

Social Work
Student Handbook
2017 - 2018



CONCORDIA
UNIVERSITY

Social Work Program

Accredited by the Council on Social Work Education

Table of Contents

Table of Contents	1
Full Time Social Work Faculty.....	3
Advising Contact Information College of Health and Human Services	3
University Mission Statement.....	4
College of Health and Human Services Mission Statement	4
Social Work Program Mission Statement.....	4
Program Goals	4
Core Competencies and Behaviors	4
Generalist Perspective.....	7
Council on Social Work Education (CSWE) Accreditation	7
Applying for the Social Work Major	9
Professional Expectation Policy	9
College of Health and Human Services Expectations of E-Professionalism.....	13
Use of Social Networking Sites for Social Work Students.....	15
Application for Advancement to Social Work Practicum	16
Advancement to Social Work Practicum Requirements.....	16
BA and BS in Social Work	17
Degree Requirements for Social Work Students Entering Concordia Summer 2015 and Later ..	17
Recommended Course of Study to meet Social Work Major Requirements.....	19
Balancing School, Work, and Family Responsibilities	22
Field Instruction	22
Writing Standards	22
Plagiarism and Academic Honesty	23
Credit for Life Experience	23
Planning for Graduate School.....	24
Registered Baccalaureate Social Worker (RBSW).....	24
Late Assignment Policy (across the Social Work Program):.....	25
Incomplete Courses.....	25
Leave of Absence.....	25
Academic Probation and Dismissal	25
Academic Grievance	26
Students' Rights and Responsibilities to Participate in Formulating and Modifying Policies Affecting Academic and Student Affairs.....	26
Students with Criminal Backgrounds	27
Social Work Club.....	27
Student Mentors for Transfer Social Work Students.....	27
Social Work Advisory Committee.....	27
Appendix A.....	28
Concordia University Social Work Program Student Referral Form	28
Appendix B	29
Concordia University Social Work Program Plan for Student success	29
Concordia University Social Work Program	30
Appendix C.....	31
SOCIAL WORK PROGRAM PROFESSIONAL EXPECTATION POLICY APPEAL FORM	31

Appendix D.....	32
Application for Advancement to Social Work Practicum Packet	32
APPENDIX E Accreditation Standards.....	37
APPENDIX F.....	38
Code of Ethics of the National Association of Social Workers.....	38

Welcome to Concordia University's Social Work Program. We are pleased that you are here and look forward to having you part of our learning community. During your time at Concordia, you will have a variety of opportunities to grow academically, professionally, socially, and spiritually. The size of our program allows each individual to contribute to the community's learning through sharing his or her perspective and experiences. We know that your unique life story, abilities, and questions will contribute to others' learning.

Concordia's Social Work Program prepares students well for entry level professional practice. Our graduates are at work in mental health, gerontology, child welfare, adult and juvenile justice, and substance abuse prevention. Many of our graduates go on to graduate school in social work or related disciplines. The employment outlook for social workers is good. According to the U.S. Department of Labor, employment for social workers is expected to grow faster than average.

The goal of the faculty and staff at Concordia is for you to graduate from our program healthy, whole, and balanced. Because social workers are required to know and do many things, we have high expectations to which we hold our students. But we are available and eager to support you. Please seek out help when challenges arise.

The purpose of this handbook is to introduce you to Concordia University's Social Work Program, its policies and requirements. This handbook will serve as an important source of information for you as you proceed through the program.

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University Mission Statement

Concordia is a Christian university preparing leaders for the transformation of society.

College of Health and Human Services Mission Statement

The College of Health and Human Services provides a strong academic background for students to develop professional competence grounded in compassion and high regard for human dignity. Graduates of the program will promote physical, social, emotional, community and organizational well-being as appropriate to the responsibilities of their discipline. The college prepares them to provide transformational leadership to promote positive change within organizations and the community.

Social Work Program Mission Statement

The Concordia Social Work Program's mission is to develop social work professionals who will identify and build on individual, family, and community strengths, while promoting human dignity and positive social change. In order to achieve this goal, the Social Work Program strives to provide a curriculum and learning environment that is accessible to a broad diversity of students who will make important and unique contributions in their service to clients, communities, and the profession at large.

Program Goals

The following goals of Concordia University's social work program are derived directly from the Program's mission statement and are consistent with the Council on Social Work Education's Educational Policy:

1. Preparation of students to become leaders who work actively towards a transformed society in which all can lead lives of human dignity.
2. Preparation of students for competent, ethical and self-reflective generalist social work practice.
3. Preparation of students to draw on their spiritual beliefs to demonstrate a deep respect and honor for others and for oneself.
4. Preparation of students to work in diverse communities.

Core Competencies and Behaviors

The Program's practice behaviors are consistent with the program goals and are drawn from the core competencies as set forth in the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards (EPAS).

Competency #1: Demonstrate Ethical and Professional Behavior

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and model for ethical decision-making
2. Use self-awareness and self-regulation to recognize and reduce the influence of personal bias, privilege, and participation in systems of oppression
3. Work effectively as a member of a team, including taking responsibility for one's own behavior, reliable and timely completion of work, maintaining confidentiality, and inter-professional collaboration as appropriate
4. Adapt professional behavior and communication to work effectively across various settings and cultural contexts
5. Demonstrate professional written communication
6. Seek out and welcome constructive feedback (i.e. supervision and consultation) to guide professional judgment and behavior
7. Develop and engage in a practice of self-care which recognizes the impact of exposure to people and communities experiencing trauma

Competency #2: Engage Diversity and Difference in Practice

8. Demonstrate cultural humility by approaching clients as a collaborator, empowering them as the 'experts' in their own lives
9. Demonstrate cultural empathy by seeking to understand the thoughts and feelings of others given their cultural context, and effectively communicating this understanding
10. Tolerate ambiguity when resolving ethical conflicts and interacting with clients, colleagues, and constituencies (e.g. comfort with discomfort)

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice

11. Understand the dynamics of prejudice, discrimination, oppression, and privilege and potential strategies for interrupting those
12. Work with and in the service of clients to advance social, economic, and environmental justice (in both direct and macro-level practice)

Competency #4: Engage in Practice-Informed Research and Research-Informed Practice

13. Use practice experience to inform scientific inquiry
14. Use and translate research evidence to inform and improve practice, policy, service delivery and research

Competency #5: Engage in Policy Practice

15. Identify social welfare and economic policies that impact human well-being, service delivery, and access to social services
16. Apply critical thinking and strategies for policy practice to analyze, formulate, and advocate for policies that advance human well-being and social justice

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

17. Use empathy, reflection, and interpersonal skills to build on client strengths and effectively engage diverse clients, colleagues, and constituencies
18. Attend to professional roles and boundaries when engaging diverse clients, colleagues, and constituencies

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

19. Collect and organize relevant data, and apply critical thinking to interpret information from clients, colleagues, and constituencies
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients, colleagues, and constituencies
21. Develop mutually agreed-upon goals and objectives based on the critical assessment of strengths, needs, and challenges within clients, constituencies, and their environments

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

22. Select appropriate intervention strategies that build on client strengths, based on a systematic assessment, research knowledge, and values and preferences of clients and constituencies
23. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
24. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
25. Facilitate effective transitions and endings

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

26. Understand the difference between practice and program evaluation
27. Select and use appropriate methods for practice evaluation and research
28. Apply evaluation findings to improve practice effectiveness

Generalist Perspective

Concordia University social work students are educated to be generalist social workers.

