



# BSW Program Handbook

School of Social Work  
Portland State University

2019-2020



School  
of Social Work  
PORTLAND STATE UNIVERSITY

# Baccalaureate Social Work Program

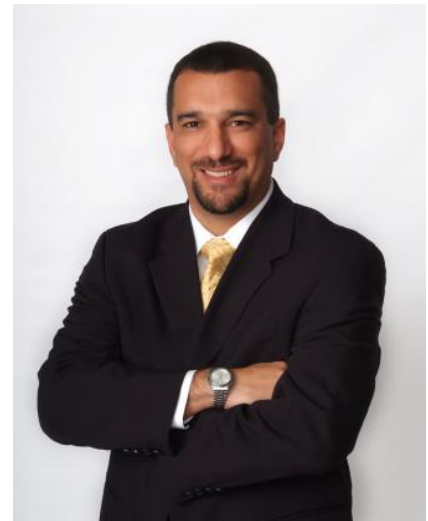
## Table of Contents

Welcome to the BSW Program	4
PSU's School of Social Work	9
Baccalaureate Social Work Program	12
BSW Program Mission, Goals, Competencies, & Practice Behavior	
What is Generalist Practice	
The BSW Cohort Model	
Requirements for the Major	
BSW Curriculum Content	
Student Rights, Freedoms, and Responsibilities	
Supporting Your Education	
Staying Connected	18
Information Posted on SSW Website	
PSU E-mail Account Required	
BSW Google Group	
Faculty Mailboxes	
Student's Change of Name or Address	
Codes of Conduct	19
Portland State University Student Conduct Code	
NASW Code of Ethics	
Sexual Harassment Policies	
Policy on Academic Honesty and Integrity	
Academic Regulations and Procedures	21
Grading System for Undergraduates	
BSW Program Minimum Grade Requirement	
Student Performance and Conduct	
Length of Time in Program	
Attendance Policy	
Transfer of Credit	
No Credit for Life Experience	
Course Completion for Field Practicum Policy	
Enrollment Policies	22
Continuous Enrollment and Leave of Absence	

Academic Performance	23
Unsatisfactory Performance in Field Instruction	
Student Advancement	
Student Grievance Policy and Procedures	23
Student Resources	25
Student Support & Inclusion Specialist	
Students of Color Caucus	
PSU Resources for Students	
Disability Resource Center for Students	
Computer Laboratory	
Appendices	27
Appendix A	Program Progress Checklist and Student Map
Appendix B	SSW Policy on Academic Performance and Professional Behavior
Appendix C	SSW Policy of Academic Honesty and Integrity
Appendix D	Course Completion for Field Practicum Policy and Exception to Field Policy Form
Appendix E	Ground Rules for Respectful Dialogue and Professional Behavior
Appendix F	Policy on Transferring from other BSW Social Work Programs
Appendix G	BSW Academic Advising Syllabus
Appendix H	BSW Leave of Absence Application
External Policies to Review	
	<a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics">https://www.socialworkers.org/About/Ethics/Code-of-Ethics</a>
	<a href="http://www.pdx.edu/dos/codeofconduct">http://www.pdx.edu/dos/codeofconduct</a>
	<a href="http://www.pdx.edu/ogc/university-policy-library">http://www.pdx.edu/ogc/university-policy-library</a>

Dear BSW Student,

Welcome to the School of Social Work. I am pleased that you have made the decision to join our community, and that you have chosen this rewarding professional degree and career field. According to U.S. News & World Report, the School of Social Work at Portland State University is among the best in the nation. I attribute this to our world-class faculty and staff, our 50+ year history in Oregon, and our commitment to social justice. I also attribute our ranking to our students and alumni, who make up a diverse and dynamic urban learning community. As a School, we thrive when you are successful. As you move through your academic career, I invite you to become an active member of your program, our school, and this university. You are joining a strong community with a long history of serving others during times of need.



Your faculty are engaged learners, researchers, and activists within their communities, and they bring a wealth of knowledge and passion to the classroom. Your degree in social work will prepare you to address local, state, national and global issues impacting the most vulnerable, and to influence policy while promoting social and economic justice.

Please utilize this handbook as a resource to assist you as you navigate your time in the BSW program. Another important resource for you to review will be our professional code of ethics, which guide how we interact with clients, communities, institutions and colleagues. In choosing social work, you have made a decision to adhere to this code of ethics. Finally, I ask that during your time with us you embrace the diversity, urban environment, and commitment to social justice and equity which make this School of Social Work among the best in the nation.

I wish you the very best in your academic and professional journey.

A handwritten signature in black ink that reads "Jose Coll". The signature is fluid and cursive, with the first name "Jose" and last name "Coll" clearly legible.

Jose Coll, BSW, MSW, Ph.D.  
Dean and Professor

Dear BSW Student,

Congratulations and welcome! On behalf of the BSW faculty and staff at Portland State University, I want to thank you for choosing the BSW Program at PSU. Our admissions process is a competitive one, and we hope you feel proud of what you have already achieved!

Our BSW Program is accredited by the Council on Social Work Education (CSWE), which is the national accrediting body for social work education. We are the only public CSWE accredited program in the State of Oregon, which is a significant recognition of our excellence. We are thrilled that you are joining us. Our faculty and staff are here to help you complete your educational and professional goals, whether you wish to graduate with a Bachelor of Arts or a Bachelor of Science degree with a major in Social Work. We look forward to helping you choose from among the many employment and continuing education opportunities a BSW will provide you.



