
	Thurs., Oct. 22	<p>Lecture: Assessing Resource Capabilities (Genograms)</p>

Week 11	Tues., Oct. 27	<p>Lecture: Assessing Resource Capabilities (Ecomaps)</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment</p> <p>Practice Behavior 24: Critique and apply knowledge to understand person and environment</p> <p>**Due: Journal Abstract #2 - “Strengths-based case management: Individuals’ perspectives on strengths and the case manager relationship, Brun & Rapp.”</p>
	Thurs., Oct. 29	<p>Lecture: Assessing Resource Capabilities (Self-Disclosure)</p>
Week 12	Tues., Nov. 3	<p>Reading due: Ch. 11 – Framing Solutions</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 31: Develop a mutually agreed-on focus of work and desired outcome</p> <p>Lecture: Framing Solutions</p>
	Thurs., Nov. 5	<p>Lecture: Framing Solutions</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 31: Develop a mutually agreed-on focus of work and desired outcome</p>
Week 13	Tues., Nov. 10	<p>Lecture: Framing Solutions</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 31: Develop a mutually agreed-on focus of work and desired outcome</p>
	Thurs., Nov. 12	<p>Lecture: Framing Solutions</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 31: Develop a mutually agreed-on focus of work and desired outcome</p> <p>**Exam 2 due today: Chapters 6-10</p> <p>Core Competency 3: Apply critical thinking to inform and</p>

		<p>communicate professional judgments</p> <p>Practice Behavior 12: Analyze models of assessment, prevention, intervention, and evaluation</p> <p>Core Competency 7: Apply knowledge of human behavior and the social environment</p> <p>Practice Behavior 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</p> <p>Practice Behavior 30: Use empathy and other interpersonal skills</p>
Week 14	Tues., Nov. 17	<p>Reading due: Ch. 16 – Integrating Gains</p> <p>Lecture: Framing Solutions Integrating Gains</p>
	Thurs., Nov. 19	Lecture: Integrating Gains
Week 15	Tues., Nov. 24	Thanksgiving Break – No classes
	Thurs., Nov. 26	Thanksgiving Break – No classes
Week 16	Tues., Dec. 1	Meeting with classmate for Social History Assessment Paper & HW #4 Assignment
	Thurs., Dec. 3	Meeting with classmate for Social History Assessment Paper & HW #4 Assignment
Week 17	Tues., Dec. 8	<p>Finals Week – Tuesday, Dec. 8 10:00-11:50 am</p> <p>**Due: Social History Assessment Paper & Homework Assignment #4</p> <p>Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</p> <p>Practice Behavior 32: Collect, organize, and interpret client data</p> <p>Practice Behavior 33: Assess client strengths and limitations</p> <p>Practice Behavior 34: Develop mutually agreed-on intervention goals and objectives</p> <p>Practice Behavior 35: Select appropriate intervention strategies</p>

“It is easy to start strong, anyone can do that. It is much harder to stay strong for the duration. The goal then must be: to *determine* to finish strong.” – Professor Kym Owens

Social Work Research SOWK 387
Tuesday / Thursday 2:00-3:15
Houston Hall 132
SPRING 2016

Professor: Dr. Michelle Sunkel, DSW, LCSW, LAC, MBE
E-mail: msunkel@coloradomesa.edu
Office: Lowell Heiny Hall 422
Office Hours: Monday and Wednesday 10-12
Phone: 970-248-1723

**Feel free to contact me outside of class.
The best way to contact me is via email or during my office hour.**

REQUIRED TEXT:

Yegidis, B, Weinbach, R., & Myers, L. (2012). *Research methods for social workers*, 7th Ed.
Upper Saddle

River, New Jersey: Pearson. ISBN-10: 0-205-82011-5

RECOMMENDED/OPTIONAL TEXT:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*

(6th ed.). Washington, DC. ISBN 978-1-4338-0561-5

Online document to assist you in APA formatting:

<http://www.youtube.com/watch?v=9pbUoNa5tyY>

Purdue Owl Assistance in APA formatting: <http://owl.english.purdue.edu/owl/resource/560/05/>

APA formatting is required on ALL ASSIGNMENTS!

All documents must be written in APA formatting which includes at a minimum: title page, section headings, and a reference list. All information must be written in Times New Roman, 12 point font, and double spaced.

NASW CODE OF ETHICS:

Introduction to Social Work expects that students will become familiar with the NASW Code of Ethics and apply them to the class discussions / assignments. Please see the NASW website:

<https://www.socialworkers.org/pubs/code/code.asp>

PURPOSE OF THE COURSE:

Course Overview and Objectives: The primary objective of this course is to introduce you to the purpose and various techniques of social work research. The basic goal of all social research is to gather empirical evidence in order to answer questions about the nature of relationships between individuals, groups, institutions, and societies (micro, mezzo, and macro perspectives). This course is designed to give you a broad overview of the logic of social research, of the process of research design, and of the major types of data collection techniques and methods of data analysis. After completion of the course you should have a basic understanding of social work research methods and have mastered a number of research skills that will be applicable for a wide range of research activities.

The collection of factual knowledge, however, is less important than the **development of critical thinking and abstract reasoning**. You will critically analyze course materials, as well as articulate opinions on a variety of issues and support your positions. The ability to conceptualize ideas and apply information to real world situations and scenarios is essential. The course is designed to help you achieve the following specific objectives:

Learner Expectations Statement

To acquire knowledge and build skills, learners are expected to:

- Read and become familiar with the course syllabus and expectations.
- Keep up with assignments and readings.
- Ask for clarifications about material or course expectations.
- Analyze assigned readings and offer thoughtful interpretations.
- Be respectful of diverse perspectives and refrain from making inappropriate comments
- An undergraduate student should expect to spend on this course a minimum of two hours outside the classroom for every hour in the classroom (approximately 9 hours a week on this course).

Rights and Responsibilities:

- You have the right to be confused and to ask questions.
- You have the right to a learning environment **NOT** be disturbed by those around you.
- Use of cell phones and/or texting during class is prohibited.
- You have the right and responsibility to work toward academic improvement in your writing and study habits.

EXPECTATIONS

Respect is required in this course! This means that talking, texting, answering a cell phone and/or making derogatory or disrespectful comments to me or your peers during lecture and discussion are **STRICTLY PROHIBITED**. Violations will be swiftly dealt with by a verbal warning on the first offense and any further offenses will result in expulsion from the classroom.

This is not a therapy class, professional use of self is required.

Participation

Class participation means being prepared to actively contribute to the class discussions. Discussions will focus on applying interventions discussed in the assigned readings. Students should be respectful of all topics covered and have a willingness to entertain ideas dissimilar to their own. Respect for the views and opinions of others should be exercised at all times.

CLASS ATTENDANCE:

Regular class attendance and participation are necessary for a successful learning experience and is clearly recommended. You are **REQUIRED** to attend class and participate. You are expected to be in class every day and may incur

penalties (in addition to the normal penalty of lost quizzes and in class work) to your grade for missing class, as follows:

	Absences 0-4: No Penalty (two weeks of class)
class)	Absences 5-6: 10 percent reduction in your overall grade (three weeks of
class)	Absences 7-8: 20 percent reduction in your overall grade (four month of
10%	Absences 9+: Every additional 2 absences will reduce your grade by

I realize life circumstances may cause you to miss class unintentionally. If these circumstance result in excessive absences, please see me as soon as possible to discuss withdrawing or other options.

ACADEMIC DISHONESTY:

The Colorado Mesa University Student Code of Conduct clearly indicates that acts of academic dishonesty, including cheating and plagiarism, are subject to consequences. The consequence in this class, for an act of cheating (on exams for example) or plagiarism [copying from others or from a text (including the course textbooks) without giving the original source credit] will be failure of the exam or paper and a letter reporting the transgression to the Dean of Students. More than one instance of academic dishonesty will result in failure of this course, at a minimum.

Please review the Code of Conduct at:

http://www.coloradomesa.edu/academics/policies/academic_integrity.html

LEARNING OBJECTIVES

Student Learning Outcomes:

To gain knowledge about social work research and be able to:

- | | |
|-------------|---|
| Objective 1 | Students will demonstrate an understanding of quantitative and qualitative research methods and how it contributes to social work practice. |
| Objective 2 | Students will be able to demonstrate an understanding of social work values and ethics in the process of research when advocating for human rights. |
| Objective 3 | Students will critically assess research findings in order to employ evidence-based interventions |
| Objective 4 | Students will be able to assess the advantages and disadvantages of several research methods used in social work |

Upon completing this course, students will be able to:

- Understand research informed practice and practice informed research to social work profession
- Demonstrate rigorous critical thinking skills to research in the social work profession
- Understand research processes and the application to the social work profession
- Understand the NASW Code of Ethics and its application to research in social work

- Demonstrate the ability to apply social work values and professional ethics to research methods

CMU Student Learning Outcomes (SLOs) for the Bachelor's in Social Work (BSW) Program.

Graduates will be able to:

29. Demonstrate proficiency in utilizing the social work professions 10 core competencies and 41 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge).
(CSWE Core Competencies 1-10)
30. Demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency). (CSWE Core Competency 6)
31. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency). (CSWE Core Competency 3)
32. Demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge, and practice wisdom; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking). (CSWE Core Competencies 3 & 10)

CSWE COMPETENCY AND PRACTICE BEHAVIORS:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver

effective social work services.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups,

organizations, and communities.

Educational Policy 2.1.10(a)—Engagement

Educational Policy 2.1.10(b)—Assessment

Educational Policy 2.1.10(c)—Intervention

Educational Policy 2.1.10(d)—Evaluation

ASSIGNMENTS

LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

PLEASE SEE D2L for detailed information and rubric's for all assignments

Plagiarism

Assignments must be written in your own words. The sentence structure and words must be your

own. Plagiarism will result in a zero on the assignment. **All assignments must be below 20% similarity** report on turnitin found within D2L dropbox.

APA formatting is required on ALL ASSIGNMENTS!

All documents must be written in APA formatting which includes at a minimum: title page, section headings, and a reference list. All information must be written in Times New Roman, 12 point font, and double spaced. Do not use I statements in APA formatting. The page assignments are content only (this does not include the title page, abstract, or reference page in the overall page count).

Assignment: *Weekly Scholarly Article Review Due EVERY TUE IN CLASS (must have with you for points)*

Core Competency 2.1.9 Respond to context that shape practice

Practice Behavior 27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Bring research you find interesting in every week, ready to discuss. You may discuss in small groups, present to the entire class and/or just turn in for points.

As social workers we often are “consumers” of the research. We need to be able to read a scholarly article and apply it to our practice. For this assignment you will need to acquire a scholarly QUANTITATIVE or QUALITATIVE peer reviewed research article. You will need to highlight this information and be ready to discuss weekly

- Section 1: Introduction to the Research
 - What is (are) the research question(s)?
 - What is the purpose of the article and what theoretical perspective is used and why?
 - Are there any assumptions or hypotheses stated – how are they justified in terms of theory or previous research?
- Section II: Methodology
 - What methods or measures are use in this study (survey, questionnaires, etc.)?
 - What was the sample population used in this study?
 - Describe the sampling procedures used in the study (random, convenience, systematic, etc.?)
 - What is the study population?
 - Do the authors try to establish the validity and reliability of their measures?
- Section III: Summarize findings / Discussion
 - What are the findings in this study?
 - What are the limitations to this study?
 - What are the Gaps in literature?
 - Are you able to generalize this research?
 - Is there anything the author missed, if so what?

Assignment: Ethical Assignment – (50 points for each step or 100 points total)

STEP 1: Student must complete the CITI training provided to you in class (you will be provided class time and may work in groups). The CITI training is to help students understand the ethics of social research and ethical codes of conduct related to social work research. You will be required to present the information you covered in front of the class in 5-10 minutes.

STEP 2: You must compare and contrast the NASW code of ethics and at least ONE OTHER CODE of ethics. Discuss the importance of ethics as it relates to our historical issues associated with ethics. This must be 3-5 pages in length and You must use three references and write in APA formatting.

NASW Code of Ethics (<http://www.naswdc.org/code.htm>).
Nuremberg Code (http://www.ushmm.org/research/doctors/Nuremberg_Code.htm).
Declaration of Helsinki (<http://www.wma.net/en/30publications/10policies/b3/>).
Belmont Report (http://humansubjects.stanford.edu/education/2009_05_Belmont.pdf)
Belmont Report (http://www.drexelmed.edu/drexel-pdf/research-clinical/belmont_report.pdf)

Social Work Values and Ethics Journal: Promoting Ethical Research
<http://www.jswvearchives.com/content/view/68/54/>

Assignment: Research Questions and Literature Review (100 points)

Core Competency 2.1.6 Engage in research-informed practice and practice informed research
Practice Behavior 21. Use practice experience to inform scientific inquiry

Core Competency 2.1.6 Engage in research-informed practice and practice informed research
Practice Behavior 22. Use practice experience to inform scientific inquiry

The purpose of this project is to guide you through the process of developing a sound research question.

- Select a social issue/problem that you are really interested in.
 - Examples include, but are not limited to:
 - i. Addiction, domestic violence, mental illness, poverty, etc.
 - State this issue clearly, and state why it is important to social work.
- Write one overarching research question you are interested in and have one or two sub questions related to the main question.

For example: The primary research question that will be addressed is: How can clinicians effectively treat clients that engage in the pro-anorexia philosophies? Sub questions to address this overarching question will include qualitative, semi-structured, open ended research questions to help understand the clinician's perspective, pro-Ana philosophies, and treatment outcomes. The three sub questions are:

1. What are clinician's perspectives about pro-anorexia websites?

2. What are the implications to treatment for clients that engages in pro-anorexia philosophies?
3. How are clinicians responding to the philosophical changes of those clients that engage in pro-anorexia websites?

- The sub question will help you answer the overall arching question
- You may include qualitative and quantitative questions
 - (Social Work used Qualitative more frequently)
- Do a literature search on your question.
- List at least 5 resources that are relevant to your question
- Complete a literature review for this topic
- State why you picked this questions and state why this is relevant to social work practice
- Be sure to include any ethical issues that might be related this question.
- Paper: APA formatting, 4-6 pages

Assignment: Field Observation Assignment (100 points)

Core Competency 2.1.6 Engage in research-informed practice and practice informed research
Practice Behavior 22 Use research evidence to inform practice

Social Workers mainly use qualitative methods for research; therefore the goal of this assignment will be to complete two observations (for a minimum of one hour each), identify what you witnessed, and then reflect on your observations.

- After your second observation is complete, you should write a short reflective paper on the experience of doing the observations. This must be three-pages in length at minimum. Your reflection should address the following elements:
 - What are you researching and why?
 - How does practice behavior (observation) impact scientific inquiry/ research?
 - What were your strengths and weakness in observing?
 - How might you improve if you did more observations?
 - How do observations make you more informed in practice behaviors
 - What are you observational results?
 - Discuss your overall reaction to the experience.

Please see field observation assignment requirements and explanation for more details.

Assignment: Qualitative Interview Assignment (100 points)

Core Competency 2.1.6 Engage in research-informed practice and practice informed research
Practice Behavior 21. Use practice experience to inform scientific inquiry

The purpose of this assignment is qualitative research. Interacting with humans is a key element of qualitative methods and interviewing is a prime way to gather data in social work. The goals of this assignment are to help you develop your interviewing skills and to help you learn the craft of writing effective interview notes.

- You must choose a topic and get it approved by the Professor
- Must conduct two interviews on two separate occasions
- Interviews: Copious notes or audio tape (will be covered in informed consent)
- Interview must not exceed 45 minutes
- Must have clearly defined Qualitative Research Questions
 - Must create semi structure interview questions, approved by another student / then Professor BEFORE INTERVIEWS
 - Field Testing (IN CLASS)
 - Are you asking what you intend to ask
 - Must complete Informed Consent / Authorization to complete the interview
 - Bring to class / discuss
- Project Assignment:

After the second interview is complete, you will need to answer the following questions:

 - Identify you question(s)
 - Identify your structure for questions
 - Identify your sample
 - Code and theme your outcomes: ANALYZE the Data!
 - Describe strengths and weakness of interviewing
 - Describe your overall experience of the interview
 - How would you improve next time
 - Must turn in (NOTE for APA this should be in your Appendix, after References):
 - Final Interview Questions (typed)
 - Informed consent - typed and signed by interviewer / interviewee
 - Notes from interview (handwritten)

Assignment: Research Proposal (100 points)

Core Competency 2.1.3 Apply critical thinking to inform and communicate professional judgments

Practice Behavior 11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

Core Competency 2.1.6 Engage in research –informed practice and practice informed research

Practice Behavior 22 Use research to inform practice

Expand on the question that you developed by preparing a short research proposal to be completed at the end of the semester. Be sure to work on this during the entire semester. This paper must be in APA formatting, include 8 references and be a minimum of 11 pages in length. The proposal will contain the following sections:

- Introduction (including the research assumption or hypothesis) and purpose of the study (1 page)
- Literature review: (4-7 pages) You may use your literature review from above with corrections

The focus of a literature review is to summarize and synthesize the

arguments and ideas of others without adding new contributions. This literature should be within the last five years. The literature review should be organized with headings and subheadings to guide the reader through your synthesis of the research related to the population, the problem, guiding theory and model, and other evidence needed to support key elements of this population and research questions.

- Methods section: include operational definitions and the methods to be used and the type of analysis that might be used to answer this question. Chapter 6-12 will help process of completing this section. (3-5 pages)
- What are the ethical consideration or dilemmas that you must take into account for this study? (1-2 pages)
- Limitations of the study: include limitations and weaknesses that you might discover. (1-2 pages)
- Results-what might you expect to find and the possible significance for social work practice. (1-2 pages)

Assignment: Research Proposal Presentation (50 points)

You will present on your research proposal, you may include a power point or any tools that will help you discuss your research proposal. Be sure to include all areas you have discussed in your research proposal paper. This is a professional presentation, be dressed accordingly (professional dress required).

QUIZZES:

YOU will have a quiz for each chapter that will be online, in the drop box. Please review D2L for due dates.

Grades:

Ethical Assignment	100 points
Developing Research Questions	100 points
Field Observational Assignment	100 points
Scholarly Article Review	75 points (5 points week)
Interview	100 points
Research Proposal	100 points
Proposal Presentation	50 points
Weekly Quizzes x 14 chapter's	140 points

Total Class Points: 765

Grade scale:

Percentage	Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Professional Expectations of Student Behavior

Colorado Mesa University is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. All students in the social work program will be expected to exhibit the following ethical standards of behavior.

43. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
44. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
45. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.
46. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness.
Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.
47. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

48. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.
49. **Communication:** Strive to improve both verbal and written communication skills.
Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

STUDENT SERVICES

Educational Access Services

In coordination with Educational Access Services, reasonable accommodations will be provided for qualified students with disabilities. Please meet with the instructor the first week of class to make arrangements. Dana VandeBurg, the Coordinator of Educational Access Services, can be contacted at 248-1801, or in person in Houston Hall, Suite 108.

Service animal

Service dogs are permitted in any areas of public access on campus. Service dogs are allowed in all classrooms and other environments used by students or other program participants with the exception of areas that for health or safety reasons exclude the presence of animals.

Dogs and other animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. Therapy and emotional support animals are not allowed in campus buildings, except in residence halls if the owner is a resident.

The campus service animal policy is online at:
www.coloradomesa.edu/eas/ServiceAnimalPolicy.html

Tutorial Learning Center (TLC) in HH 113

The TLC is a **FREE** academic service for all Colorado Mesa University students. Tutors are available on a walk-in basis for many courses. Do you have a quick question? Do you need homework clarification or feedback on a paper? Are you reviewing for a test? Help is available at the TLC!

At the main campus, come to Houston Hall 113 to meet with one of our friendly peer tutors. We are open on Monday, Wednesday and Thursday from 8am-6pm; Tuesdays from 8am-7pm, and Fridays from 8am-5pm. We are also open Sundays from 1pm-6pm! Tutoring at branch campuses and distance tutoring is also available. Check out the website for schedules and locations at www.coloradomesa.edu/tutoring or call 248-1392 with any questions.

Tomlinson Library

Reference Librarians can assist you if you need help with research, finding reliable print and electronic resources or citation help. The Reference Desk is on the first floor of the Tomlinson Library located on the CMU campus. And for your convenience, you can Instant Message (IM) a Reference Librarian 24/7 from the Tomlinson Library home page or call the Reference Desk at 970-248-1860. Email your questions to: libref@coloradomesa.edu

Reference Desk hours: (Spring & Fall) Monday-Thursday 8am-9pm; Friday 8am-5pm; Saturday 10am-5pm; Sunday 1pm-9pm. Tomlinson Library also has study rooms and computer labs with color printers & scanners. Come by and see what Tomlinson Library has for you!