We subscribe to the definition of generalist social work described in the 2015 Educational Policy and Accreditation Standards developed by the Council on Social Work Education (CSWE):

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

(CSWE, 2015, p. 11)

Concordia graduates are prepared to perform a variety of roles in the community, utilizing the knowledge, values, and skills they have developed in their course and field work. Graduates work with individuals and families in such settings as child welfare, long-term care facilities, and in-school prevention programs. Other graduates focus more on enhancing organizational or community functioning, for example providing supervision to direct care staff and assisting the organization in becoming more culturally competent. In all of these roles, graduates are mindful of the need for all social workers to be attentive to personal relationships with clients, colleagues, and outside organizations, of the multiple levels in which intervention might take place, and of the role that all social workers play in promoting positive social change.

Council on Social Work Education (CSWE) Accreditation

In June 2010, Concordia University's Social Work Program was granted accreditation by the Commission on Accreditation, CSWE. This national accreditation demonstrates that Concordia's Social Work Program meets the highest standards for baccalaureate social work education. Graduates of CSWE accredited undergraduate social work programs can apply for "advanced standing" in an MSW program, which reduces the time required to complete an MSW degree. All majors at Concordia are accredited by the Northwest Commission on Colleges and Universities. Accreditation assures the public and students that programs are regularly reviewed by outside people and that the programs meet rigorous standards. The CSWE Educational Policy and Accreditation Standards can be found in Appendix E of this handbook.

All social work programs accredited by the CSWE are required to post the percentage of students meeting practice competencies. Below is a chart with the results of data collected for the 2016-17 academic year. All benchmarks were achieved.

2016-17 Social Work Program Student Learning Outcomes

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Competency #1: Demonstrate Ethical and Professional Behavior	80	97
Competency #2: : Engage Diversity and Difference in Practice	80	96
Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice	80	99
Competency #4: Engage in Practice-Informed Research and Research-Informed Practice	80	93
Competency #5: Engage in Policy Practice	80	83
Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities	80	96
Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities	80	94
Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80	90
Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80	86

Applying for the Social Work Major

The Concordia University Social Work Program maintains an admission and advancement process in order to uphold the mission, goals, and objectives of the program.

If a student designates social work as their major when they apply to Concordia, their acceptance into the university admits them into the Social Work Program. Concordia students can also change their major to social work with the assistance of their academic advisor. To transfer into the BA social work major, a student must have a 2.5 cumulative GPA. To transfer into the BS social work major, a student must have a cumulative GPA of 2.5.

To continue in the Social Work Program, students must follow professional behavioral and academic standards. Before beginning the social work practicum (SCW 491 and 492), students must apply for Advancement to Social Work Practicum.

Professional Expectation Policy

Philosophy

The intent of this policy is to help students develop into professional social workers who ascribe to the ethical and behavioral standards of the profession. As a program accredited by the Council on Social Work Education, Concordia Social Work Program faculty are responsible to the profession and the public to ensure that all students who graduate from the program meet the standards of the profession. Professional social workers are expected to adhere to the NASW Code of Ethics and to demonstrate competence in social work skills. Other expectations include, but are not limited to, working effectively with others, identifying and resolving personal issues which may impact professional behavior, managing strong emotions, showing respect to all people, accepting positive and negative feedback, taking personal initiative, treating others with warmth and genuineness, setting appropriate boundaries with others, and being self-reflective.

Students enrolled in Concordia University's Social Work Program are expected to be knowledgeable about and adhere to the following sources of rules and standards:

- NASW Code of Ethics, included in Appendix F of this handbook
- All other published policies, rules, and regulations of Concordia University
- All other published policies, rules, and regulations of practicum placement sites
- All federal, state, and local laws

Behavior which is expected of Concordia Social Work Students includes:

- Showing respect to people in and out of the classroom.
- Attending class regularly; arriving punctually.
- Completing assignments by their due dates.
- Participating in class activities.
- Discussing issues respectfully with people who hold different opinions.

- Using words and behavior which are respectful of others, especially with regard to age, religion, sexual orientation, culture, national origin, gender, disability, or political orientation.
- Sharing class time with one's classmates.
- Managing strong emotions in a way that is respectful to oneself and others.
- Self-disclosing only when it is appropriate.
- Holding confidential information private, including what classmates have shared with you.
- Tolerating ambiguity.
- Willingness to engage with differences.
- Understanding the effects of one's own behavior on others.
- Accepting positive and negative feedback from faculty and peers.
- Giving feedback to faculty and peers in a respectful and helpful way.
- Managing personal issues so that they do not negatively impact school or work.
- Managing one's time well.
- Possessing self-awareness and ability to self-reflect.
- Demonstrating self-initiative.
- Taking responsibility for concerns one has about class, practicum, or a classmate's behavior by bringing those issues to the appropriate person.

Personal conduct on University property, at University sponsored events/activities, and at curricular and co-curricular activities is expected to be consistent with the professional expectations. The Social Work program and/or Concordia University may impose discipline on a student at the above or other off-campus locations when personal and professional conduct is deemed unbecoming and incompatible with the mission, values, or expectations of the Social Work Program at Concordia University and the expectations of a future social worker.

Infractions regarding on-campus housing, University student organizations, and academic performance shall be referred to and dealt with by the mechanisms established for the University as a whole. These are described in the Concordia University Student Handbook.

The overarching goals of the disciplinary process are fairness, appropriate accountability for conduct, education, and wherever possible, reconciliation and assistance to all students in pursuing their goals in the profession of social work. When a concern about professionalism is raised, the following process will be used:

Procedures

Reporting a Violation

Students who have violated the Professional Expectation Policy are encouraged to self-report by contacting any full-time social work faculty member or the Social Work Program Director. When students, faculty members, or administrators suspect a student of having violated the Professional Expectation Policy, they should encourage that student to self-report. The faculty

member can assist the student in completing the student referral form (Appendix A) and submit it to the Program Director

Any faculty (full or part-time), staff, or field instructor who has a significant ethical or behavioral concern, either on campus or off campus, should consult with the Social Work Program Director.

Investigation

The Social Work Program Director has the ability and responsibility to investigate any concerns or violations brought to her/his attention. If the Social Work Program Director determines that the matter in question is a possible violation of professionalism, the Social Work Program Director will request that the person identifying the concern complete a Student Referral Form (Appendix A). The Program Director will refer the matter with the completed Student Referral Form to the Social Work Program full-time faculty for deliberation. If the person raising the concern requests anonymity, the Program Director will carefully consider the need for this, balancing the right of the student to know who has brought forth the concern. The Program Director will determine if anonymity should be granted.

