BSW Program Handbook
School of Social Work
Portland State University

2014-2015
# Baccalaureate Social Work Program

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http://www.pdx.edu/ogc/university-policy-library
http://www.cswe.org/cms/17157.aspx
http://www.cswe.org/Accreditation/2008EPASDescription.aspx
Dear BSW Student,

Welcome to the Portland State University School of Social Work! I’m so pleased that you will be joining our community. I invite you to take advantage of your time with us, and to become deeply engaged in the resources of our School, the University, and the social work community in Oregon.

Our BSW Program will prepare you to be a professional social worker, with the knowledge, values and skills needed to serve individuals and families, to transform the communities in which you work and live, to influence social policy, and to promote social and economic justice. Now in it’s 7th year, the PSU BSW Program is the only undergraduate social work degree offered in a public institution of higher education in Oregon. We take pride in offering a diverse and urban learning community as a real-world laboratory for future social work practitioners and leaders.

Portland State University is recognized as a national leader in community engagement. Our School of Social Work is ranked among the best in the nation by U.S. News & World Report. You are joining a strong and collaborative program led by world-class faculty and dedicated staff. We are here to support and prepare you to alleviate today’s critical social problems.

Please use the resources in this handbook to assist you as you navigate the BSW Program. Best of luck in your studies!

Best wishes,

Laura Burney Nissen, Ph.D., LMSW, CADC III
Dean and Professor
Dear BSW Students,

As the BSW Program Director, I welcome you to our Program. I am honored to say that our Program was accredited on June 11, 2011, by the Council of Social Work Education (CSWE) for its initial four year accreditation. The Program submitted the CSWE Self-Study on July 29, 2014 for the reaffirmation. Our Program is located within the School of Social Work (SSW) and is one of two undergraduate programs offered. Since you have been accepted into our Program we have many things we want to share with you about the Program. First, this BSW Program Handbook is a resource for you to use while you are in the Program.

As you will see it contains our mission statement, program goals, CSWE competencies, and practice behaviors, which guide our curriculum. It also has relevant policies and procedures for our program including all aspects of being a BSW student, including issues related courses, enrollment, retention, remediation, grievance, and other student resources. Many of you are new students and have many questions. Hopefully, you will find your answers within this BSW Program Handbook.

I know each of you are unique and have a passion to work with people within their different environments. The BSW Program is grounded in the belief that we are a BSW Team to offer you support and direction about getting through your program and eventually graduating. Many of you come from different backgrounds including but not limited to being a first generation college student, transferring from another college/university, working full time, being an active parent, grandparent, and perhaps getting another education to start new careers in working with people in human services. We welcome all of you. We know you represent many different cultures, ethnicities, tribes, sexual orientations and identities and social and economic backgrounds. It is through these lenses of difference we will work together to build a better life for our many communities.

I want you to know that many of our BSW Program faculty and staff have walked this same path ourselves. We are here to help you complete your educational and professional goals resulting in a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree with a major in Social Work. You have made a courageous decision to become a student. We (faculty, staff, admin) are here to listen and help you with problem-solving, support, guidance, and laugh with each of you during your tenure with our Program. We know it was a competitive process being accepted into the cohort and we want you to graduate so we are hopeful this BSW Program Handbook will make that process seamless and transparent.

This BSW Program Handbook is your reference guide about our Program. There will be questions we did not anticipate. We welcome your suggestions for improving this Handbook. Thank you for selecting our BSW Program to attend and making the decision to come to Portland State University, School of Social Work. It will be a pleasure getting to know you on this journey. If you have any questions please be in touch with me at goodluck@pdx.edu.

Walk in Beauty,

Charlotte Tsoi Goodluck, MSW, Ph.D.
BSW Program Director and Professor
Overview

The BSW Program is the only public undergraduate social work program located within a large urban university located in Portland, Oregon. Our Program is designed to serve, assist, guide, and motivate you toward your completion of your undergraduate social work major and obtain your BA/BS degree within a timely fashion. The Program is a two-year program, enrolling one class per year, which is known as a “Cohort Model”. Our Program consists of a variety of social work faculty, staff, field agencies, and administrators with extensive years of direct practice, program development, social work education, service, research, and community connections. Our shared purpose is to “recruit/retain/graduate professional entry-level generalist social workers” which complements our BSW mission statement. We want to educationally prepare you to work in a variety of practice settings with a wide range of individuals, families, groups, agencies, organizations, and communities that are committed to the values and Code of Ethics of the National Association of Social Workers (NASW) and continuing to be mindful of the context of our region.

Our Program is guided by the BSW Program Committee, which meets regularly to discuss, plan, and design the program (curriculum, student affairs, policy, procedures, program direction, and accreditation planning). The Committee consists of faculty, administrators, community members, staff and students (2 positions are available) and those interested in the BSW Program. We seek your input about building and assessing our Program. Our Program is here to serve you. Our Program is supported and works closely with the School of Social Work toward the delivery of a top notch undergraduate public social work program.

Who to contact with your questions:

Charlotte Goodluck, MSW, Ph.D., BSW Program Director, Professor

Denise Grant, MSW, Field Team – BSW Program

Sam Gioia, MSW, Senior Instructor, BSW Program Student Advisor

Kate Constable, MSW, SSW Undergraduate Advisor

Cimone Schwoeffermann, MSW, Recruitment and Retention Specialist

Melissa Penners, BA, BSW Program Administrative Assistant
BSW Program Committee

2014-2015

This Committee consists of BSW and SSW faculty, staff, admin, students, and community members. This group meets either once or twice a term depending on the need. The SSW authorizes this group and it is listed in the SSW By-laws Committee section. It has the authority to make decisions about long-range planning, course implementation, accreditation, degree changes, budget, program direction, policy and procedures, etc. The following list is the members, role, and length of term for each member.

Charlotte Goodluck                  BSW Program (Chair)
Sam Gioia (2013-2015)              BSW Faculty Appointed
Mindy Holiday (2014-2016)          MSW Faculty Appointed
Michael Taylor (2013-2015)         CFS Faculty Appointed
Alma Trinidad                     Faculty at large Appointed
Maria Talbott (2013-2015)         Faculty at large Appointed
Keva Miller                       Associate Dean for Academic Affairs (Ex-Officio)
Julia Kates                        Field (Ex-Officio)
____________                        BSW Student
____________                        BSW Student
____________                        Community Representative
____________                        Community Representative
Melissa Penners                   Administrative Support

BSW Administration Group

This is a group of BSW staff, admin, and faculty who meet bi-monthly to discuss and review what is going on with the program. They handle issues related to student concerns, program planning, course needs, field issues, and other program needs and activities such as orientation, graduation, etc.
Important Contact Numbers and Addresses

Emergency
Any Emergency on Campus (CPSO) (503) 725-4404
First Aid-PSU Student Health & Counseling (503) 725-2800

Help Numbers
Campus Safety and Security (503) 725-4407
General Information for PSU (503) 725-3000

SSW Mailing Address
School of Social Work
Portland State University
Attn: Name of person receiving mail
P.O. Box 751
Portland, OR 97207-0751

Phone: 503-725-4712
Fax: 503-725-5545

The mailing address for all PSU offices and departments is the same as above with the exception of the school's name. Replace School of Social Work with the name of the school, department and/or person you are mailing to.

Find us on Facebook under: BSW Program, School of Social Work, Portland State University

The BSW Program is physically located in the southwest corner of the Academic and Student Recreation Center at 1800 SW 6th AVE on the 6th floor.

Three Important Social Work Links

Council on Social Work Education link: http://www.cswe.org/ (This organization grants accreditation of social work programs).

National Association of Social Workers Oregon Chapter. They have a reasonable student membership rate. http://nasworegon.org/

National Association of Social Work national link: http://www.socialworkers.org
The School of Social Work (SSW) and Its Mission

“The SSW is committed to the enhancement of the individual and society. Further values and beliefs include a dedication to social change and to the attainment of social justice for all peoples, the eradication of poverty, the empowerment of oppressed peoples, the right of all individuals and groups to determine their own destinies, and the opportunity to live in harmony and cooperation. While the School maintains a special commitment to these values, it recognizes the need for joining with others in society who are working toward this same purpose” (See Homepage of SSW website).

The School, established in 1961 by a resolution of the Oregon Legislature, has an educational program involving seven structural components: the Baccalaureate Social Work (BSW) Program, the Child and Family Studies (CFS) Program, the Masters of Social Work (MSW) Program, the MSW Distance Option (MSWDO), the Ph.D. in Social Work and Social Research Program, the Regional Research Institute for Human Services (RRI), and the Center for Improvement of Child and Family Services (CICFS).

• The BSW Program is an accredited undergraduate professional social work educational program, which will prepare students to work in a wide variety of community-based, family centered human services organizations in the public and private sectors. It offers both a B.A. and B.S. degree with a major in social work.

• The Child and Family Studies Program offers both a B.A. and B.S. degree and blends liberal arts and professional education to prepare students for careers and future graduate studies in the fields of education, and human services.

• The MSW Program prepares professionals with advanced analytic skills necessary for self-directed and accountable social work practice. The MSW Program is fully accredited by the Council on Social Work Education.

• The MSW Distance option utilizes a combination of on-site instruction, community-based field instruction, and courses delivered through technology to extend access to the MSW program to students living in distant sites in the state of Oregon.

• The Ph.D. Program provides advanced education to prepare professionals for teaching, research, and leadership roles in the human and social services.

• The Regional Research Institute improves human services through applied social research by assessing social problems and service needs, as well as developing and evaluating practice and policy innovations.

• The Center for Improvement of Child and Family Services houses the Child Welfare Partnership which brings together PSU and the Oregon Department of Human Services for a research and training partnership to improve the delivery of child welfare services to children and families in Oregon.
The major functions of the School are teaching, research, and community service. Teaching is directed toward preparing effective and creative social work professionals who are ethical and have knowledge and skills in anti-oppression social work practice. Social workers learn to serve individuals and families directly, evaluate practice, develop and administer programs, organize neighborhoods and communities, analyze social policies, conduct research, and initiate necessary reforms of existing practice, programs, and policies. Research and scholarship focus on understanding, preventing, and ameliorating social problems. Community service involves collaborative efforts with individuals and organizations to develop innovations in social welfare services and policies.

The School's values, structure, and function are expressed by placing priority on the interaction among vulnerable individuals, their families, and environmental systems such as the workplace, organizations, neighborhoods, and communities. These vulnerable individuals include: children with physical and emotional disabilities, children in need of care and protection, youthful offenders, adults with long term psychiatric disabilities, individuals who are chemically dependent, persons with AIDS, persons who are homeless, older people with physical, psychological, and cognitive problems, and other oppressed and economically disadvantaged groups.

The School focuses its research, teaching, and community service efforts on empowering vulnerable populations, changing environmental systems, and intervening in the conditions that contribute to social problems.
Baccalaureate Social Work Program

History
Portland State University had a BSW Program in the mid 80’s. It was discontinued for a variety of reasons. There are approximately 150 graduates from that era. The current BSW Program was developed due in part to the community agencies and social work leaders advocating for the need for generalist social workers in the public sector. The MSW Program, Ph.D. Program, and CFS Program worked on the development of this Program for about four years before it was implemented. The previous work provided for the foundation of this Program. The University, School, and Community wanted this Program to be developed. The first cohort consisted of 34 students; they were accepted in 2008 and graduated in the spring, 2010.

BSW Program Mission Statement
The BSW Program promotes commitment to well-being, self-determination, and social and economic justice in our communities. The educational experience prepares professional, entry-level, generalist social workers to provide competent, effective, and values/ethics-based services with diverse individuals, families, groups, organizations, and communities. This mission builds on the tradition and history of Portland State University as an urban, public access institution. (Revised and accepted by the BSW Program Committee on October 18, 2013)

This mission builds on the tradition and history of Portland State University as an urban public institution within the School of Social Work.

The BSW Program
Officially, our program is called the Baccalaureate Social Work Program (BSW). The university degree that is conferred is either the B.A. with a major in Social Work or B.S. with a major in Social Work. However, in order to be more efficient we call ourselves the BSW Program.

5 BSW Program Goals
1. To provide a public access program with the goal of preparing generalist social workers who are informed and effective leaders in challenging injustice and promoting social and economic justice.

2. To prepare generalist social workers to practice competently with individuals, families, and groups through promoting well-being and self-determination.

3. To prepare generalist social workers to assume the role of change agent regarding issues, policies, and community needs that affect individuals, families, groups, organizations, and communities.

4. To prepare generalist social workers able to work with a diversity of populations, integrating values, ethics, empirically informed practice, and service user input.