Course Outline

TENTATIVE SCHEDULE

This outline is tentative and is subject to change

<i>Date</i>	<i>Week</i>	<i>Topic</i>	<i>Due</i>
1/19	Week 1	Course Overview	Syllabus
1/21	Week 1	Toward Evidence Based Practice Research: AIDS IN BLACK AMERICA BALTIMORES SYRINGE EXCHANGE PROGRAM Additional Readings:	Chapter 1
1/26	Week 2	What is evidenced based research vs Errors in Reasoning Additional Readings: Weekly Scholarly Article Class Activity: Popular Magazines – find errors in reasoning!	Chapter 1
1/28	Week 2	Ethical Issues in Research: Research: NAZI GERMANY Milgram Obedience Tuskegee Laud Humphreys Zimbardo Experiment ASSIGNMENT: BRING IN UNETHICAL RESEARCH	Chapter 2
2/2	Week 3	Ethical Issues in Research Research: NAZI GERMANY Milgram Obedience Tuskegee Laud Humphreys Zimbardo Experiment	Chapter 2

		ASSIGNMENT: BRING IN UNETHICAL RESEARCH	
2/4	Week 3	Ethical Issues in Research: Class Activity: CITI Training / Ethical Assignment Class Presentations: CITI TRAINING	Chapter 2
2/9	Week 4	Research Problems and Questions BEGIN TO DEVELOP RESEARCH INTEREST RESEARCH: CASE STUDIES: FOOTBALL/ HEAD Injuries CRIME AND JUSTICE	Chapter 3
2/11	Week 4	Research Problems and Questions Class Activity: RESEARCH TEAMS Class Activity: Research Problem (s) What / Why are you researching? Purpose? Discuss: Conflicts, Ethics, Plan (Small Groups)	Chapter 3
2/16	Week 5	LIBRARY DAY: HOW TO FIND RESEARCH	LIBRARY
2/18	Week 5	Finding and Using Existing Knowledge RESEARCH: SMART STATISTICS ADDITIONAL READINGS: Statistics and Data Interpretations for Social Work	Chapter 4
2/23	Week 6	Finding and Using Existing Knowledge Class Activity: Article Searches / Locate Information Searches Literature Searches Find Articles related Topic	LIBRARY RESEARCH DAY
2/23	Week 6	Research Question / Literature Review Core Competency 2.16 Practice Behavior: 21 and 22	RESEARCH QUESTIONS / LITERATURE REVIEW
2/25	Week 6	Focused Research Questions and Research Hypotheses RAPE CULTURE RESEARCH / Analysis QUANTITATIVE DATA SHOW INDEPENDENT / DEPENDENT VARIABLES	Chapter 5
3/1	Week 7	Focused Research Questions and Research Hypotheses RAPE CULTURE RESEARCH / Analysis QUANTITATIVE DATA SHOW INDEPENDENT / DEPENDENT VARIABLES	Chapter 5
3/3	Week 7	Group Research Designs / QUANTITATIVE Research: KETAMINE HOMELESSNESS CHILD ABUSE Weekly Analysis: Research Students discuss	Chapter 6

3/8	Week 8	Group Research Design Class Activity: ANALYZE Student Research related to designs Type of research, type of design, validity, reliability	CHAPTER 6 SMALL GROUP ASSIGNMENT
3/10	Week 8	CLASSROOM OBSERVATIONS DISCUSSION / 10 minute introduction and lecture UNSTRUCTURED OBSERVATION as class STRUCTURED OBSERVATION as class (pg. 243-246)	CLASS: GROUP OBSERVATIONS
3/15	Week 9	Single Subject Evaluation Designs RESEARCH: AUTISM, ABA	CHAPTER 7
3/17	Week 9	Single Subject Evaluation Designs CLASS ACTIVITY: ANALYZE SINGLE SUBJECT WEEK ARTICLE PRESENT ON Single Subject Designs, Design 2.1	Chapter 7 SMALL GROUP ASSIGNMENT
3/22	Week 10	Qualitative DATA analysis RESEARCH: Vaccinations and Autism STUDIES: Wakefield, Taylor, Jick, and Smith	Chapter 8
3/24	Week 10	Qualitative DATA analysis Class Activity: CODING AND THEMING Chapter 8 Hand out / Practice	Chapter 8
3/24	Week 10	Field OBSERVATIONS DUE Core Competency 2.1.6 Practice Behavior 22	OBSERVATIONS DUE
BREAK		*****SPRING BREAK*****	
4/5	Week 11	Sampling issues and samples Research Study: Social Work and Sampling Case Study	Chapter 9
4/7	Week 11	Sampling issues and samples Sampling Practice: Exercises 1, 2 and 4	Chapter 9
4/12	Week 12	QUALITATIVE interview: FIELD TESTING YOU MUST HAVE YOUR QUESTIONS COMPLETED Question must be APPROVED BEFORE you can interview	Interviews

4/14	Week 12	Measurement Concepts and Issues Class Activity: Valid or Reliable? INFORMED CONSENT	Chapter 10
4/19	Week 13	Methods for Acquiring Research Data Research: Dr. Alfred Kinsey Qualitative Research Sex and Sexuality	Chapter 11
4/21	Week 13	Methods for Acquiring Research Data Analysis of Dr. Kinsey and current research on sexuality	Chapter 11
4/26	Week 14	QUALITATIVE INTERVIEWS TIPSHEET / ASSISTANCE: QUALITATIVE INTERVIEWING Core Competency 2.1.6 Practice Behavior 21	INTERVIEW DUE
4/28	Week 14	Data Collection Instruments CLASS ACTIVITY: CREATE Data Instrument FINAL QUIZZES COVER: 13-14	Chapter 12-14
5/3	Week 15	RESEARCH PROPOSAL DUE Core Competency: 2.1.3 Practice Behavior 11 Core Competency: 2.1.6 Practice Behavior 22	RESEARCH PROPOSAL DUE
5/3	Week 15	Assignment: Research Proposal Class Activity: Research Proposal Presentations	PRESENTATIONS
5/5	Week 15	Assignment: Research Proposal Class Activity: Research Proposal Presentations	PRESENTATIONS
		FINALS WEEK: May 9-12	
		Final: RESEARCH PROPOSAL PRESENTATION REQUIRED TO ATTEND DATE: MAY 10th	ONLY HAVE FINAL PRESENTATIONS HERE IF NOT COMPLETED

Social Work Seminar and Practicum
SOWK 394 Seminar I and SOWK 397 Practicum I
Tuesday 11-11:50
FALL 2015

Instructor: Michelle Sunkel, DSW, LCSW, LAC, MBE
E-mail: msunkel@coloradomesa.edu
Office: Lowell Heiny Hall 422
Office Hours: Tuesday and Thursday 2-3 and Wednesday 11-3
Phone: 970-248-1723

Feel free to contact me outside of class.
The best way to contact me is via email or during my office hour.

REQUIRED TEXT:

Garthwait, C. (2014). *The social work profession: A guide and workbook for student (6th ed.)*. Upper Saddle River, New

Jersey: Pearson.

NASW CODE OF ETHICS:

Introduction to Social Work expects that students will become familiar with the NASW Code of Ethics and apply them to the class discussions / assignments. Please see the NASW website: <https://www.socialworkers.org/pubs/code/code.asp>

Purpose of this course

The Practicum Seminar, a weekly 50-minute class, is held in conjunction with the Field Practicum where they will be practicing social work behaviors for 15 hours a week. Both the integrative seminar and field practicum provide students with the means to integrate, consolidate, and synthesize academic and practice experiences.

The purpose of this course is to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice. In a dynamic profession like social work it is important that we learn to plan, assess, and document lifelong learning.

Senior social work students need to become active, self-directed, and collaborative learners. When this happens it is more likely that students will engage energetically in lifelong learning opportunities following graduation. As a result, the quality and effectiveness of service to clients will be heightened.

Learner Expectations Statement

To acquire knowledge and build skills, learners are expected to:

- Read and become familiar with the course syllabus and expectations.
- Keep up with assignments and readings.
- Ask for clarifications about material or course expectations.
- Analyze assigned readings and offer thoughtful interpretations.
- Be respectful of diverse perspectives and refrain from making inappropriate comments

Rights and Responsibilities:

- You have the right to be confused and to ask questions.
- You have the right to a learning environment **NOT** be disturbed by those around you.
- Use of cell phones and/or texting during class is prohibited.
- PLEASE DO NOT LEAVE the room during lecture or discussion (bathroom breaks) as it is very disruptive
- You have the right and responsibility to work toward academic improvement in your writing and study habits.

EXPECTATIONS

Respect is required in this course! This means that talking, texting, answering a cell phone and/or making derogatory or disrespectful comments to me or your peers during lecture and discussion are **STRICTLY PROHIBITED**. Violations will be swiftly dealt with by a verbal warning on the first offense and any further offenses will result in expulsion from the classroom.

This is not a therapy class, professional use of self is required.

PARTICIPATION

Class participation means being prepared to actively contribute to the class discussions. Discussions will focus on applying interventions discussed in the assigned readings. Students should be respectful of all topics covered and have a willingness to entertain ideas dissimilar to their own. Respect for the views and opinions of others should be exercised at all times.

CLASS ATTENDANCE:

Regular class attendance and participation are necessary for a successful learning experience and is clearly recommended. You are **REQUIRED** to attend class and participate. You are expected to be in class every day and may incur penalties (in addition to the normal penalty of lost quizzes and in class work) to your grade for missing class, as follows:

	Absences 0-2:	No Penalty (two weeks of class)
class)	Absences 3-4:	20 percent reduction in your overall grade (four weeks of
	Absences 5-6:	30 percent reduction in your overall grade (six weeks of
class)	Absences 7+:	Every additional absence will reduce your grade by 10%

I realize life circumstances may cause you to miss class unintentionally. If these circumstance result in excessive absences, please see me as soon as possible to discuss withdrawing or other options.

ACADEMIC DISHONESTY:

The Colorado Mesa University Student Code of Conduct clearly indicates that acts of academic dishonesty, including cheating and plagiarism, are subject to consequences. The consequence in this class, for an act of cheating (on exams for example) or plagiarism [copying from others or from a text (including the course textbooks) without giving the original source credit] will be FAILURE OF THE EXAM OR ASSIGNMENT and a letter reporting the transgression to the DEAN OF STUDENTS. More than one instance of academic dishonesty will result in FAILURE OF THE COURSE, at a minimum.

Please review the Code of Conduct at:

http://www.coloradomesa.edu/academics/policies/academic_integrity.html

LEARNING OBJECTIVES**COURSE OBJECTIVES:**

To gain knowledge about social work ethics and be able to:

- | | |
|-------------|--|
| Objective 1 | Students will demonstrate and understanding of generalist social work practice in the context of a social service agency and demonstrate effective services to clients. |
| Objective 2 | Students will be able to demonstrate the application of social work principles from a micro, mezzo, and macro perspective. |
| Objective 3 | Students will integrate social work academic materials with practicum experience, specifically in the areas of diversity, social and economic justice, at-risk populations, human bio-psycho-social development, ecological perspectives and systems theory while upholding the social work values and ethics. |

Upon completing this course, students will be able to:

- Apply critical thinking skills within the context of the social work profession
- Understand and apply social work values and professional ethics and behave accordingly
- Understand the application of social work from an ecological perspective (micro, mezzo, macro)
- Analyze, formulate, and understand mechanisms of influence when responding to social work policies
- Use supervision and consultation appropriate to social work practice
- To demonstrate values, knowledge, and skills required to function in a specific field of practice.
- To demonstrate respect for the inherent worth and dignity of all people and their right to self-determination.

CMU Student Learning Outcomes (SLOs) for the Bachelor's in Social Work (BSW) Program.**Graduates will be able to:**

33. Demonstrate proficiency in utilizing the social work professions 10 core competencies and 41 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge).
(CSWE Core Competencies 1-10)

34. Demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency). (CSWE Core Competency 6)
35. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency). (CSWE Core Competency 3)
36. Demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge, and practice wisdom; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking). (CSWE Core Competencies 3 & 10)

CSWE COMPETENCY AND PRACTICE BEHAVIORS:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
 - Educational Policy 2.1.10(a)—Engagement
 - Educational Policy 2.1.10(b)—Assessment
 - Educational Policy 2.1.10(c)—Intervention
 - Educational Policy 2.1.10(d)—Evaluation

ACADEMIC ASSIGNMENTS

ASSIGNMENTS

LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Educational Policy / Competency 1.1.10 (c) Intervention
Practice Behavior 36 Initiate actions to achieve organizational goals

Educational Policy / Competency 1.1.10 (c) Intervention
Practice Behavior 38 Help client solve problems

Educational Policy / Competency 1.1.10 (c) Intervention
Practice Behavior 39 Negotiate, mediate, and advocate for clients

Educational Policy / Competency 1.1.10 (d) Evaluation
Practice Behavior 41 Critically analyze, monitor, and evaluate interventions

Agency Presentation –

The purpose of this presentation is for each of you to become familiar with community resources and other practicum experiences. The agency presentation should cover specifically what your agency does, explicating stating: Purpose of the agency and agency goals, services provided by the agency (prevention interventions), procedures to obtain services, and the practice model

(approach, philosophy, etc.) utilized by the agency. Be sure to include what your role is as a social work practicum student – experience, exposure, and how you have assisted in the agency developing and understanding social work practices through negotiation, mediation, and advocacy. Finally, critically analyze the interventions and evaluations of your agency. This presentation should be 15-20 minutes long, with a power point that must be uploaded to D2L.

Workbook Activities-

Weekly workbook activities that will assist you in developing your social work competencies. Each assignment is worth 10 points and must be types and turned into class.

Monthly Supervision –

Supervision forms are required to be turned in once a month, you are required to have your agency supervision sign off on your hours for points and for the hours of your practicum to count.

Fall Semester

Participations / attendance	5 points x 15 weeks'	75 points
Workbook Activities	10 points x 15 weeks	150 point
Monthly Supervision Sheet	5 points X 4 months'	20 points
Agency Presentation	15-20 minutes	200 points
BSW Self Efficacy Rating Form		
20 points		
TOTAL POINTS		465

Grade scale:

Percentage	Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

ALL GRADES WILL BE AVAILABLE ON D2L throughout the semester!

SUPERVISION

Educational Policy / Competency 2.1.1 Identify as Professional Work Worker and Conduct Oneself Accordingly

Practice Behavior 6 Use Supervision and Consultation

Supervision Expectations

Supervision is a key element in the educational experience. The Director of Field Education and the Agency Supervisor are required to provide professional social work supervision to ensure student success and professional development throughout their practicum experience.

Supervision at Colorado Mesa University / Director Field Education

Students will work directly with the Director of Field Education who will advise, monitor, teach, and mediate year practicum experience. The Director of the Field education will advise you with any issues or concerns, monitor your experience to ensure all practicum expectations of Colorado Mesa University Social Work Department and agency are met. Director of Field Education will engage you in the practicum seminar course to assist you in integrating course work and practice, and finally, assist you in problem solving any issues that may arise throughout your practicum.

Supervision in the Field / Agency Supervision

The Agency Supervisor is required to provide professional social work supervision to ensure student success and professional development throughout their practicum experience.

Supervision by the Agency Supervisor will provide clear goals and structure, relevance, and actual experiences to assist in the development of core competencies and practice behaviors. Supervision should be approached in a positive manner with an ability to empathize with students. At a minimum, supervision should be provided for one hour once a week. The following should be provided in the supervision meeting:

1. The supervisory relationship is built on trust, confidentiality, support, as well as, constructive feedback, safety, respect, and self-care.
2. Supervision should provide clear directions for students related to their work responsibilities to help them develop as competent social workers.
3. Supervision should help students understand the scope of their specific jobs and its relationship to multidisciplinary teams.
4. Supervision includes sharing of knowledge and skills, specific to the client population, to assure that students are learning the necessary abilities to deliver competent and ethical social work services.
5. Supervision encompasses educating students to better understand social work philosophy, gain self-awareness, and refine social work knowledge and skills.
6. Supervision will encourage self-efficacy and development of identifying as a social worker.

How to benefit from Supervision (as a student)

Be open to learning new things

Ask questions to ensure a full understanding of why something is happening

Actively participate in your learning and throughout your practicum

Try new interventions and practice behaviors, as discussed and approved in supervision

Focus on learning about client dynamics and new intervention strategies

Supervisors are role models, adopt some of their methods but develop your own style

Continuingly evaluate and assess the experience, what can I learn from this?

Effectively communicate your needs in a clear, specific, and persistent way

Be assertive (not aggressive) and inquire about what you would like to learn

Professional Expectations of Student Behavior

Colorado Mesa University is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. All students in the social work program will be expected to exhibit the following ethical standards of behavior.

50. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.

Participate in group activities and assignments at a comparable level to peers.

Complete work in a timely fashion and according to directions provided.

Come to class prepared, with readings and other homework completed.

51. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
52. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.
53. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness.
Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.
54. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.
55. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.
56. **Communication:** Strive to improve both verbal and written communication skills.
Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

STUDENT SERVICES

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make arrangements. Dana VandeBurg, the Coordinator of Educational Access Services, can be contacted at 248-1801, or in person in Houston Hall, Suite 108.

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TENTATIVE Course Outline

This outline is tentative and is subject to change
FALL 2015

Date	Week	Topic	Due
8/18	Week 1	Course Overview	Syllabus / Manual
8/25	Week 2	The purpose of the practicum Assignment Due: Self-Assessment of Practicum Strengths, page 4-8 In Class Discussion: The developmental stages of an internship	Chapter 1
9/1	Week 3	School, Agency, and Student Expectations Assignment Due: Read Practicum Manual / Agency Manual Signatures required	Chapter 2
9/8	Week 4	Developing a Learning Plan Assignment Due: Practice Context: Generalist SW practice micro, mezzo, Macro – how are they connected, page 21 Assignment Due: Planning to Learn, page 26-27 Educational Policy / Competency 2.1.9, Practice Behavior 28 Educational Policy / Competency 1.1.10 C, Practice Behavior 37	Chapter 3
9/15	Week 5	Getting Started Assignment Due: Ethical Practice, page 34 Assignment Due: Professional Identity, page 31 Educational Policy / Competency 2.1.1, Practice Behavior 5 In Class Discussion: Professionalism, ethics and lifelong learning	Chapter 4
9/22	Week 6	Learning from Supervision Assignment Due: Using supervision for learning, page 49-51 Educational Policy / Competency 2.1.1, Practice Behavior 6 In Class Discussion: How to effectively use Supervision	Chapter 5
9/29	Week 7	Personal Safety Assignment Due: Reducing the Risk of Harm, page 61-62	Chapter 6
10/6	Week 8	Communication Assignment Due: Developing Communication Skills, page 72-74	Chapter 7
10/13	Week 9	The Agency Context of Practice Assignment Due: Agency Analysis, page 85-86 Educational Policy / Competency 1.1.10 (c), Practice Behavior 39	Chapter 8
10/20	Week 10	The Social Problem Context of Practice Assignment Due: Social Problems and Social Work Responses, page 108-110	Chapter 10

10/27	Week 11	Diversity and Cultural Competence Assignment Due: Developing Cultural Competence, page 135 Assignment Due: Cultural Competence in your agency, page 136 Educational Policy / Competency 2.1.9, Practice Behavior 28	Chapter 12
11/3	Week 12	Social Work Ethics Assignment Due: Values and Ethics in your practicum, page 160-162	Chapter 14
11/10	Week 13	Legal Concerns Assignment Due: Practice Context: Responsibility does a social worker have To monitor, evaluate, and improve services clients? Assignment Due: Legal Issues and Concerns, page 171-173 In Class Discussion: How to effectively facilitate transitions / endings Practice Behavior: Role plays – transition / endings Educational Policy / Competency 1.1.10(c), Practice Behavior 40	Chapter 15
11/17	Week 14	Agency PRESENTATIONS Educational Policy / Competency 1.1.10 (c), Practice Behavior 36 Educational Policy / Competency 1.1.10 (c), Practice Behavior 38 Educational Policy / Competency 1.1.10 (c), Practice Behavior 39 Educational Policy / Competency 1.1.10 (d), Practice Behavior 41	PRESENTATIO
11/24	BREAK	-----THANKSGIVING BREAK	BREAK
12/1	Week 15	Agency PRESENTATIONS Educational Policy / Competency 1.1.10 (c), Practice Behavior 36 Educational Policy / Competency 1.1.10 (c), Practice Behavior 38 Educational Policy / Competency 1.1.10 (c), Practice Behavior 39 Educational Policy / Competency 1.1.10 (d), Practice Behavior 41	PRESENTATIO
12/8	Finals	Agency PRESENTATIONS Educational Policy / Competency 1.1.10 (c), Practice Behavior 36 Educational Policy / Competency 1.1.10 (c), Practice Behavior 38 Educational Policy / Competency 1.1.10 (c), Practice Behavior 39 Educational Policy / Competency 1.1.10 (d), Practice Behavior 41	PRESENTATIO
		CONGRATULATIONS, you have completed another semester!!!	

Colorado Mesa University
SOWK 460 – Social Welfare Policy
Course Syllabus

Assistant Professor: Kymberly Owens, MSW, LCSW
Class Time: Tuesday, Thursday 11:00 am – 12:15 pm
Office: Houston 212

Office Hours: MW 12:00 – 1:30 pm; TTR 3:30 – 4:30 pm; or by appointment
Phone: 970-248-1486 (w)
E-mail Address: kjowens@coloradomesa.edu

**“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.”
–Abigail Adams (1744-1818)**

Course Description

The purpose of this course is for social work students to acquire the knowledge, values and skills needed for policy practice in a variety of practice settings, as well as those needed for positions of leadership and influence as social workers, advocates, policy planners, administrators, lobbyists, and advisers to policy makers. Our goals are to:

1. Learn the evolution of social welfare policy and how social policy interacts with the history, mission and philosophy of the social work profession;
2. Develop an understanding of major social welfare policies that have been created specifically to address the needs of individuals, families, groups and communities—particularly those in need;
3. Be able to analyze the policies and services rendered by local, state, regional, and national agencies using frameworks with special attention to equity and social justice; and
4. Recognize policy implications for social work practice. Attention will be given to the appropriate role of government, to the differential impact of policies and services on at-risk populations, and to advocacy efforts by social workers.

Textbooks

Budrys, G., (2010). *Our Unsystematic Health Care System* (3rd ed.). New York: Rowman & Littlefield Publishers.

Ehrenreich, B., (2001). *Nickel and Dimed: On (Not) Getting By in America*. New York: Owl Books.

Kristof, N., & WuDunn, S., (2009). *Half The Sky: Turning Oppression Into Opportunity for Women Worldwide*. New York: Vintage/Random House, Inc.

Shipler, D., (2004). *The Working Poor: Invisible in America*. New York: Vintage/Random House, Inc.

COURSE OBJECTIVES AND EXPECTED EDUCATIONAL OUTCOMES

Council on Social Work Education (CSWE) – 10 Core Competencies

51. Identify as a professional social worker and conduct oneself accordingly.
52. Apply social work ethical principles to guide professional practice.
53. Apply critical thinking to inform and communicate professional judgments.

54. Engage diversity and difference in practice.
55. Advance human rights and social and economic justice.
56. Engage in research-informed practice and practice-informed research.
57. Apply knowledge of human behavior and the social environment.
58. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
59. Respond to contexts that shape practice.
60. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

CMU Student Learning Outcomes

37. Graduates will demonstrate proficiency in utilizing the social work professions 10 core competencies and 41 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge).
38. Graduates will demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency).
39. Graduates will demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency).
40. Graduates will demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking).