Determination of the Level of Violation

The social work faculty will first assess the level of violation. When a student's behavior violates professional values and/or expectations to such a degree that full-time social work faculty deem it unethical for the student to continue in the social work major, the violation meets the criteria for a Level One Violation. Other violations would be designated Level Two.

Level One Violation

If the social work faculty determine the violation may meet the criteria for a Level One Violation, they have the option of meeting with the student for more information. The student will have at least 72 hours and no more than ten business days following the delivery of an emailed notice to meet with the faculty. The notice will be sent to the email the student has provided to the University Registrar. If the faculty decide that the violation meets the criteria for a Level One Violation, the student will be notified by email within 72 hours of this dismissal and its rationale. Social work faculty do not have the authority to dismiss a student from the university, only from the Social Work Program.

Level Two Violation

For less severe violations, the Program Director will schedule a meeting with the student. This meeting will be convened no sooner than 72 hours and no later than ten business days following the delivery of a written notice. The notice will be sent to the email the student has provided to the University Registrar. The student cannot continue in the program if s/he does not meet with the Program Director. If there are other people who may be helpful in understanding or addressing the issue, they may be invited to the meeting at the discretion of the Program Director. The student is permitted to bring an advocate or support person with them to the meeting. This person might be a classmate, counselor, academic advisor, or friend.

- A. The Program Director will facilitate the meeting. In the event that the Program Director is the person identifying the concern, another full-time social work faculty member will facilitate the meeting.
- B. The Program Director (or person facilitating the meeting) will describe the concern. The student will give his or her perspective on the issue. All present will explore possible ways to address the concern.
- C. Creation and Implementation of the Plan for Student Success
 - 1. A plan will be jointly developed by the people attending the meeting. The student's motivation and willingness to address the issue are considered particularly important, which may be demonstrated through constructive ideas to address the situation. The plan must include completion dates for specific actions, as well as delineate clear areas of responsibility and consequences for non-compliance.
 - 2. After the meeting and within ten days, the Program Director will present the Plan for Student Success (Appendix B) to the full-time social work faculty members. They can either approve the plan or make revisions to the plan. The faculty-approved final Plan for Student Success will then be emailed to the student. The student must sign and return the plan within ten days of receiving the plan. If the student does not provide a signature within ten days, s/he cannot continue in the program. The Director will retain the signed copy of the form.
 - 3. The Program Director is responsible for monitoring the progress of the Plan for Student Success. The Director, or someone designated by the Director, will meet with the student at least once a semester until the plan has been completed.

D. Resolution

If, in the judgment of the full-time social work faculty, the Plan for Student Success is completed and the issue is adequately addressed, the student will advance normally. If the Plan is not successfully completed according to the timeline, the Director and social work faculty will examine the reasons the plan was not successful. Depending on the causes, the Program Director may work with the student to revise the plan. Alternatively, the social work faculty may require the student to leave the social work major. The student will be notified of this by email within 72 hours of making this decision.

Student Appeals Process

The appeal process is available to any student who disagrees with the social work faculty decision regarding professional expectations. The student must complete the "Social Work Program Professional Expectation Appeal Form" (Appendix C). This form should be turned in to the CHHS dean within five working days after learning the Social Work faculty decision. The student may receive help completing this form from an advisor in the Advising Center. Because the Dean will resolve the appeal on the basis of the written record, all pertinent issues must be fully and clearly stated in the written appeal.

The only permissible grounds for appeal are violations of the procedural due process, absence of sufficient evidence to support the decision, or the justifiable discovery of new evidence not available at the time the faculty made their decision. The terms or severity of the sanction are not appealable.

While the Dean is investigating a student's appeal, the student's status as a student will remain unaltered.

College of Health and Human Services Expectations of E-Professionalism

CHHS welcomes and encourages the responsible use of social media and electronic technologies such as e-mail, Facebook, Linked-in, YouTube, Twitter or other virtual hubs where users interact. We embrace social media sites to help enhance and engage learning.

Health and human service professionals must be conscious that content posted to social media may have consequences on reputations or careers for years to come, reflect poorly upon the professions, or undermine client/patient confidence. Postings on social media should be subject to the same professional standards and ethical considerations as other personal or public interactions.

Students, faculty and staff are expected to use social media and electronic technologies in a responsible and professional manner. The following E-Professionalism Expectations are designed to guide student behavior in the use of social media. CHHS does not monitor students' electronic communication or posting on social media sites. However, if a student violates the E-Professionalism Expectations, and it is brought to the attention of the College, appropriate action may be taken.

CHHS students are expected to practice in a professional and ethical manner, in accordance with their discipline specific Code of Ethics. This includes responsible use of social media that protects confidentiality, demonstrates respect for colleagues and programs, and minimizes risk. By identifying themselves publically using social media, CHHS students are creating perceptions about themselves, the Program, the College, the University and their profession. The following are expectations for responsible use of social media:

- CHHS faculty and staff will often use e-mail to communicate with students. Students should be sure the email listed on their MyCU account is the one they check. This information may be important and/or time-sensitive. Thus, it is the students' responsibility to be connected to e-mail and check daily. Professional e-mail etiquette should be used in all e-mail communications.
- Students should not use websites and/or applications in a manner that interferes with academic commitments. Use of email, text, social media sites, or other websites should not be used in class unless it is directly related to the subject material presented and use is expressly permitted by the instructor.
- Students should not represent themselves as another person.

- Students should show proper respect for the laws governing copyright and fair use or fair dealing of copyrighted material owned by others, including CU copyrights and brands (see CU policy in Student Handbook).
- Students may not present themselves as an official representative or spokesperson for CU and CHHS. When social media is used (e.g. Facebook, twitter, blogs) by students or faculty as a means to communicate CU and CHHS events, it should have a disclaimer that it is not an official site of CU.

The following best practices in E-Professionalism are strongly encouraged as these reflect positively on the individual, the Program, the College, the University, and their chosen profession:

- Consider postings on any forum to be public. The posts are in the public realm, and are not appropriate for the discussion or dissemination of private matters.
- Select privacy settings in social media accounts that provide the greatest degree of protection for personal information, keeping in mind that privacy settings are not perfect and that information posted online is likely permanent. Continuous self-monitoring of privacy settings is necessary, as social media sites change privacy policies.
- Consider separating personal from professional social media use.
- Maintain the privacy of fellow students, faculty and staff unless you have been given permission to use the person's likeness or name on your site. Students should keep in mind that simply avoiding the name of the person is not sufficient to protect the persons' identification.
- Avoid content that is threatening, obscene, profane, racist, sexist, encouraging of unethical or unprofessional behavior, or is otherwise injurious.
- Be respectful (Is it kind? Is it true? Is it necessary?). Social media sites are often not the best forums for raising grievances that may be better addressed in other ways or handled privately. When negative statements are posted, it can be perceived as disrespectful and be interpreted as incivility, bullying or lateral violence. Complaining about or disparaging people, even in general terms, does not advance the dignity of others or reflect well on professionals in health and human services.
- Avoid using photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