5. To provide a foundation for advanced study in social work and prepare generalist social workers to be reflective practitioners and lifelong learners.
Council on Social Work Education (CSWE) Accreditation

The Explicit Curriculum from the Council on Social Work Education is fundamental to the 2008 curriculum standards, known as Educational Policies and Accreditation Standards or EPAS are core competencies which students are expected to develop during their studies.

The BSW Program has accepted the **CSWE Competencies** as our curriculum objectives:

- **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** 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

**BSW Practice Behaviors**
There are 43 practice behaviors and they are mapped to all the core social work courses. See the matrix of competencies and practice behaviors on the next page.
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<th>CSWE COMPETENCY</th>
<th>PSU SSW Practice Behaviors</th>
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| 1. Identifies as a professional social worker and conducts self accordingly (2.1.1) | 1. Advocates with service users, including working with other agencies to remove barriers  
2. Examines and critiques performance and makes plans to address learning needs  
3. Establishes and maintains professional roles and boundaries  
4. Demonstrates professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures  
5. Demonstrates ability to self-reflect, self-evaluate and maintain curiosity necessary to be a career-long learner  
6. Prepares for and effectively uses supervision and consultation  
7. Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan |
| 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. |  |  |
| 2. Applies social work ethical principles and values to practice (2.1.2) | 1. Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice  
2. Accepts and uses the NASW Code of Ethics  
3. Tolerates ambiguity in resolving ethical conflicts  
4. Identifies and analyzes ethical dilemmas and critically applies an ethical decision making framework |
| 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. |  |  |
| 3. Applies critical thinking to inform and communicate professional judgments (2.1.3) | 1. Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments  
2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention, and evaluation  
3. Demonstrates effective, clear, and concise oral and written communication |
| 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. |  |  |
| 4. Engages diversity and difference in practice (2.1.4) | 1. Recognizes, accepts, and discusses the importance and impact of social, cultural, spiritual identities, norms, and practices and ways they may oppress, marginalize, alienate, and/or privilege  
2. Gains sufficient self-awareness to eliminate the influence of personal bias, privilege, blindness and participation in systems of oppression and the forces that reinforce these systems  
3. Engages with others around issues of identity and difference  
4. Engages with others as informants and experts on their lives and routinely seeks feedback from colleagues and services users |
| 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. |  |  |
| 5. Advances human rights and social and economic justice (2.1.5) | 1. Understands systemic oppression and privilege and identifies practical steps to dismantle oppression  
2. Works in the service of service users and communities to advocate for social and economic justice  
3. Involves and supports service users to build their own power and voice to identify, prioritize, and address social and economic injustices |
| 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. |  |  |
| 6. Engages in research-informed practice and practice-informed research (2.1.6) | 1. Uses practice experience to inform scientific inquiry  
2. Critically appraises and uses research findings to inform and improve practice, policy, and social service delivery; chooses and employs appropriate evidence-based interventions |
| 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. |  |  |
10b. Assessment (2.1.10b)  
1. Is able to determine what data is needed to ascertain needs and risks (i.e. child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan  
2. Conducts and writes assessments of individuals, families, groups, organizations, and communities with a transparent and clear introduction of self and social work role  
3. Collaboratively develops the purpose and focus of the work

10c. Intervention (2.1.10c)  
1. Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals  
2. Implements prevention interventions that enhance service user capacities  
3. Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase  
4. Is able to identify, access and collaborate with service user, resources in the agency, and in the community to carry out the intervention plan (i.e. case management)  
5. Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations

10d. Evaluation (2.1.10 d)  
1. Evaluates their own practice and contributes to the evaluations of their programs and agencies

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<th>CSWE COMPETENCY</th>
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<tr>
<td><strong>10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a – d)</strong></td>
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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 service users' 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. |

| **10a. Engagement (2.1.10a)** |  
1. Successfully prepares for and begins practice with individuals, families, groups, organizations, and communities with a transparent and clear introduction of self and social work role  
2. Listens and communicates with a wide range of service users using unconditional positive regard, warmth, genuineness, and a nonjudgmental, empathic style; attending effectively to verbal, nonverbal, and implicit communication and able to tolerate and work with conflict and strong emotions  
3. Collaboratively develops the purpose and focus of the work

| **10b. Assessment (2.1.10b)** |  
1. Is able to determine what data is needed to ascertain needs and risks (i.e. child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan  
2. Conducts and writes assessments of individuals, families, groups, organizations, and communities with a transparent and clear introduction of self and social work role  
3. Collaboratively develops the purpose and focus of the work

| **10c. Intervention (2.1.10c)** |  
1. Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals  
2. Implements prevention interventions that enhance service user capacities  
3. Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase  
4. Is able to identify, access and collaborate with service user, resources in the agency, and in the community to carry out the intervention plan (i.e. case management)  
5. Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations

| **10d. Evaluation (2.1.10 d)** |  
1. Evaluates their own practice and contributes to the evaluations of their programs and agencies
These competencies are linked to each of your social work courses to ensure academically based cohesion, continuity, and integration of social work knowledge, values, and skills. It is our overall intent to educate a professionally prepared, ethical grounded, entry-level generalist social worker who can work in a variety of environments as a competent change agent.

The Council on Social Work Education adopted a new set of policies and standards for social work education…. One of the major changes is the promulgation of requirements for an “implicit curriculum,” which is basic to the program offered and which undergirds the program’s “explicit curriculum.” Implicit Curriculum (Ginsberg, 2012)

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources” (Council on Social Work Education, 2010). The BSW Program Handbook is a manifestation of making these standards become real for the students, faculty, community and other stakeholders.

Generalist practice as defined in EP B2.2.
As stated in 2008 EPAS Standards “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”.

The “Cohort Model”
The BSW Program has incorporated a version of what is known in social work education as the “learning community” as the “cohort model”. In order to support your success, there is evidence-based research (Cohen, Altman, & Chernack, 2011) to support the success of a cohort model for students. The strengths of this student model is that it provides for the development of cohesion for a small group of students to develop close supportive relationships while proceeding through a program; cohorts provide support, friendship, mentoring, cross-learning, and the opportunity to study together; each student in the cohort is part of a small group and this reduces feelings of isolation and anxiety; and it provides ideas for the entire group when problems arise. It is also “culturally relevant” due to the importance of “extended families and relatives” in different cultures; it is similar but also different. This is not to say we will never have other student models, but this is what we are utilizing considering all the advantages.

The cohort begins when we accept the class for the upcoming year. They are accepted as a “Cohort”. They first met each other at the BSW Program Orientation before classes start. The
Cohort Model applies to those classes in which you are all taking the same class; generally this applies to your core social work courses. The Cohort Model has been a successful part of the BSW Program since its inception in 2008 providing much peer support, networking, and student-to-student mentoring. Each cohort has decided to have its own Facebook page or not. Each cohort is unique and some have organized student activities, planned for summer parties, and helped plan for graduation celebrations. Each cohort has its own identity and decides how it will interface with their members. This model is not perfect and it can have problems arise due to the intense workload, group interaction, difference of race, class, and socio-economic backgrounds. However, the working out of these issues services as a “practice setting” for the real world of work and living together in post-graduation settings. The cohort provides a powerful force for solidarity and cohesion and also a powerful force for building connections, professional networks, and resolution of life problems. The cohort model is a rich place for context of learning in the BSW Program

Prerequisites for the Major
Applicants to the program must have completed at least 4 credits in psychology, and 4 credits in sociology, at the 200 level. PSY 204 Psychology as a Social Science and SOC 200 Introduction to Sociology are recommended, but not required. SW 301U Introduction to Social Work is also advised, since this course is designed in part to assist interested students in selecting social work as a profession. If applicants have not completed this requirement prior to admissions they must take it once they are enrolled in the major. Students who are in the cohort must take the face-to-face SW301U not the online version of the class. Discussion with our BSW Student Advisor is advised regarding prerequisites for the major.

Requirements for the Major
In addition to meeting the general University requirements for a Bachelor of Arts or Bachelor of Science degree, majors must complete the following 75 credits of BSW program requirements:

Professional Course Requirements (51 credits)
SW 301U* Introduction to Social Work (4 credits)
SW 339 Introduction to Oppression & Privilege (3 credits)
SW 340 Advocacy for Policy Change (4 credits)
SW 341 Social Justice Practice (3 credits)
SW 350 Human Behavior Through The Lifespan (4 credits)
SW 351 Beginning Generalist Practice (3 credits)
SW 400 Field Placement and Seminar I, II, III (12 credits)
SW 430 Generalist Practice w/Communities & Organizations (3 credits)
SW 431 Generalist Practice w/Individuals & Families (3 credits)
SW 432 Generalist Practice w/Groups (3 credits)
SW 450 Social Work Research and Evaluation I (3 credits)
SW 451 Social Work Research and Evaluation II (3 credits)
SW 460 Senior Integrated Portfolio (3 credits)

Diversity Electives (12 credits)
Students must choose one course from each of three lists of courses:
  - Culture/History;
• Family/Gender/Sexuality;
• Race/Class/Identity.

Upper Division Program Electives (12 credits)
Students choose 3 courses from a list of advisor approved upper division program electives.

* When there is a U listed after the course number it means this course is approved as a University Studies Junior Cluster Course. (For a complete list of courses see the Portland State University Bulletin at: http://www.pdx.edu/oaa/psu-bulletin).
## FRESHMAN

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* The UNST Capstone and BSW Program Electives may be taken earlier depending on the student’s overall credits and students should make an individual course plan with their advisor.
BSW ELECTIVE OPTIONS

*UNIVERSITY STUDIES*
This is a university general education requirement to take three “Junior Cluster” courses within one cluster. If you were required to take at least one Sophomore Inquiry course (starting at PSU with less than 89 credits) then your Junior Cluster courses must all match the cluster for one of your Sophomore Inquiry courses. If you transferred to PSU with 90 credits or more then you may take your Junior cluster courses within any one cluster that interests you. A list of clusters and the possible courses within each cluster may be found at: www.pdx.edu/unst/sophomore-inquiry-and-cluster-courses. Social Work (SW) courses may not be used to meet this requirement.

Cluster (Select One): ________________________________
1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

**BSW DIVERSITY ELECTIVES**
These are electives taught in other departments that provide a social science foundation for working with diverse populations. BSW students must take one course from the list for each grouping in any order. Note that some courses may not be taught in a given term. You may use the PSU “Course Planning Guide” for some indication of when they will be taught. The list of “Diversity Electives” may be found at http://www.pdx.edu/ssw/bsw. The Course Planning Guide may be found at: www.pdx.edu/registration/course-planning-guide.

Culture/History: _______________________________________________________________
Family/Gender/Sexuality: _________________________________________________________
Race/Class Identity: ____________________________________________________________

***BSW PROGRAM ELECTIVES***
BSW Program Electives are designed to provide a deeper inquiry into a particular field of social work practice. The electives are grouped into three broad categories (Mental Health; Children and Youth; and Aging) but you may take any number of courses from any category. Overall three courses (12 credits) are required. Approved BSW Program Electives taught at the School of Social Work (“SW” courses) may be taken after the foundation courses of “Introduction to Social Work” and “Introduction to Oppression & Privilege” have been completed. Approved BSW Program Electives from other departments may be taken at any time. The URL for approved BSW Program Electives is: http://www.pdx.edu/ssw/bsw.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
Purposes of Social Work Education (CSWE Educational Policy and Accreditation Standards)
The purposes of social work education are to prepare competent and effective professionals, to develop social work competencies and practice behaviors and to provide leadership in the development of human service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice. The 2008 CSWE competencies and practice behaviors provides the foundation of social work education and the field is the signature pedagogy.

Professional Curriculum
To assure a common base for entry-level generalist social work practice the faculty has identified a required curriculum to be completed by all BSW students. The courses that comprise the core requirements for a professional foundation are described below. Three terms of foundation field practicum, taken concurrently with generalist social work practice course, are an integral part of the foundation curriculum. In addition to the professional foundation courses required for the social work major, students must meet the University requirements for a B.A. or B.S. degree and all upper division PSU curriculum requirements. The 2008 CSWE Educational Policies and Standards include both the implicit and explicit curriculum so the entire educational experience are learning and practice environments for students in the BSW Program.

BSW Curriculum Content
Each course will be described in the following section:
SW301U Introduction to Social Work (4) This course is required for all our social work majors. It is taken in the first quarter with the Introduction to Oppression & Privilege. The course description states: An introduction to the profession and practice of social work. Assists students to clarify decisions concerning selection of social work as a profession; relates beginning social science theory to the profession. Prerequisites: 4 credits of psychology and 4 credits of sociology.