Specific Course Objectives

At the conclusion of the course, it is expected that students will be able to demonstrate:

1. Understanding of the relationships among social problems, social welfare policies, social service programs, and competing value orientations and political perspectives, including knowledge of distributive justice and human and civil rights approaches to social and economic justice, especially poverty reduction.
2. Understanding of the various roles, responsibilities, processes and influencing strategies associated with the legislative arena.
3. An awareness of the differential impact of social policies on specific populations-at-risk, particularly people of color, women, older adults, gay/lesbian/bisexual/transgendered persons, and persons with disabilities.
4. Understanding of professional social work roles as they relate to policy analysis, development and implementation.

5. The ability to critically analyze specific policies and their implications for social work practice and service programs, including issues of social and economic justice and discrimination.
6. Understanding of how to incorporate a strengths approach when conducting a policy analysis and when involved in policy development.
7. Understanding of the history of the social work profession especially as it relates to the development of social welfare policies.

Program Objectives and Outcomes Related to Course

1. Apply critical thinking skills within the context of professional social work practice.
Outcomes: In-class exercises; debates, exam, *Social Policy Around Us* and policy analysis assignments.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
Outcomes: debates; exam; readings; *Social Policy Around Us* and policy analysis assignments.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.
Outcomes: In-class exercises; debates; policy analysis/social policy in action assignment.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
Outcomes: In-class exercises; debates; readings; videos.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
Outcomes: In-class exercises; debates; readings; *Social Policy Around Us* and policy analysis assignments.
6. Analyze, formulate, and influence social policies.
Outcomes: In-class exercises; debates; readings; *Social Policy Around Us* and policy analysis assignments.

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PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

Your Responsibilities as a Learner

“A person who wants to learn will always find a teacher.” –Persian Proverb

An undergraduate student should expect to spend on this course a minimum of two hours outside the classroom for every hour in the classroom. The outside hours may vary depending on the number of credit hours or type of course. More details are available from the faculty member or department office and in CMU's *Curriculum Policies and Procedures Manual*.

Cell Phones

Please be considerate of others in the class – do not text or answer cell phones during class; all cell phones should be turned off. If you are using a laptop to take notes, please use it only for this purpose.

Academic Dishonesty

The Colorado Mesa University Student Code of Conduct clearly indicates that acts of academic dishonesty, including cheating and plagiarism, are subject to consequences. The consequence in this class, for an act of cheating (on exams for example) or plagiarism [copying from others or from a text (including the course textbooks) without giving the original source credit] will be failure of the exam or paper and a letter reporting the transgression to the Dean of Students. More than one instance of academic dishonesty will result in failure of this course, at a minimum.

Please review the Code of Conduct at:

http://www.coloradomesa.edu/academics/policies/academic_integrity.html

Use of Self is a key to effective social work practice and is the demonstrated ability to use self in an appropriate manner which includes active participation, being on time, and demonstrating responsibility and commitment to your learning. Part of professional behavior is the ability to communicate effectively. It is expected that students will notify the professor of any absence which is a demonstration of responsible behavior but does not constitute an excused absence. One crucial foundation for being able to do this is developing insight into your own self process in the classroom environment and in relation to your class assignments, other students, and your professor. Use of self also includes the following:

- Quality of written work
- Receptivity to new learning and differing perspectives
- Ability to accept feedback and attempt change

In the social work program, the classroom is treated as a professional environment. We have expectations of students in the training environment that are the same as those for workers in agencies. This model helps prepare students for practice after they graduate. In direct practice, workers are expected to show up on time, call in when a difficulty arises, and carry out fully and competently their job responsibilities. Failure to do this generally leads to dismissal.

When this is translated into the classroom environment, it means students need to arrive on time for class, attend all classes, remain at all classes for the entire period and actively engage in the learning process. Attending class is critical in that it gives students the greatest opportunity to master course material. Students are expected to take responsibility for their learning process, much as workers are responsible for their own professional development. Students are expected to do all assigned readings and will be held responsible for them on exams and class discussions. The instructor reserves the right to give quizzes in class at any time on the readings.

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- *Do your own work and take credit only for your own work.*

- *Acknowledge areas where improvement is needed.*
- *Accept and benefit from constructive feedback.*

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- *Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*
- *Exhibit a willingness to serve diverse groups of persons.*
- *Demonstrate an understanding of how values and culture interact.*

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- *Demonstrate assertive communication with peers and instructors.*
- *Practice positive, constructive, respectful and professional communication skills with peers and instructor: (body language, empathy, listening).*

8. **Social Justice**: Strive to deepen your commitment to social justice for all populations at risk.

- *Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*
- *Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

COURSE REQUIREMENTS

1. Attendance and Participation Policy

This course is discussion and training-based. Attendance is required and an official roll will be taken in each class. Simple attendance is not enough, active participation is also required. Each student is expected to critically study the assigned readings for each class and come prepared to discuss those materials thoroughly and participate in active learning assignments. *Participation in class requires that the student be present in class, be prepared by having read the course readings, contribute to class discussions, and hand in all assignments on time.*

If you know in advance that you will be unable to attend a class meeting on the day an assignment is due, **you should make arrangements with the instructor to turn the assignment in early.** Any assignment turned in after the due date will be marked late and points will be deducted, according to the following guidelines:

16. Late assignment (after class period to within 24 hours of original due date): -10% of total assignment

17. Late assignment (24 hours to 48 hours of original due date): -25% of total assignment
18. Late assignment (48 hours to one week after original due date): -50% of total assignment and only at the discretion of the professor.

****Once an assignment has been graded and returned to students (usually within one to two weeks of original due date), late assignments are no longer accepted.**

It is the student's responsibility to obtain all missed material and assignments. It is not the responsibility of the instructor to provide class notes to students who have missed class. Most lecture notes are posted in D2L following the completion of the chapter.

****Students are allowed to miss two (2) class periods (no questions asked) during the semester without any loss of points. For each additional class period missed, students will have five (5) attendance points automatically deducted from their final course grade; and may be asked to meet with the instructor to discuss continuation in the class.**

****Attendance points will not be calculated into your overall course grade until finals week.**

2. Learning Activities and Evaluations

"I hear and I forget. I see and I remember. I do and I understand." –Chinese Proverb

Learning will occur through lectures, class discussions, media presentations, guest speakers, readings, assignments, debates, and exams.

1. ***Participation Points* (70 points).** Participation points can only be earned through attendance and participation in class each week (if you are absent from class, you are **not** able to "make-up" participation points). The professor will determine participation points each week based on the following criteria:
 1. Students come to class prepared, having completed any assigned readings or assignments for that week.
 2. The quality of a student's participation in-class (asking questions, answering questions, making comments related to material in the text, relevant experiences, or answering a question asked by another classmate).
 3. Participation will also include in-class assignments, debates, and skill exercises.

4. You can lose participation points by: not listening, pretending to be listening while texting or cruising online, speaking without being recognized, or otherwise being disrespectful towards the professor or others students in class.
2. ***Half the Sky* (50 points)**. Read the book — and complete the homework assignment. Instructions for this homework assignment will be posted in D2L and discussed in class. See syllabus schedule for due date.
3. ***The Working Poor* (50 points)**. Read the book — and complete the homework assignment. Instructions for this homework assignment will be posted in D2L and discussed in class. See syllabus schedule for due date.
4. ***Nickel and Dimed* (50 points)**. Read the book — and complete the homework assignment. Instructions for this homework assignment will be posted in D2L and discussed in class. See syllabus schedule for due date.
5. ***Our Unsystematic Health Care System* (30 points)**. Read the book — and complete a quiz on the assigned readings. Instructions for the quiz will be posted in D2L and discussed in class. See syllabus schedule for due date.
6. **Policy-Making Session Response *Democracy in Action!* (50 points)**. You will attend and describe a session of a policy-making body. This could be at any policy-making level including a Board of Directors meeting at your university, a social service agency, or a meeting in your local community. This could include City or County Council meetings or School Board Meetings. Many local meetings announce their meetings and agendas in the *local newspaper* and this information is generally available on-line as well. ***Lots of options – don't let this assignment get away from you.***

Length – 3-4 pages, typed, single-spaced, using the below format. Answer these questions and describe your experience:

1. What was the name and location of the meeting you attended?
2. What was the goal/purpose of the meeting? Was it clear?
3. Was there an agenda? Was the agenda followed?
4. Was there a designated leader of the meeting? If so, who was it (position/title)?

5. Were there any indigenous leaders? If so, who? How did the designated leader react towards them?
 6. Did everyone participate? Describe.
 7. How many people were in attendance? Any noticeable traits of those in attendance (age, gender, race, political affiliation, other...)?
 8. Did people (both audience and board members) pay attention (or were they texting, side-talking, reading paper, sleeping)?
 9. Decision-making – Were there any outcomes (e.g. motions, votes, decisions, or heated discussions)?
 10. What did you learn about policy-making from this experience?
7. **Policy Project** (100 points). The policy project will be completed in four parts (instructions for each part will be provided in class, and will be posted in D2L):
- I. Select a policy issue (5 points)
 - II. Past and current policies, issue analysis & written testimony (50 points)
 - III. Oral testimony (25 points)
 - IV. Advocacy project (20 points)

Grading Criteria

Half the Sky	50
Nickel and Dime	50
The Working Poor	50
Our Unsystematic Health Care System	30
Policy-Making Session Response paper	50
Participation points	70
<u>Policy Project (four parts)</u>	<u>100</u>
Total Points	400

**Your course grade is determined by dividing the total number of points earned by the total number of possible points.

The grade scale is as follows:

A = 90-100%
B = 80-90%
C = 70-79%
D = 60-69%
F = 0-59%

Course Schedule

Please note that this is a ***tentative*** class schedule. I will try to keep us on the schedule below. It is not, however, so important that we will rush to get through or cut off productive class discussion to permit us to finish it.

The course syllabus provides all of the information for the course and it is a student's responsibility to utilize it as a guide and to contact the instructor for any clarification. During the course of the semester, the professor may change the syllabus - including the reading schedule, assignment expectations, and even grading structure - students will be notified of any changes.

Tentative Class Schedule

Week 1	Mon., Jan. 27	Review of Syllabus and Course Expectations: Discuss Policy Project Lecture/Discussion: Introduction: How social work interacts with social policy Video: Influencing State Policy
Week 2	Mon., Feb. 3	Lecture/Discussion: The Nature of Social Policy: Definitions of social policies, policy analysis framework Class Activities: Internet searches of policy websites **Due: Policy Project, Part I: Select a policy issue
Week 3	Mon., Feb. 10	Lecture/Discussion: Historical Values Influencing Social Problems and Social Policies Documentary and Class Activities: Debate - Women's Rights **Due: Half the Sky
Week 4	Mon., Feb. 17	Lecture/Discussion: Historical Values Influencing Social Problems and Social Policies Documentary and Class Activities: Debate - Women's Rights
Week 5	Mon., Feb. 24	Lecture/Discussion: The Economic System and Social Justice Documentary and Class Activities: Debate - Domestic Poverty **Due: Nickel and Dimed
Week 6	Mon., Mar. 3	Lecture/Discussion: The Economic System and Social Justice Documentary and Class Activities: Debate - Domestic Poverty
Week 7	Mon., Mar. 10	Lecture/Discussion: Policies to Support Income
Week 8	Mon., Mar. 17	Lecture/Discussion: Policies to Support Income; Policy Analysis, Advocacy & Oral Testimony **Due: The Working Poor
Week 9	Mon., Mar. 24	Spring Break – No Class
Week 10	Mon., Mar. 31	Lecture/Discussion: Policy Analysis, Advocacy & Oral Testimony Class Activities: Debate – Welfare Reform

		<p>**Due: Policy-Making Session Response paper</p> <p>Core Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p> <p>Practice Behavior 25: Analyze, formulate, and advocate for policies that advance social well-being</p> <p>Practice Behavior 26: Collaborate with colleagues and clients for effective policy action</p>
Week 11	Mon., Apr. 7	<p>Lecture/Discussion: Health Care Policy: Health Care in the USA</p> <p>Documentary: Sickness Around the World</p> <p>**Due: Our Unsystematic Health Care System (Quiz)</p>
Week 12	Mon., Apr. 14	<p>Lecture/Discussion: Health Care Policy: Health Care in the USA</p> <p>**Due: Policy Project, Part II: Past and Current Policies, Issue Analysis and Written Testimony</p> <p>Core Competency 3: Apply critical thinking to inform and communicate professional judgments</p> <p>Practice Behavior 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>Core Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p> <p>Practice Behavior 25: Analyze, formulate, and advocate for policies that advance social well-being</p>
Week 13	Mon., Apr. 21	<p>Lecture/Discussion: Policy Issues</p>
Week 14	Mon., Apr. 28	<p>**Due: Policy Project, Part III & IV: Oral Testimonies and Advocacy Projects</p> <p>Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly</p> <p>Practice Behavior 1: Advocate for client access to the services of social work</p> <p>Practice Behavior 4: Demonstrate professional demeanor in behavior, appearance, and communication</p> <p>Core Competency 5: Advance human rights and social and economic justice</p> <p>Practice Behavior 19: Advocate human rights and social and economic justice</p> <p>Practice Behavior 20: Engage in practices that advance social and economic justice</p>

		<p>Core Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p> <p>Practice Behavior 26: Collaborate with colleagues and clients for effective policy action</p>
Week 15	Mon., May 5	<p>**Due: Policy Project, Part III & IV: Oral Testimonies and Advocacy Projects</p> <p>Core Competency 1: Identify as a Professional Social Worker and Conduct Oneself Accordingly</p> <p>Practice Behavior 1: Advocate for client access to the services of social work</p> <p>Practice Behavior 4: Demonstrate professional demeanor in behavior, appearance, and communication</p> <p>Core Competency 5: Advance human rights and social and economic justice</p> <p>Practice Behavior 19: Advocate human rights and social and economic justice</p> <p>Practice Behavior 20: Engage in practices that advance social and economic justice</p> <p>Core Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p> <p>Practice Behavior 26: Collaborate with colleagues and clients for effective policy action</p>
Week 16	Wed., May 14	<p>Finals Week – Wed., May 14 @ 3:00 – 4:50 pm</p>

“It is easy to start strong, anyone can do that. It is much harder to stay strong for the duration. The goal then must be: to *determine* to finish strong.” – Professor Kym Owens

Additional Readings available on the publisher’s website (www.sagepub.com/jimenez)

- Sanders, D., 1973. Social Work’s challenge in the years ahead in policy formulation and change. *International Social Work*, Jan. 1973, Vol. 16, 44-49.
- Beverly, S., 2002. What social workers need to know about the Earned Income Tax Credit. *Social Work*, 47(3), 259-266.
- Hodge, D., 2007. Social justice and people of faith: a transnational perspective. *Social Work*, 52(7), 139-148.
- Jackson, K., 2004. Harm Reduction: Meeting clients where they are. *Social Work Today*, Sept-Oct. 2004, 34-37.
- Lens, V., 2005. Advocacy and argumentation in the public arena: A guide for social workers. *Social Work*, 50(3), 231-238. **[A must read.]**
- Lens, V., 2002. TANF: What went wrong and what to do next. *Social Work*, 43(7), 279-290.
- Linhorst, D., 2002. Federalism and social justice: implications for social work. *Social Work*,

47(3), 201-208.

- MacMaster, S., 2004. Harm reduction: A new perspective on substance abuse services.

Social Work, 49(3), 356-363.

- Skiba, D., Monroe, J. and J. Wodarski, 2004. Adolescent substance abuse: Reviewing the effectiveness of prevention strategies. Social Work, 49(3), 343-353.

Useful web sites:

Kaiser Family Foundation for health-related information: www.kff.org

Demographic information: www.PeopleSpot.com

National poverty center for poverty facts: www.npc.umich.edu/poverty

Population reference bureau: www.prb.org

Social Security: www.ssa.gov

American Community Survey (Census Bureau): www.census.gov/acs

NASW perspectives on issues: Social Work Speaks, www.naswdc.org

A resource for learning about issues and advocacy groups: www.nyu.edu/socialwork/wwwrsw

Catalog of Federal domestic assistance programs: www.cfda.gov

Resource for legislative information, maintained by the Library of Congress: thomas.loc.gov

The Jane Addams Hull-House Museum website, www.uic.edu/jaddams/hull/hull_house.html

The WIC website www.fns.usda.gov/wic/aboutwic

Search engine for federal and state laws: www.findlaw.com

Council of Social Work Education: www.cswe.org

Influencing state policy: www.statepolicy.org

For federal government links: www.usa.gov

Center on budget and policy priorities: www.cbpp.org/

Statistical Abstract of the United States: www.census.gov/statab/www/

U.S. Government: www.firstgov.gov/

The White House: www.whitehouse.gov/

U.S. Senate: www.senate.gov/

U.S. House of Representatives: www.house.gov/

Library of Congress: www.loc.gov

Colorado Legislature: www.leg.state.co.us

Site for tracking proposed and enacted federal legislation: <http://thomas.loc.gov>

Advocacy Center: www.cfed.org

Practicum Integrative Seminar
SOWK 497 Practicum II and SOWK 494 Seminar II
Spring 2016

Instructor: Michelle Sunkel, DSW, LCSW, LAC, MBE
E-mail: msunkel@coloradomesa.edu
Office: Lowell Heiny Hall 422
Office Hours:
Phone: 970-248-1723

**Feel free to contact me outside of class.
The best way to contact me is via email or during my office hour.**

REQUIRED TEXT:

Birkenmaier, J & Berg-Weger, M. (2011). *Practicum Companion for Social Work: Integrating Class and Fieldwork, The, 3/E.* St Louis University: Pearson Education.

NASW CODE OF ETHICS:

Introduction to Social Work expects that students will become familiar with the NASW Code of Ethics and apply them to the class discussions / assignments. Please see the NASW website: <https://www.socialworkers.org/pubs/code/code.asp>

Purpose of this course

The Practicum Seminar, a weekly 50-minute class, is held in conjunction with the Field Practicum. Both the integrative seminar and field practicum provide students with the means to integrate, consolidate, and synthesize academic and practice experiences.

The purpose of this course is to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice. In a dynamic profession like social work it is important that we learn to plan, assess, and document lifelong learning.

Senior social work students need to become active, self-directed, and collaborative learners. When this happens it is more likely that students will engage energetically in lifelong learning opportunities following graduation. As a result, the quality and effectiveness of service to clients will be heightened.

Learner Expectations Statement

To acquire knowledge and build skills, learners are expected to:

- Read and become familiar with the course syllabus and expectations.
- Keep up with assignments and readings.
- Ask for clarifications about material or course expectations.
- Analyze assigned readings and offer thoughtful interpretations.
- Be respectful of diverse perspectives and refrain from making inappropriate comments

Rights and Responsibilities:

- You have the right to be confused and to ask questions.
- You have the right to a learning environment **NOT** be disturbed by those around you.
- Use of cell phones and/or texting during class is prohibited.
- PLEASE DO NOT LEAVE the room during lecture or discussion (bathroom breaks) as it is very disruptive
- You have the right and responsibility to work toward academic improvement in your writing and study habits.

EXPECTATIONS

Respect is required in this course! This means that talking, texting, answering a cell phone and/or making derogatory or disrespectful comments to me or your peers during lecture and discussion are **STRICTLY PROHIBITED**. Violations will be swiftly dealt with by a verbal warning on the first offense and any further offenses will result in expulsion from the classroom.

This is not a therapy class, professional use of self is required.

PARTICIPATION

Class participation means being prepared to actively contribute to the class discussions. Discussions will focus on applying interventions discussed in the assigned readings. Students should be respectful of all topics covered and have a willingness to entertain ideas dissimilar to their own. Respect for the views and opinions of others should be exercised at all times.

CLASS ATTENDANCE:

Regular class attendance and participation are necessary for a successful learning experience and is clearly recommended. You are **REQUIRED** to attend class and participate. You are expected to be in class every day and may incur penalties (in addition to the normal penalty of lost quizzes and in class work) to your grade for missing class, as follows:

Absences 0-2: No Penalty (two weeks of class)

Absences 3-4: 20 percent reduction in your overall grade (four weeks of class)

Absences 5-6: 30 percent reduction in your overall grade (six weeks of class)

Absences 7+: Every additional absence will reduce your grade by 10%

I realize life circumstances may cause you to miss class unintentionally. If these circumstance result in excessive absences, please see me as soon as possible to discuss withdrawing or other options.

ACADEMIC DISHONESTY:

The Colorado Mesa University Student Code of Conduct clearly indicates that acts of academic dishonesty, including cheating and plagiarism, are subject to consequences. The consequence in this class, for an act of cheating (on exams for example) or plagiarism [copying from others or from a text (including the course textbooks) without giving the original source credit] will be **FAILURE OF THE EXAM OR ASSIGNMENT** and a letter reporting the transgression to the DEAN OF

STUDENTS. More than one instance of academic dishonesty will result in FAILURE OF THE COURSE, at a minimum.

Please review the Code of Conduct at:

http://www.coloradomesa.edu/academics/policies/academic_integrity.html

LEARNING OBJECTIVES

COURSE OBJECTIVES:

To gain knowledge about social work ethics and be able to:

- | | |
|-------------|--|
| Objective 1 | Students will demonstrate and understanding of generalist social work practice in the context of a social service agency and demonstrate effective services to clients. |
| Objective 2 | Students will be able to demonstrate the application of social work principles from a micro, mezzo, and macro perspective. |
| Objective 3 | Students will integrate social work academic materials with practicum experience, specifically in the areas of diversity, social and economic justice, at-risk populations, human bio-psycho-social development, ecological perspectives and systems theory while upholding the social work values and ethics. |

Upon completing this course, students will be able to:

- Apply critical thinking skills within the context of the social work profession
- Understand and apply social work values and professional ethics and behave accordingly
- Understand the application of social work from an ecological perspective (micro, mezzo, macro)
- Analyze, formulate, and understand mechanisms of influence when responding to social work policies
- Use supervision and consultation appropriate to social work practice
- To demonstrate values, knowledge, and skills required to function in a specific field of practice.
- To demonstrate respect for the inherent worth and dignity of all people and their right to self-determination.

CMU Student Learning Outcomes (SLOs) for the Bachelor's in Social Work (BSW) Program.