Public postings on social media may have legal ramifications. Comments made by students concerning clients/patients or internship sites or unprofessional comments about themselves or other colleagues can be used by the courts or professional licensing boards. Students must be diligent to ensure that their electronic communication or postings on social media sites do not violate laws pertaining to client/patient or student privacy, including the Family Education Rights and Privacy Act (FERPA), and Health Insurance Portability and Affordability Act (HIPAA). FERPA and HIPAA regulations apply to all comments made on social media sites and violators are subject to the same prosecution as with other FERPA and HIPAA violations. To avoid legal ramifications, students should adhere to the following guidelines:

- Students should not report protected academic information of another student. Such information includes, but is not limited to: course grades, evaluations, examination scores, judicial outcomes, or adverse academic actions.
- Online discussions of specific clients/patients should be avoided, even if all identifying information is excluded. It may be possible for someone to identify the client/patient from the context of the discussion.
- Under no circumstances is it appropriate or legal to post photos of clients/patients or client/patient body parts on social media without the specific written permission of the client/patient.

Use of Social Networking Sites for Social Work Students

Social networking has become an important tool to further the mission of social work. It also creates new risks for social workers and those receiving social work services. When using social media, social work students and professionals need to distinguish between professional use (advocating for vulnerable populations, connecting with other advocates, marketing professional services) and personal use (connecting with family and friends). In either case, however, one's presence on social media must be consistent with one's professional identity. Your professional image extends beyond your professional activities. Social work ethical standards, including confidentiality, cautions about engaging in dual relationships, and ensuring that private conduct does not interfere with one's ability to fulfill professional responsibilities, apply in all contexts, including social media. Students should also be mindful of how they express their opinions on social media. One should consider whether the opinion is consistent with their social work ethics and values, and also consider the tone and language in which an opinion is offered.

Concordia social work students who use Facebook are encouraged to join the Concordia Social Work Club Facebook group. To avoid potentially problematic dual relationships with students Social Work faculty will not accept personal "friend" requests from students on their personal social media accounts until after the students have graduated, and the student becomes a social work colleague. Students may be able to connect with Social Work Faculty as appropriate on their professional social media sites (e.g., Linked-In).

Students should be familiar with their practicum and/or employment agency's social media policies. Students should not share practicum or other social work experiences on social media sites, unless they are confident it is consistent with agency policy and the NASW Code of Ethics, including protection of client confidentiality. Communication with clients, including through social media, should be limited to professional communication.

NASW Technology Standards in Social Work Practice

Social workers and social work students should be familiar with the technology standards set forth in this booklet

<https://www.socialworkers.org/practice/standards/NASWTechnologyStandards.pdf>

Application for Advancement to Social Work Practicum

Students complete the Application for Advancement to Practicum during the semester they take Pre-Practicum Seminar (SCW391). Students must submit a completed application by the first Pre-Practicum Seminar class meeting. Students must then schedule and complete the Application Interview by the date specified in the Pre-Practicum syllabus. Students cannot conduct a practicum interview with potential field instructors until they have received an email granting approval to advance to practicum from the Social Work Program Director.

Advancement to Social Work Practicum Requirements

- A completed Application for Advancement to Social Work Practicum Form (in Appendix D).
- Two references which speak to the student's ability and commitment to work with and support people and communities (See Appendix D for more detail).
- A personal statement (description in Appendix D).
- An updated resume which includes volunteer and work experience. This will be used during your practicum placement search.
- A minimum grade point average of 2.5, with 2.5 in courses required for the social work major. A student cannot advance to practicum while on academic probation. Once your application is submitted, the Social Work Program will obtain this information from the Registrar's Office. Students do not need to submit documentation of their GPAs.
- A signed copy of Commitment to the NASW Code of Ethics (in Appendix D).
- An interview with the Social Work Program Director, which is initiated by the student.

After the student has submitted application material to the Social Work Program, the Program Director will notify social work faculty (both full- and part-time) of the student applying for formal admission into the major. Faculty will be asked to identify areas of strength and concern they may have regarding the applicant, particularly related to academic performance, professional behavior, and professional values. The Program Director will consider any comments from social work faculty, along with the student's personal statement and two letters of reference. These will be reviewed for any evidence of concern regarding:

1. Academic ability to succeed in the Program
2. Behavioral standards required for the profession of social work
3. Values which are consistent with the National Association of Social Work code of ethics

If concerns exist in any of these areas, the Program Director will raise these issues with the student during the interview. The status of the student's admission into the program will be based on the student's application, the student's awareness of these issues of concern, and the steps the student is taking and plans to take to address those concerns.

Based on the above information, the social work faculty make a decision to:

- 1) approve the student's advancement to practicum without any conditions,

- 2) approve the student's advancement to practicum conditionally, or
- 3) deny the student advancement to practicum.

The student is notified of the outcome of their Application for Advancement to Social Work Practicum by email. If a student is approved for advancement to practicum without conditions, the student may proceed with his/her Pre-Practicum Seminar process. If a student is approved for advancement to practicum conditionally, the student will need to meet with the Program Director and develop a written plan for meeting those conditions. When the plan has successfully begun and the Social Work Practicum Director grants permission, the student may proceed with his/her Pre-Practicum Seminar process. This may delay the beginning of a student's practicum. If a student is denied advancement to practicum, social work faculty and the student's advisor will be available to help the student develop a plan to resume the social work major and/or choose another academic or career path. Students may appeal the decision by submitting additional information. The social work faculty will make the final decision about who is accepted for advancement to social work practicum.

BA and BS in Social Work

Concordia offers two social work degrees: the Bachelor of Arts in Social Work (BA) and the Bachelor of Science in Social Work (BS). Both degrees prepare students for professional social work practice and for graduate school in social work. Neither employers nor graduate schools give preference to either degree. Admissions into the BS degree has requirements beyond those required for admissions into the BA degree, namely a minimum of 30 completed semester college credits and a minimum of two years full time social work related paid or unpaid experience. The specific requirements, the Concordia scholarships to which one is eligible, and the tuition structure are different for the two degrees.

Degree Requirements for Social Work Students Entering Concordia Summer 2015 and Later

Bachelor of Arts in Social Work

BA General Education Requirements (48)

The following courses are pre-requisites for SCW 351. These two courses also fulfill a portion of the general education requirements for social work students.