The accepted students into the cohort are required to take the in person course offered in the fall quarter. We do not allow non-majors to take this face-to-face course since we want it to serve as a beginning professional socialization process to the BSW Program and to the cohort itself. We do have an online version of the course for non-majors offered in the fall. The other factor about this course is that it is a University Studies (U) course so other students for other disciplines can take this course to learn about social work. There are some students who come into the program who have already had introduction to social work or introduction to human services in other programs, which will qualify for credit for this course. This is a decision made with the BSW Student Advisor on a case-by-case basis.

All the core courses are linked to the CSWE competencies and practice behaviors, which are stated in the course syllabi.

Human Behavior and the Social Environment
This part of the curriculum provides empirical knowledge and expository theory for understanding the person-in-environment. This domain includes two courses.
SW 339 Introduction to Oppression & Privilege explores diversity and oppression based on race, ethnicity, gender, sexual orientation, religion, (dis)ability status, and social class; models for inter-group relations; the historical context of group relations; and cultural variables significant to ethnic, racial and cultural minority populations. It also examines social, political, and cultural processes as they affect inter-group and intra-group relations. The course also explores the role of social worker as border crosser, cultural learner, and agent of change. There are opportunities for cross-cultural dialogue and content analysis and skills development. The nature of the course requires examination of the meaning systems in which each of us is immersed, as well as examination of those meaning systems that we, as social workers, must strive to understand.

SW 350 Human Behavior Through The Lifespan presents and critiques basic knowledge of the development, behavior and change process of groups, communities, and organizations. This course uses social theory to provide students with conceptual frames for analyzing how the actions of both clients and social work practitioners are conditioned and constrained as well as enabled and empowered by broader social forces. It also considers the effect of mezzo and macro level forces on the development and functioning of populations at risk.

Social Welfare Policy and Services
Foundation content in this domain area is comprised of two courses.

SW 340 Advocacy for Policy Change, which defines and describes social welfare policy and the policy-making process. Historical and contemporary issues and their impact on the profession of social work and the institution of social welfare are examined. This course emphasizes the development of policy-practice skills from the perspective of a worker in a human service organization and highlights the relationships between social problems, social policies, social programs, and social work practice.

SW 341 Social Justice Practice focuses on the process of analyzing and understanding the impact of social welfare policies on at-risk and vulnerable populations. Designed to enhance and develop student’s understanding of the different forms of oppression and to employ strategies of advocacy and social change utilizing anti-oppression practices.

Social Work Research
This curriculum area consists of two courses.

SW 450 Social Work Research and Evaluation I, The importance of social work research and evaluation for practice and policy. Qualitative and quantitative research, critical consumption of research, and conducting evaluations. Focuses on research that promotes social and economic justice and that encourages respect for diversity. Includes experimental designs, single system designs, focus groups, and interviews. Covers early phases of the research process: conceptualization, design, sampling, measurement, and data collection. Emphasizes ethical issues. Prerequisites: Admission to major; SW 351.

SW 451 Social Work Research and Evaluation II, Teaches next phases of the research and evaluation process: data analysis, formulation of implications of findings, and dissemination. Critical consumption of research findings as well as conducting data analysis. Qualitative and quantitative
data analysis, including descriptive statistics, hypothesis testing, data analysis of single system designs, and thematic analysis. Focuses on research and evaluation that promote social and economic justice and that encourage respect for diversity. Emphasizes ethical issues. Prerequisites: Admission to major; SW 450.

**Generalist Social Work Practice**
This curriculum consists of four courses.

SW 351 *Beginning Generalist Practice*, This course prepares students to begin practice with individuals, families, groups, communities and organizations. The course focuses on helping students to develop beginning engagement skills with particular attention to social work values and ethics, self-reflection, and the development of a professional self. Successful completion of this course is required for students to be eligible to enter a field placement (SW 400). Prerequisites: Admitted to major, junior standing, SW 339, SW 340, SW 350.

SW 430 *Generalist Practice w/ Communities & Organizations*, The purpose of this course is to prepare students to intentionally and effectively work with organizations and communities. Skills will be developed in the context of social work values and ethics, with special attention to social and economic justice. Prerequisites: Admission to major and SW 351.

SW 431 *Generalist practice w/ Individuals & Families*, Based on generalist social work practice principles, this course prepares students for practice with individuals and families. The course focuses on helping students to develop assessment and intervention skills for working with individual and families. Students will learn how to gather the information that is necessary for a holistic assessment, how to work collaboratively with service users in defining goals, and how to select and facilitate appropriate interventions. Prerequisites: SW 351, SW 430.

SW 432 *Generalist Practice w/ Groups*, Based on generalist social work practice principles, this course prepares students for practice with groups. The course focuses on helping students to develop assessment and intervention skills for working with client, organizational and community groups. Students will learn how to develop a group proposal, facilitate a group, and assess group dynamics. Prerequisites: SW 431.

SW 460 *Senior Integrated Portfolio* is taken in your senior year. This course facilitates students' integration of past learning, both formal and informal, into a generalist social work practice framework. The interrelated nature of HBSE, social welfare policy, practice, field, and research is emphasized. Students create an integrated competency-based (10 competencies) portfolio documenting their personal and professional achievements throughout the social work program. This course provides the opportunity to synthesize and apply holistically the components (knowledge, values, and skills) of a competent generalist social worker preparing for entry-level professional social work career. Co-requisite: SW432.

**Field Education**
Field education is comprised of a yearlong internship practice experience and seminar. SW 400 *Field Placement & Seminar I, II, III*, an educationally-directed field experience in a social service organization or governmental office, is a central part of undergraduate education for social work. Internships are arranged to meet individual student needs and interests and provide an opportunity to extend, apply, and test knowledge and skills through supervised field education.
The total hours required for the BSW field practicum is 500, including an integrative seminar. Students complete three terms of field education, in a setting different from their current or former work site. The School utilizes more than 200 different practicum sites each year, which provide a wide range of learning opportunities for BSW students. Part of the field experience is the Field Seminar taken concurrently with your placement. This provides a place to discuss and share your ideas and common experiences of field within a learning context.

**Diversity and Upped Division Program Electives**

In addition to these above social work core courses you will be taking courses related to Diversity topics and Upper Division Program Electives to support your social work core courses in a variety of topics, such as culture, history, gender, sexuality, identity, race, class, and many others.

Each course builds upon the BSW Program mission, program goals and competencies thus insuring educational cohesion. The social work program committee seeks to provide you, the student, with a quality and CSWE educationally grounded curriculum. Our goal is to recruit/retain/graduate a professional entry-level generalist social worker able to carry out the mission of social work in a variety of settings. These courses are in keeping with the Educational Standards and Policies of the Council of Social Work Education.

**Student Affairs**

**Student Rights, Freedoms, and Responsibilities**
Portland State University's policy statement on the rights, freedoms, and responsibilities of students describes general policies pertaining to the academic freedom of students in the university community. These include: (1) Access to the University, (2) Student, Faculty, and Staff Relationships, (3) Student Records, (4) Student Affairs, and (5) Student Conduct.

The student is responsible for knowing all regulations and procedures required by the University and the School of Social Work. These regulations and procedures are to be found in the Portland State University Bulletin, the School of Social Work Bulletin, and the School of Social Work BSW Program Handbook as well as the PSU Student Code of Conduct. In no case will a regulation be waived or an exception granted because of ignorance of the regulation or of the assertion that the student was not informed by a faculty adviser or other authority.
Supporting Your Education

General Scholarships
General Scholarships and funding options are available through PSU’s Office of Financial Aid. For more information visit [http://www.pdx.edu/scholarships/](http://www.pdx.edu/scholarships/). You can search for scholarships, view deadlines, and even apply online.

School of Social Work Scholarships
Information of scholarships within the SSW can be found here: [http://www.pdx.edu/ssw/ssw-scholarships](http://www.pdx.edu/ssw/ssw-scholarships). There is one BSW Program scholarship; it is the Carol and Gayle Veber BSW Scholarship. The deadline is February 1 of each year.

Student Advising
Through academic advising our staff assists students to develop a comprehensive plan for their development. Our advisers help each student to address issues around their education as they are affected by employment, family responsibilities, diverse learning needs, finances, group identity, and career goals. Our advisers refer students to campus resources for scholarships, disability, health concerns, leadership development, civic engagement, and socialization.

The BSW Program has two advisors, one who works with students as freshman, sophomores and transfer students and another advisor who works with admitted BSW majors. The advisors take a team approach, working with students on scheduling, registration questions, DARS updates, and other student concerns. The BSW major advisor utilizes a BSW Advising Syllabus and an BSW Student Holistic Assessment form (Appendix G and H) for assessment as to where the student is with regard to different issues in their life. These forms are completed in one to one interviews with the student before the beginning of the quarter of their first year. This time serves in developing a positive and strength oriented relationship, which are the building blocks for a strong BSW advisor and student bond. Thus, utilizes a comprehensive approach to working with students who are majors so each student will have a holistic picture of what is expected and how to be in the program geared toward your successful completion of the program. Our goal is to be pro-active and to work from a strengths perspective for student success. These two advisors met regularly with the BSW Admin team to discuss relevant student affairs related topics.

PSU C.A.R.E. Team (Coordination Assessment Response and Education)
The PSU C.A.R.E. Team provides a convening body of multi-disciplinary leadership perspectives in order to foster sharing of essential information and collaboration. The C.A.R.E. Team’s purpose is to monitor, assess, intervene, consult, and provide referral regarding barriers to student success and wellbeing. Faculty can help students to access this resource.
Staying Connected

Information Posted on the SSW Website
Students will find the SSW Website has crucial information you will need: deadlines and program updates, faculty contact information and areas of expertise, financial aid materials, announcements that are posted, and coming events. All students should check the SSW Website, http://www.pdx.edu/ssw, weekly for updated information.

PSU E-mail Account Required
This is a mandatory email account. Important PSU and SSW information and personal messages will be conveyed using the PSU ODIN account. Students are expected to check their PSU e-mail several times a week. All SSW students must obtain an account (known as an ODIN account) on Portland State University’s computer system. This account will allow them to access email services and the Internet from a home computer and use PSU computer labs including the SSW Computer Lab.

The process for obtaining an ODIN account is described on http://www.pdx.edu/oit/accounts-services accounts-services. This account will allow students to access a variety of resources campus-wide such as library accounts and to use the computers in our own student computer lab. Portland State University provides many computing resources to students, faculty and staff. An "ODIN" account will allow you to access most of these resources, including:

- Email
- Internet access
- Campus computer labs
- UNIX shell access (odin.pdx.edu)
- Disk space for personal files and web pages
- Desire 2 Learn D2L (for online or partially online courses)

Once you have completed creating your account you will need to go to the PSU help desk and show your validated student ID. Your account will then be activated and you will be given your account login information. The login name (for example jaddams) is part of your PSU e-mail address (becomes jaddams@pdx.edu).

Faculty Mailboxes
Faculty mailboxes are located in the School of Social Work offices. Students can leave material for faculty by giving them to staff, who will then log them in and place them in faculty mailboxes.

Student Mailboxes
Students have their own files to receive materials, which are located in the student lounge area; see the mental file cabinets in the student kitchen area and look for your cohort number.

Student’s Change of Name or Address
Students who change their names, addresses, phone numbers, or email addresses should notify both the Administrative Assistant for Undergraduate Programs and update their PSU records by logging on to the PSU Information System and following the procedures to submit the changes.
BSW Facebook - The BSW Program has a Facebook page at www.facebook.com enter BSW Program, School of Social Work, Portland State University for updates, communication purposes, and networking.

BSW Google Listserv - The BSW Program has a Google group called SSW-BSWstudents-Group for sending students information about changes, activities, news items, and other BSW Program related information. You will be subscribed to the group upon admission to the program.

TaskStream
All admitted BSW students will be required to have a TaskStream account while taking course work in the BSW Program. TaskStream is a Web-based program supporting services to help ensure that students are learning the knowledge, values, skills, and to effect continuous improvement throughout educational assessment. Additional information will be given in your social work courses, or visit https://www.taskstream.com/ for information. The fee for this service is included as a course fee when you registered for the course. Each of your social work courses will require you to upload assignments for evaluation in TaskStream with a course related rubric. You will also be using TaskStream to develop your social work professional portfolio (SW460), resume, and other career supports for your future in social work. The BSW Program will be providing an overview of this system during the orientation at the beginning of the year and through drop in tutorials throughout fall term.