Graduates will be able to:

41. Demonstrate proficiency in utilizing the social work professions 10 core competencies and 41 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge). (CSWE Core Competencies 1-10)
42. Demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency). (CSWE Core Competency 6)
43. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency). (CSWE Core Competency 3)

44. Demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge, and practice wisdom; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking). (CSWE Core Competencies 3 & 10)

CSWE COMPETENCY AND PRACTICE BEHAVIORS:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(a)—Engagement

Educational Policy 2.1.10(b)—Assessment

Educational Policy 2.1.10(c)—Intervention

Educational Policy 2.1.10(d)—Evaluation

ACADEMIC ASSIGNMENTS

ASSIGNMENTS

LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Practicum Hours Required

Students must complete a minimum of 225 hours* in the practicum during the semester. The hours you contribute must be completed within your assigned agency. Carefully log the date and hours worked. Hours must be completed by the last day in the last week of classes for the semester. Failure to complete the required number of hours will result in a failing grade. In order to prevent an unexpected “shortfall” of hours due to illness or car trouble, etc., you should plan on contributing 15 hours in the agency each week.

Learning Agreement

Each student must develop a Learning Contract that will indicate the specific goals associated with the agency practicum site. It should outline generally what you hope to learn in the agency (the learning goals), the particular tasks or responsibilities you will have (the objectives) that will help you progress towards your learning goals, and it will indicate your supervisor, the days and hours you will be in the agency, and key contact information. You are required to have a micro, mezzo, and macro goal. This document will be used when your performance is assessed at the end of the semester so keep a copy for yourself.

Professional Development – Resume

Students will complete a resume this semester to prepare them for graduation.

Resumes will cover professional experience, education, leadership, related coursework, skills, and membership.

This resume is considered a tool for graduation to assist you into your professional journey.

Practice Application - Weekly

Weekly workbook activities that will assist you in developing your social work competencies. Each assignment is worth 10 points and must be types and turned into class.

Action Intervention – Case Presentation

CORE COMPETENCY 1.1.10 Intervention; C and D

Practice Behavior: 37 Implement preventions interventions that enhance client capacities.

Practice Behavior: 41 critically analyze, monitor, and evaluate interventions

The purpose of this presentation is for each of your to focus on the intervention strategies that you have been using in practicum this year. This presentation will have you review a real case (confidentiality is required so be sure to change name, age, etc. as to not identify the client) and analyze how you assessed the case, intervened and/or provided interventions, and the outcome. Note: not all cases will have positive outcomes. If your case is not successful, reflect on what could have or should have been done differently using reflection.

The presentations must cover: Assessment of the client using person in environment, interventions, research used to decide interventions (research informed practice), outcomes, diversity issues, ethics of the case, use of self, and what you learned from this experience. This presentation should be 15 minutes long, with a power point that must be uploaded to D2L.

Spring Semester

Participations / attendance	5 points x 15 weeks'	75 points
Practice Application	10 points x 15 weeks	150 point
Monthly Supervision Sheet	5 points X 4 months'	20 points
Learning Agreement		10 points
Action Intervention – Case Presentation	15-20 minutes	200 points
Or Milestone Project (TBA)		
Cover letter / resume		50 points
BSW Self Efficacy Rating Form		
20 points		
SBS exam		50 points
TOTAL POINTS		585

Grade scale:

Percentage	Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

ALL GRADES WILL BE AVAILABLE ON D2L throughout the semester!

Professional Expectations of Student Behavior

Colorado Mesa University is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. All students in the social work program will be expected to exhibit the following ethical standards of behavior.

64. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
65. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
66. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.
67. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness.
Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.
68. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.
69. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.

Demonstrate an understanding of how values and culture interact.

70. **Communication:** Strive to improve both verbal and written communication skills.
Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

STUDENT SERVICES

Educational Access Services

In coordination with Educational Access Services, reasonable accommodations will be provided for qualified students with disabilities. Please meet with the instructor the first week of class to make arrangements. Dana VandeBurg, the Coordinator of Educational Access Services, can be contacted at 248-1801, or in person in Houston Hall, Suite 108.

Service animal

Service dogs are permitted in any areas of public access on campus. Service dogs are allowed in all classrooms and other environments used by students or other program participants with the exception of areas that for health or safety reasons exclude the presence of animals.

Dogs and other animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. Therapy and emotional support animals are not allowed in campus buildings, except in residence halls if the owner is a resident.

The campus service animal policy is online at:
www.coloradomesa.edu/eas/ServiceAnimalPolicy.html

Tutorial Learning Center (TLC) in HH 113

The TLC is a **FREE** academic service for all Colorado Mesa University students. Tutors are available on a walk-in basis for many courses. Do you have a quick question? Do you need homework clarification or feedback on a paper? Are you reviewing for a test? Help is available at the TLC!

At the main campus, come to Houston Hall 113 to meet with one of our friendly peer tutors. We are open on Monday, Wednesday and Thursday from 8am-6pm; Tuesdays from 8am-7pm, and Fridays from 8am-5pm. We are also open Sundays from 1pm-6pm! Tutoring at branch campuses and distance tutoring is also available. Check out the website for schedules and locations at www.coloradomesa.edu/tutoring or call 248-1392 with any questions.

Tomlinson Library

Reference Librarians can assist you if you need help with research, finding reliable print and electronic resources or citation help. The Reference Desk is on the first floor of the Tomlinson Library located on the CMU campus. And for your convenience, you can Instant Message (IM) a

Reference Librarian 24/7 from the Tomlinson Library home page or call the Reference Desk at 970-248-1860. Email your questions to: libref@coloradomesa.edu

Reference Desk hours: (Spring & Fall) Monday-Thursday 8am-9pm; Friday 8am-5pm; Saturday 10am-5pm; Sunday 1pm-9pm. Tomlinson Library also has study rooms and computer labs with color printers & scanners. Come by and see what Tomlinson Library has for you!

TENTATIVE Course Outline

This outline is tentative and is subject to change

Date	Week	Topic	Due
8/19	Week 1	Course Overview Introductions; discussion of course expectations and syllabus.	Syllabus / Manual
8/26	Week 2	Getting Started on your Social Work Practice Career Practice Application: 1.2, Setting Career Goals Core Competency: 2.1.1 Practice Behavior: 5	Chapter 1
9/2	Week 3	Socialization into the Social Work Profession Practice Application: 2.5, Thinking like a social worker	Chapter 2
9/9	Week 4	Safety in Social Work Settings Practice Application: 3.4 -Role Play- Off Site Safety Rules 3.5 –Safety: Your Comfort Zone #6 – Role Play – Harassment	Chapter 3
9/16	Week 5	Making the most of Your practicum Supervision Practice Application: 4.2, Supervision from the Other Side of the Desk 4.3, What Are You Saying and What Are You Really Saying to Your Field Instructor?" Core Competency: 2.1.1 Practice Behavior: 6	Chapter 4
9/23	Week 6	Organizational Context Practice Application: 5.2, Gathering Information 5.3 Reflection on Explicit and Implicit Rules. 5.4 Reflections on Your Organizational Socialization. 5.5 Reflections on the Organization 5.7: Learning about Agency Structure through the Lens of Service Area / Client Issue 5.8 Tying Together the Agency and Social Work	Chapter 5

		<p>Values and Principles.</p> <p>Core Competency: 2.1.10 Practice Behavior: 36</p>	
9/30	Week 7	<p>Social Work Practice in the Field: Working with Individual and Families</p> <p>Practice Application: 6.2 Application of Evidence-Based Theory to Practice:</p> <p>Testing Your Knowledge</p> <p>6.5 Learning from the Client: When Listening Is Not Enough</p> <p>Core Competency: 2.1.10 Practice Behavior: 38</p>	Chapter 6
10/7	Week 8	<p>Social Work Practice in the Field: Working with Groups</p> <p>Practice Application: 7.6 Documenting Group Progress</p> <p>7.7 Start your own Group</p>	Chapter 7
10/14	Week 9	<p>Social Work Practice in the Field: Working with Organizations, Communities, and Policy</p> <p>Practice Application: 8.3, Professional Socialization in a Smaller Community</p> <p>8.5, Community Analysis through Observation</p> <p>8.8, Role-Play — Social Advocacy</p> <p>8.9 Contact with an Influential Person</p> <p>Core Competency: 2.1.10 Practice Behavior: 28 and 39</p>	Chapter 8
10/21	Week 10	Social Work Practice and the Legal System	Chapter 9
10/28	Week 11	<p>Termination: The Beginning of the End (or the End of a Beginning?)</p> <p>Practice Behavior: 10.2, Termination through Journaling</p> <p>10.3, Termination through Presentation</p> <p>10.4, Termination through Illustration</p> <p>10.5, Termination through Simulation</p> <p>10.6 Termination through Activation</p> <p>Core Competency: 2.1.10 Practice Behavior: 40</p>	Chapter 10
11/4	Week 12	Resume Building	Resume
11/11	Week 13	Resume Completion	Resume
11/18	Week 14	<p>Case PRESENTATIONS</p> <p>Core Competency: 2.1.10</p>	PRESENTATIONS

		Practice Behavior: 37 and 41	
11/25		THANKSGIVING BREAK	
12/2	Week 15	Case PRESENTATIONS Core Competency: 2.1.10 Practice Behavior: 37 and 41	PRESENTATIONS
12/9	Finals	Case PRESENTATIONS Core Competency: 2.1.10 Practice Behavior: 37 and 41	PRESENTATIONS

RE: Position Assignment

✕ DELETE

← REPLY

↩ REPLY ALL

➔ FORWARD

...



Mims, Shannon

Mon 8/22/2016 12:19 PM

Mark as unread

To: Owens, Kym;

You forwarded this message on 8/22/2016 12:23 PM.

Dear Kym,

Your position assignment entitled Assistant Professor of Social Work has been processed. The assignment began on 8/10/2016 and has an ending date of 5/14/2017. The salary for this assignment is \$. The salary will be paid in 12 installments August through July (two installments July 1st).

Temporary Faculty (not Tenured Faculty) are employees-at-will who may be terminated at any time, with or without cause or advance notice. Employment is at will even though reference is above- made to an assignment salary and specified period of duration. This reference does not create, nor should it be construed to create, a contract or appointment for a fixed term. The exception to this rule is that Tenure-track faculty, although an employee-at-will, may be terminated within the Academic Year only due to a reduction in force or for cause.

Special conditions for **WCCC** employees only: Professional agrees to meet all credentialing and licensure requirements. The Higher Learning Commission requirements for instructors will require all instructors hired after September 2017 to have baccalaureate degrees. Those existing instructors who do not have a baccalaureate degree, must be on a path to attain one. Upon hire, you will be required to outline your commitment to earn a baccalaureate degree to meet the new requirements. Continued employment is dependent upon meeting this requirement.

Please contact the Human Resources department if you have any questions.

Thank you,
Shannon Mims
248-1093

Fwd: 2016-2017 Position Assignment

✕ DELETE

← REPLY

↩ REPLY ALL

➔ FORWARD

...



Sunkel, Michelle

Mon 8/29/2016 6:09 PM

Mark as unread

To: ☐ Owens, Kym;

Sent by [MailWise](#) – See your emails as clean, short chats.

----- Original Message -----

From: "Mims, Shannon" <smims@coloradomesa.edu>

Sent: Wednesday, July 27, 2016 12:41 PM

To: "Sunkel, Michelle" <msunkel@coloradomesa.edu>

Subject: 2016-2017 Position Assignment

Dear Michelle Sunkel,

Your job assignment entitled Assistant Professor of Social Work has been processed. The assignment begins on 08/15/2016 and has an ending date of 05/14/2017. The annual salary for this assignment is \$. Your salary will be paid over 12 months, August through July.

Temporary Faculty (**not Tenured Faculty**) are employees-at-will who may be terminated at any time, with or without cause or advance notice. Employment is at will even though reference is above- made to an annual salary and specified period of duration. This reference does not create, nor should be it be construed to create, a contract or appointment for a fixed term. The exception to this rule is that Tenure-track faculty, although an employee-at-will, may be terminated within the Academic Year only due to a reduction in force or for cause.

Please contact the Human Resources department if you have any questions.

Thank you,
Shannon Mims

Colorado Mesa University

Social Work



BSW STUDENT HANDBOOK

Table of Contents

Table of Contents	2
Welcome from Social Work Program Director	3
I. The Profession of Social Work	4
II. CMU BSW Mission, Goals, Outcomes, & Core Competencies	4-9
CMU Social Work Mission	4
CMU Social Work Goals	5
Generalist Practice	5-6
CMU Student Learning Outcomes (SLOs)	7
Council on Social Work Education Core Competencies	7-10
III. Advising	10-11
IV. Academic Policies	11-20
Acceptance of Transfer Credits	11-12
Life Experience	12
Student Conduct	12
Academic Integrity	12-13
Student Appeals	14-15
Termination from the Social Work Program	15-16
Incompletes	16
Academic Probation and Suspension	16-17
Sexual Harassment	18-19
Affirmative Action	19
ADA Compliance	19
Educational Access Services	20
V. Student Groups and Organizations	16-42
Social Work Club	16
National Association of Social Workers (NASW)	16-17
NASW Code of Ethics	17-42
VI. Student Resources	20-47
Career Services	48
Financial Aid	48
Tomlinson Library	48-49
International Exchange Program	49
Campus Recreation Services	49-50
Student Diversity Center	50
Behavioral Clinical Services	50
VII. Helpful Contact Information	51
VIII. BSW Student Handbook Agreement Form	52

Dear Student,

Congratulations on your acceptance into the Social Work Program at Colorado Mesa University. This opportunity is both a privilege and an honor and one that will certainly set you on a professional course towards service and advocacy....and a life as a change-agent!

I often tell students that I believe social work is a “calling” and that you are “born a social worker.” I say this because it takes a very special person to be dedicated to social and economic justice and to the needs and empowerment of the poor and oppressed in a society. Your acceptance into the BSW program is proof-positive that you have found your “home” in this profession and that you have a bright career and future ahead of you.

We at CMU are dedicated to providing you with an exceptional education in the profession of social work; the mission, core values, history, and code of ethics – as well as all that it takes to be a top-notch generalist social work practitioner in the field. **Expect to be challenged! Expect to be stretched! Expect to be changed!**

Please take time to carefully read through the following BSW Student Handbook, as it is a guide and resource for you as you move through the next two years of the program. Also know that the social work faculty is committed to your success and we are available to answer your questions and guide you through to the completion of your undergraduate degree.

I look forward to teaching you and getting to know each of you in the future!

Sincerely,

Kym

Kym Owens, MSW, LCSW

Assistant Professor of Social Work & Program Director

“The Arc of the Moral Universe Is Long But It Bends Toward Justice.” - Rev. Dr. Martin Luther King, Jr.

I. The Profession of Social Work

Social Work is a profession dedicated to social and economic justice. Social workers focus primarily on the needs and empowerment of vulnerable, oppressed, at-risk populations, and those living in poverty.

Social workers help people overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, educational problems, disability, and mental illness. They help prevent crises and counsel individuals, families, and communities to cope more effectively with the stresses of everyday life.

Today, Americans enjoy many privileges because early social workers saw miseries and injustices and took action, inspiring others along the way. Many of the benefits we take for granted came about because social workers—working with families and institutions—spoke out against abuse and neglect.

- Workers enjoy unemployment insurance, disability pay, worker's compensation, and Social Security.
- People with mental illness and developmental disabilities are now afforded more humane treatment.
- Medicaid and Medicare give poor, disabled, and elderly people access to health care.
- Society seeks to prevent child abuse and neglect.

—National Association of Social Work, 2008

II. CMU Bachelor's in Social Work (BSW) Mission, Goals, Outcomes, & Core Competencies

CMU Social Work Mission

To educate students as generalist social work practitioners who embrace the mission and core values of the social work profession, including issues of diversity, service, the dignity and worth of all people, and social and economic justice.

CMU Social Work Goals

1. To educate students as generalist social work practitioners; with knowledge and understanding of the ecological perspective, the strengths perspective, the empowerment approach, and solid problem solving and case management skills.
2. To assist students in viewing complex human and social issues from a multi-dimensional, multi-level approach involving micro-, mezzo-, and macro-level interventions.
3. To provide opportunities for the application of the social work mission and core values of service, the dignity and worth of all people, the importance of human relationships, integrity, competency, and social and economic justice.
4. To maintain high professional standards and knowledge of the NASW Code of Ethics.
5. To help students strengthen the relationship between theory and practice by engaging them in various service learning projects, leadership development, strong field education placements, and involvement in the social work club.

Generalist Practice

Generalist practice is defined in CSWE Educational Policy B2.2—Generalist Practice as:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Our mission and goals are clearly consistent, and grounded, in this generalist practice framework. Our focus is on a strong commitment to the mission and core values of the profession and to a person and environment and strengths perspective construct. Our program will seek to develop BSW students who are able to think critically, apply ethical principles, and incorporate all of the core competencies within professional practice.

Our mission is to graduate students from our BSW program who are well prepared for entry-level generalist practice social work positions in the local community and in society. Generalist practice is focused on multi-level (micro, mezzo, macro) and multi-dimensional (individual, family, group, community, society) intervention strategies. Students will utilize the ecological perspective (person and environment), the strengths perspective and empowerment approach, as well as the various roles (consultant, resource manager, and educator) and functions (enabler, facilitator, planner, colleague-monitor, broker-advocate, convener, social activist, catalyst, teacher, trainer, outreach, researcher-scholar) common of generalist practitioners. They will understand the problem-solving approach and the following six step generalist framework necessary for holistic interventions:

1. Engagement
2. Assessment
3. Planning
4. Intervention
5. Evaluation
6. Termination

Grafton Hull defines generalist practice as follows:

The basic principle of generalist practice is that baccalaureate social workers are able to utilize the problem solving process to intervene with various size systems including individuals, families, groups, organizations, and communities. The generalist operates within a systems and person-in-the-environment framework (sometimes referred to as an ecological model). The generalist expects that many problems will require intervention with more than one system (e.g., individual work with a delinquent adolescent plus work with the family or school) and that single explanations of problem situations are frequently unhelpful. The generalist may play several roles simultaneously or sequentially depending upon the needs of the client, (e.g., facilitator, advocate, educator, broker, enabler, case manager, and/or mediator). They may serve as leaders/facilitators of task groups, socialization groups, information groups, and self-help groups. They are capable of conducting needs assessments and evaluating their own practice and the programs with which they are associated. They make referrals when client problems so dictate and know when to utilize supervision from more experienced staff. Generalists operate within the ethical guidelines prescribed by the NASW Code of Ethics and must be able to work with clients, coworkers, and colleagues from different ethnic, cultural, and professional orientations. The knowledge and skills of the generalist are transferrable from one setting to another and from one problem to another.

CMU Student Learning Outcomes (SLOs)

Outcome #1: Demonstrate proficiency in utilizing the social work professions 10 core competencies and 41 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge). (CSWE Core Competencies 1-10)

Outcome #2: Demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency).
(CSWE Core Competency 6)

Outcome #3: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency).
(CSWE Core Competency 3)

Outcome #4: Demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge, and practice wisdom; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking). (CSWE Core Competencies 3 & 10)

Council on Social Work Education (CSWE) – 10 Core Competencies and 41 Practice Behaviors

1. Identify as a professional social worker and conduct oneself accordingly.

1. advocate for client access to the services of social work;
2. practice personal reflection and self-correction to assure continual professional development;
3. attend to professional roles and boundaries;
4. demonstrate professional demeanor in behavior, appearance, and communication;
5. engage in career-long learning; and
6. use supervision and consultation.

2. Apply social work ethical principles to guide professional practice.

7. recognize and manage personal values in a way that allows professional values to guide practice;
8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
9. tolerate ambiguity in resolving ethical conflicts; and
10. apply strategies of ethical reasoning to arrive at principled decisions.

3. Apply critical thinking to inform and communicate professional judgments.

11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
12. analyze models of assessment, prevention, intervention, and evaluation; and
13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. Engage diversity and difference in practice.

14. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
17. view themselves as learners and engage those with whom they work as informants.

5. Advance human rights and social and economic justice.

18. understand the forms and mechanisms of oppression and discrimination;
19. advocate for human rights and social and economic justice; and
20. engage in practices that advance social and economic justice.

6. Engage in research-informed practice and practice-informed research.

- 21. use practice experience to inform scientific inquiry and
- 22. use research evidence to inform practice.

7. Apply knowledge of human behavior and the social environment.

- 23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- 24. critique and apply knowledge to understand person and environment.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- 25. analyze, formulate, and advocate for policies that advance social well-being; and
- 26. collaborate with colleagues and clients for effective policy action.

9. Respond to contexts that shape practice.

- 27. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- 28. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

- 29. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- 30. use empathy and other interpersonal skills; and
- 31. develop a mutually agreed-on focus of work and desired outcomes.
- 32. collect, organize, and interpret client data;

33. assess client strengths and limitations;
34. develop mutually agreed-on intervention goals and objectives; and
35. select appropriate intervention strategies.
36. initiate actions to achieve organizational goals;
37. implement prevention interventions that enhance client capacities;
38. help clients resolve problems;
39. negotiate, mediate, and advocate for clients; and
40. facilitate transitions and endings.
41. critically analyze, monitor, and evaluate interventions.

III. Advising

Advising Center

Lowell Heiny Hall, Room 127

Phone: 970.248.1177

Advising is available from two sources: the Advising Center staff and the faculty. The Advising Center assists students with undeclared majors; students who have declared majors should meet regularly with a faculty advisor.

Undeclared students are assigned to the Advising Center and must meet with an advisor prior to registration. Academic advisors will assist students in course selection and registration, help students with strategies for academic success, and guide students in career exploration. Students who have decided on a major will be directed to the appropriate academic department. A department's administrative assistant can officially declare or change the student's major/minor, provide a program sheet, and assign the student to a faculty advisor.

Provisional Baccalaureate students with fewer than 30 earned college-level credit hours must be advised by an academic advisor in the Advising Center before registering each semester. Once the student has met with an advisor, their Provisional Baccalaureate hold will be removed. Then the student can elect to register for classes on their own or can receive assistance from the advisor.

Program sheets outline the requirements needed for the degree or certificate program being pursued. Students should work closely with their faculty advisors throughout their program. The purpose of an advisor is to assist in the process of degree completion. It is the student's

responsibility to maintain his/her program sheet and to keep it up-to-date as classes are completed. Advisors are not responsible for failure to meet degree requirements.