- WR 308 – Advanced Research Writing (3)
- SOC 220 Principles of Sociology (3)

Social Work Core Requirements (41)

- SCW 251 Introduction to Social Work (3)
- SCW 321 Social Work Interviewing (3)
- SCW 351 Human Behavior in the Social Environment (3)
- SCW 352 Social Work Practice with Individuals, Families, and Groups (3)
- SCW353 Social Work Practice with Communities and Organizations (3)
- SCW 354 Spiritual and Cultural Diversity in Social Work Practice (3)
- SCW 363 BSW Skills in Addiction, Mental Health, Interpersonal Violence, and Crisis (3)
- SCW 391 Pre-Practicum Seminar (1)

- SCW 441 Grant Writing (1)
- SCW 471 Social Research Methods (3)
- SCW 472 Social Welfare Policy (3)
- SCW 482 The Professional Social Worker (3)
- SCW 491 Social Work Practicum and Seminar (6, 6)

Social Work Elective Requirements (9)

Choose 3 credit hours from the following:

- SCW 361 Chemical Dependency and Addictive Behavior (3)
- SCW 399 International Study Tour (3)
- SCW 365 Social Work with Children and Adolescents (3)
- HHS 451 Seminars (1-3)

Choose 6 credits from

- HCA 411 Health Care Ethics and Law (3)
- SOC 231 Research and Statistical Techniques (3)
- Any PSY or SOC in the CU Catalog (except PSY 199, 200) can be taken for 3 of these social work elective credits

Social Work Exit Exam

Electives (23)

Students need sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.

Bachelor of Science in Social Work

BS General Education Requirements (34)

The following courses are pre-requisites for SCW 351. These two courses also fulfill a portion of the general education requirements for social work students.

- PSY 201 Principles of Psychology (3)
- WR 308 – Advanced Research Writing (3)
- SOC 220 Principles of Sociology (3)

Social Work Core Requirements (44)

- SCW 251 Introduction to Social Work (3)
- SCW 321 Social Work Interviewing (3)
- SCW 351 Human Behavior in the Social Environment (3)
- SCW 352 Social Work Practice with Individuals, Families, and Groups (3)
- SCW 353 Social Work Practice with Communities and Organizations (3)
- SCW 354 Spiritual and Cultural Diversity in Social Work Practice (3) SCW 363: BSW Skills in Addiction, Mental Health, Interpersonal Violence, and Crisis (3)
- SCW 391 Pre-Practicum Seminar (1)
- SCW 441 Grant Writing (1)
- SCW 471 Social Research Methods (3)
- SCW 472 Social Welfare Policy (3)
- SCW 482 The Professional Social Worker (3)
- SCW 491 Social Work Practicum and Seminar (6, 6)

Social Work Electives (3)

- SCW 361 Chemical Dependency and Addictive Behavior (3)
- SCW 399 International Study Tour (3)
- SCW 365 Social Work with Children and Adolescents (3)
- HHS 451 Seminars (1-3)
- HCA 411 Health Care Ethics and Law (3)
- SOC 231 Research and Statistical Techniques (3)
- Any PSY or SOC in the CU Catalog (except PSY 199, 200)

Social Work Exit Exam

Electives (43)

Students need sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.

Recommended Course of Study to meet Social Work Major Requirements

Each core social work course is generally offered both spring and fall semester. This provides students with additional scheduling options. SCW 251, or its approved equivalent from another university, must be taken before any other social work courses. SCW 351 must be taken before or with SCW 321 and SCW 352. SCW 353 and SCW 363 must be taken after SCW 352. SCW 391 must be taken after SCW 352 and with or after SCW 353 and SCW 363. SCW 471, SCW 472, SCW 491, and SCW 492 must be taken after SCW 352. SCW 482 must be taken during the student's last semester in the Program.

Student entering as Freshman

Fall	Spring
Freshman	Freshman
PSY 201 Principles of Psychology (3)	SOC 220 Principles of Sociology (3)
Sophomore	Sophomore
SCW 251 Introduction to Social Work (3) WR 308 – Advanced Research Writing (3)	SCW 351 Human Behavior in the Social Environment (3) SCW 352 Social Work Practice with Individuals, Families, and Groups (3)
Junior	Junior
SCW 321 Social Work Interviewing (3) SCW 354 Spiritual and Cultural Diversity in Social Work Practice (3) SCW elective (3)	SCW 353 Social Work Practice with Communities and Organizations (3) SCW 363 BSW Skills in Addiction, Mental Health, Interpersonal Violence, and Crisis (3) SCW 391 Pre-Practicum Seminar (1) SCW elective (3)
Senior	Senior
SCW 472 Social Welfare Policy (3) SCW 491 Social Work Practicum and Seminar (6) SCW elective (3)	SCW 441 Grant Writing (1) SCW 471 Social Research (3) SCW 482 The Professional Social Worker (3) SCW 491 Social Work Practicum and Seminar (6)

Full-time Transfer Students completing BS social work requirements

Before Junior Year	
WR 308 – Advanced Research Writing (3) SOC 220 Principles of Sociology (3) SCW 251 Introduction to Social Work (3) PSY 201 Principles of Psychology (3)	
Semester 1	Semester 2
SCW 351 Human Behavior in the Social Environment (3) SCW 352 Social Work Practice with Individuals, Families, and Groups (3) SCW 354 Spiritual and Cultural Diversity in Social Work Practice (3)	SCW 321 Social Work Interviewing (3) SCW 353 Social Work Practice with Communities and Organizations (3) SCW 363 BSW Skills in Addiction, Mental Health, Interpersonal Violence, and Crisis (3) SCW 391 Pre-Practicum Seminar (1)
Semester 3	Semester 4
SCW 472 Social Welfare Policy (3) SCW 491 Social Work Practicum and Seminar (6) SCW elective (3) if needed	SCW 441 Grant Writing (1) SCW 471 Social Research Methods (3) SCW 482 The Professional Social Worker (3) SCW 491 Social Work Practicum and Seminar (6)

Other Graduation Requirements

Social work students must obtain at least a C (2.0) in courses required for the social work major and for WR 308 or they must retake the course until they get at least a C. WR 308 must be completed with a grade of C or higher before advancing to 400 level social work courses.

Students must complete the general education requirements as outlined in the course catalog.

Students need 124 semester credits to graduate. Forty-five of those credits must be from upper division courses (300 or 400 level courses).

Thirty of the final 40 credits completed before graduation must be taken at Concordia University. In other words, once a student has only 40 credits left to complete before graduation the student can take no more than 10 credits at another institution.

A student needs to take a minimum of 30 credits at Concordia University to receive a degree from Concordia University.

Balancing School, Work, and Family Responsibilities

The Social Work Program is challenging, preparing graduates for entry level professional practice. Attending the university full time (~15 credit hours per semester) is a full time responsibility. Students who work full time will struggle to successfully manage a full time course load. Therefore, students who plan to work full time are strongly encouraged to take eight credits or less per semester. Likewise, students who have significant family responsibilities are advised to refrain from attending school full time.

Field Instruction

An integral part of the social work curriculum is the field practicum, where students work in a community agency for a minimum of 400 hours (about 13 hours a week over two semesters). Under the supervision of an experienced social worker, students have the opportunity to integrate theory, knowledge, values, and practice within an approved social service agency. Details of the requirements, expectations, and timeframe for doing the practicum can be found in the Practicum Field Manual, available from the Social Work Practicum Program Director.

Writing Standards

APA style writing is required for all papers assigned by faculty in the College of Health and Human Services at Concordia University. An APA handbook may be purchased. Concordia University's library website includes links to the APA style of writing. From the Library website, go to subject guides and then to writing resources - style guides. The reference section of the library also has the APA handbook.