Codes of Conduct

Portland State University Student Conduct Code
Portland State University has adopted a formal Code of Student Conduct and Responsibility which is administered by the PSU Dean of Student Life, 433 SMC, and which can be found at http://www.pdx.edu/dos/student-conduct-at-psu. The Oregon University System – Portland State University Code of Student Conduct and Responsibility and the PSU Drug Free Workplace Policy http://www.pdx.edu/hr/drug-free-workplace-policy. Additionally, the School has adopted specific policies, which direct the conduct of social work students.

National Social Work Association’s (NASW) Code of Ethics
Students in the School of Social Work are expected to adhere to the NASW Code of Ethics. A copy of this Code can be retrieved from http://www.socialworkers.org/pubs/code/code.asp. The NASW Code of Ethics is discussed in most of your classes. Student violations of the NASW Code of Ethics are covered by the School's Policy on Unsatisfactory Student Performance in Appendix B. NASW has a copy of the Code of Ethics in Spanish online.

There are other Codes of Ethics for example the International Association of Schools of Social Work see: http://www.iassw-aiets.org or the National Association of Black Social Workers see: http://www.nabsw.org/mserver/CodeofEthics.aspx and Social Welfare Action Alliance see: http://www.socialwelfareactionalliance.org/links.htm.
Each of these organizations have chapters and membership fees so look at each for your own interest area. The oldest one is the NASW and is highly recommended for BSW students as a professional organization to get active with in Oregon. We have had BSW students on their Board of Directors over the years. NASW also has workshops and/or conferences with fee geared toward students.

Social Welfare Action Alliance (SWAA) is an active professional organization in Portland and has workshops on very relevant topics at the SSW. It was founded in 1985 as the Bertha Capen Reynolds Society and has been very active in peace movements, civil rights movements, GLBT rights issues, and many more progressive and radical social change events.

The Board of Licensed Social Workers (Board) is statutorily responsible to protect the citizens of Oregon through the regulation of social workers. This is accomplished by setting policy, establishing standards of practice and ethical conduct, establishing standards for certification and licensure, including renewals thereof, and monitoring continuing education requirements and disciplined licensees to safeguard the public. For more information on the licensure of BSW social workers see http://www.oregon.gov/BLSW/pages/about_us.aspx

Licencure for BSW Social Workers (Registered) see Oregon.gov website for information. Baccalaureate Social Worker see http://www.oregon.gov/blsw/Pages/rbsw.aspx\#RBSW_- _Who_is_Eligible?

CSWE Statement on Research Integrity
Our social work education accrediting body, the Council on Social Work Education, has released a code of conduct addressing social work research: National Statement on Research Integrity in Social Work. This statement aims to ensure that research conducted by social workers is both ethical and effective. The full statement can be retrieved, along with its accompanying Action Plan, from: http://www.cswe.org/cms/17157.aspx.

Sexual Harassment Policies
Portland State University prohibits sexual harassment and has outlined specifics in the Student Code of Conduct of which available at http://www.pdx.edu/dos/psu-student-code-conduct. The PSU Policy Concerning Consensual Relationships is found at: http://www.pdx.edu/hr/policy-concerning-consensual-relationships. All students, faculty, staff and field instructors of the School are urged to become familiar with these policies.

SSW Policy on Academic Honesty and Integrity
A major responsibility of the undergraduate student to the faculty is the observance of academic honesty. Integrity and honesty in academic work are expected of students in the School of Social Work. This is an ethical commitment of higher education as well as of the profession of social work.

The School of Social Work has adopted the policies in Appendix C to guide students in their academic work. The Policy on Academic Honesty and Integrity assumes that the student is honest, that all course work and examinations represent the student’s own work, that computer use will be ethical, and that all documents supporting the student's admission and graduation are accurate and complete. All students are expected to familiarize themselves with this policy.
In addition to knowing the school’s policy on academic integrity, undergraduate students at PSU are required to adhere to University policies.

**PSU Academic Honesty and Integrity**
Academic honesty is a cornerstone of any meaningful education and a reflection of each student’s maturity and integrity. The PSU Office of Student Affairs is responsible for working with University faculty to address complaints of academic dishonesty.

The Student Conduct Code, which applies to all students, prohibits all forms of academic cheating, fraud, and dishonesty. These acts include, but are not limited to, plagiarism, buying and selling course assignments and research papers, performing academic assignments (including tests and examinations) for other persons, unauthorized disclosure and receipt of academic information, and other practices commonly understood to be academically dishonest.

Acts of academic dishonesty may result in one or more of the following sanctions: a failing grade on the exam or assignment for which the dishonesty occurred, disciplinary reprimand, disciplinary probation, loss of privileges, required community service, suspension from the University for a period of up to two years, and/or dismissal from the University.

Questions regarding academic honesty should be directed to the Office of Student Affairs, 433 Smith Memorial Center.

**Academic Regulations and Procedures**
All Portland State University policies and regulations apply to the BSW Program and its students.

**Grading System for Undergraduates**
The following grading scale is employed at Portland State University:

A = 4.00
A - = 3.67
B+ = 3.33
B = 3.00
B - = 2.67
C+ = 2.33
C = 2.00
C - = 1.67
D+ = 1.33
D = 1.00
D - = 0.67
F = 0.00
I = Incomplete
IP = In Progress
P = Pass
NP = No credit, unsatisfactory
W = Withdrawn
X = No grade received/No basis for grade.
M = Missing Grade

Portland State University’s Grading System for Undergraduates is used by BSW Faculty and Adjunct Instructors. Please refer to the annual PSU Bulletin for more specific information regarding grading scales, student performances, incompletes, drops and withdrawals, GPA, Repeat Policy, and Grade Requirements for Graduation.
BSW Program Minimum Grade Requirement
All courses submitted to satisfy the requirements for a major in Social Work must be passed with a C or above. This means that taking a course Pass/No Pass is not an option for major requirements.

Student Performance and Conduct
The goal of the BSW Program is to prepare its students for entry-level generalist social work practice in a wide variety of community based, family centered human services organizations in the public and private sectors. Therefore, the BSW Program has an interest in its students’ educational performance, skills, competencies, practice behaviors, and professional conduct.

Length of Time in the Program
Students are generally admitted into the BSW Program right before their Junior year. However, some students apply when they are seniors. At least one year, or three quarters, is required, once a student has been admitted into the program, to complete the appropriate sequence of classes. This is discussed with the BSW Student Advisor. It generally takes two years to complete the BSW Program.

Attendance Policy
The School of Social Work faculty has expressed the desire for the criteria for attendance to be established by each faculty member and reflected in the course syllabus. Classroom attendance is fundamental to the socialization and learning process and students are expected to attend all classes. Students are responsible for obtaining missed course material and making additional arrangements with each faculty member. Each course syllabus has a written policy about attendance and expectations.

Transfer Credit
The BSW Program at Portland State University will ensure that admitted students will not be required to repeat classes they have previously completed.

The BSW Program works closely with local community colleges to promote a coordinated matriculation to the BSW Program from relevant community college programs. The BSW Program will provide transfer credit for courses taken at other institutions that are equivalent to courses in the PSU program.

Students may challenge by examination selected required courses in the School of Social Work. A grade of pass releases the student from taking a designated course but does not grant any credit toward graduation. Field instruction (SW 400) and Generalist Social Work Practice classes (SW 430, 431, 432) cannot be waived. Additional information regarding course waiver can be obtained by contacting the Reception Desk at the School, or the Administrative Assistant of Undergraduate Programs.

Waiver exams will be offered for the following core courses in the BSW Program: (see previous comment about course changes for reaccreditation)
SW 350 Human Behavior Through The Lifespan
SW 450 Social Work Research and Evaluation I
SW 451 Social Work Research and Evaluation II
SW 340 Advocacy for Policy Change

Course credit or equivalency may be granted only for previous academic work that has been completed with a passing, “C”, grade from an accredited social work program and/or university.

If you have taken courses at another BSW Program in the country it may be requested that you provide a course syllabus to our BSW Program so we can evaluate its content to our program of study.

No Credit for Life Experience/CSWE Standard
Students may not receive credit for life experience or previous work experience or have any field experience or professional foundation courses waived on this basis. This is a requirement from the Council on Social Work Education.

Course Completion for Field Practicum Policy
A BSW student who is a major in our program must have taken the following social work courses: SW 301, SW 339, SW 340, SW 341, SW 350, SW 351 and received a grade of "C" or better before the student can enroll in SW 400 Field Practicum or SW 430 Generalist Practice. SW 400 Field Practicum must be taken concurrently with SW 430, SW 431, SW 432 Generalist Practice. There may be exceptions to this policy on a case-by-case situation. Please complete the “Exception to Field Policy Form” to request an exception. (see previous comment regarding course changes)

Enrollment Policies

Continuous Enrollment
Once admitted to the BSW Program a student is expected to remain in continuous enrollment until the degree is earned unless an approved leave-of-absence is obtained or the student withdraws from the program.

Leave of Absence
Once admitted to the BSW program, a student is expected to remain enrolled in BSW courses until the degree is earned unless an approved leave of absence is obtained or the student withdraws from the program. A student admitted to the BSW program may petition the BSW Program Academic Advisor for a leave of absence for up to one calendar year. Leave of absence status assures the student’s admission in the Program during the period of the leave of absence. (A student must apply for a leave of absence even if the intended leave is only for one term.)

Criteria for applying for a Leave of Absence
Leave of absence is granted only to students who have had their formal written request approved through the BSW Program Director and is granted only to students in good standing. A social work student is considered to be in “good standing” when there is (1) completion of a minimum
of one term with a minimum of two graded courses completed, whether full or part-time, (2) minimum GPA of 3.00, (3) field performance at a passing level.

If a student leaves the program without a leave of absence approved by the School of Social Work, the student will not be able to re-enter the BSW program except by re-applying for admission through the regular admission process and being reaccepted.

Applying for a Leave of Absence
Applications for a leave of absence must be approved by the BSW Program Academic Advisor. Once the advisor’s approval is received the next step is to complete the request for a leave of absence form included in this packet. The application then must go to the BSW Program Director for approval. (See Appendix I for the Leave of Absence forms)

Returning from a Leave of Absence
A student planning to return to the BSW program from an approved leave of absence must contact the School of Social Work at least one term prior to returning. A student planning to return from a leave of absence must also contact the School’s Office of Field Education three months prior to returning to make plans regarding practicum.

Students on a leave of absence need to keep their contact information up to date during a leave. They are also required to keep the BSW Program Academic Advisor informed about their progress at least once per year.

Academic Performance

Unsatisfactory Performance in Field Instruction
A student who receives a grade of No Pass in Field Instruction may not continue enrollment in the BSW Program. The student's admission to the School of Social Work is rescinded for at least one calendar year, after which the student may reapply for admission to the BSW Program. Students should consult the Field Education Handbook for more information about the policies and procedures related to this matter.

Student Advancement
Advancement from one term to the next is based on each student demonstrating requisite knowledge, skills, critical thinking and professional ethics to ensure that upon graduation the student is fully prepared for professional practice. Advancement of students is contingent upon satisfactory performance in the above areas each term. Evaluation of student progress in classroom courses and in practicum is based on examinations and tests established by course and practicum instructors, and on skills, competencies, professional behaviors, and appropriate student conduct identified in the School of Social Work Policy on Unsatisfactory Student Performance. (See Appendix B)

Advisors will automatically initiate a remediation meeting for a student on academic probation specified in the Policy on Unsatisfactory Student Performance. This policy is reprinted in Appendix B.
Student Grievance Policy and Procedures

Purpose
It is important that each student have a mechanism for voicing dissatisfaction to the School of Social Work. A student's complaint should be heard courteously and promptly. The student expressing a grievance should be free from restraint, duress, coercion, discrimination, or reprisal. When a grievance arises, it shall not be considered as reflecting unfavorably on either the student or the School, but is to be considered as an expression of the student's right to question.

Underlying Principles
1. A grievance may be initiated by any student currently enrolled in the BSW Program.
2. Early discussion and resolution of a concern is encouraged. The first step described in the process should ordinarily happen within the term following the term in which the situation being grieved occurred.
3. A grievance should be resolved at the lowest possible level.
4. In order to protect the rights of individuals, only persons directly involved with the grievance and official committee members will participate in the discussion of the grievance. All discussion which occurs during committee meetings will be held in confidence.

The word, "grievance," shall mean a student's expressed dissatisfaction with certain conditions beyond his or her control regarding field, class, or other educational conditions, e.g., capricious or unfair field evaluation, or capricious or unfair grading.