Faculty Advisor

Each student will be assigned a faculty advisor once admitted into the social work program. The two full-time faculty will evenly divide the number of students that they both advise (for example, if there are 20 students admitted into the first social work cohort, each faculty will have 10 students that they are responsible for advising).

The major faculty advisor is there to discuss any concerns a student may have about their coursework or about the program. Students can also meet with their faculty advisor to discuss graduate school or post-graduation job opportunities. Students who wish to meet with their advisor may do so during their regularly scheduled office hours or by scheduling an appointment.

IV. Academic Policies

CMU Acceptance of Transfer Credits from Other Institutions

Students to Colorado Mesa University should contact the Center for Transfer Services, within the Admissions Office, for help with the admissions and evaluation processes. Transfer students may be admitted into most baccalaureate degree programs if they are in good standing at another regionally accredited college or university and have a total minimum cumulative grade point average (GPA) of 2.3 for 13 or more semester credit hours. In calculating the cumulative admission grade point average, Colorado Mesa University will compute a transfer GPA based on prior college transcript(s). If the student has attended more than one prior institution, the GPA of each is combined for a total cumulative admission GPA. Students with 13-29 transfer credit hours must meet HEAR requirements as outlined in the HEAR section of the CMU catalog.

Transfer students who are on probation or suspension from another college or university, or have a cumulative grade point average of less than 2.3, will not be admitted into a baccalaureate degree program but may enroll in Western Colorado Community College. Transfer students who are on probation or suspension from another college may be placed on probation at Colorado Mesa University.

An evaluation of transfer courses is made once the student's application file is complete. Credit evaluations are completed in the Registrar's Office, with the assistance of academic department heads.

Transfer credits for the social work program must be approved by the academic department head for Social and Behavioral Sciences, Dr. Jessica Herrick, and the social work program director. Students wishing to transfer credits must submit syllabi and supporting documentation; and the final decisions will be made on a case-by-case basis. Social work credits with grades below a “B” or “P” cannot be transferred.

It is the policy of Colorado Mesa University to accept academic credits from:

1. All public colleges and universities in the state of Colorado, provided they are currently regionally accredited. This applies regardless of the institution’s accreditation status at the time the credit was earned.
2. Private and out-of-state colleges and universities provided the institution is currently regionally accredited and was accredited or was a candidate for accreditation at the time the credit was earned.
3. Regionally accredited two-year community or junior colleges.
4. Regionally accredited institutions that award “S” or “P” grades, if the granting institution states that such grade is equal to a grade of “C” or better.
5. gtPathways, Colorado guaranteed general education transfer courses.

Only courses with a grade of “C” or better are eligible to be applied toward a degree or certificate.

Acceptance of Social Work Transfer Credits from Other Institutions

Our program will accept all social work courses completed with a C or higher from universities that are CSWE accredited. In order for social work courses to be substituted for required social work courses within our program, students must submit a course syllabus for each transfer course, to ensure that the content and course objectives are similar and have been met; approval will be determined by the social work program director on a case-by-case basis. We do not accept transfer of credit from any institution for field education.

Life Experience

The Social Work program at CMU does not grant course credit for life experience or previous work experience.

CMU General Policy Regarding Student Conduct

Colorado Mesa University is a community consisting of students, faculty, support staff, and administrators. The University does not attempt to define all “student conduct.” It relies on students to assume the responsibility and obligation of conducting themselves in a manner compatible with the purpose of the University as an educational institution and the community as a place of residence. In addition to University rules and regulations, all students are subject to the same local, state, and federal laws as non-students and are beneficiaries of the same safeguards of rights as non-students.

The academic community has a long and cherished tradition of expecting its members to conduct themselves in accordance with the highest standards of personal behavior. The following are among those acts of misconduct which are not consistent with the educational goals of Colorado Mesa University or with the traditions of the academic community:

1. Academic dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the University.
2. Forgery, alteration, misuse or mutilation of University documents, records, identification materials, or educational materials.
3. Obstruction or disruption of teaching, research, administrative, or public service functions of the University.
4. Intentional interference with an individual’s rights to free speech, freedom to make academic inquiry, or freedom of conscience.
5. Aiding, abetting or inciting others to commit any act of misconduct set forth in 1 through 4 above.

Penalties for acts of misconduct including, but not limited to, those set forth above can range from official warning to expulsion from University, depending upon the seriousness of the misconduct.

Academic Integrity

All faculty, administration, and students of Colorado Mesa University have a responsibility for establishing and fostering an understanding of the importance of academic integrity. Academic dishonesty includes but is not limited to representing work of others as your own without proper acknowledgment, giving or receiving assistance on exams, papers, projects, or assignments unless authorized to do so; and misrepresenting your identity or allowing others to

do so. Incidents should be reported to the instructor of the course if possible, or contact the Academic Department Head. Actions may be taken as a result of academic dishonesty.

Student Appeals

Students have the right to appeal actions or sanctions (such as those relating to grades or academic dishonesty) and should begin the process by meeting with the course instructor.

Students can file a formal complaint by logging on to their MavZone account (CMU web portal) and clicking the quick access, color-coded icon at the bottom of the main menu that states “Filing a Formal Complaint.” This link directs students to the seven page Student Complaint Policy site, which provides detailed information regarding filing a formal complaint, as follows:

“A student wishing to file a complaint should do so as promptly as possible following the alleged violation, but by no later than February 15 for a concern occurring during the prior fall semester, June 15 for the prior spring semester, and September 15 for the prior summer term. Timely initiation of a complaint rests with the student. The complaint should be in writing and signed by the complainant or submitted electronically from a Colorado Mesa University student email address. The complaint should:

- 1) Describe the issue that is the basis for the complaint, including the steps that have been taken to informally resolve the problem, and
- 2) Include any relevant documents the student would like to be reviewed as part of the complaint process.

Depending on the nature of the violation, the complaint should be sent to the Office of the -

- Vice President for Academic Affairs or the Vice President for Community College Affairs if the concern is academic-related;
- Vice President for Finance and Administration if service-related;
- Vice President for Student Services if behavior or conduct related; or
- Director of Human Resources if an alleged violation of discrimination in employment or education opportunity.

Following the submission of the written complaint to one of the above administrators, the relevant administrator (or designee) will investigate the complaint and respond in writing to the

student with his/her decision within 30 days of receipt of the complaint. The intent of the University is always to reach a decision in as timely a manner as possible.”

The University provides that all student concerns, grievances, and appeals that are not covered under a specific policy be directed either to the Office of the Vice President for Academic Affairs or to the Office of the Vice President for Student Affairs.

CMU Social Work Program Policy Regarding Student Conduct & Termination from the Social Work Program

Reasons that students might be terminated from the social work program include:

1. Academic performance below minimum requirements (a minimum overall cumulative GPA of 2.0; a minimum overall cumulative social work GPA of 2.5)
2. Behaviors that are inconsistent with the NASW Code of Ethics
3. Academic dishonesty
4. Student misconduct
5. Unexcused or prolonged absences
6. Unexpected life events (i.e., death, divorce, financial or medical issues, etc...) that impair the student’s ability to meet required course learning objectives.

If addressing any of the above issues with a student, the following procedures should be followed:

1. Document all concerns and/or allegations, including dates, attempts to address the situation, and any other anecdotal information.
2. The faculty that is immediately involved with the student should try to address the issue with the student directly, when appropriate (i.e., for attendance concerns, ask the student to stay after class so that you can share your concerns and expectations, hear from the student first-hand the reasons for their absences, work out an agreeable course of action, and communicate consequences if the problem continues).
3. If the faculty and student are unable to resolve the issue, or the issue deems immediate response or action, it should be brought to the attention of the social work program director or field education director.

4. Students are able to bring in an advocate, self-selected or through CMU students services, to assist them in addressing their concerns if needed.
5. If the social work program director, social work faculty, and student are unable to resolve the issue, or the issue deems immediate response or action, it should be brought to the attention of the department head.
6. If the department head, social work program director, social work faculty, and student are unable to resolve the issue, or the issue deems immediate response or action, it will be referred to the Office of Academic Affairs or Student Services.
7. Students may contact CMU student services at any time during this process for additional support, advocacy, and counseling services to assist them with their concerns, allegations, or support as needed.

Incompletes

Incomplete (“I”) grades are temporary grades given to a student only in an emergency case and at the discretion of the instructor. At the end of the semester following the one in which an “I” is given, the “I” becomes the grade that is submitted by the instructor to the Registrar’s Office. If the instructor does not submit a grade by the deadline for that semester, the grade becomes an “F.” A grade of “I” given spring semester must be addressed by the end of the following fall term. Extension of the time to complete work may be made in exceptional circumstances at the discretion of the instructor. A student with an “I” grade, however, may not change the “I” by enrolling in the same course another semester (per CMU Catalog 2015-2016, p. 40).

CMU General Policies Regarding Academic Probation and Suspension

Good Standing signifies that the student is making satisfactory academic progress (see Academic Standards section) and is eligible to continue studies at Colorado Mesa University.

Academic Probation indicates a student is not in good standing and constitutes a warning to the student that the student’s scholastic achievement needs improvement or suspension will result. Students will be placed on academic probation if their cumulative grade point average at Colorado Mesa University falls below the minimums listed under GPA minimum.

Upon being placed on academic probation, students are permitted to continue studies for one semester, during which time they are expected to improve their cumulative grade point average to the minimum required levels. Those who succeed will be removed from academic probation.

Students on academic probation will remain on academic probation until they raise their cumulative grade point average to the required level. Once on probation, a student must maintain a minimum semester grade point average of 2.00 to avoid being placed on academic suspension.

Additionally, students with a cumulative Colorado Mesa University grade point average of 2.00 or lower will be limited to 15 credit hours per semester.

Academic Suspension indicates the student is not in good standing and represents a temporary, involuntary separation of the student from the University for a minimum of one semester for failure to meet minimum academic standards. Following an academic suspension, a student must apply for readmission to Colorado Mesa University. For degree programs that do not have separate admission policies, the readmission to Colorado Mesa University is also readmission to the degree program as long as the degree still exists. For degree programs having admission policies over and above admission to Colorado Mesa University, the student must also reapply to the degree program.

A student may be suspended from and readmitted to Colorado Mesa University a maximum of two times. Academic suspension, when imposed, becomes effective immediately upon the recording of grades at the end of the semester or summer term.

The first suspension shall be for a period of one semester; i.e., a student suspended at the end of fall semester may not attend the following spring semester; a student suspended at the end of spring semester may not attend the following summer and fall semesters. A student suspended at the end of summer term may not attend the following fall semester.

The second suspension shall be for a period of two semesters (i.e., a student suspended at the end of fall semester may not attend the next spring or fall semester; a student suspended at the end of spring semester may not attend the following fall or spring semester).

A student suspended at the end of summer term may not attend the following fall or spring semester.

Students may not enroll in any credit classes whatsoever (including summer term) during the period of suspension.

Emergency or Hardship Withdrawal from Individual Classes

In the case of an event that qualifies as an emergency or hardship, students may request an Emergency or Hardship Withdrawal from an instructor after 50 percent, but before 75 percent of a course is completed. An emergency or hardship situation is defined as a significant,

unexpected nonacademic circumstance beyond the student's control and is granted at the discretion of the instructor. Failing, poor performance in a course, or other academic-related reasons do not constitute circumstances for an emergency withdrawal.

Students seeking an emergency withdrawal must complete the proper withdraw form, consult the instructor, and return the signed form to the Registrar's Office. Substantiating documentation (e.g., doctor's notes, court documents, death certificates) may be required at the request of the instructor.

Sexual Harassment

CMU POLICY MANUAL

Adopted : November 18, 2003

Revised: May 2, 2013

SECTION 3.4: Discrimination, Harassment, and Violence Prohibited

The University prohibits discrimination in employment-related and student-related decisions against any applicant, employee or student based on race, color, religion, creed, sex or gender (including pregnancy), national origin, ancestry, age (40 and older), disability (where otherwise qualified), veteran status, marital status or sexual orientation (referred to jointly as "protected status"). Harassment based on protected status is a form of discrimination, and is also prohibited. Further, the University has a zero tolerance for violence and threats of violence, regardless whether the conduct is based on a victim's protected status. Any employee or student who engages in prohibited discrimination, harassment, or violence may be disciplined, discharged, or expelled. The University shall include in its policies for employees and students a policy prohibiting such conduct, and setting forth a method for reporting the prohibited conduct. The policies will also provide for the investigation of complaints and corrective action.

Obligation to Report Sexual Harassment:

Sexual harassment is a violation of state and federal law.

Impact of Sexual Harassment:

1. Drop class or avoid certain classes
2. Change majors
3. Decrease in self-confidence
4. Lower grades
5. Demeaning or discouraging academic experience
6. Loss of career aspiration
7. Depression
8. Withdrawal from university

Confidential Resources:

- Victim Assistance, Mesa County Sheriff's Department: (970) 244-3500
- Counseling and Psychological Services, Behavioral Clinical Services: (970) 241-6500
- Office of Ombudsman: Colorado Mesa University

CMU Affirmative Action: STATEMENT OF POLICY

1) Nondiscrimination on the Basis of Age, Race, Color, National Origin, Religion, Sex, Disability, Veteran Status, or Sexual Orientation.

It is the practice of Colorado Mesa University to utilize procedures of recruitment, employment, training and promotion which are nondiscriminatory on the basis of age, race, color, national origin, religion, sex, disability, veteran status, or sexual orientation to the extent that an individual's abilities merit, provided that appropriate openings exist and are anticipated. Colorado Mesa University does not hire, and it is not the intent of the Plan to require or authorize the hiring of, a person who lacks qualifications to perform the job successfully or to hire a less qualified person in preference to a more qualified one. The College will continue this practice of employment according to the goals of equal opportunity accompanied by affirmative action.

Adopted December 2002, updated July 2005

<http://www.coloradomesa.edu/hr/documents/AffirmativeActionPlanUpdatedJuly2005.pdf>

CMU - ADA Compliance Plan

ANTI-DISCRIMINATION POLICY - Professional Personnel Employment Handbook

Section II A5. Disability Issues. "Disability" includes physical and mental disabilities that substantially limit one or more major life activity. Disabled individuals must be otherwise qualified to perform the essential job functions, with or without reasonable accommodations. Any employee who requires a reasonable accommodation in order to perform the essential job functions and who has not received this accommodation through communications with his or her immediate supervisor must make a written request for accommodation to the Affirmative Action Coordinator or Office of Human Resources. The request for accommodation will be reviewed. The employee must cooperate in the interactive process to determine what reasonable accommodations the University can provide.

Educational Access Services for Students with Disabilities (A Division of Advising & Academic Services)

Mission:

Educational Access Services (EAS) recognizes disability as an aspect of diversity and an integral part of society. We collaborate with students, faculty, staff, and community members to create an accessible higher education community. EAS provides academic accommodations and promotes universal design principles, enabling students with disabilities the opportunity to fully participate in all aspects of the educational environment as successful and independent learners.

Support services for students with documented disabilities are available through Educational Access Services, a division of Academic Services. Several services are available, depending upon the documented disability. Services can include, but are not limited to, volunteer note takers, testing accommodations, and textbooks in alternate formats. Prospective students are encouraged to contact the Coordinator of Educational Access Services to discuss accommodations. Students must initiate a request for accommodations by contacting the EAS office. A new request must be made each semester.

V. Student Groups and Organizations

Social Work Club

Social work students can participate in the Social Work Club, a dynamic group of students interested in “rolling up their sleeves” and putting social work into “action.” A core value of the social work profession is service—and the club is always looking for opportunities to address issues of poverty and need at the local, community level.

Any student at CMU is welcome to participate in the Social Work Club, but elected officers (president, vice-president, secretary, treasurer, and CAB representative) must be a declared major in social work (formally accepted into the BSW program) in order to serve in these leadership roles. Officers are elected every year by the Social Work Club. The two full-time social work faculty serve as co-faculty advisors for the Social Work Club.

The Social Work Club meets monthly throughout the academic year and engages in numerous fundraisers, philanthropic events, community service projects, and social gatherings.

In the past academic year, the Social Work Club volunteered over 120 hours in community service projects in Grand Junction, CO. The projects that the club completed included:

1. Catholic Outreach: Serving meals to the homeless
2. Homeward Bound: Put together Thanksgiving boxes of food for delivery
3. Latimer House: Clothing drive and raised monetary support
4. The House: Collected needed toiletries for youth
5. Homeward Bound: Put together over 100 Easter baskets for children/youth at facility
6. Ariel Clinical Services: Child Abuse Awareness month project on CMU campus

Approximately 100 clients in our local community benefitted from these community service projects completed by the CMU Social Work Club.

Students can request to join the Social Work Club by following these steps:

1. Log onto CMU MavZone account
2. Click on Current Student tab
3. Click on Student Life tab under the University Life column
4. Click on OrgSync link, which will direct students to all of the CMU Clubs
5. Select Social Work Club and press Request to Join Club icon

Students interested in learning more about the Social Work Club can email questions to: socialworkclubatcmu@gmail.com or "like" us on our Facebook page: <https://www.facebook.com/socialworkclubatCMU>

National Association of Social Workers (NASW)

Students are encouraged to become a member of the National Association of Social Workers.

Did you know?

- NASW is the largest membership organization of professional social workers in the world, with 140,000 members.
- NASW works to enhance the professional growth and development of its members, to create and maintain standards for the profession, and to advance sound social policies. NASW also contributes to the well-being of individuals, families and communities through its work and advocacy.

- NASW has 55 chapters in every state in the U.S., plus Puerto Rico, Guam, the Virgin Islands, and an International Chapter. Washington DC and New York City also host NASW chapters.
- NASW works to shape legislation and public policy that protects and strengthens the social work profession; promotes health, welfare and education; or in some way strengthens opportunities and social supports for individuals and families.
- To protect the public and ensure high quality social work services in communities, NASW enforces a Code of Ethics and works to improve regulation of social work in every state. Thanks to these efforts, all states in the U.S. now license or otherwise regulate social work practice.

-National Association of Social Workers, 2013

Being a member of NASW offers many opportunities. Some benefits of NASW membership include:

- (1) **Networking Opportunities.** NASW activities provide an excellent way for social workers to share ideas and information with colleagues. Members can also meet with potential employers and agency representatives at conferences and workshops.
- (2) **Job Opportunities.** Members have access to local and national job bank information.
- (3) **Malpractice Insurance.** NASW offers malpractice insurance that is affordable and comprehensive.
- (4) **Publications.** Local and national newsletters link members with job opportunities, information on private practice, professional support and continuing education opportunities. Members can also receive *Social Work*, a journal that connects them to the latest research in the profession.

For more information, see the NASW website at www.socialworkers.org or the Colorado NASW website at www.conasw.org.

NASW Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly.

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

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

consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this **Code** that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this **Code**.

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

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

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

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The **NASW Code of Ethics** reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination

when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

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

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

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

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

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

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

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

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

1.07 Privacy and Confidentiality

(a) 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. Once private information is shared, standards of confidentiality apply.

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential

information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

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

boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing of clients by drawing on the perspectives, values, and experiences of

the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

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

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

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

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

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

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

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

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

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

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits

of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

For more information, see the NASW website at www.socialworkers.org.

VI. Student Resources

Career Services

University Center, Room 106
970.248.1404

Career Services provides a variety of services to students and alumni* to assist in attaining their career goals. Services provided are:

- Career Assessments
- Career, Graduate, Teacher and Major Fairs
- Workshops
- Resume workshop
- Cover Letter workshop
- Interviewing Skills workshop
- Choosing a Major workshop
- MAVjobs (job database)
- Career Resource Center
- On-campus employer recruiting programs
- Optimal Resume

*Some restrictions may apply.

Financial Aid Office

Lowell Heiny Hall, Room 117
970.248.1396

The Financial Aid Office works with students to meet educational expenses through various monetary resources. Depending on a student's qualifications, aid is available in the form of scholarships and grants that do not need to be repaid. Additionally, students can apply for loans that are need- or non-need-based as well as work-study employment.

John U. Tomlinson Library

970.248.1862

Tomlinson Library supports the educational mission of the University by teaching information literacy skills, providing assistance in identifying, locating and evaluating its information sources, and providing a large and diverse collection of materials for use by students and faculty. Library materials are available in a variety of formats including print, e-books, audio and video; the majority of which can be checked out. Articles from journal titles are available through the library website.

Materials from other libraries throughout Colorado and the U.S. can be requested for delivery and pick-up at the Main campus, WCCC or the Montrose Center. Through its interlibrary loan service, items not owned by Tomlinson Library can be borrowed from other libraries. Help using the library is available in person, at the reference desk, or through chat, email or telephoning 970.248.1860.

The library is home to group study rooms, a silent study area, wireless network, computer labs, printing, scanning and photocopy capabilities. Tomlinson Library is accessible 24/7 via the web. area, wireless network, computer labs, printing, scanning and photocopy capabilities. Tomlinson Library is accessible 24/7 via the web.

International Student Exchange Program

Academic Affairs

Lowell Heiny Hall, Room 208

970.248.1881

Colorado Mesa University is proud to join the International Student Exchange Program (ISEP). ISEP is a worldwide network of over 300 colleges and universities across 50 countries. Colorado Mesa University students pay CMU tuition and fees and can apply to spend a semester or full academic year at an ISEP foreign institution. A variety of exchange options are available. Go to isep.org and/or contact the Academic Affairs Office at 970.248.1881.

Campus Recreation Services - Hamilton Recreation Center

970.248.1592

Campus Recreation Services is established to provide varied programs and services that will contribute to the health and well-being of the students of Colorado Mesa University. The program educates participants in the responsible use of leisure time by providing an atmosphere that fosters the development of lifelong patterns of recreational activities and opportunities for participation in such activities regardless of age, sex, race, or motor ability. To do so, facilities and resources are designed to provide appropriate environments for participants through the following:

- Offering structured competitive and social opportunities in a variety of individual and team sports (Intramural Sports Program and Club Sports). Intramural sports include flag football, softball, volleyball, basketball, indoor and outdoor soccer, ultimate Frisbee, disc golf, badminton, tennis, racquetball, and dodge ball. Club sports include cycling, rodeo, rugby, hockey, women's water polo, men's volleyball, women's volleyball, men's soccer, women's soccer, Maverick Fencing Alliance, women's cross country, bowling and men's swimming.
- Providing access to recreation facilities, equipment, and activities for convenient, informal participation (Open Recreation Program). These facilities include a multi-sport gymnasium,

cardio machines, weight training circuit machines, free weights, indoor track, racquetball courts, climbing wall, and swimming pool.