Writing should be clear, grammatically correct, free from spelling errors, well organized, respectful of all people, and free from plagiarism. Students are encouraged to use the Writing Center for assistance with all phases of writing. Writing tutors will not edit or correct papers but they will help students identify errors and make changes to their writing. For an appointment with a writing tutor, email writingcenter@cu-portland.edu.

Plagiarism and Academic Honesty

Social work students are bound by the National Association of Social Workers (NASW) Code of Ethics including the following:

4.04 Dishonesty, Fraud, and Deception

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

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. (NASW, 2008). Retrieved from

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

Concordia's policy of Academic Integrity is consistent with NASW Code of Ethics and can be found in the Concordia Student Handbook.

Credit for Life Experience

The Concordia University Social Work Program adheres to the CSWE requirement that no course credit or course waiver may be granted for life experience or previous work experience for social work major requirements. All social work majors must complete a minimum of 400 hours of practicum regardless of their previous work or volunteer experience.

Access and Accommodations

Your experience in class is important to us. If you have already established accommodations with Disability Support Services (DSS), please communicate your approved accommodations to your professors at your earliest convenience so your course needs can be addressed. If you have not yet established services through DSS, but have a psychological/learning/physical disability that requires accommodations, you are welcome to contact DSS at 503-280-8515 or disabilitysupportservices@cu-portland.edu. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DSS. It is the policy and practice of Concordia University to create inclusive and accessible learning environments consistent with federal and state law. Please be informed that course lectures may be recorded, when necessary, to fulfill a disability accommodation. Please visit the DSS webpage for further ADA information: <http://www.cu-portland.edu/dss>.

Grading Policy

Student work is evaluated in each course based on their performance in the course with the following grade scale:

A	94% and above	(outstanding, exceptional mastery of course material)
A-	90 – 93%	
B+	87 – 89%	
B	84 – 86%	(above average mastery of course material)
B-	80 – 83%	
C+	77 – 79%	
C	74 – 76%	(adequate mastery of course material)
C-	70 – 73%	
D+	67 – 69%	
D	64 – 66%	
D-	60 – 63%	
F	0 – 59%	

Social work students must obtain at least a C in courses required for the social work major and in WR308. If a student receives a C- or lower for a social work course or for WR 308, it must be retaken. Additionally, WR 308 must be completed before taking any 400 level social work courses.

Planning for Graduate School

Concordia's Social Work Program prepares students well for graduate school. Students considering applying for an MSW program should plan to attend the Graduate School Information Session, held fall semester. Since many MSW programs require that students have a human biology course before beginning the MSW program students are advised to take a human biology course for their natural science requirement. Students planning to go to graduate school are also advised to take statistics since some MSW programs require statistics.

Because Concordia's Social Work Program is accredited, graduates of our program are eligible to apply for MSW programs "advanced standing". Advanced standing allows a student to complete an MSW degree in one rather than two years. Students who are hoping to be accepted as an advanced standing MSW student should be particularly mindful of the importance of having a strong GPA, typically above 3.3. Graduating from a BSW program does not automatically grant a student admission into an MSW program, either regular admissions or advanced standing.

Registered Baccalaureate Social Worker (RBSW)

Beginning January 2011, graduates from accredited BSW programs, including Concordia's Social Work Program, can register with the state of Oregon to become a registered baccalaureate social worker. In fact, unless one is registered or licensed, one cannot call oneself a social worker in the state of Oregon. After graduation, to become an RBSW, contact the Oregon State Board of Licensed Social Workers <http://www.oregon.gov/BLSW/>

Late Assignment Policy (across the Social Work Program):

Concordia social work students are expected to manage their time in a professional manner, so that assignments are completed by their due dates (e.g. completing assignments ahead of time to allow for the unexpected). If there are extenuating circumstances and turning in an assignment on time is not possible, the student is expected to contact the instructor before the beginning of class on the day due to request an opportunity to turn the assignment in late. *If the instructor is not notified prior to the due date, the assignment will not receive any credit.* If an assignment is accepted after the due date (anytime after the beginning of class on the day due), there will be a ten percent penalty for being up to a week late. An additional ten percent penalty will be assigned for each additional week an assignment is turned in late. All assignments must be completed and turned in by the Friday of finals week, in order to receive any credit.

Incomplete Courses

Students are expected to complete all of the work for a course within the allotted time. However, there may occasionally be extenuating circumstances which prevent a student from completing a course. In those cases, the following process will be utilized:

- The student will initiate a meeting with the instructor to explain the extenuating circumstances. The student will also share a plan, including a timeline for how she or he intends to complete work still required.
- The instructor will use professional discretion to determine whether a grade of Incomplete, “I” should be awarded.
- At the time a grade of “I” is assigned, a back-up grade is provided by the instructor which reflects the grade the student will receive if the additional work is not completed.
- The student has up to one semester (including summer semesters) to complete the course work. The instructor can require the work to be done sooner. If the work is completed, the instructor submits a “Grade Change Form” to the Registrar’s Office. If the student does not complete the work by the agreed upon time, the instructor does nothing.
- The grade of “I” is granted for a period of up to one academic term. If a Change of Grade form is not received from the course instructor by that time, the registrar’s office will convert the “I” to the backup grade.

Leave of Absence

If a student needs to discontinue their studies at Concordia but plan to resume at a later time, they are advised to take a leave of absence. A student who stops attending Concordia without a leave of absence will need to re-apply to be admitted into Concordia and to the Social Work Program. Students needing a leave of absence should contact their academic advisor or their program director.

Academic Probation and Dismissal

Concordia University requires all students to maintain a minimum cumulative and semester grade point average of 2.0. Students who do not achieve these minimums at the end of each semester are placed on Academic Probation. The student is dismissed if he or she does not meet the minimum standard in the succeeding semester. Students on Academic Probation are required to meet regularly with their advisor. An individualized remediation program for success will be developed. Further detail is provided in the Concordia University Student Handbook.

Academic Grievance

Procedures for student grievances (e.g., concerns over grades, grading policies, grading practice, course design) are delineated in the Concordia University Student Handbook. These procedures are designed to provide a mechanism by which students can seek to express concerns, disagreements, or complaints about a faculty member, and seek redress of perceived injustice, harassment, discrimination, or inequity. Students are encouraged to start by discussing concerns face-to-face with the faculty member in an attempt to resolve issues. Students should also consider discussing concerns with his/her academic advisor or a professional staff person in Student Services. This will provide an opportunity to review the appropriate university policies and practices related to the student's concern.

Students' Rights and Responsibilities to Participate in Formulating and Modifying Policies Affecting Academic and Student Affairs

Social work students have the right and the responsibility for communicating concerns and suggestions they have about areas that impact their education at Concordia. There are several ways by which students can make changes in the Social Work Program and the University as a whole.