Process
Step 1: An informal means for resolving a grievance is most frequently used by students, where the student and the instructor talk over and usually resolve the grievance on a one-to-one level. At this time the student should consult with her/his advisor or liaison. If the student is dissatisfied with the results of the informal approach to resolve the grievance, s/he may ask the BSW Program Committee to intervene. The student must attempt to pursue the grievance through informal channels prior to bringing the grievance before the Committee. In the event that the student is unable to pursue the grievance directly with the instructor, because of the unavailability of the faculty member, the student must provide the BSW Program Committee with documentation of her/his timely attempts to contact the instructor.

Step 2: If the grievance cannot be resolved by Step 1, the student will submit a written statement to the BSW Program Committee describing the grievance. The student shall send a copy of the statement to the person against whom the grievance is written who has the option of responding in writing to the BSW Program Committee with a copy to the student.

If the grievance is associated with a final grade that is less than a C in any course or a no pass in a field instruction, the grievance must be filed no later than two academic weeks after the notification of the final grade.

The chairperson(s) of the BSW Program Committee will send a written notice of the grievance and intention to hold a hearing to the BSW Program Director. The hearing before the BSW Program Committee will be arranged by the BSW Program Chairperson(s)
and chaired the BSW Program Director. In the anticipated absence of any member, or if any member is a principal in the matter, the BSW Program Chairperson(s) will appoint a substitute.

The Committee will hear the principals directly involved and faculty members, students, or other persons who have immediate knowledge of the situation. The hearing will be audio recorded. Both parties will have access to all written materials used and are entitled to hear all oral presentations at the meeting. Immediately after the hearing, the Committee will convene to decide upon a recommended course of action. The BSW Program Director will ensure that the Dean of the School of Social Work is provided with a written statement of the committee’s recommended course of action within two academic days after the hearing. The Dean will review the recommendation, render the final decision, and notify the principals in the grievance of the final decision in writing within five academic days after receiving the committee’s recommendation. A copy of the final decision will be provided to the BSW Program Director and a copy will be placed in the student’s file.

Step 3: In the event of dissatisfaction with the final decision or procedures, the student has the right to review the decision with the Dean of the School of Social Work. The request for review must be made in writing and within one academic week of the notification of the decision.

Step 4: The student has the right to appeal by writing a letter to the Academic Appeals Board of the University. The written appeal and supporting material may be filed in the Portland State University Office of Student Affairs.

Step 5: Results of this appeal go to the Academic Appeals Board (AAB) and must be shared with the Dean.

Student Resources

PSU Resources for Students
Portland State University provides a full range of student support services including: a writing laboratory, microcomputer laboratories, housing services, student health services, counseling and psychological testing, student employment and career placement, legal services, services to students having disabilities, GLBT, and international student services.

Disability Resource Center for Students
Portland State University is committed to providing accommodations for students who have disabilities which will equalize their ability to compete with other students in academic classes and which will ensure physical access to student activities or university-sponsored events. Located in Room 435 Smith Memorial Center, the Disability Resource Center provides academic accommodation for students in both classroom and testing situations, and coordinates registration for students with disabilities. Students eligible for DRC services will receive a letter to share with their instructors describing the necessary accommodations. The DRC can be reached at 503-725-4150 and through TTY at 503-725-6504. Since several of the classrooms used for BSW Program instruction are not accessible, it is imperative that students with disabilities that limit their mobility
register with the Disabilities Resource Center, which can expedite the moving of classes to accessible classrooms.

**Computer Laboratory**
The SSW maintains a computer lab in our building. This laboratory has twenty-two PC workstations and a high-speed printer. The laboratory is open during regular working hours, but is only staffed during posted times. **Important - Please note:** Students are expected to use the computers in the Lab independently -- no assistance is available other than to deal with machine malfunctions. Use of the SSW Computers is governed by Portland State University's Acceptable Use Policy and by the SSW Computer Lab Policies.

**Cultural Competence and Diversity Council (CCDC)**

**Mission Statement**
The Cultural Competence and Diversity Council is one of the oldest committees in the School of Social Work and is recognized in the SSW By-Laws see page 15 & 16. It shall promote cultural competency and diversity in the practice of social work, as well as social justice by engaging the collaboration between the SSW and the community, which it serves.

To accomplish the mission, the Cultural Competence and Diversity Council shall:

- Examine the issues of recruitment and retention of students and faculty of color in the School of Social Work and make recommendations to the faculty and its committees.
- Assist the School in effectively preparing culturally competent social work professionals.
- Assist in bringing together community and School faculty to address issues of cultural competency and anti-oppressive practice.
- Function as advocates on behalf of the School (students, faculty and curriculum) with respect to the development and maintenance of cultural competence.
- Assist the School to develop a long-term diversity and social justice plan.
- Function as an information resource for “state of the art” expertise on community issues relevant to the educating of social workers, advice, consultation, resource development, and promotion. (Some of these items have been modified to update use of language and the changing nature of understanding of social justice)

Diversity planning is directly linked with the overall mission of PSU, SSW mission, and is in keeping with the goals of the BSW Program. The Council is in the process of reevaluation of its goals and objectives and has implemented a mentoring program for both MSW and BSW students. Applications to this program must be made with the Recruitment and Retention Specialist in the SSW.

**SSW Recruitment and Retention Specialist**
Cimone C. Schwoeffermann, MSW  [cimone@pdx.edu](mailto:cimone@pdx.edu) or call her at: 503-725-8805.
Cimone is responsible for providing ongoing student and faculty support and assistance as the Recruitment and Retention Specialist. Feeling overwhelmed by a classroom climate issue? Want to network with others? Wondering where to go for support, financial resources, writing assistance, mentors or just a place to talk? Cimone has a strong background in outreach and working with marginalized and oppressed identity groups. She has practiced in the community by providing direct service to children and families in community mental health. She emphasizes efforts to
effect empowerment of individuals and communities, and to problem-solve with people and systems from diverse thoughts, practices and viewpoints. Her office is located in room 670c.
### BSW Program Progress Checklist

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REV 8/5/15
Appendix B
Policy on Unsatisfactory Student Performance
School of Social Work
Portland State University

Enacted June 8, 2001
Revised June 3, 2004
Revised June 5, 2008
Revised May 3, 2011
Revised June 1, 2012

Rationale
The goal of the School of Social Work is to prepare students for competent ethical professional practice in social work or Child and Family Studies. The School of Social Work has an interest, therefore, in its students' academic performance, skills, and competencies for successful social work practice. The faculty of the School of Social Work has the responsibility for determining whether students have demonstrated the required level of achievement—performance, professional behavior in the classroom and field, and ethical conduct—sufficient to interact positively with client systems. It is the responsibility of the faculty to ensure that each person graduated from the School of Social Work has adequate skills, knowledge, and judgment to assume the responsibilities of professional social work. This policy identifies procedures for addressing unsatisfactory performance made by students. Practice-oriented provisions may not apply to students enrolled in the Ph.D. program who do not possess a practice oriented social work degree.

Requirements for Satisfactory Performance
Advancement of students from one term to the next is contingent upon satisfactory performance each term. Advancement is based on each student demonstrating requisite knowledge, skills, judgment, and professional ethics to ensure that upon graduation the student is fully prepared for professional practice. Evaluation of student progress is based on examinations, assignments, and other evidence of demonstration of competency in practice behaviors, professional behaviors, fulfillment of expectations outlined in course syllabi, and appropriate student conduct.

Students must maintain satisfactory performance in the following areas:

Academic Performance
1. Students are expected to comply with all School of Social Work policies on grades for both classroom and field.
2. Students are expected to maintain good academic standing according to University guidelines.

Professional Competence in Classroom and Field
1. Students are expected to demonstrate professional oral and written communication skills.
2. Students are expected to synthesize and integrate classroom and field-based learning.
3. Students are expected to relate professionally with clients and client systems, colleagues, agency field instructors and staff, community systems, other systems, and faculty.
4. Students are expected to demonstrate a commitment to, and skill in, self-evaluation of practice.

5. Students are expected to respond to evaluative feedback with an acceptable level of change.

**Student Conduct**

1. Students are expected to demonstrate honesty and integrity in all aspects of their academic program by complying with Portland State University administrative Rules of Student Conduct and Standards of Conduct Regarding Alcohol and Drugs, and both the School of Social Work’s and PSU’s policies on Academic Honesty/Integrity and Sexual Harassment.

2. BSW, MSW, and PhD students are expected to adhere to the Code of Ethics of the National Association of Social Workers and CFS students to the National Council on Family Relations Code of Ethics.

**Procedures in Response to Unsatisfactory Performance**

1. Whenever possible, it is expected that the student and instructor or adviser will attempt to resolve any concern informally.

2. Unsatisfactory performance as identified above that has not been resolved informally shall be responded to in one of two ways: (1) a Remediation Procedure in which a plan for remediation is developed and monitored; and/or (2) a Retention Review, in which a committee of SSW faculty makes a decision regarding retention or dismissal of the student. The decision to invoke either the Remediation Procedure or a Retention Review is based on the nature and seriousness of the concern(s) and is at the discretion of the concerned instructor or adviser, with the exception of criteria for automatic initiation as listed below. The criteria and procedures for Remediation and Retention are provided below.

For BSW or MSW students, if a field instructor recommends a No Pass (NP) in field *, or if a student is asked to leave a placement with no opportunity to remediate concerns, the faculty adviser/liaison will consult with the Director of Field Education or designee. Together, they will decide that either:

1. The concerns warrant a Retention Review, in which case the faculty adviser/liaison will initiate the Retention Review process, as specified below, OR

2. The concerns do not warrant a Retention Review, in which case the Director of Field Education or designee and the faculty adviser/liaison will develop a Remediation Plan for resolving the concerns, as specified below.

* A grade of No Pass in field can only be assigned based on the decision of a Retention Review committee. If there is a need to enter an interim grade the faculty adviser/liaison will enter a grade of “I” or, if deemed appropriate, not enter a grade (which will result in an “M”).

The following situations are subject to automatic initiation of the Remediation Procedure by the student’s adviser:

a) For graduate students, when a required course must be re-taken because of a grade less than B- and for undergraduate students when a grade is less than C;

b) Academic probation.

c) If the student commits a violation of the NASW Code of Ethics including unethical conduct in a field placement

The following situations are subject to automatic initiation of the Retention Review by the student’s adviser:
a) If a plan for remediation has previously been in place and has not satisfactorily resolved the concern by the date specified in the Remediation Plan.
b) If the student refuses to participate in the development of a remediation plan or refuses to agree to a proposed plan for remediation.

Procedures for Addressing Unsatisfactory Performance

I. Remediation Procedures

1. Whenever an instructor or adviser has an ongoing serious concern regarding a student’s academic performance, professional competence in classroom or field, or student conduct, she or he shall notify the student and the student’s adviser in writing requesting a remediation meeting. The written request is expected to specify how the student is failing to meet the School of Social Work’s performance standards. A copy of this notification will be sent to the relevant Program Director and to the student, and a copy will be placed in the student’s file. For BSW or MSW students where appropriate, a copy will also be sent to the Director of Field Education or Coordinator of the MSW Distance Option.

2. The faculty member or field instructor will meet with the student and the student’s adviser to discuss any concerns and develop a plan for remediation. If it is decided that concerns are so serious that a plan of remediation is inappropriate, the Retention Review procedure will be invoked. A copy of this notification will be sent to the Program Director, the student, and placed in the student’s file. For BSW or MSW students where appropriate, a copy will also be sent to the Director of Field Education and/or MSW Distance Option Coordinator.

3. When a plan for remediation is considered appropriate, the concerned instructor, student’s adviser and student will develop a written plan to remediate the concerns. In developing the plan, the student’s adviser will consult with all instructors with whom the student is currently enrolled and other faculty as warranted.

4. A recommended template for the written plan appears at the end of this Appendix. The plan will specify the concerns regarding unsatisfactory performance, actions to be undertaken by the student, and the date by which the student must demonstrate the required level of expected skills and competencies. The plan must allow a reasonable period of time for remediation but shall not allow more than one term beyond the term in which the plan is written, unless a course must be re-taken; then the course should be completed at the next offering.

5. Where the concern is related to performance in Field Education, if the period of time needed for remediation extends into the following term, the faculty liaison/adviser will assign a grade of Incomplete. Whenever possible the completion of the plan should take place within the academic year. If this is not possible, it is the responsibility of the student’s adviser to consult with the Program Director to assure that the plan is monitored by an eligible faculty member.

6. The student, the instructor and the student’s adviser will sign the plan within five days of the remediation meeting. Copies of the plan shall be distributed to the student, instructor, student’s adviser, Program Director, and the student’s file.