- Offering structured and non-structured opportunities for improving and maintaining physical fitness (Fitness/Wellness Program). These opportunities include aerobics classes, yoga, fitness assessments, exercise program prescription, massage therapy, and personal training.

Student Diversity & Advocacy Center for Student Involvement

University Center, Room 212I

The Student Diversity and Advocacy office works alongside the office of Student Services to support a diverse student body of Colorado Mesa University. This office specializes in problem solving and helping students to become better informed and grow as adults; whether these decisions involve classes or any other aspect of university life. Student Diversity and Advocacy provides for students and faculty the experience of interacting and learning together to respect a broad range of people from diverse backgrounds. This offers an arena for students to have a greater appreciation and understanding of cultural diversity, and be prepared to take on leadership roles in society.

Behavioral Clinical Services (BCS)

1005 North 12th Street
970.241.6500

Counseling services are contracted by Behavioral Clinical Services (BCS). All students paying student fees are eligible for counseling sessions each academic year for a \$5 copay. Referrals can be made through any office on campus and/or students may contact BCS directly for an appointment. All sessions are confidential. Students dealing with personal problems affecting their academic life are encouraged to talk with a professional counselor.

VII. Helpful Contact Information

Prof. Kym Owens, Program Director	kjowens@coloradomesa.edu	970-248-1486
Dr. Michelle Sunkel, Field Education Director	msunkel@coloradomesa.edu	970-248-1723
Dr. Jessica Herrick, Department Head	jherrick@coloradomesa.edu	970-248-1932
Cathy Rickley, SBS Administrative Assistant	crickley@coloradomesa.edu	970-248-1696

Colorado Mesa University 248-1020

Admissions Department 248-1875

Advising Center 248-1177

Bookstore 248-1422

Career Services 248-1404

Financial Aid 248-1396

Registrar's Office 248-1555

Disability Resource Center 248-1988

Tomlinson Library 248-1862

Behavioral Clinical Services (BCS) 241-6500

Office of Academic Affairs 248-1881

Office of Student Services 248-1366

Testing Center 248-1260

Hamilton Recreation Center 248-1592

VIII. BSW Student Handbook Agreement Form

Please read the following agreement form, answer the questions, sign and date, and submit this page only to the BSW Program Director.

In keeping with the academic, program and professional standards and requirements described in this handbook, carefully and honestly answer the following questions:

- 1) Do you understand that the CMU Social Work Program has a professional responsibility to insure that students graduating with a BSW have met minimum standards of competency and do not exhibit behavior that could place social work clients at risk of physical or emotional harm?
____ yes ____ no
- 2) Have you read the National Association of Social Workers (NASW) Code of Ethics? ____ yes ____ no
- 3) Is the NASW Code of Ethics compatible with your personal values and beliefs and can you abide by its principles? ____ yes ____ no

If no, explain: _____

_____.

- 4) Do you understand that a student's personal, emotional, mental, and behavioral stability are necessary to avoid placing social work clients at risk of physical or psychological harm and are therefore required of all social work majors? ____ yes ____ no
- 5) Social work practice can often be stressful. Do you understand that coping with high levels of job-related stress and working appropriately in emotionally-charged situations may be required for successful completion of the social work program? ____ yes ____ no
- 6) Do you agree to abide by the expectations of professional skills, competencies, and ethical conduct listed in the BSW Student Handbook? ____ yes ____ no
- 7) Do you understand that if you fail to meet these expectations you may be expected to follow through on a corrective action plan and may be recommended for termination from the BSW program if unable to comply with these expectations? ____ yes ____ no

Student's Signature: _____ **Date:** _____

*Your signature testifies that the above answers are truthful.

REFERENCES

- Council on Social Work Education, Commission on Accreditation. (2008). *Handbook of social work accreditation policies and procedures*. Washington, D.C.: Council on Social Work Education. Retrieved from <http://www.cswe.org/Accreditation/2008EPASHandbook.aspx>
- Workers, National Association of Social. (2008). *Code of ethics (guide to the everyday professional conduct of social workers)*. Washington, D.C.: NASW. Retrieved from <http://www.socialworkers.org>

Colorado Mesa University

BSW APPLICATION FORM

Name _____ Date _____
700# _____ Email _____
Phone _____
Address _____

Eligibility Criteria:

1. **Completion of the following 60 credits of coursework** (please refer to the BSW Program Sheet; circle yes or no indicating whether you have completed each of the below requirements):

- | | | |
|---|-----|----|
| ▪ CMU Essential Learning/General Education requirements (31 semester hours) | Yes | No |
| ▪ Wellness Requirement (2 semester hours) | Yes | No |
| ▪ Essential Learning Capstone (4 semester hours) | Yes | No |
| ▪ Foundation courses (6 semester hours) | Yes | No |
| ▪ Social Work Introductory Courses (6 semester hours) | Yes | No |
| ▪ Other electives (11 semester hours; could include any social work electives, foreign language requirements, or any other electives) | Yes | No |

2. **A minimum overall cumulative GPA of 2.0** Overall cumulative GPA: _____

3. **A minimum overall cumulative social work GPA of 2.5** **Overall cumulative SW GPA: _____

**To calculate your social work GPA:

A	4.00
B	3.00
C	2.00
D	1.00
F	0.00

For example:

SOWK 150 (received a B): 3.00 (B) x 3 (credits) = 9
SOWK 210 (received an A): 4.00 (A) x 3 (credits) = 12
SOWK elective (received a C): 2.00 (C) x 3 (credits) = 6

 $9 + 12 + 6 = 27 / 9 \text{ (credits)} = 3.0 \text{ GPA}$

Multiply course credits (3 credits) by the course grade you received in each SOWK class and add the results, then divide that number by the total credits in all of the social work courses. The result will be your overall cumulative social work GPA.

Required Attachments (check each box below to indicate if the required attachments have been included with the BSW Application Form):

_____ Personal Statement (see below for instructions)

_____ Current UNOFFICIAL transcripts

Personal Statement Instructions: Please address the following points in your personal statement and attach (as indicated above) to your application. The personal statement should be two to three pages in length, typed, and double-spaced.

1. Describe the development of your interest in social work as a profession (Do you believe you are a “good fit” for this profession? Are you in agreement and committed to the social work mission and core values?).
2. Describe your specific field of interest within social work (Describe your career goals. What type of work do you hope to do with your BSW degree once you graduate?).
3. Discuss any social work related work, volunteer, or extracurricular activities you have been involved in.

Do you foresee any barriers to obtaining your social work degree? Yes _____ No _____

If yes, please describe.

Signature _____ Date _____

Colorado Mesa University

BSW Application Scoring Form

Applicant Name _____

Overall Cumulative GPA (range 0-10) _____

(3.6-4.0 = 10; 3.0-3.5 = 8; 2.5-2.9 = 6; 2.4-2.0 = 4; 1.9 or below = 0)

Overall Cumulative Social Work GPA (range 0-15) _____

(3.6-4.0 = 15; 3.0-3.5 = 10; 2.5-2.9 = 5; 2.4 or below = 0)

Unofficial Transcripts (attached: yes = 3 points, no = 0 points) _____

Faculty Rating Form (range 0-12) _____

Personal Statement (range 0-30) _____

Interests/Career Goals/Aspirations

- Strong identification, well-defined, very appropriate to social work = 10
- Average identification, moderately defined, moderately appropriate to social work = 5
- Limited identification, not well-defined or addressed; not appropriate to social work = 0

Work/Volunteer/Extracurricular Activities

- Strong commitment and experience (5+ years, extra involvement) = 10
- Moderate commitment and experience (1-4 years, limited extra involvement) = 5
- Minimal commitment and experience; or not well addressed (no experience or extra involvement) = 0

Quality of Written Work

- Above-average writing skills, 3 or fewer spelling or grammatical errors = 10
- Average writing skills, 4-6 spelling or grammatical errors = 5
- Below-average writing skills, 7+ spelling or grammatical errors = 0

****The 40 students that receive the highest score on the overall cumulative GPA, overall cumulative social work GPA, Faculty Rating Form, and Personal Statement (listed above) will be selected for a Faculty Interview.**

Selected for Faculty Interview (circle): Yes No

Faculty Interview (range 0-30) _____

TOTAL POINTS (range of 0-100) _____

Exceptional (90+)

Above-Average (80-89)

Average (70-79)

Below-Average (60-69)

Unsatisfactory (59 and below)

BSW Admittance Decision:

_____ Accepted into the BSW Program

_____ Not accepted into the BSW Program

Colorado Mesa University

BSW – Personal Statement Scoring Form

Applicant Name: _____ **Faculty Name:** _____

Interests/Career Goals/Aspirations

- Strong identification, well-defined, very appropriate to social work = 10
- Average identification, moderately defined, moderately appropriate to social work = 5
- Limited identification, not well-defined or addressed; not appropriate to social work = 0

Work/Volunteer/Extracurricular Activities

- Strong commitment and experience (5+ years, extra involvement) = 10
- Moderate commitment and experience (1-4 years, limited extra involvement) = 5
- Minimal commitment and experience; or not well addressed (no experience or extra involvement) = 0

Quality of Written Work

- Above-average writing skills, 3 or fewer spelling or grammatical errors = 10
- Average writing skills, 4-6 spelling or grammatical errors = 5
- Below-average writing skills, 7+ spelling or grammatical errors = 0

TOTAL Personal Statement Score (range 0-30)

Additional Comments:

Colorado Mesa University
BSW - FACULTY RATING FORM

Applicant Name _____ **Faculty Name:** _____

Participation (in-class discussions & assignments) _____

- 0: Rarely participates or does not participate at all
- 1: Participates when required to or when called upon
- 2: Actively participates and initiates participation

Attendance _____

- 0: Below-average (50% or less class attendance)
- 1: Average (51-80% class attendance)
- 2: Above-average (81-100% class attendance)

Teamwork/Interaction with Classmates (as observed in class) _____

- 0: Does not work well with other and/ or is negative during interactions
- 1: Works well with others when prompted, positive during interactions
- 2: Works well with others, initiates interaction, positive during interactions

Written Communication Skills (as observed in course assignments and emails) _____

- 0: Numerous (7+) spelling/grammar errors, below-average basic understanding of APA style and formatting
- 1: Moderate (4-6) spelling/grammar errors, average basic understanding of APA style and formatting
- 2: Minimal (3 or fewer) spelling/grammar errors, above-average basic understanding of APA style and formatting

Social Work Mission and Core Values (as observed in course assignments and in discussions) _____

- 0: Below-average understanding of social work mission and core values
- 1: Average understanding of social work mission and core values
- 2: Above-average understanding of social work mission and core values

Professional Behavior in the Classroom (as observed in class) _____

- 0: Negative attitude, disrespectful and/or argumentative with professor and/or classmates, does not follow through with directives on how to problem solve
- 2: Positive attitude, respectful and courteous with professor and classmates, follows through with directives on how to problem solve

TOTAL SCORE (range 0-12) _____

Additional Comments:

Colorado Mesa University

BSW – Faculty Interview Form

Applicant Name: _____ Faculty Name: _____

OVERALL PROFESSIONALISM (6 points total)

1. Appropriate professional attire (1 point) _____

0: Unprofessional attire (jeans, t-shirt, sweats, low-cut shirt)

1: Dressed professionally (professional attire; appropriate)

2. Arrival time to scheduled interview (2 points) _____

-2 pts.: Arrived late to scheduled interview

1: Arrived one to four minutes early to scheduled interview

2: Arrived five or more minutes early to scheduled interview (as instructed)

3. Non-verbal communication skills: eye contact, tone of voice, posture (3 points) _____

	Above Average (1 pt.)	Average (.5 pt.)	Below Average (0 pts.)
Eye Contact	Maintained excellent eye contact; used notes sparingly or not at all.	Maintained acceptable eye contact; used notes mostly sparingly.	Did not maintain acceptable eye contact (looked down or off); read mostly from notes.
	Above Average (1 pt.)	Average (.5 pt.)	Below Average (0 pts.)
Tone of Voice	Confident, clear voice that could be heard and understood at all times.	Fairly confident, mostly clear voice that could be heard and understood some of the time.	Lacked confidence, voice too soft, mumbled, or monotone, making it difficult to hear or understand most of the time, too many um's.
	Above Average (1 pt.)	Average (.5 pt.)	Below Average (0 pts.)
Posture	Sat up straight, highly expressive and engaging, relaxed and at ease.	Sat up straight, moderately expressive and engaging, mostly relaxed and at ease.	Leaned or slumped over, minimally expressive and engaging, several distracting mannerisms such as shuffled feet, fidgeted with hands, notes, chair, or hair.

Comments on overall professionalism:

Total: _____

QUESTION 1: INTEREST IN SOCIAL WORK (9 points total)

Tell us about your interest in social work and why you think we should accept you into the social work program?

Ability to clearly communicate their interest in social work in a meaningful way: _____

0: Difficult to understand and confusing, disorganized, below average presentation

1: Some confusion and/or disorganization, average presentation

2: Above-average presentation (mostly clear, concise, organized)

3: Excellent presentation; clear, concise, organized; communication was effective/persuasive, very articulate

Ability to persuasively communicate why they should be accepted into the social work program: _____

0: Identified minimal candidacy relevance, reasons, skills (2 or fewer)

3: Identified some candidacy relevance, reasons, skills (3-4)

6: Identified many candidacy relevance, reasons, skills (5+)

Total: _____

QUESTION 2: SOCIAL WORK MISSION AND CORE VALUES (5 Points)

- [illegible]

0: Not clear about how to promote any social work values, unable to articulate/explain effectively

1: States how to promote one social work value, difficulty in articulating/explaining effectively

2: States how to promote two social work values, difficulty in articulating/explaining effectively

3: States how to promote two or three social work values, able to articulate/explain effectively

4: States how to promote four or five social work values, able to articulate/explain effectively

5: States how to promote all six social work values, able to articulate/explain effectively

Total: _____

QUESTION 3: LEADERSHIP (5 Points)

Social workers are known to be leaders. Could you please share some of your leadership skills or traits and any leadership roles or experiences you have had?

Skills or traits:

Leadership roles or experiences:

- 0: Not clear about leadership skills or expectations, unable to articulate/explain effectively
- 1: States one or two leadership skills related to social work, unable to articulate/explain effectively
- 2: States one or two leadership skill related to social work, able to articulate/explain effectively
- 3: States three or four leadership skills related to social work, unable to articulate/explain effectively
- 4: States three or four leadership skills related to social work, able to articulate/explain effectively
- 5: States five or more leadership skills related to social work, able to articulate/explain effectively

Total: _____

QUESTION 4: STRENGTHS AND AREAS WHERE GROWTH OR IMPROVEMENT IS NEEDED (5 points)

a. Please explain your strengths.

b. Please explain areas in your life where growth or improvement is needed.

0: Not able to explain any strengths or areas of growth

1: Able to explain either strengths or areas of growth, but not both; demonstrates below-average insight and/or inability to articulate in a clear, effective, and professional manner

2: Able to explain at least one strength and one area of growth related to social work; demonstrates below-average insight and/or inability to articulate in a clear, effective, and professional manner

3: Able to explain two or three strengths/areas of growth related to social work, demonstrates average insight and ability to articulate in a clear, effective and professional manner

4: Able to explain two or three strengths/areas of growth related to social work, demonstrates above-average insight and ability to articulate in a clear, effective and professional manner

5: Able to explain two or three strengths/areas of growth related to social work, demonstrates excellent insight and ability to articulate in a clear, effective and professional manner

Total: _____

TOTAL SCORE (out of 30) _____

ADDITIONAL COMMENTS:

COLORADO MESA UNIVERSITY
SOCIAL WORK PROGRAM

BSW FIELD AGENCY SUPERVISOR ASSESSMENT (FASA)
EVALUATION OF COMPETENCIES AND PRACTICE BEHAVIORS

Student: _____

Agency: _____

Agency Supervisor: _____

Faculty Supervisor : _____

Course: SOWK 397 (Fall Semester) and SOWK 497 (Spring Semester) Field Work in Social Work

Directions: Please use this evaluation to assess the student on the ten core competencies and 41 practice behaviors. For each practice behavior, please complete the scale provided (1-5) and for each competency. Please provide a narrative description as indicated and appropriate.

Basic Professional Proficiency & Ethical Conduct

Answer Code for Evaluation Items

NA. Not applicable or not enough information to form a judgment.

1-The practicum student fails to meet the basic requirements.

2- The practicum student rarely meets the expectations in this area, below expectation.

3- The practicum student meets the basic expectations in this area and continues to develop.

4- The practicum student is performing above expectations in this area, consistently meets practice behaviors and continues to develop social work skills.

5- The practicum student is excelling in this area, exceeds requirements

I. Basic Work Requirements – Professionalism (core competency 1)

FALL SPRING

_____	_____	Arrives on time.
_____	_____	Uses time effectively.
_____	_____	Informs supervisor and makes arrangements for absences.
_____	_____	Reliable, completes requested or assigned tasks on time.
_____	_____	Completes required total number of hours or days on site.
_____	_____	Is responsive to norms about clothing, language, etc. on site.

Comments:

II. Ethical Awareness and Conduct (core competency 2)

FALL SPRING

_____	_____	Knowledge of general ethical guidelines.
_____	_____	Knowledge of ethical guidelines of practicum placement.
_____	_____	Demonstrates awareness and sensitivity to ethical issues.
_____	_____	Personal behavior is consistent with ethical guidelines.
_____	_____	consults with others about ethical issues if necessary.

Comments:

BSW FIELD EVALUATION INSTRUMENT
EVALUATION OF THE PROGRAM EDUCATIONAL OBJECTIVES

The BSW program includes three broad goals. The first goal is educational in nature and includes 10 core competencies that are integrated throughout the curriculum. These competencies have been formed on the basis of the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) of 2008. Each course in the major highlights those competencies that more closely relate to the course purpose. These competencies are used as educational building blocks in a sequence of social work courses designed to prepare the entry-level professional social worker for generalist practice. Accompanying these competencies are practice behaviors that we expect students to achieve. Consider the activities or skills that will describe and support the evaluation of the professional competencies. The competencies are the desired learning results. We are interested to what extent the student has accomplished them, how they accomplished them, and what future development you would recommend. Concrete examples are useful.

Rating Scale for Evaluation of Field Placement Performance

Instructions: The 10 core competencies specified in this evaluation form are those established by our national accrediting organization (Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following scale.

Please rate the student based on this scale:

- 1- The practicum student has not met the expectations in this area; fails to meet the basic requirements.
- 2- The practicum student rarely meets the expectations in this area, below expectation.
- 3- The practicum student meets the basic expectations in this area and continues to develop.
- 4- The practicum student is performing above expectations in this area, consistently meets practice behaviors and continues to develop social work skills.
- 5- The practicum student is excelling in this area, always exceeds requirements.

Please circle the number/response that best represents your assessment of the student's performance in the competency area specified. You are encouraged to write comments to expand upon any competency statement, as this feedback is especially helpful in grade determination.

IMPORTANT: This form should be used for both semesters for the final evaluations. After completing this form, the original signed paperwork must be returned to the Director of Field Education.

Competency 1- Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

<u>Practice Behaviors.</u>	FALL SEMESTER					SPRING SEMESTER				
Social workers:										
Advocate for client access to the services of social work	1	2	3	4	5	1	2	3	4	5
Practice personal reflection and self-correction to assure continual professional development	1	2	3	4	5	1	2	3	4	5
Attend to professional roles and boundaries	1	2	3	4	5	1	2	3	4	5
Demonstrate professional demeanor in behavior, appearance, and communication	1	2	3	4	5	1	2	3	4	5
Engage in career-long learning	1	2	3	4	5	1	2	3	4	5
Use supervision and consultation	1	2	3	4	5	1	2	3	4	5
Demonstrate knowledge of the profession’s history	1	2	3	4	5	1	2	3	4	5

Comments: Fall Semester

Comments: Spring Semester

Competency 2- Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

<u>Practice Behaviors.</u> Social workers:	FALL SEMESTER					SPRING SEMESTER				
Recognize and manage personal values in a way that allows professional values to guide practice	1	2	3	4	5	1	2	3	4	5
Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	1	2	3	4	5	1	2	3	4	5
Tolerate ambiguity in resolving ethical conflicts	1	2	3	4	5	1	2	3	4	5
Apply strategies of ethical reasoning to arrive at principled decisions	1	2	3	4	5	1	2	3	4	5

Comments: Fall Semester

Comments: Spring Semester

Competency 3- Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Social workers:		
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	1 2 3 4 5	1 2 3 4 5
Analyze models of assessment, prevention, intervention, and evaluation	1 2 3 4 5	1 2 3 4 5
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	1 2 3 4 5	1 2 3 4 5

Comments: Fall Semester

Comments: Spring Semester

Competency 4- Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Social workers:		
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	1 2 3 4 5	1 2 3 4 5
Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups	1 2 3 4 5	1 2 3 4 5
Recognize and communicate their understanding of the importance of difference in shaping life experiences	1 2 3 4 5	1 2 3 4 5
View themselves as learners and engage those with whom they work as informants	1 2 3 4 5	1 2 3 4 5

Comments: Fall Semester

Comments: Spring Semester

Competency 5- Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Social workers:		
Understand the forms and mechanisms of oppression and discrimination	1 2 3 4 5	1 2 3 4 5
Advocate for human rights and social and economic justice	1 2 3 4 5	1 2 3 4 5
Engage in practices that advance social and economic justice	1 2 3 4 5	1 2 3 4 5

Comments: Fall Semester

Comments: Spring Semester

Competency 6- Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

<u>Practice Behaviors.</u> Social workers:	FALL SEMESTER					SPRING SEMESTER				
Use practice experience to inform scientific inquiry	1	2	3	4	5	1	2	3	4	5
Use research evidence to inform practice	1	2	3	4	5	1	2	3	4	5

Comments: Fall Semester

Comments: Spring Semester

Competency 7- Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Social workers:		
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	1 2 3 4 5	1 2 3 4 5
Critique and apply knowledge to understand person and environment	1 2 3 4 5	1 2 3 4 5
Demonstrate knowledge about human behavior across the life course	1 2 3 4 5	1 2 3 4 5
Demonstrate knowledge of the range of social systems in which people live and their impact on achieving health and well-being	1 2 3 4 5	1 2 3 4 5

Comments: Fall Semester

Comments: Spring Semester

**COLORADO MESA UNIVERSITY
SOCIAL WORK PROGRAM**

***BSW STUDENT SELF-EFFICACY ASSESSMENT (SSEA)
OF COMPETENCIES AND PRACTICE BEHAVIORS***

Student: _____

Agency: _____

Agency Supervisor: _____

Faculty Supervisor : _____

Course: SOWK 397 (Fall Semester) and SOWK 497 (Spring Semester) Field Work in Social Work

Directions: Please use this evaluation to assess yourself on the ten core competencies and 41 practice behaviors. For each practice behavior, please complete the scale provided (1-5) and for each competency. Please provide a narrative description as indicated and appropriate. You are required to complete each section and fill in all blanks of this assessment.