Students are encouraged to provide feedback to faculty, the Program Director, the Practicum Director, and the Dean of the College of Health and Human Services about concerns and suggestions they have related to curriculum, academic policies, and student affairs. For this purpose, Concordia faculty and staff are readily available to meet with individual students or groups of students. Appointments can be made through email or phone and through the Program Coordinator of the College of Health and Human Services, (503)280-8600. Students can also discuss concerns individually or in groups with the social work student advisor.

Each semester students have an opportunity to complete anonymous evaluations on each of their courses. Each faculty member reads evaluations of their own courses and thoughtfully considers student feedback. The Program Director reads all social work course evaluations and when students raise serious concern about a course or faculty member, those concerns are addressed with the faculty member who teaches that course.

The Concordia University Academic Policies Committee has a student representative who is appointed by the Associated Students of Concordia University (ASCU). Social work students who have curricular concerns can contact this student who represents them on this committee.

In order to give students a regular mechanism by which they can provide feedback to the Program on curricular and other matters, the Program Director sets a regular time to meet with Social Work Club leaders each year. Students who are not part of the Social Work Club can contact these leaders about their concern.

Students with Criminal Backgrounds

Concordia's Social Work Program does not require background checks for students. However, we strongly encourage students who have a criminal history to communicate this fact with one of their social work professors early in the program so that the faculty can help the student plan appropriately and take actions to mitigate the negative impacts of their criminal background. Many practicum agencies require a criminal background check before beginning a practicum and some crimes will limit where a student can do a social work practicum or obtain social work employment.

Social Work Club

The Social Work Club is an active organization that provides a network of support for social work students and encourages an increased awareness of the profession of social work. Club members do volunteer work, plan networking events, and promote a positive image of social work in the community. Student led events have included a welcoming party for new students, a sock drive for homeless people, and educational events for the campus community. Members can decide what the club does each year.

The Social Work Club is also a means by which social work students can organize themselves to make changes in the Social Work Program or in the university at large. Club leaders can be contacted through the club's Facebook page https://www.facebook.com/groups/115430620477/10154414358385478/?notif_t=like. The Social Work Club advisor is Dr. Julie Dodge, jdodge@cu-portland.edu.

Student Mentors for Transfer Social Work Students

The Social Work Program has created a mentoring program to provide support for social work students who transfer from another academic institution into Concordia. Students transferring to Concordia may request a mentor, who can provide guidance during the student's first semester at Concordia. The student mentors are students who themselves transferred to Concordia and have successfully completed Human Behavior in the Social Environment (SCW351). Transfer students who would like to have a mentor should contact Joshua Urie, the social work student advisor 503-493-6580, JUrie@cu-portland.edu. Students who would like to be a social work student mentor can contact the Social Work Program Director, Dr. Vegdahl (503)280-8520, SVegdahl@cu-portland.edu.

Social Work Advisory Committee

The social work program maintains an advisory committee made up of leaders in the community and Social Work Program graduates. The purpose of the advisory committee is to oversee the social work program and policies and to advise the social work faculty about the knowledge, values, and skills which are needed in social work graduates in the Greater Portland Area. The Social Work Advisory Committee meets a minimum of once a year. At that meeting, the Program Director reports the results of that year's assessment plan and seeks feedback from the Committee on a specific area of concern identified by the social work faculty.

Appendix A

Concordia University Social Work Program Student Referral Form

GENERAL INFORMATION

Student Name		Completed or enrolled in SCW391?	
Date of Report:		Name of Person Raising Issue:	
Reason for referral (Check those that are <u>not</u> being demonstrated)			
<input type="checkbox"/>	Attending Class Regularly	<input type="checkbox"/>	Demonstrating Self-awareness
<input type="checkbox"/>	Coming to Class on Time	<input type="checkbox"/>	Respectfully giving and receiving feedback
<input type="checkbox"/>	Meeting Assignment Deadlines	<input type="checkbox"/>	Setting Appropriate Personal and Professional
<input type="checkbox"/>	Appropriately Participating in Class	<input type="checkbox"/>	Managing Strong Emotions
<input type="checkbox"/>	Meeting Academic Writing Standards	<input type="checkbox"/>	Managing personal issues such that they do not interfere with one's ability to be academically and professionally successful
<input type="checkbox"/>	Giving Credit to Others for Writing and Ideas	<input type="checkbox"/>	Staying Away from Class/Practicum When Under the Influence of Substances
<input type="checkbox"/>	Demonstrating Professional Behavior in Classroom		
<input type="checkbox"/>	Communicating Concerns with Faculty and/or others	<input type="checkbox"/>	Adhering to the NASW Code of Ethics
<input type="checkbox"/>	Being Respectful of Classmates and Professors	<input type="checkbox"/>	Other Concern: (Explain) _____

WRITTEN DESCRIPTION OF CONCERN(S)

SIGNATURE OF PERSON RAISING CONCERN:

_____ DATE: _____

Appendix B

Concordia University Social Work Program Plan for Student success

<i>Options for Addressing Concerns</i>			
<input type="checkbox"/>	Communicate every ____ week(s) with course instructor(s) for _____ class	<input type="checkbox"/>	Reduce course load next semester
<input type="checkbox"/>	Meet with academic advisor every ____ week(s)	<input type="checkbox"/>	Complete random drug screenings
<input type="checkbox"/>	Seek mental health assistance and supportive services	<input type="checkbox"/>	Getting regular feedback from ____ on in-class professional behavior
<input type="checkbox"/>	Receive learning disability testing	<input type="checkbox"/>	Wait until ____ Semester to take/complete SCW391
<input type="checkbox"/>	Obtain help from a tutor	<input type="checkbox"/>	Bring GPA up to 2.5 by _____ semester
<input type="checkbox"/>	Use a writing tutor for each written assignment	<input type="checkbox"/>	No other action needed at this time
<input type="checkbox"/>	Withdraw from _____ class	<input type="checkbox"/>	
<input type="checkbox"/>	Reduce course load this semester	<input type="checkbox"/>	Other:
<input type="checkbox"/>	Take a leave from school for ____ semester(s)	<input type="checkbox"/>	Other:

NEXT STEPS			
Who will monitor?		On what date must plan be completed?	
What will be evidence of success?			How and when will plan be monitored?
<input type="checkbox"/>	Instructor reports classroom behavior meets professional standards.		
<input type="checkbox"/>	Student reduces credits for next semester to no more than _____.		
<input type="checkbox"/>	Verification from a professional counselor that the student is capable of practicing social work		
<input type="checkbox"/>	Student is on time for all classes per faculty member's report		
<input type="checkbox"/>	All assignments for _____ class are completed and submitted on time		
<input type="checkbox"/>	Semester GPA is _____		
<input type="checkbox"/>	Random UA's show no evidence of drug use		
<input type="checkbox"/>	Instructor reports that student writing meets professional and academic standards		
<input type="checkbox"/>			
What is consequence for not following plan?			