7. The adviser will meet with the student to review the outcomes of the plan on or before the specified completion date. Whenever possible, this review should include the instructor who initiated the process.

8. The student’s adviser will decide whether or not the student has successfully remediated concerns. The adviser will summarize this decision and other pertinent details on the plan and send a copy of it to the Program Director.
In the event a Remediation Plan has been successfully completed, the Program Director will provide written confirmation of the adviser’s decision to the student. A copy of the plan will be placed in the student’s file. In the case of successful remediation, all material related to the remediation will be removed from the student file upon the student’s completion of the program at the student’s request.

In the event that a remediation has not been successful, the Program Director will inform the student in writing, including a copy of the plan and its outcomes, notifying the student that a Retention Review will be invoked by his or her adviser. Copies of these documents will be placed in the student’s file.

II. Retention Review

1. The instructor referring the concern for a Retention Review shall notify the student and the student’s adviser in writing, specifying in what ways the student is failing to meet the School of Social Work’s performance standards and why that matter is appropriate for a Retention Review. A copy of this will be sent to the Program Director and placed in the student’s file. Upon receiving notification of the request for a Retention Review, the Program Director will send a letter to student that includes:
   a) Reasons for retention review and description of process including that the meeting will be audio-taped as a record of the meeting.
   b) Reference to this policy.
   c) Invitation to nominate at least two full-time faculty members, one of whom will be selected by the Program Director to serve on the Retention Review Committee.
   d) Recommendation that the student invite a support person to the meeting, and if the student is registered with Disability Resource Center (DRC), that s/he invites DRC representative.
   e) Invitation to contact Program Director to plan mutually convenient dates for the meeting and to explain the Retention Review procedures.
   f) Invitation to submit supporting documentation to the Program Director at least 2 working days in advance of the scheduled meeting date with statement that documents will be shared with committee members.
   g) Notification that the student will receive copies of documents submitted by other participants at least five working days in advance of the scheduled meeting.

The Program Director documents Retention Review preparation activities in the Retention Review Checklist.

2. A Retention Review Committee shall be assembled and convened by the Program Director. For students admitted to a single program, membership on the committee shall include the MSW Program Director, who will serve as the non-voting chair, and three faculty members. For students in the BSW or MSW Program, the Director of Field Education and/or Coordinator of the MSW Distance Option may be invited to participate as non-voting members. For students admitted to the joint Program, the committee shall consist of the Ph.D. and the MSW Program Directors who will co-chair the committee, and two additional faculty members, one representing the MSW Program, and one the Ph.D. Program. One of
the faculty members will be selected from a list submitted by the student of at least two eligible full-time faculty members.

3. If there is a conflict of interest for the Program Director, another tenured faculty member will be appointed by the Associate Dean to assume the aforementioned responsibilities.

4. The Retention Review Committee will meet **if at all possible within 15 working days** from the date the concern is filed. In addition to the committee members, the student and the student’s adviser shall attend the meeting. The committee chair shall also invite all parties relevant to the concern. The student is encouraged to invite a support person to speak on his or her behalf and if the student is registered with Disability Resource Center (DRC), a DRC representative. The student will inform the chair in writing not less than 24 hours prior to the meeting who will be attending on his or her behalf.

5. The Retention Review Committee shall consider the concerns brought before them and the student’s response. The presentation of concerns, responses, and discussion will be audio-taped. The committee may choose to review the student’s academic file. At the conclusion of the presentations by the parties attending, the student will be asked if s/he wants to share any additional information pertinent to the committee’s decision making process. The committee will then meet in private, with the committee chair facilitating, for deliberation. The committee may invite the Director of Field Education and/or the MSW Distance Option Coordinator for all or part of its deliberations. Based on its deliberations, the committee will reach a decision that the concerns be resolved in one of four ways:

a. The Retention Review Committee may find that there are insufficient grounds for remediation or dismissal and recommend no action.

b. The Retention Review Committee may find there is sufficient evidence that the concern has been remediated and recommend no further action is necessary.

c. The Retention Review Committee may recommend the student remain in the program under conditions specified by the committee. In the event of this outcome, committee members are encouraged to consider and address the following when specifying a Retention Plan:

- Whether immediate continuation (or re-placement) in field is indicated, or whether there should be a delay in returning to field;
- The total number of hours of field the student needs to complete;
- In the event the student has completed one or more terms of practice class, whether the student needs to sit in on (i.e., repeat) practice class;
- Where the student has an Incomplete in a required course, the plan clearly states what remains to be completed, the plan for completion, and the student’s responsibility to convey this information to instructors who have an educational need to know;
- The optimal number of credits a student may enroll for each term, how this is to be monitored, and for how long this is to be monitored;
- Procedures for monitoring completion of the plan, including who monitors the plan (e.g., the adviser/liaison), how often, in what format, for how long, etc.;
• If the Retention Plan is related to Field, the field instructor will be provided a copy of the plan and recommendations about how best to work with the student.
• Indicators that the Retention Plan has been successfully completed.

d. The Retention Review Committee may recommend that the student be dismissed from the Program.

The committee should seek to reach consensus. When this is not possible, a majority of two is sufficient.

6. After the committee’s deliberations, the student will be invited back to hear the outcome of the committee’s deliberations. The chair will inform the faculty advisor, the faculty member requesting the Retention Review, and the other participants who have an educational reason to know of the Committee’s decision within one working day. The chair will also inform the instructors of other courses the student is taking of the retention review outcome. The chair will send a letter to the student summarizing the decision and rationale within five academic days, with copies to the Dean, the Office of Graduate Studies (for graduate students), the student’s adviser, the student file, and if relevant, the Director of Field Education and/or Coordinator of the MSW Distance Option. The audio-tape of the meeting and one copy of all documents used in the Retention Review, including the meeting notes, will be maintained in a sealed file and be unsealed only as provided by law. When a student has been allowed to remain in the program with a retention plan that impacts subsequent course work, the Program Director will provide a copy of the plan to all instructors who have an educational reason to know.

7. In the event of being dismissed from the Program, the student is required to withdraw from all courses and if applicable, their Field Placement. If the student initiates an appeal as described in #8 below, s/he may continue in the courses they are registered for that term including Field, unless the student has been dismissed from Field, and unless the committee has determined that the student’s behavior is likely to be disruptive or threatening, pending the outcome of their appeal.

8. If the student feels that School of Social Work policies were not followed, s/he may request a review of the retention review process. This request must be made in writing to the Chair of the MSW Student Affairs Committee or the relevant Program Director, within five working days after being informed of the Retention Review Committee’s decision, as outlined in # 5 above. The student’s appeal letter must specify the part(s) of the process that are being appealed and the grounds for the appeal.

9. Within ten working days of receiving the request, the Chair or Program Director convenes the appropriate committee to consider the request and determine one of three possible recommendations:

   a) The retention review process had no flaws;
   b) The process had minor flaws but they did not affect the fairness of the outcome; or
   c) The retention review process was not conducted fairly and the decision should be reconsidered.
The chair of the MSW Student Affairs Committee or the Program Committee will inform the Dean in writing of the committee’s recommendation. The Dean will write to the student to inform her/him of the final decision.
Remediation Plan Template

Student Name:

Other meeting participants and role of each:

Meeting Date:

Background
The faculty member who initiated the remediation will provide a summary of concerns, any prior efforts to address concerns, and outcomes of those efforts. Additional documents may be attached.

<table>
<thead>
<tr>
<th>Action</th>
<th>Desired Outcome</th>
<th>Person(s) Responsible</th>
<th>Review (e.g., weekly; by: date)</th>
<th>Assessment (NP; IP; A)*</th>
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</thead>
<tbody>
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</table>

* NP = No Progress; IP = In Progress; A = Achieved
Attach additional sheet if needed

Proposed Final Review Date:

Optional (use additional sheet if necessary)
Faculty and/or Field Instructor Statement

Student Statement

Final Review Date:
**Outcome:** (Successful: Yes/No – if “No,” indicate further action to be taken)

Faculty Summary of the Remediation Process. Faculty member should provide a (a) brief rationale for the decision, (b) brief assessment of the student’s progress through the remediation process, and (c) any recommendations for maintaining success.

<table>
<thead>
<tr>
<th>Student signature</th>
<th>date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adviser/Liaison signature</td>
<td>date</td>
</tr>
<tr>
<td>Other signature (specify role)</td>
<td>date</td>
</tr>
</tbody>
</table>
## Retention Review Checklist

To be completed by Program Director or Alternate Retention Review Convenor to be included in Retention Review Documents

Name of Student: ___________________________ Program: ___________________________

PSU ID: ___________________________ Please check activities listed below and note date completed:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date completed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD receives written request for retention review with reasons stated and copy to student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD sends letter to student that includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reasons for retention review</td>
<td></td>
<td></td>
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<tr>
<td>2. Description of process including that the meeting will be audio-taped as a record of the meeting</td>
<td></td>
<td></td>
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<tr>
<td>3. Reference to policy in Program Handbook and page #</td>
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<tr>
<td>4. Invitation to nominate at least two full-time faculty members</td>
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<tr>
<td>5. Recommendation that the student invite a support person to the meeting, and if the student is registered with DRC, that s/he invites DRC representative</td>
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<tr>
<td>6. Invitation to contact PD to plan mutually convenient dates for the meeting</td>
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<tr>
<td>7. Invitation to submit supporting documentation to the PD at least 2 working days in advance of the scheduled meeting date with statement that documents will be shared with committee members</td>
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<tr>
<td>8. Notification that the student will receive copies of documents submitted by other participants at the beginning of the meeting</td>
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<tr>
<td>PD receives responses from student re: dates, faculty nominees, support participants</td>
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<tr>
<td>PD contacts nominated faculty members and two additional faculty members to serve on committee, and arranges date and meeting room</td>
<td></td>
<td></td>
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<tr>
<td>PD confirms date and location with student, advisor, principals, committee members, and if appropriate, confirms that DRC representative will attend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents received from principals (faculty members, field instructors, and others)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents received from student</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Retention Review Checklist (page 2 of 2)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date completed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD arranges for documents to be copied and distributed to committee members 2 days in advance of the meeting</td>
<td></td>
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<tr>
<td>PD arranges with program staff to audiotape the meeting</td>
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<tr>
<td><strong>Retention Review Meeting</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Introductions and Roles</strong></td>
<td></td>
<td></td>
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<tr>
<td>PD: Describe meeting content and process</td>
<td></td>
<td></td>
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<tr>
<td>Inventory of documents; confirmation that committee members have read all documents</td>
<td></td>
<td></td>
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<tr>
<td><strong>Oral Statements and Committee questions</strong></td>
<td></td>
<td></td>
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<tr>
<td>Adviser or other faculty initiator of review</td>
<td></td>
<td></td>
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<tr>
<td>Field Instructor (if applicable)</td>
<td></td>
<td></td>
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<tr>
<td>Other Principals (identify name and role in Comments)</td>
<td></td>
<td></td>
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<tr>
<td>Field Education Director (if applicable)</td>
<td></td>
<td></td>
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<tr>
<td>Student</td>
<td></td>
<td></td>
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<tr>
<td>Student Support Person(s)</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td><strong>Final Questions from Committee (if applicable)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student: Final Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Committee Member Deliberation</strong></td>
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<tr>
<td>Notification of outcome to student in person with, if applicable, overview of Retention Plan</td>
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<tr>
<td>After retention review meeting, PD sends letter to student stating outcome with detailed Retention Plan, with cc to relevant administrators</td>
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</tr>
<tr>
<td>PD submits audiotape, meeting notes, and one copy of all retention review documents in a sealed envelope to Operations Manager.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Completed by: ___________________________ Date: ___________________________
Appendix C

Policy on Academic Honesty and Integrity
School of Social Work, Portland State University
Revised June 1, 2012

Significance
Students in the School of Social Work have a primary responsibility to maintain standards of academic honesty and integrity. This obligation is consistent with the NASW Code of Ethics’ (1996) ethical principle, “Social workers behave in a trustworthy manner”, which further specifies, “Social workers act honestly and responsibly and promote ethical practices on the part of organizations with which they are affiliated.” See the Code’s “Ethical Principles” section; a copy of the Code can be found in your program’s student handbook, or at www.socialworkers.org/pubs/Code/code.asp and the National Statement on Research Integrity in Social Work, www.cswe.org/cms/17157.aspx. Students in the Child and Family Studies Program are expected to adhere to the Code of Ethics of the National Council on Family Relations.