Basic Professional Proficiency & Ethical Conduct

Answer Code for Evaluation Items

NA. Not applicable or not enough information to form a judgment.

1-The practicum student fails to meet the basic requirements.

2- The practicum student rarely meets the expectations in this area, below expectation.

3- The practicum student meets the basic expectations in this area and continues to develop.

4- The practicum student is performing above expectations in this area, consistently meets practice behaviors and continues to develop social work skills.

5- The practicum student is excelling in this area, exceeds requirements

I. Basic Work Requirements – Professionalism (core competency 1)

FALL SPRING

_____	_____	Arrives on time.
_____	_____	Uses time effectively.
_____	_____	Informs supervisor and makes arrangements for absences.
_____	_____	Reliable, completes requested or assigned tasks on time.
_____	_____	Completes required total number of hours or days on site.
_____	_____	Is responsive to norms about clothing, language, etc. on site.

Comments:

II. Ethical Awareness and Conduct (core competency 2)

FALL SPRING

_____	_____	Knowledge of general ethical guidelines.
_____	_____	Knowledge of ethical guidelines of practicum placement.
_____	_____	Demonstrates awareness and sensitivity to ethical issues.
_____	_____	Personal behavior is consistent with ethical guidelines.
_____	_____	consults with others about ethical issues if necessary.

Comments:

BSW FIELD EVALUATION INSTRUMENT
EVALUATION OF THE PROGRAM EDUCATIONAL OBJECTIVES

The BSW program includes three broad goals. The first goal is educational in nature and includes 10 core competencies that are integrated throughout the curriculum. These competencies have been formed on the basis of the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) of 2008. Each course in the major highlights those competencies that more closely relate to the course purpose. These competencies are used as educational building blocks in a sequence of social work courses designed to prepare the entry-level professional social worker for generalist practice. Accompanying these competencies are practice behaviors that we expect you to achieve. Consider the activities or skills that will describe and support your evaluation of the professional competencies. The competencies are the desired learning results. We are interested to what extent you have accomplished them, how you accomplished them, and what future development you would recommend to be successful. Concrete examples are useful.

You are required to complete this entire evaluation and success and areas of improvements for each competency. Please be thorough.

Rating Scale for Evaluation of Field Placement Performance

Instructions: The 10 core competencies specified in this evaluation form are those established by our national accrediting organization (Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following scale.

Please rate yourself based on this scale:

- 1- You have not met the expectations in this area; fails to meet the basic requirements.
- 2- You rarely meet the expectations in this area, below expectation.
- 3- You meet the basic expectations in this area and continues to develop.
- 4- You are performing above expectations in this area, consistently meets practice behaviors and continues to develop social work skills.
- 5- You are excelling in this area, always exceeds requirements.

Please circle the number/response that best represents your assessment of your performance in the competency area specified. You are **REQUIRED** to write comments to expand upon any competency statement, as this feedback is especially helpful in professional development and identifying areas of growth.

IMPORTANT: This form should be used for both semesters for the final evaluations. After completing this form, the original signed paperwork must be returned to the Director of Field Education.

Competency 1- Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

<u>Practice Behaviors.</u>	FALL SEMESTER					SPRING SEMESTER				
Social workers:										
Advocate for client access to the services of social work	1	2	3	4	5	1	2	3	4	5
Practice personal reflection and self-correction to assure continual professional development	1	2	3	4	5	1	2	3	4	5
Attend to professional roles and boundaries	1	2	3	4	5	1	2	3	4	5
Demonstrate professional demeanor in behavior, appearance, and communication	1	2	3	4	5	1	2	3	4	5
Engage in career-long learning	1	2	3	4	5	1	2	3	4	5
Use supervision and consultation	1	2	3	4	5	1	2	3	4	5
Demonstrate knowledge of the profession's history	1	2	3	4	5	1	2	3	4	5

Comments: Fall Semester

Successes this Semester:

Areas for Continued Improvement:

Comments: Spring Semester

Successes this Semester:

Areas for Continued Improvement:

Competency 2- Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Social workers:		
Recognize and manage personal values in a way that allows professional values to guide practice	1 2 3 4 5	1 2 3 4 5
Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	1 2 3 4 5	1 2 3 4 5
Tolerate ambiguity in resolving ethical conflicts	1 2 3 4 5	1 2 3 4 5
Apply strategies of ethical reasoning to arrive at principled decisions	1 2 3 4 5	1 2 3 4 5

Comments: Fall Semester

Successes this Semester:

Areas for Continued Improvement:

Comments: Spring Semester

Successes this Semester:

Areas for Continued Improvement:

Competency 3- Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

<u>Practice Behaviors.</u> Social workers:	FALL SEMESTER	SPRING SEMESTER
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	1 2 3 4 5	1 2 3 4 5
Analyze models of assessment, prevention, intervention, and evaluation	1 2 3 4 5	1 2 3 4 5
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	1 2 3 4 5	1 2 3 4 5

Comments: Fall Semester

Successes this Semester:

Areas for Continued Improvement:

Comments: Spring Semester

Successes this Semester:

Areas for Continued Improvement:

Competency 4- Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Social workers:		
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	1 2 3 4 5	1 2 3 4 5
Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups	1 2 3 4 5	1 2 3 4 5
Recognize and communicate their understanding of the importance of difference in shaping life experiences	1 2 3 4 5	1 2 3 4 5
View themselves as learners and engage those with whom they work as informants	1 2 3 4 5	1 2 3 4 5

Comments: Fall Semester

Successes this Semester:

Areas for Continued Improvement:

Comments: Spring Semester

Successes this Semester:

Areas for Continued Improvement:

Competency 5- Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Social workers:		
Understand the forms and mechanisms of oppression and discrimination	1 2 3 4 5	1 2 3 4 5
Advocate for human rights and social and economic justice	1 2 3 4 5	1 2 3 4 5
Engage in practices that advance social and economic justice	1 2 3 4 5	1 2 3 4 5

Comments: Fall Semester

Successes this Semester:

Areas for Continued Improvement:

Comments: Spring Semester

Successes this Semester:

Areas for Continued Improvement:

Competency 6- Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

<u>Practice Behaviors.</u>	FALL SEMESTER					SPRING SEMESTER				
Social workers:										
Use practice experience to inform scientific inquiry	1	2	3	4	5	1	2	3	4	5
Use research evidence to inform practice	1	2	3	4	5	1	2	3	4	5

Comments: Fall Semester

Successes this Semester:

Areas for Continued Improvement:

Comments: Spring Semester

Successes this Semester:

Areas for Continued Improvement:

Competency 7- Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Social workers:		
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	1 2 3 4 5	1 2 3 4 5
Critique and apply knowledge to understand person and environment	1 2 3 4 5	1 2 3 4 5
Demonstrate knowledge about human behavior across the life course	1 2 3 4 5	1 2 3 4 5
Demonstrate knowledge of the range of social systems in which people live and their impact on achieving health and well-being	1 2 3 4 5	1 2 3 4 5

Comments: Fall Semester

Successes this Semester:

Areas for Continued Improvement:

Comments: Spring Semester

Successes this Semester:

Areas for Continued Improvement:

Competency 8- Engage in policy practice to advance social and economic justice and well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

<u>Practice Behaviors.</u> Social workers:	FALL SEMESTER	SPRING SEMESTER
Analyze, formulate, and advocate for policies that advance social well-being	1 2 3 4 5	1 2 3 4 5
Collaborate with colleagues and clients for effective policy action	1 2 3 4 5	1 2 3 4 5
Understand how the policy affects service delivery	1 2 3 4 5	1 2 3 4 5
Demonstrate knowledge of history and current structures of social policies and services	1 2 3 4 5	1 2 3 4 5

Comments: Fall Semester

Successes this Semester:

Areas for Continued Improvement:

Comments: Spring Semester

Successes this Semester:

Areas for Continued Improvement:

Competency 9- Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Social workers:		
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	1 2 3 4 5	1 2 3 4 5
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	1 2 3 4 5	1 2 3 4 5

Comments: Fall Semester

Successes this Semester:

Areas for Continued Improvement:

Comments: Spring Semester

Successes this Semester:

Areas for Continued Improvement:

Competency 10 (a-d)- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<u>Practice Behaviors.</u>	FALL SEMESTER					SPRING SEMESTER				
Social workers:										
Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	1	2	3	4	5	1	2	3	4	5
Use empathy and other interpersonal skills	1	2	3	4	5	1	2	3	4	5
Develop a mutually agreed-on focus of work and desired outcomes	1	2	3	4	5	1	2	3	4	5
Collect, organize, and interpret client data	1	2	3	4	5	1	2	3	4	5
Assess client strengths and limitations	1	2	3	4	5	1	2	3	4	5
Develop mutually agreed-on intervention goals and objectives	1	2	3	4	5	1	2	3	4	5
Select appropriate intervention strategies	1	2	3	4	5	1	2	3	4	5
Initiate actions to achieve organizational goals	1	2	3	4	5	1	2	3	4	5
Implement prevention interventions that enhance client capacities	1	2	3	4	5	1	2	3	4	5
Help clients resolve problems	1	2	3	4	5	1	2	3	4	5
Negotiate, mediate, and advocate for clients	1	2	3	4	5	1	2	3	4	5
Facilitate transitions and endings	1	2	3	4	5	1	2	3	4	5
Critically analyze, monitor, and evaluate interventions	1	2	3	4	5	1	2	3	4	5

Comments: Fall Semester

Successes this Semester:

Areas for Continued Improvement:

Comments: Spring Semester

Successes this Semester:

Areas for Continued Improvement:

FALL SEMESTER - Please check one of the following:

_____ **Below Proficiency:** You are unable to demonstrate proficiency in the understanding of core competencies, practice behaviors, and core social work values.

_____ **Average Proficiency:** You are able to demonstrate average proficiency in the understanding of core competencies, practice behaviors, and core social work values.

_____ **Excellent Proficiency:** You are able to demonstrate excellent proficiency in the understanding of core competencies, practice behaviors, and core social work values

Fall Semester Explain:

Overall Grade: _____

Student's Signature: _____

Date: _____

Agency Supervisor Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

SPRING SEMESTER: Please check one of the following:

_____ **Below Proficiency:** You are unable to demonstrate proficiency in the understanding of core competencies, practice behaviors, and core social work values.

_____ **Average Proficiency:** You are able to demonstrate average proficiency in the understanding of core competencies, practice behaviors, and core social work values.

_____ **Excellent Proficiency:** You are able to demonstrate excellent proficiency in the understanding of core competencies, practice behaviors, and core social work values

Spring Semester Explain:

Overall Grade: _____

Student's Signature: _____

Date: _____

Agency Supervisor Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

COLORADO MESA
UNIVERSITY

BACHELOR SOCIAL WORK
PRACTICUM MANUAL

2016-2017

TABLE OF CONTENTS

WELCOME PRACTICUM STUDENTS AND AGENCY SUPERVISORS.....	5
INTRODUCTION: FIELD PRACTICUM.....	6
OVERVIEW OF FIELD PRACTICUM IN SOCIAL WORK	
Generalist Social Work Practice.....	7
CSWE Educational Policy and Accreditation Standards.....	7
Signature Pedagogy: Field Education.....	8
Social Work Ethical Behavior.....	8
Colorado Mesa University Bachelor Social Work Program Mission and Goals.....	9
Colorado Mesa University Bachelor Social Work Field Practicum Mission and Goals...	9
The Developmental Stages of an Internship / Practicum	10
FIELD PRACTICUM ROLES AND RESPONSIBILITIES	
Responsibilities of the Director Field Education.....	11
Responsibilities of the Field Liaison.....	11
Responsibilities of the Agency.....	11
Responsibilities of the Agency Supervisor or Task Supervisor.....	12
Responsibilities of the Student.....	12
Responsibilities of the Social Work Field Advisory Board.....	12
Supervision in the Field.....	13
How to benefit from Supervision (as a student).....	13
FIELD PRACTICUM COURSE OVERVIEW	
Practicum Courses.....	14
Social Work Practicum and Practicum Seminar.....	14
FIELD PRACTICUM PLACEMENT PROCESS	
Field Practicum Placement Process.....	15
FIELD PRACTICUM POLICIES AND PROCEDURES	
Criteria: Selection of Field Practicum Agency	16
Criteria: Selection of Field Practicum Agency Supervisors.....	16
Ethical Competence in the Field.....	17
Areas of Concern: Professional Boundary Violations.....	18
Areas of Concern: Mental Health and Addiction.....	19
Field Practicum Monitoring of Student.....	19
Assessment of student.....	19
Assessment of agency / practicum.....	20
Placement: Employment-Based	20
Background Checks / Other requirements.....	20
Driving Expectations.....	20
Student Safety.....	21
Holiday's and University Breaks.....	21
Sexual Harassment Policy.....	21
Anti-discrimination Policy.....	22
Students with Disabilities.....	22
Field Practicum and Media.....	22
Labor Laws.....	24

PROCEDURES: RESOLUTIONS OF PRACTICUM PROBLEMS

Student Responsibilities.....	25
Agency Supervisor Responsibilities.	25
Director Field Education Responsibilities.....	25
Problem Solving Processes.....	25
Agency Concerns - Resolvable.....	26
Student Concerns – Resolvable.....	26
Concerns – Unresolvable.....	27
Termination of Field Practicum.....	27
Changes in Field Practicum Assignment.....	28

PROFESSIONAL ORGANIZATIONS

Professional Organizations in Social Work.....	29
--	----

SCHOLARSHIP OPPORTUNITIES

Scholarships.....	30
-------------------	----

FIELD PRACTICUM FORMS

BSW Practicum Application.....	31
BSW Field Agency Site Visits.....	37
BSW Practicum: Monthly Time Sheets.....	40
BSW Learning Contract with Core Competencies.....	41
BSW Learning Contract Example.....	47
BSW Field Agency Supervisor Assessment Evaluation of Competency and Practice Behavior.....	50
BSW Student Self Efficacy Assessment of Competency and Practice Behaviors.....	64

BACHELOR SOCIAL WORK PRACTICUM FORMS

Practicum Information Form.....	78
Waiver, Release, Assumption of Risk, and Indemnification Agreement.....	80
Practicum Agreement: Description of Academic Expectations.....	81
Individualized Learning Contract.....	83

BACHELOR SOCIAL WORK STUDENT –AGREEMENT FORMS

Criminal Records and Disclosure to Potential Field Placement.....	85
BSW Practicum Agreement Form.....	86

WELCOME PRACTICUM STUDENTS AND AGENCY SUPERVISORS

Welcome to field education at Colorado Mesa University, Bachelor Social Work Program. This field practicum manual is designed to inform students, agency supervisors, and faculty at Colorado Mesa University of all of the expectations for field practicum courses, placement, and processes.

This comprehensive field practicum manual is designed to provide students with essential information and forms to successfully navigate their senior year practicum at Colorado Mesa University. Additionally, it will provide Agency Supervisors specific information about policies and procedures, practicum expectations, evaluations methods, and roles and responsibilities.

The Colorado Mesa University, Bachelor of Social Work practicum requirements intend to help students understand the social work philosophy, expectations, and approach to the social work profession. The practicum is a critical component of the social work curriculum as it exposes students to the professional roles of social workers, allowing them to integrate academics and professional practice.

Please read this handbook thoroughly as you prepare for your practicum experience. We look forward to an exciting year in the field. Please let me know what we can do to make your part of the practicum experience a positive one.

Sincerely,

Michelle Sunkel, DSW, LCSW, LAC, MBE
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INTRODUCTION: FIELD PRACTICUM

The Social Work Program at Colorado Mesa University provides a learning environment for those who seek to acquire knowledge and skill in order to effectively create change for individuals, groups, and society in accordance with the social work philosophies, educational policies, and accreditation standards set forth by Council on Social Work Education. Field education is an essential component of the Colorado Mesa University Bachelor of Social Work curriculum. Field practicum allows students the opportunity to integrate social work theories, ethics, knowledge and practice in developing professional competence and identity. The field practicum represents a culmination of social work education, values and skills which define the social work profession as a whole.

Social Work's signature pedagogy is field education, which permits students the opportunity to apply skills from the classroom environment into practice. Field practicum is designed to supervise students as they develop their practice competencies in a structured environment with supervision.

Colorado Mesa University Bachelor of Social Work Program is developing unique partnerships and collaboration with multiple agencies in the Grand Valley. The field practicum will provide opportunities in an array of agencies, including public, non-profit, multidisciplinary, inpatient and outpatient services, human services, end of life, addiction, law enforcement, senior care facilities, schools, community clinics, medical, and with mental health and students will have access to work with children, adolescents, adults, and geriatric populations. The diversity of practicum sites is to ensure students have exposure to ample social work career paths and to create field opportunities to meet all student needs and interests. Colorado Mesa University strives to place students in field practicum sites that offer diversity in both the community and populations in which they serve.

Students are expected to complete 450 hours (approximately 15 hours a week for both, fall and spring semesters) of field training during their senior year practicums. The Bachelor of Social Work field practicum is a binding contract through both semesters. Students cannot start or complete their hours early.

OVERVIEW OF FIELD PRACTICUM IN SOCIAL WORK

Generalist Social Work Practice:

The social work curriculum prepares graduates for entry level generalist social work practice through the mastery of the ten core competencies. The Program has adopted the definition of generalist practice from the Council on Social Work Education as follows:

“Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.” (CSWE, 2008, p.7)

The Program is designed to prepare students to be competent social workers through practice as defined by the 2008 Council on Social Work Education, Educational Policy Accreditation Standards (EPAS).

CSWE Educational Policy and Accreditation Standards

Competencies are measurable practice behaviors that are comprised of social work knowledge, values, and skills. The goal of field education is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The social work program seeks to accomplish its mission through a curriculum that enables students to develop professional competencies. The field practicum addresses all the CSWE core competencies:

- 2.1.1 Identify as a professional social worker and conduct oneself accordingly
- 2.1.2 Apply social work ethical principles to guide professional practice
- 2.1.3 Apply critical thinking to inform and communicate professional judgments
- 2.1.4 Engage diversity and difference in practice
- 2.1.5 Advance human rights and social and economic justice
- 2.1.6 Engage in research informed practice and practice-informed research
- 2.1.7 Apply knowledge of human behavior and the social environment
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social services
- 2.1.9 Respond to contexts that shape practice
- 2.1.10(a) Engage with individuals, families, groups, organizations, and communities
- 2.1.10(b) Assess individuals, families, groups, organizations, and communities
- 2.1.10(c) Intervenes with individuals, families, groups, organizations, and communities
- 2.1.10(d) Evaluates interventions with individuals, families, groups, organizations, and communities

Signature Pedagogy: Field Education

The 2008 Educational Policy 2.3 states:

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Social Work Ethical Behavior

All social work students are expected to follow the National Association of Social Workers Code of Ethics. Professional ethics are the core of social work and set forth our values, principles, and standards of practice.

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

(1) *Preamble*

Summarizes the social work profession's mission and core values

(2) *Purpose of the NASW Code of Ethics*

Provides an overview of social work values and ethics as a profession
Provide a brief guide for dealing with ethical issues or dilemmas

(3) *Ethical Principles*

Presents broad ethical principles, based on social work's core values that inform social work practice

(4) *Ethical Standards*

Specific ethical standards to guide social workers' conduct
Provides a basis for adjudication

We expect all of our BSW students to become familiar with the *National Association of Social Workers Code of Ethics* and to abide by its guidelines during the practicum and in their professional career.

Social Workers Code of Ethics: <http://www.socialworkers.org/pubs/code/default.asp>

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Summary-Part I**

Form F2_2008-Duplicate and expand as needed. Provide table(s) to support self study narrative addressing *Accreditation Standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

3.3.1 *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*

3.3.2 *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.*

B3.3.3 *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

M3.3.3 *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*.

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Teaching Practice (Y or N)?	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
						Previous Positions**		Current Position**			
				BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
K. Owens	2011	W	Y	11	15	3	2	5	0	100%	
M. Sunkel	2014	W	N	0	11	0	0	3	0	100%	
C. Hinds	2014	W	Y	6	12	0	0	3	0	100%	
P. Anderson	2015	W	N	7	13	0	0	2	0	100%	
P. Rivera	2015	H	N	7	6	0	0	2	0	100%	

* Indicate the total number of years practice experience after receiving the baccalaureate degree and/or master's of social work degree. Combine full-time and part-time work into a full-year equivalence years of full-time teaching.

** Should sum to total of years of full-time teaching.

Form F2 2008-Duplicate and expand as needed. Provide table(s) to support self study narrative addressing *Accreditation Standards* below.

M3.3.3 *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

Provide the information requested below for all faculty. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*. List from highest to lowest in rank.

[illegible]

COLORADO MESA UNIVERISTY BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON AUGUST 26, 2016 FOR ACADEMIC YEAR 2015-2016

Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

Benchmarks: 80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.