STUDENT SIGNATURE: _____	
DATE: _____	
PROGRAM DIRECTOR SIGNATURE: _____	DATE: _____
SIGNATURE OF PERSON RAISING CONCERN: _____	DATE: _____

Concordia University Social Work Program

PLAN FOR STUDENT SUCCESS MONITORING

Date	Type of contact/ With Whom	Evidence for success or lack of success

Appendix D

Application for Advancement to Social Work Practicum Packet

The Concordia University Social Work Program's Advancement to Social Work Practicum policy reflects the mission, goals, and objectives of the Program.

Students complete the entire Application for Advancement to Practicum process during the semester they take Pre-Practicum Seminar (SCW391). Students must submit the written portion of the application, which includes two references, a resume, a personal statement, and a completed form, *prior to* the first Pre-Practicum Seminar class meeting. At that first seminar meeting, students will then sign up for an Application Interview time with the Social Work Program Director. The Application Interview must be completed by the date specified in the Pre-Practicum Seminar syllabus, generally the seventh week of class. Students cannot conduct a potential practicum site interview for Pre-Practicum Seminar until they have received a letter of approval to advance to practicum from the Social Work Program Director.

Requirements for Advancement to Social Work Practicum

- A completed Application for Advancement to Social Work Practicum (form attached).
- Two references which speak to the student's ability and commitment to work with and support people and communities (see the attached form for more details).
- A personal statement (description of statement attached).
- An updated resume which includes volunteer and work experience. This will be used during your practicum placement search.
- A minimum grade point average (GPA) of 2.5, as well as a minimum GPA of 2.5 in courses required for the social work major. You do not need to provide documentation of this. Once your application is made, the Social Work Program will obtain this information from the registrar. You cannot advance to practicum if you are on academic probation.
- A signed copy of the student's Commitment to the NASW Code of Ethics (on the attached form).
- An interview with the Social Work Program Director.

Based on the above information, the social work faculty make a decision to:

- (1) accept the student without any conditions,
- (2) accept the student conditionally, or
- (3) deny the student the opportunity to advance to practicum

The student is notified of the outcome of their Application for Advancement to Social Work Practicum by email. Students may appeal the decision by submitting additional information. The social work faculty will make the final decision about who is accepted for advancement to social work practicum.

Application for Advancement to Social Work Practicum Checklist and Signed Commitment to the NASW Code of Ethics

Read the Requirements for Advancement to Social Work Practicum listed on the first page.

Complete the Application for Advancement to Social Work Practicum Form.

Select and request two references.

- If you have taken all your required social work courses at Concordia, submit two letters of reference as described below.
- -If you are using classes from another institution to meet more than one required core social work course requirement at Concordia, one of your references must be from the Director of the program from which you took the social work course(s). In lieu of one reference letter, submit a completed and signed *Former Program Director Release Form* (form attached). For your second reference, submit a letter as described below. Students transferring in courses from another program to meet social work electives, but not core courses, do not need a reference from another program's director.

Submit the letter(s) of reference *in a sealed envelope, with the reference's signature provided over the sealed envelope flap.* These references cannot be from full time Concordia social work faculty or from family or classmates. You are encouraged to submit letters of reference from people who have worked with you in a professional, volunteer, or academic setting, who can speak to your ability and commitment to:

- Work with people of backgrounds or beliefs systems different from your own
- Reflect on your own values, thoughts, and actions
- Communicate professionally, both in writing and speaking
- Advocate on behalf of others
- Work on your own and as part of a team
- Respectfully give and receive positive and negative feedback

- Submit an updated resume** which includes volunteer and work experience
- Write a personal statement** (3-5 pages, double spaced) which answers the following three questions and demonstrates your professional writing ability:
 1. What personality traits and life experiences do you have that will impact your ability – both positively and negatively – to develop authentic working relationships with clients, many of whom will have values, thoughts, and ways of being in the world different from your own? What are you currently doing and what do you plan to do in practicum to address the challenges you've identified?
 2. Social workers often work closely with colleagues on teams and projects. What specific strengths do you bring to working with colleagues? What has been challenging for you about working on a team or with colleagues? Be sure to consider how you give and receive feedback as one component of your answer.
 3. Social work can be a satisfying, yet challenging job that requires us to be intentional about how we maintain our own health and well-being. We work with a wide range of issues, including trauma, addiction, grief, mental health, discrimination, and poverty. As you think about these and other aspects of social work practice, what are your most likely triggers for stress or anxiety in social work practice? What are you currently doing and what do you plan to do to manage your stress or anxiety as it relates to social work?

The National Association of Social Workers' Code of Ethics can be found in the Social Work Student Handbook and at <http://www.socialworkers.org/pubs/code/default.asp>. **Please read the NASW Code of Ethics and the statements below, then sign and date if appropriate.**

- *I have read the NASW Code of Ethics and agree to abide by it in my work as a student and as a professional social worker.*
- *As part of the Application for Advancement to Social Work Practicum, I understand that the Social Work Program will be seeking input about me from Concordia social work faculty. I grant permission for the Program to ask for this input and for social work faculty to provide it.*

My signature indicates my agreement with these two statements.

Signature _____ Date _____

Submit these documents to the Social Work Practicum Director at the CHHS office, GRW215, prior to your first Pre-Practicum Seminar class meeting.

Application for Advancement to Social Work Practicum Form

Name	Last	First	Middle Initial
Mailing Address			
Cell Phone		Home Phone	
E-Mail Address			Birthdate
Social Work Practice Areas of Interest to You			
Previous post high school educational institutions attended			
Date of First Enrollment at Concordia		Expected Graduation Date	
<i>Circle Your Current Student Status</i>			
		Full Time Student (12 credits or more)	Part Time Student (11 credits or fewer)
<i>Circle Your Current Paid Employment Status</i>			
		Working Full Time (35+ hours)	Working Part Time Not Working

Former Program Director Release Form

This form only needs to be completed by students who have transferred in more than one required core social work courses from another institution. It is not needed for students transferring in social work electives only.

Course	Name of institution where course was taken. <i>(leave blank if course was taken at Concordia)</i>
SCW 251: Introduction to Social Work	
SCW 321: Social Work Interviewing	
Other required social work course: _____	

Name of Program Director <i>(where required social work courses were taken)</i>	Program Director's Phone Number	Program Director's E-Mail Address
*Mt. Hood Community College Mental Health/Human Services Graduates only	Names and dates of MHCC practicum sites	
MHCC student number _____	_____ Quarter taken _____	
	_____ Quarter taken _____	
	_____ Quarter taken _____	

I grant permission for the above named Program Director to provide information to Concordia University's Social Work Program about my academic and behavioral strengths and challenges, as they relate to my ability and commitment to work with and support people and communities.

Student's Printed Name _____

Student's Signature _____ Date _____

APPENDIX E Accreditation Standards

The 2015 Educational Policy and Accreditation Standards can be found at the Council on Social Work Education website.

| <http://www.cswe.org/Accreditation/EPASRevision.aspx>

APPENDIX F

Code of Ethics of the National Association of Social Workers

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 wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing 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 wellbeing 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.

These can be found in full at <https://www.socialworkers.org/pubs/code/code.asp>