Expectations

Student Expectations

• Students are responsible for providing accurate and complete documentation to support their admission, course participation, and graduation.
• Students are responsible for reviewing each course syllabus, and adhering to course requirements specified in each syllabus.
• Students will follow all written and/or verbal instructions given by instructors prior to taking examinations, or completing written or oral assignments.
• Students will do their own work, and submit only their own work during examinations and in written and oral class assignments (unless it is a pre-authorized group project).
• Students will collaborate or cooperate with other students on graded assignments or examinations within the guidelines provided by the instructor.
• Students will properly credit the work of others; if they are uncertain how to cite or reference another author’s work in papers or presentations, they will consult the APA manual (American Psychological Association, 2001) and/or their instructor.
• Students will incorporate work (or portions of work) they completed in a previous class into a current class assignment only with the prior approval and direction of their instructor.
• Students will document field placement hours and activities honestly and accurately.
• If students have questions or confusions about course assignments, they are expected (and encouraged) to ask their instructors for clarification.

Faculty Expectations

• Faculty (or faculty representatives) will distribute materials on academic honesty and integrity to all entering students, and provide an overview of these materials at orientation.
• Faculty will include a written statement of expectations regarding academic honesty and integrity in each course syllabus.
• Faculty will clearly state expectations regarding academic honesty and integrity in each course.
• Faculty will clearly state the extent of collaboration allowed on each class project.
• Faculty will meet with any student who has questions or concerns about course assignments.

Forms of Academic Dishonesty

The Portland State Code of Student Conduct (see www.pdx.edu/dos/student-code-conduct) which applies to all Portland State students, prohibits all forms of academic dishonesty. These acts include, but are not limited to, the following:

Cheating. Cheating is using unauthorized materials, or providing them to others, during written or oral examinations or in the completion of course assignments. Examples include:
• Copying another student's work during an examination (or allowing another student to copy one’s work)
• Taking another student’s examination (or having someone take an examination for you)
• Using unauthorized materials during an examination (or giving such materials to another student)
• Acquiring questions or answers from someone who has already taken the same examination (or providing such questions or answers to another student)
• Submitting another student’s or author’s writings for one’s own class assignment (including writings purchased on, or appropriated from, the Internet)
• Submitting a paper (or a portion of a paper) one has written previously for a current course assignment, without the current instructor’s permission.

Plagiarism. Plagiarism is appropriating words, ideas, data, or other product of another author or artist, and representing them as one’s own original work. (See “Avoiding Plagiarism”, below). Examples include:
• Improper quotation or paraphrasing
• Improper citation of quotation or paraphrasing
• Improper citation of a source that has not been read
• Complete or partial use of purchased or borrowed papers to complete assignments, without appropriate acknowledgement (including papers purchased on, or appropriated from, the Internet)
• Working jointly on a project with one or more others, and then submitting the project’s “product” as your own.

Buying, selling, or offering to sell, course assignments and research papers. This form of academic dishonesty can involve any of the following:
• Purchasing a paper on the Internet, with the intention of submitting it as your own coursework.
• Purchasing a paper (or other material, such as graphics or data displays) directly from another person, with the intention of submitting it as your own coursework.
• Selling, or offering to sell, papers or other materials to another student if you know, or have reason to know, that the student intends to submit all (or a substantial part) of the material as his or her own coursework.

Academic Fraud. Academic fraud is furnishing false or incomplete information to a faculty member, or to a University administrator, with the intent to deceive. Examples include:
• Forging, altering, or misusing University documents or academic forms (admission forms, course forms, or graduation forms)
• Falsifying research data, or misrepresenting research findings
• Providing false explanations for class absences or late/missing assignments.

Computer Misuse. Computer misuse is using the University’s computer resources (or the computer resources of another institution or agency in which a student is performing part of his or her academic program) in a disruptive, unethical, or illegal manner. Examples include:
• Using University/institution/agency computers to threaten harm to others, stalk others, or harass others (sexually, or otherwise)
• Using University/institution/agency computers to view and/or use another person’s accounts, computer files, programs, or data without authorization
• Copying, storing, or sharing materials protected by copyright.

Avoiding Plagiarism

Plagiarism is taking the ideas, writings, or products of another person and presenting them as one’s own (Davis, 1993; Forsyth, 2003; Whitley & Keith-Spiegel, 2002). Social work students must be particularly careful to avoid using another author’s work without giving it proper citation (written credit). Examples include:
• Copying another’s work word for word (even a sentence, or a phrase)
• Copying most of another’s work and substituting just a few words
• Incorporating someone else’s phrases, terms, or ideas into your own writing without acknowledging his or her contribution.

In order to avoid plagiarism, one must be familiar with the concepts of quoting, paraphrasing, summarizing, and the citing of secondary sources:

Quoting. Direct quotes should be kept to a minimum, and used only for very important material. Quotes should be brief, and combined with paraphrases (see below) for clarity. Most quotes are incorporated in text and enclosed by double quotation marks; longer quotes are set off from the text as a freestanding block with no quotation marks. A quote must be matched to the original word for word, and attributed to the original author (citing author, year, and page number) (Purdue Online Writing Lab, 2006).

Paraphrasing. Paraphrasing is expressing another person’s (or persons’) ideas in your own words. A good paraphrase is generally shorter and clearer than the original statement. Like a quote, a paraphrase must be attributed to the original author or authors (citing author/authors and year) (Purdue Online Writing Lab, 2006).

Summarizing. Summarized material is an overview of the entire body (not just a segment) of the original source material, and is almost always shorter than the original. You must put the main n ideas of the source material into your own words. Like a quote or a paraphrase, a summary must be attributed to the original author or authors (citing author/authors and year) (Purdue Online Writing Lab, 2006).
Citing of Secondary Sources. A primary source is a writer’s original product, reproduced in his or her own words. A secondary source is one which references or comments on a primary source. In scholarly works, primary sources should be sought out and cited whenever possible. If your only access to a primary source is through a secondary source, both the primary and secondary sources must be referenced. For example: Nelson (cited in Lane and Morgan, 2003) (Purdue Online Writing Lab, 2006).

Consequences of Academic Dishonesty

Faculty/Advisor Roles

If a faculty member suspects a student of academic dishonesty, the following steps will be taken:

1. The faculty member will contact the student via email or in person to make the student aware of the situation. The faculty member will outline how s/he came to the conclusion of academic dishonesty and what the next steps will be.

2. In keeping with University recommendations, faculty members are encouraged to report the matter to the Student Conduct Office via the online submission system at http://pdx.edu/dos/academic-misconduct. The faculty member will also provide necessary documentation for the investigation which will be conducted by the Conduct Office.

3. If the result of the Conduct Office’s investigation has not been received before grades are due, the faculty member will give the appropriate grade for the assignment or exam in question. In most cases, this will be a "0" or "F". The faculty member will not grade beyond the assignment or exam in question (i.e. giving the student an automatic "F" for the entire course). If the Conduct Office finding is that plagiarism did not occur, then the faculty member will re-read the assignment and change the student’s grade.

Students involved in violations of academic honesty may be subject to disciplinary sanctions as described in the University’s Code of Student Conduct and Responsibility. (See http://www.pdx.edu/media/c/o/CodeofConduct.doc) as described below:

577-031-0142
Procedures for Complaints of Academic Dishonesty

(1) Course Instructors have the primary responsibility and purview to respond to academic dishonesty with students enrolled in their respective courses. Course Instructors may issue a zero or a failing grade for the assignment for which dishonesty was found. Course Instructors may not issue a failing grade for the course unless a failing grade on the assignment in question results in a failing grade for the course, per the syllabus. Instructors may not disenroll a student from a course.

(2) Departments, programs, colleges, or schools may also address academic dishonesty in accordance with their respective policies and procedures. These entities are limited to the following academic sanctions: (a) Issuing a zero or a failing grade for the assignment for which dishonesty was found; or (b) Suspension or Expulsion from the department, program, college or school per the process prescribed by the respective entity.
(3) Any person may submit a written complaint to DOS alleging that a student(s) has engaged in academic dishonesty. Any charge should be submitted as soon as possible after the activity takes place, preferably within fourteen days of such activity.

(4) If the complaint is submitted by anyone other than the Course Instructor, the complaint is also referred to the Course Instructor in which the alleged academic dishonesty occurred.

(5) Faculty submitting a complaint alleging academic dishonesty will be notified of the outcome of this complaint upon request.

Stat. Auth.: ORS 351
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. ef. 10-22-02; PSU 4-2006, f. & cert. ef. 8-22-06

577-031-0143

Appeals

(1) Appeals from the decision of the Senior Conduct Officer or the Committee shall be made to the Vice Provost for Student Affairs, whose decision is final.

(2) Appeals must be in writing and filed with the Vice Provost for Student Affairs within ten (10) working days following the date of the letter notifying the Respondent of the outcome of the hearing.

(3) The request for an appeal must include specific justification, such as: errors, failure to consider all of the evidence presented, or any other action, including any new evidence not known at the time of the original hearing, which denied the student a fair hearing.

(4) During the appeal hearing, the Respondent may bring up to two (2) third party advisors of his/her choice as long as the availability of the advisor does not interfere with the timeliness of the hearing. The Respondent will be expected to speak for himself or herself at the hearing. The Respondent may elect to have an attorney serve as an advisor. The Respondent must notify the Vice Provost of Student Affairs at least 24 hours prior to the scheduled meeting if his or her attorney will be present. The University assumes no responsibility for any costs associated with such representation.

(5) The Vice Provost of Student Affairs may dismiss the appeal if the Respondent fails to appear at the appeal hearing.

(6) During the appeals hearing:

(a) The Senior Conduct Officer or the Chair of the Committee will have the opportunity to offer information and to review and respond to all information presented;

(b) The Respondent will have the opportunity to offer information and to review and respond to all information presented;
(c) The Vice Provost of Student Affairs may ask questions of any person present during the hearing. The Vice Provost of Student Affairs may invite questions and comments from advisors or others present. No person other than the Vice Provost for Student Affairs may ask questions of persons present at the hearing.

(d) If the Vice Provost of Student Affairs decides an essential person or piece of information is missing, the Vice Provost of Student Affairs may decide to reconvene the hearing at the earliest practical time that the missing information will be available.

(7) After the Vice Provost of Student Affairs has determined that all the necessary information has been presented and questions answered, the appeals hearing will be closed. The Vice Provost of Student Affairs will determine, based on a preponderance of evidence, whether or not the appeal is warranted, and, if so, what subsequent actions may be appropriate.

(8) The Vice Provost of Student Affairs' decision will be in writing to the student with copies to the Senior Conduct Officer and/or Chair of the Committee.

(9) Pending resolution of an appeal, the student is entitled to all rights and privileges of a student in good standing except as provided in OAR 577-031-0139.

Stat. Auth.: ORS 351
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. ef. 10-22-02; PSU 4-2006, f. & cert. ef. 8-22-06

References


Purdue University (n. d.). *Purdue University online writing lab: Research skills and resources*. Retrieved November 22, 2006 from http://owl.english.purdue.edu/handouts/research.

Appendix D

Portland State University
School of Social Work
BSW Program

Course Completion for Field Practicum (SW400) Policy

A BSW social work student who is a major in our program must have taken the following social work courses: SW 301, SW 339, SW 340, SW 341, SW 350, SW 351 and received a grade of "C" or better before the student can enroll in SW400 Field Practicum or SW 430 Generalist Practice. SW 400 Field Practicum must be taken concurrently with SW 430, SW 431, SW 432 Generalist Practice I, II, III. There may be exceptions to this policy on a case by case situation. Please complete the “Exception to Field Policy Form” to request an exception.

Exception to Field Policy Form

I am seeking an exception to the Course Completion for Field Practicum (SW 400) Policy in order that I may enroll in SW 400 Field Practicum course in the following term: _________________

I am requesting this exception due to the following reasons:
________________________________________________
________________________________________________
________________________________________________
________________________________________________

My plan to complete the required course is: _______________________________________
________________________________________________

Student Signature: ________________________ Student ID#: ________________________
Advisor Signature: ______________________________
BSW Program Director: ______________________________
Date: ______________________

Action Taken: Approved Not Approved (state reason)

Cc: student file
Appendix E

Ground Rules for Respectful Dialogue and Professional Behavior

These ground rules provide a framework that support open, respectful dialogue, and maximum participation for discussing controversial subjects.