Note: Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) each contribute equally (50%) toward assessing practice behavior.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker	80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.	100%
Apply Ethical Principles	80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.	100%
Apply Critical Thinking	80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.	100%

Engage Diversity in Practice	80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.	100%
Advance Human Rights/ Social and Economic Justice	80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.	100%
Engage Research Informed Practice/ Practice Informed Research	80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.	100%
Apply Human Behavior Knowledge	80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.	100%
Engage Policy Practice to Advance Well-Being and Deliver Services	80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.	100%
Respond to Practice Contexts	80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.	100%
Practice Engagement	80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.	100%

Practice Assessment	80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.	100%
Practice Intervention	80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.	100%
Practice Evaluation	80% of students will achieve at least a 3.0 rating on a 0-5 point scale on Field Agency Supervisor Assessment (FASA) and Student Self-Efficacy Assessment (SSEA) measures.	100%

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C1. Identify as a professional social worker and conduct oneself accordingly	1. Advocate for client access to the services of social work	4.27	100%	4.32	100%	% students achieving benchmark: 100%
	2. Practice personal reflection and self-correction to assure continual professional development	4.41	100%	4.32	100%	
	3. Attend to professional roles and boundaries	4.32	100%	4.36	100%	
	4. Demonstrate professional demeanor in behavior, appearance, and communication	4.23	100%	4.27	100%	
	5. Engage in life-long learning	4.41	100%	4.45	100%	
	6. Use supervision and consultation	4.45	100%	4.41	100%	

Appendix N: Assessment Data Form (2015-2016)

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C2. Apply social work ethical principles to guide professional practice	7. Recognize and manage personal values to allow professional values to guide practice	4.41	100%	4.27	100%	% students achieving benchmark: 100%
	8. Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles	4.14	100%	4.09	100%	
	9. Tolerate ambiguity in resolving ethical dilemmas	4.18	91%	3.91	100%	
	10. Apply strategies of ethical reasoning to arrive at principles decisions	4.27	100%	4.05	100%	

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C3. Apply critical thinking to inform and communicate professional judgments	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	4.27	100%	4.27	100%	% students achieving benchmark: 100%
	12. Analyze models of assessment, prevention, intervention, and evaluation	4.14	100%	3.91	100%	
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	4.14	91%	4.00	100%	

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C4. Engage diversity and difference in practice	14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	4.32	100%	4.45	100%	% students achieving benchmark: 100%
	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	4.32	100%	4.14	100%	
	16. Recognize and communicate their understanding of the importance of difference in shaping life experiences	4.36	100%	4.41	100%	
	17. View themselves as learners and engage those with whom they work as informants	4.55	100%	4.41	100%	

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C5. Advance human rights and social and economic justice	18. Understand the forms and mechanisms of oppression and discrimination	4.36	100%	4.36	100%	% students achieving benchmark: 100%
	19. Advocate human rights and social and economic justice	4.14	100%	3.91	100%	
	20. Engage in practices that advance social and economic justice	4.23	100%	3.91	100%	

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C6. Engage in research-informed practice and practice-informed research	21. Use practice experience to inform scientific inquiry	3.85	100%	3.77	100%	% students achieving benchmark: 100%
	22. Use research evidence to inform practice	3.95	100%	4.00	100%	

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
C7. Apply knowledge of human behavior and the social environment	23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	4.23	100%	3.95	100%	% students achieving benchmark: 100%
	24. Critique and apply knowledge to understand	4.45	100%	4.45	100%	

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services	25. Analyze, formulate, and advocate for policies that advance social well-being	4.00	100%	3.35	91%	% students achieving benchmark: 100%
	26. Collaborate with colleagues and clients for effective policy action	3.75	100%	3.75	100%	

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
C9. Respond to contexts that shape practice	27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	4.14	100%	3.91	100%	% students achieving benchmark: 100%
	28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	3.82	91%	3.64	100%	

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C10. (a) – (d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, communities	29a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities (Engagement)	4.32	100%	4.09	100%	C10a Engagement % students achieving benchmark: 100%
	30a. Use empathy and other interpersonal skills (Engagement)	4.64	100%	4.64	100%	
	31a. Develop a mutually agreed-on focus of work and desired outcomes (Engagement)	4.5	100%	4.18	100%	
	32b. Collect, organize, and interpret client data (Assessment)	4.09	100%	4.18	100%	
	33b. Assess client strengths and limitations (Assessment)	4.41	100%	4.32	100%	

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	
C10. (a) – (d) Engage, assess, intervene, & evaluate with individuals, families, groups, organizations & communities	34b. Develop mutually agreed-on intervention goals and objectives (Assessment)	4.23	91%	4.00	100%	C10b Assessment % students achieving benchmark: 100%
	35b. Select appropriate intervention strategies (Assessment)	4.32	100%	3.77	100%	
	36c. Initiate actions to achieve organization goals (Intervention)	4.23	100%	3.91	100%	
	37c. Implement prevention interventions that enhance client capacities (Intervention)	3.95	100%	3.77	100%	
	38c. Help clients resolve problems (Intervention)	4.14	100%	4.23	100%	

Core Competency	Practice Behaviors	Field Agency Supervisor Assessment (FASA)		Student Self-Efficacy Assessment (SSEA)		
		80% students achieve 3.0 on a 0-5 point scale		80% students achieve 3.0 on a 0-5 point scale		
		Mean score for all students	% students achieving 3.0	Mean score for all students	% students achieving 3.0	% students achieving benchmark (80% students achieve 3.0 on a 0-5 point scale)
C10. (a) – (d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities	39c. Negotiate, mediate, and advocate for clients (Intervention)	4.14	100%	4.18	100%	C10c Intervention % students achieving benchmark: 100% C10d Evaluation % students achieving benchmark: 100%
	40c. Facilitate transitions and endings (Intervention)	3.82	91%	3.82	100%	
	41d. Critically analyze, monitor, and evaluate interventions (Evaluation)	4.15	100%	4.05	100%	

Student Self Efficacy Assessment (Fall 2015/Spring 2016 Semester Averages)

	PB1	PB2	PB3	PB4	PB5	PB6	PB7	PB8	PB9	PB10	PB11	PB12	PB13	PB14	PB15	PB16	PB17	PB18	PB19	PB20
MP	4	4	4	4	4	4.5	3.5	4	3.5	4	4.5	4	4.5	4.5	4	4	4	4.5	4.5	4.5
NH	5	5	4.5	4	5	3.5	4.5	4	3.5	3.5	4.5	3.5	3.5	4.5	4	4.5	5	4.5	4	4
KB	5	3.5	3.5	3.5	4.5	4.5	5	4	4	5	5	4	3.5	5	4	5	4.5	4.5	4	4.5
AP	4.5	3.5	4.5	4	4.5	3.5	4	4.5	3.5	3.5	3.5	3.5	4	4.5	4.5	4	3.5	4	3.5	3
AD	5	5	5	5	5	5	4.5	5	4	5	4.5	5	4	5	4.5	5	5	5	4.5	4
MF	3.5	4.5	4.5	4.5	4	4.5	4.5	3.5	4	3.5	3.5	3.5	3.5	3.5	4	4	4.5	4	4	4
TS	4	4.5	4	4	5	5	3.5	3.5	3.5	4	4	4	3.5	4	3.5	4	4.5	4	4	4
RC	5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4	4.5	4.5	4.5	5	4.5	4.5	5	4.5	4.5	4
EW	3.5	4	4	4	3	4	3.5	3.5	3.5	3	3.5	3.5	3.5	4	3.5	4	3.5	4	3	3.5
MW	3.5	4	4.5	4.5	4.5	4.5	4.5	3.5	4	4	4.5	3.5	4.5	4	4	4.5	4	4	3.5	3.5
MN	4.5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	3.5	4
AVERAGES	4.32	4.32	4.36	4.27	4.45	4.41	4.27	4.09	3.91	4.05	4.27	3.91	4.00	4.45	4.14	4.41	4.41	4.36	3.91	3.91

Field Agency Supervisor Assessment (Fall 2015/Spring 2016 Semester Averages)

	PB1	PB2	PB3	PB4	PB5	PB6	PB7	PB8	PB9	PB10	PB11	PB12	PB13	PB14	PB15	PB16	PB17	PB18	PB19	PB20
MP	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
NH	3	4	4	3.5	3.5	3	3.5	4	2.5	3	3.5	3.5	2.5	4	3.5	3	3	3.5	3	3.5
KB	5	3.5	3.5	3.5	4.5	4.5	5	3.5	5	4.5	5	4	4	5	4	5	4.5	4.5	4.5	4.5
AP	4.5	4.5	4.5	4	4.5	5	4.5	4.5	4.5	4.5	4.5	4.5	3.5	3.5	4.5	4.5	4.5	4	4	4
AD	3.5	4.5	4	4.5	3.5	4.5	4	3.5	3.5	4	4	3.5	4	3.5	4.5	4.5	3.5	3.5	3.5	3.5
MF	5	5	5	5	4.5	5	5	5	5	5	4.5	4.5	5	5	4.5	5	5	5	5	5
TS	4	4	4	3.5	5	5	3.5	3.5	3.5	4	4	4	3.5	4	3.5	4	4.5	4	4	4
RC	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5
EW	3.5	3.5	3	3.5	4	3	3.5	3	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3	5	4	3	3.5
MW	4.5	4.5	4.5	5	4.5	4.5	4.5	3.5	3.5	3.5	4	4.5	4.5	4	4.5	4	5	4.5	4	4
MN	4	5	5	4	4.5	4.5	5	5	5	5	5	4.5	5	5	5	5	5	5	4.5	4.5
AVERAGES	4.27	4.41	4.32	4.23	4.41	4.45	4.41	4.14	4.18	4.27	4.27	4.14	4.14	4.32	4.32	4.36	4.55	4.36	4.14	4.23

PB21	PB22	PB23	PB24	PB25	PB26	PB27	PB28	PB29	PB30	PB31	PB32	PB33	PB34	PB35	PB36	PB37	PB38	PB39	PB40	PB41
3.5	3.5	3.5	3.5	4	4	4.5	4.5	3.5	4.5	4.5	3.5	3.5	4.5	4	4.5	4	4.5	4.5	4	4.5
3.5	3.5	4	5	3	3.5	4.5	3.5	4.5	4.5	4	4	4.5	4	3.5	3.5	3	4.5	4.5	4.5	4.5
4.5	4.5	3.5	5	3.5	4.5	4	4	4.5	4.5	4	3.5	4.5	4	4	4	4	4	3.5	3.5	4
3	3.5	4	3.5	3.5	3.5	3.5	3.5	3.5	4.5	4	4.5	4	3.5	3	3	3.5	4	4	4	4
3.5	4	5	5	2.5	3	3.5	3.5	4	5	4	5	4.5	4	3	4.5	4	5	5	4	4
3.5	4	3.5	4.5	n/a	n/a	4	4	3.5	4.5	3.5	3.5	4.5	3.5	4	4	4	4.5	4.5	4	4
4	5	4	4	3.5	5	4	3.5	4	5	5	4.5	4.5	5	4	4.5	3.5	4	3.5	3.5	3.5
4.5	4	4.5	5	4	4.5	4.5	4	5	5	4	4.5	4.5	4	4.5	4.5	4.5	4.5	5	3.5	4.5
3.5	3.5	3	4	3	3	3.5	3	3.5	4	3.5	3.5	4	3	3	3	3	3	3	3	3
4.5	4.5	3.5	4.5	3	3	3.5	3	4	4.5	4.5	4.5	4.5	4	4	3	3.5	3.5	4	4	4
3.5	4	5	5	3.5	3.5	3.5	3.5	5	5	5	5	4.5	4.5	4.5	4.5	4.5	5	4.5	4	4.5
3.77	4.00	3.95	4.45	3.35	3.75	3.91	3.64	4.09	4.64	4.18	4.18	4.32	4.00	3.77	3.91	3.77	4.23	4.18	3.82	4.05
PB21	PB22	PB23	PB24	PB25	PB26	PB27	PB28	PB29	PB30	PB31	PB32	PB33	PB34	PB35	PB36	PB37	PB38	PB39	PB40	PB41
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
3	3	3	3	3.5	3	3.5	2.5	4	4	3	3	3.5	2.5	3.5	3	3	3	3	2.5	3.5
4.5	4.5	3.5	5	3.5	4	4	4	4.5	4.5	4	4	4.5	4	4	4	4	4	3.5	3.5	4
3.5	3.5	4.5	4.5	3.5	3.5	4	4	3.5	4.5	4.5	3.5	4.5	4.5	4.5	4	4	4	3.5	3.5	4
3.5	3.5	4.5	4.5	3.5	3.5	3.5	3.5	3.5	4.5	4.5	3.5	4.5	4.5	4.5	4.5	3.5	3.5	3.5	4.5	3.5
n/a	4	5	5	n/a	n/a	4.5	4.5	5	5	5	5	5	5	5	5	5	5	5	4.5	n/a
4	4.5	4	4	4	3.5	4	3.5	4	5	5	4	4	4	4	4	5	3.5	4	3.5	4
4	4	4.5	5	4	4.5	5	4	5	5	5	4	5	5	5	4.5	4.5	5	5	3	4.5
3.5	3.5	3	3.5	5	3	4	3.5	3.5	4	4	4	4	3	3	3.5	3.5	3.5	4	3.5	4
3.5	3.5	4.5	4.5	3.5	3	4	3.5	4.5	4.5	4.5	4	4	4.5	4.5	4	3.5	3.5	4.5	4	4
4	4.5	5	5	4.5	4.5	4	4	5	5	5	5	4.5	4.5	4.5	4	4	5	5	4.5	5
3.85	3.95	4.23	4.45	4.00	3.75	4.14	3.82	4.32	4.64	4.50	4.09	4.41	4.23	4.32	4.23	3.95	4.14	4.14	3.82	4.15

CORE COMPETENCY ASSESSMENT OUTCOMES

FALL SEMESTER 2015

STUDENT	CC1 Student	CC1 Agency	CC2 Student	CC2 Agency	CC3 Student	CC3 Agency	CC4 Student	CC4 Agency	CC5 Student	CC5 Agency	CC6 Student	CC6 Agency	CC7 Student	CC7 Agency	CC8 Student	CC8 Agency	CC9 Student	CC9 Agency	CC10 Student	CC10 Agency
MF	3.57	4.70	3.50	5.00	3.00	4.33	3.25	4.75	3.00	5.00	3.50	4.00	3.75	4.75	3.50	4.50	3.00	4.00	3.30	4.91
RC	4.14	5.00	4.00	5.00	4.00	3.66	4.50	5.00	4.00	5.00	3.50	3.00	4.75	4.75	3.75	4.50	4.00	4.00	3.17	4.84
AP	3.71	4.00	3.50	4.00	3.33	3.66	3.75	3.75	3.33	4.00	3.00	3.00	3.50	4.00	3.00	3.00	3.00	4.00	3.38	3.69
AD	5.00	3.57	4.50	3.00	4.33	3.33	4.75	3.50	4.66	3.00	3.50	3.00	4.25	4.00	2.75	3.00	3.00	3.00	3.84	3.53
TP	4.28	4.00	3.25	3.25	3.66	3.66	3.75	3.75	4.00	4.00	4.50	4.00	4.00	3.75	3.75	3.25	3.50	3.50	3.92	3.84
KB	4.00	3.80	5.00	4.25	4.33	4.00	4.75	4.50	5.00	4.00	5.00	4.00	4.50	3.75	3.75	3.75	3.00	3.00	3.92	3.30
EW	3.57	3.00	3.00	2.75	3.00	3.00	3.50	3.75	3.33	3.33	3.00	3.00	3.75	3.00	3.00	3.50	3.00	3.50	3.15	3.46
MP	3.14	5.00	3.00	5.00	4.00	5.00	3.25	5.00	4.00	5.00	3.00	5.00	3.25	5.00	3.00	5.00	4.00	5.00	3.53	5.00
MN	4.71	4.25	5.00	5.00	4.50	4.66	5.00	5.00	4.66	4.33	3.00	4.00	5.00	5.00	4.00	4.00	3.00	4.00	4.30	4.53
NH	4.10	3.57	3.54	3.50	3.33	3.33	4.25	3.50	4.00	3.00	3.00	3.50	4.50	3.25	3.25	4.00	3.50	3.00	3.76	3.45
MW	3.85	4.00	3.25	3.25	3.66	3.66	3.25	4.25	3.00	3.66	4.00	3.00	3.75	4.00	3.50	3.00	3.00	3.50	3.53	3.53
AVERAGES	4.01	4.08	3.78	4.00	3.74	3.84	4.00	4.25	3.91	4.03	3.55	3.59	4.09	4.11	3.39	3.77	3.27	3.68	3.62	4.01

SPRING SEMESTER 2016

STUDENT	CC1 Student	CC1 Agency	CC2 Student	CC2 Agency	CC3 Student	CC3 Agency	CC4 Student	CC4 Agency	CC5 Student	CC5 Agency	CC6 Student	CC6 Agency	CC7 Student	CC7 Agency	CC8 Student	CC8 Agency	CC9 Student	CC9 Agency	CC10 Student	CC10 Agency
MF	4.71	5.00	4.25	5.00	4.00	5.00	4.75	5.00	5.00	5.00	4.00	4.00	4.75	5.00	4.50	5.00	5.00	5.00	4.69	5.00
RC	4.85	5.00	4.75	5.00	5.00	5.00	5.00	5.00	4.66	5.00	5.00	5.00	5.00	5.00	4.50	5.00	4.50	5.00	4.76	5.00
AP	4.57	4.71	4.25	5.00	4.00	4.66	4.50	4.75	3.66	4.00	3.50	4.00	4.25	5.00	4.00	4.00	4.00	4.00	4.23	4.38
AD	5.00	4.42	4.75	4.50	4.66	4.33	5.00	4.50	4.33	4.00	4.00	4.00	4.50	5.00	3.75	3.75	4.00	4.00	4.07	4.53
TP	4.00	4.42	4.00	4.00	4.00	4.00	4.25	3.40	4.00	4.00	4.50	4.50	4.00	4.00	4.25	4.25	4.00	4.00	4.76	4.38
KB	4.42	4.57	4.75	4.75	4.66	4.66	4.75	4.75	5.00	5.00	5.00	5.00	4.25	4.25	4.50	4.50	5.00	5.00	4.76	4.76
EW	3.71	3.71	3.75	4.00	4.00	4.00	4.00	3.75	3.66	3.66	4.00	4.00	3.75	3.75	3.25	3.50	3.50	4.00	3.38	3.84
MP	5.00	5.00	4.50	5.00	4.66	5.00	5.00	5.00	5.00	5.00	4.00	5.00	4.25	5.00	5.00	5.00	5.00	5.00	4.84	5.00
MN	5.00	4.71	5.00	5.00	4.66	5.00	5.00	5.00	3.66	5.00	4.00	4.50	5.00	5.00	3.00	5.00	4.00	4.00	5.00	4.84
NH	4.57	3.57	4.25	3.00	4.33	3.00	4.75	3.25	4.33	3.66	4.00	2.50	4.75	3.50	4.00	3.25	4.50	3.00	4.46	2.84
MW	4.57	4.85	4.75	4.25	4.66	5.00	5.00	4.50	4.33	4.66	5.00	4.00	4.75	5.00	4.00	4.00	3.50	4.00	4.46	4.76
AVERAGES	4.58	4.54	4.45	4.50	4.42	4.51	4.73	4.45	4.33	4.45	4.27	4.23	4.48	4.59	4.07	4.30	4.27	4.27	4.49	4.48

FINAL REPORT CSWE (AVERAGE OF ACADEMIC YEAR 2015-2016)

STUDENT	CC1 Student	CC1 Agency	CC2 Student	CC2 Agency	CC3 Student	CC3 Agency	CC4 Student	CC4 Agency	CC5 Student	CC5 Agency	CC6 Student	CC6 Agency	CC7 Student	CC7 Agency	CC8 Student	CC8 Agency	CC9 Student	CC9 Agency	CC10 Student	CC10 Agency
MF	4.14	4.85	3.87	5.00	3.50	4.16	4.00	4.87	4.00	5.00	3.75	4.00	4.25	4.87	4.00	4.75	4.00	4.50	3.99	4.95
RC	4.49	5.00	4.37	5.00	4.50	4.30	4.75	5.00	4.33	5.00	4.25	4.00	4.87	4.87	4.12	4.75	4.25	4.50	4.45	4.76
AP	4.14	4.35	3.87	4.50	3.66	4.16	4.12	4.25	3.49	4.00	3.25	3.50	3.87	4.50	3.50	3.50	3.50	4.00	3.80	4.03
AD	5.00	3.99	4.62	3.75	4.49	3.83	4.87	4.00	4.49	3.50	3.75	3.50	4.37	4.50	3.25	3.25	3.50	3.50	3.95	4.03
TP	4.35	4.21	3.62	3.62	3.83	3.83	4.00	3.57	4.00	4.00	4.50	4.25	4.00	3.87	4.00	3.75	3.75	3.75	4.34	4.11
KB	4.21	4.21	4.50	4.50	4.33	4.33	4.62	4.62	4.16	4.50	4.50	4.50	4.00	3.87	4.12	4.00	4.00	4.00	3.99	4.03
EW	3.64	3.35	3.37	3.37	3.50	3.50	3.75	3.75	3.49	3.49	3.50	3.50	3.75	3.37	3.12	3.50	3.25	3.75	3.26	3.65
MP	4.07	5.00	3.75	5.00	4.33	5.00	4.12	5.00	4.50	5.00	3.50	5.00	3.75	5.00	4.00	5.00	4.50	5.00	4.18	5.00
MN	4.84	4.48	5.00	5.00	4.58	4.83	5.00	5.00	4.16	4.16	3.50	4.25	5.00	5.00	3.50	4.50	3.50	4.00	4.15	4.68
NH	4.35	3.57	3.87	3.25	3.83	3.16	4.50	3.37	4.16	3.33	3.50	3.00	4.62	3.37	3.62	3.62	4.00	3.00	4.11	3.18
MW	4.21	4.42	4.00	3.75	4.16	4.16	3.62	4.37	3.66	4.16	4.50	3.50	4.25	4.50	3.75	3.50	3.25	3.75	3.99	4.14
AVERAGES	4.31	4.31	4.08	4.25	4.06	4.11	4.30	4.35	4.04	4.19	3.86	3.91	4.25	4.34	3.73	4.01	3.77	3.98	4.02	4.23
TOTALS	4.31		4.16		4.08		4.32		4.11		3.88		4.29		3.87		3.87		4.12	

Appendix P: Assessment Data Spreadsheet 10 Core Competencies

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