1. Listen actively -- respect others when they are talking and do not interrupt.
2. Treat others’ feelings with respect and dignity. Do not dominate the conversation.
3. Speak from your own experience instead of generalizing [use "I" instead of "they," "we," and "you"]).
4. Speak about problem[s] directly with the person[s] involved and avoid complaining to others about the problem.
5. Be candid and honest, but do not blame, attack, embarrass, or put-down other people.
6. Ask questions respectfully for clarification or to get information, but not to intimidate.
7. Refrain from personal attacks -- focus on ideas and core issues rather than personalities. Attack the idea or the problem, not the person.
8. Participate to the fullest of your ability -- a cooperative spirit and team progress depends on the inclusion of every individual voice.
9. Instead of invalidating somebody else’s story with your own spin on their experience, share your own story and experience.
10. The goal is not to always agree -- it is about hearing and exploring divergent perspectives. Examine consequences and consider alternatives.
11. As we think about the past, focus on the lessons we have learned from the past. Focus on the future that you would like to create.
12. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.
13. Take responsibility for observing the ground rules.
14. Ask for additional ground rules from the group. When someone proposes a ground rule, ask the other members of the team if they agree to it. If most do, add it to the list.

Things to Avoid:
Put-Downs, Making Excuses, Blaming, Name Calling, Not Listening, Sneering, Eye-Rolling, Not Taking Responsibility, Badmouthing, Bullying, Getting Even, Bossing, Threats, Pushing, Hitting.

(Note: See Derald Wing Sue’s (2010) *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*, John Wiley & Sons: NJ for suggested reading in the area.)
Appendix F

BSW Program
School of Social Work
Portland State University

Policy on Transfer Students from other BSW Social Work Programs

Introduction: Thank you for your interest in transferring to our BSW Program. Portland State University's BSW Program is committed to the cohort model of learning. A cohort is a community of learners joined in a deep commitment to social justice and social work who are together over the course of two years. The sense of community and connection is fundamental to our pedagogical and learning approach. The following policy regarding students transferring from other BSW Programs is developed to support the BSW Program mission within the School of Social Work.

All transfer students must meet the criteria for general PSU admission and must apply to the BSW program separate from admission to Portland State University. The previous BSW Program must be fully accredited by the CSWE at the time of the transfer. Each transfer student from another BSW Program must complete the BSW Application Form and submit it on the same time frame as other students seeking admission to the BSW Program. The student’s application must include a letter from their previous BSW Program Director stating that the student was in “good standing” throughout the student’s academic career at the institution; the reason for transfer is not due to academic, behavioral, or ethical challenges; and that the student seeking transfer status is highly recommended at the time of transfer. The student must turn in copies of all their previous BSW course syllabi and a transcript from all the other universities/colleges. Students seeking to transfer should meet with a BSW academic adviser to assess additional PSU requirements and the applicability of their prior coursework. The final decision about admission will be made case by case, in consultation with other social work faculty and will take into consideration space availability, size of the cohort, and other PSU BSW Program needs. Out of state students should consult with the PSU admission office about tuition and residency requirements.

Approved by the BSW Program Committee on May 12th, 2011.
Appendix G
Portland State University
Bachelor of Arts in Social Work: Academic Advising Syllabus

Advisor:  Sam Gioia MSW
Office:  620-H
Advising Hours:  Tuesdays 1-5:30
Phone:  503-725-8470
Facebook:  “BSW Program, Portland State University”

Purpose:  Academic Advising empowers and supports students to develop and achieve effective education plans that are compatible with their life priorities and career goals.

Values:  Academic advisers foster the importance, potential, and unique nature of each student in order to promote excellence in scholarship, career, civic engagement, and holistic personal development for all students.

What is academic advising?  Academic advising is a collaborative educational process in which students and their advisers are partners in meeting the essential learning outcomes that support student success.  Your academic adviser will help you to identify your educational and career goals and develop an effective plan that takes into your account your strengths, interests, personal identity, and life priorities.  Together we will identify learning options and potential challenges so that you can most effectively engage in all of the opportunities that PSU and the BSW Program can provide.  This requires the initiative of both the professional adviser and the student.  Each has key responsibilities.

Who has access to this information?  The BSW Program utilizes a team approach among staff.  Information about students’ progress is shared as needed to coordinate our work and support your academic progress.  Should situations occur where a student’s health and safety or the health and safety or others may be compromised information may be shared with PSU’s C.A.R.E. team.

Advising Learning Outcomes:  Together we will...
1.  Develop a relationship of trust, professionalism, and mutual responsibility
2.  Assess your abilities, interests, goals, and life responsibilities as they apply to your academic development.
3.  Assess your needs and interests for a broad range of potential advising domains.
4.  Identify and engage appropriate services to meet your academic and nonacademic needs.
5.  Clarify your university, degree, and major requirements
6.  Develop an academic plan utilizing the Degree Audit Reporting System, BSW Student Map, BSW Program Progress Checklist, BSW Student Planner, and resources on the BSW webpage.
7.  Identify key junctures and dates for your progress through the BSW program
8.  Identify when and how advising should be utilized.
Adviser Responsibilities

1. Create an environment of trust, responsibility, and respect.
2. Assess and involve students’ personal interests, identities, life experiences, and goals in their academic plan.
3. Ensure that each student understands the academic requirements and responsibilities of the BSW program.
4. Update the Degree Audit Reporting System to ensure accurate, immediate, accessible tracking of progress towards degree completion.
5. Understand, inform, and guide students to appropriate campus resources and activities.
6. Foster ethical behaviors and mature decision making.
7. Maintain records of key communication and advising materials.

Student Responsibilities

1. Take initiative in your educational plans and anticipate potential challenges.
2. Develop academic goals that are consistent with your personal interests and career aspirations.
3. Initiate advising meetings and arrive with the appropriate materials, goals, and questions for the advising session.
4. Track your academic progress using DARS and your advising handouts.
5. Schedule advising sessions every six months and/or as your plans for matriculation change.
6. Consider feedback from faculty, staff and advisers and be willing to try supportive campus resources.

Academic advising is integral to student success and will help you make the most of your social work education. It is my pleasure to help you enter this exciting profession. Sam

Student Signature

Date

Adviser Signature

Date
Appendix H

Student Name:  Date:  Adviser:

BSW Student Holistic Assessment

In our advising relationship we may address any of the following factors that affect your matriculation in the BSW program. Please rate the following items on a scale of 0-5 (with 5 being the highest) in the order of importance in our future advising meetings:

Resources/Responsibilities

Academic Skills
0------------------1------------------2------------------3------------------4------------------5

Employment
0------------------1------------------2------------------3------------------4------------------5

Financial Affordability
0------------------1------------------2------------------3------------------4------------------5

Family’s Understanding and Support for Academic and Professional Goals
0------------------1------------------2------------------3------------------4------------------5

Responsibilities Toward Family
0------------------1------------------2------------------3------------------4------------------5

Peer Support
0------------------1------------------2------------------3------------------4------------------5

Transportation
0------------------1------------------2------------------3------------------4------------------5

Online Technology: Access/Proficiency/Interest
0------------------1------------------2------------------3------------------4------------------5

Scheduling (balancing employment, family, and self-care)
0------------------1------------------2------------------3------------------4------------------5

Identity

Ethnic/Cultural/Class/Sexual Identity or Orientation
0------------------1------------------2------------------3------------------4------------------5

First Generation College Student
0------------------1------------------2------------------3------------------4------------------5
Religious/Spiritual Identity or Activities
0-------------------1-------------------2-------------------3-------------------4-------------------5

Personal Values
0-------------------1-------------------2-------------------3-------------------4-------------------5

Veterans Status
0-------------------1-------------------2-------------------3-------------------4-------------------5

Career Questions
0-------------------1-------------------2-------------------3-------------------4-------------------5

Ability

Physical Health/Ability
0-------------------1-------------------2-------------------3-------------------4-------------------5

Mental Health Issues and/or Concerns
0-------------------1-------------------2-------------------3-------------------4-------------------5

Learning Styles and Issues
0-------------------1-------------------2-------------------3-------------------4-------------------5

Language Proficiency
0-------------------1-------------------2-------------------3-------------------4-------------------5

How do you take care of yourself (mental/physical/social/spiritual/recreational)?:

What are your questions for me?
Appendix I

BSW Leave of Absence Application

Once admitted to the BSW program, a student is expected to remain enrolled in BSW courses until the degree is earned unless an approved leave of absence is obtained or the student withdraws from the program. A student admitted to the BSW program may petition the BSW Program Academic Advisor for a leave of absence for up to one calendar year. Leave of absence status assures the student’s admission in the Program during the period of the leave of absence. (A student must apply for a leave of absence even if the intended leave is only for one term.)

Criteria for applying for a Leave of Absence

Leave of absence is granted only to students who have had their formal written request approved through the BSW Program Director and is granted only to students in good standing. A social work student is considered to be in “good standing” when there is (1) completion of a minimum of one term with a minimum of two graded courses completed, whether full or part-time, (2) minimum GPA of 3.00, (3) field performance at a passing level.

If a student leaves the program without a leave of absence approved by the School of Social Work, the student will not be able to re-enter the BSW program except by re-applying for admission through the regular admission process and being reaccepted.

Applying for a Leave of Absence

Applications for a leave of absence must be approved by the BSW Program Academic Advisor. Once the advisor’s approval is received the next step is to complete the request for a leave of absence form included in this packet. The application then must go to the BSW Program Director for approval.

Returning from a Leave of Absence

A student planning to return to the BSW program from an approved leave of absence must contact the School of Social Work at least one term prior to returning. A student planning to return from a leave of absence must also contact the School’s Office of Field Education three months prior to returning to make plans regarding practicum.

Students on a leave of absence need to keep their contact information up to date during a leave. They are also required to keep the BSW Program Academic Advisor informed about their progress at least once per year.
Request for Leave of Absence Form Instructions
(form attached)

Students, please be sure to complete all steps outlined below when requesting a leave of absence.

Step 1  Meet with the BSW advisor. Advisor must approve both your request and your educational plan (form attached).

Step 2  Write a revised educational plan to be followed upon your return.

Step 3  Complete the Request for Leave of Absence Form (attached).

Step 4  Attach a copy of your revised education plan.

Step 5  Turn form and plan in to BSW Program Director.

Step 6  Once request has been approved, you will receive written confirmation.

Note: Be sure to contact the Field Education office at least three months prior to returning from a leave and follow the instructions for completing and submitting a ‘request for return from leave of absence’ form (form attached).
Request for Leave of Absence Form

Student Name___________________________________ PSU ID#____________________

Address_____________________________________________ Phone_________________

City______________________________________ State_____________ Zip____________

PSU E-mail___________________ Personal E-mail __________________________

I request a Leave of Absence from beginning _________ and returning beginning of_________.

(Term/Year) (Term/Year)

I will notify the Office of Field Education in ________ _________ of my intention to return to the program.

(month) (year)

(Students who are on a leave of absence are required to notify the Office of Field Education 3 months prior to returning)

I am requesting the LOA for the following reason(s): attach additional paperwork if necessary

___________________________________________________________________________

___________________________________________________________________________

I completed and submitted an education plan (see attached) with my request for leave of absence _____yes _____no (check one)

Date: ______________ Student Signature: _______________________________________

Signatures required for approval:

BSW Advisor's Recommendation: (Check One) ( ) approve ( ) disapprove

Comments:

Date__________________ Advisor's signature______________________________________

BSW Program Director: (Check One) ( ) approve ( ) disapprove

Comments:

Date_________________ Director's signature______________________________________

Admin use only:

( ) database noted ( ) letter sent to student
cc of form distribution ( ) BSW program office ( ) Advisor ( ) Student File

Request for Leave of Absence Form

REV 5/13/13
BSW Educational Plan
Return From Leave of Absence Form

Student Name_____________________________________ PSU ID#____________________

Address_______________________________________________ Phone__________________

City____________________________________________ State_________ Zip____________

PSU E-mail_________________________________________ Personal E-mail ___________________________

I am returning from a Leave of Absence from ________________________________
(Term/Year of LOA)

My official return from Leave of Absence will begin with registering for __________________________
(Term/Year)

I completed and submitted an education plan with my request for leave of absence ____yes ____no
(check one)

I have notified the Office of Field Education at least three months prior to my return
_____yes _____no (check one)

Date________________ Student Signature__________________________________________

Signatures required for approval:

BSW Advisor's Recommendation: (Check One) ( ) approve ( ) disapprove
Comments:

Date________________ Advisor's signature__________________________________________

BSW Program Director: (Check One) ( ) approve ( ) disapprove
Comments:

Date________________ Director's signature__________________________________________

Admin use only:

( ) database noted ( ) letter sent to student
cc of form distribution ( ) BSW program office ( ) Advisor ( ) Student File

Return From Leave of Absence Form School of Social Work

REV 5/13/13