Many of you are new to PSU and have important questions about both PSU and the School of Social Work. We hope you will find many answers in the BSW Program Handbook. The handbook contains our mission statement, program goals, and CSWE competencies which guide our curriculum. It also contains relevant policies and procedures, including course requirements, enrollment, field placement, remediation and retention policies, student grievance procedures, and other student resources. Please take the time to read through the handbook.

Finally, one of our greatest strengths is that our students and faculty have vibrant, complex intersectional identities and represent some of the greatest heterogeneity at PSU. We come from an array of social locations and are diverse in terms of race and racialization, ethnicity and chosen cultural affiliation, sexual orientation, gender identity and gender expression, age, ability, religion, spirituality, and economic status. Many of us, including your Director, are first generation college students. Most of us have had careers that did not follow a traditional path. Many of us worked full time while completing our degrees. We know what it's like to balance school, paid employment, and care for children or other family members. We are here to support each other, and I invite you, in your time here, to get to know your faculty and your fellow students. You will be happy that you did!

I am genuinely delighted that you will add your voice and unique experience to our vibrant, compassionate, social justice-focused community. I look forward to getting to know you over the next two years and beyond. If you have any questions, please email me at [sbryson@pdx.edu](mailto:sbryson@pdx.edu) or visit with me any time (ASRC 620G).

So glad you are here!

A handwritten signature in blue ink, appearing to read 'Steph A. Bryson'.

Stephanie A. Bryson, PhD, MSW, LISW  
BSW Program Director and Associate Professor



## Overview

PSU's BSW Program is Oregon's only Council on Social Work Education-accredited public undergraduate social work program. The program is typically completed in two years. We enroll one class per year so that you complete all required classes with the same classmates. This is known as a *cohort model*. The program is led by social work faculty, staff, field agencies, and administrators with many years of direct practice, program development, social work education, service, and research experience. Our shared purpose is to *recruit, retain, and graduate professional entry-level generalist social workers*. We are committed to preparing you to work in a variety of practice settings with a wide range of individuals, families, groups, agencies, organizations, and communities. Further, we are committed to upholding the values and Code of Ethics of the National Association of Social Workers (NASW) and remaining mindful of the context of our region.

Our Program is guided by the *BSW Program Committee*, which meets regularly to review the program. The committee makes decisions on curricula, student affairs, policy, procedures, program direction, and accreditation planning. The Committee consists of faculty, administrators, community members, staff, and two student representatives. BSW Program Committee meetings are open to all members of the community who wish to attend. We invite you to attend meetings in the 2019-2020 academic year or to seek election as a student representative from your cohort.

### Whom to contact with your questions:

Stephanie Bryson, PhD, MSW, BSW Program Director & Associate Professor

Mollie Janssen, MSW, BSW Hybrid Coordinator & Assistant Professor of Practice

Julie Kates, MSW, Director of Field Education & Assistant Professor of Practice

Denise Grant, MSW, Assistant Professor of Practice & BSW Program Field Seminar Lead Instructor

Kate Constable, PSU Pathway Coordinator and BSW Undergraduate Advisor

Kim Utschig, SSW and BSW Undergraduate Advisor

Marina Barcelo, MSW, Student Inclusion Coordinator

Melissa Penners, BA, BSW Program Administrative Assistant

## BSW Program Committee 2019-2020

The BSW Program Committee consists of BSW and SSW faculty, staff, administrative leaders, students, and community members. This group meets once a term to consider and authorize policy or program changes. The SSW Faculty, through its governance committees, appoints the members of the committee. The BSW Program Committee has the authority to make decisions about long-range planning, course implementation, accreditation, degree changes, budget, program direction, policy and procedures. Following are BSW Program Committee members and roles.

Stephanie Bryson	BSW Program Director, Chair
Jessica Rodriguez-Jenkins	BSW Faculty, Appointed
Val Hamby	MSW Faculty, Appointed
Gita Mehrotra	Faculty at Large, Appointed
Sam Gioia	Faculty at Large, Appointed
Keva Miller	Associate Dean for Academic Affairs (Ex-Officio)
Julie Kates	Field Director (Ex-Officio)
Karen Moorehead	CWEP Representative (Volunteer)
Isabella Ginsberg	BSW Student Cohort 11
TBD	BSW Student Cohort 12
TBD	Community Representative
TBD	Community Representative
Melissa Penners	Administrative Support

## BSW Action Team

The BSW Action Team meets biweekly to coordinate BSW program administration. This group problem-solves student concerns, reviews student petitions, engages in program planning, addresses course needs, and attends to field issues. The Action Team also plans orientation, graduation, and student-faculty dialogues. The BSW Action Team refers student concerns to advisors and faculty for resolution. It refers policy issues to the BSW Program Committee.

## BSW Faculty

Marina Barcelo, MSW, Adjunct Instructor	Daniel Harold, MSW, Adjunct Instructor
Susan Barrios, MSW, Adjunct Instructor	Marin Henderson-Posther, MSW, Adjunct Instructor
Jared Best, MSW, Adjunct Instructor	Mindy Holliday, MSW, Associate Professor of Practice Emerita
Leah Brookner, MA, MSW, Assistant Professor of Practice	Mollie Janssen, MSW, Assistant Professor of Practice
Stephanie Bryson, Ph.D., Program Director and Associate Professor	Ericka Kimball, Ph.D., Assistant Professor
Nazan Cetin, MSW, Adjunct Instructor	Missy Kloos, MSW, Adjunct Instructor
Lakindra Mitchell Dove, PhD, Assistant Professor	Lielah Leighton, MSW, Adjunct Instructor
Daren Ford, MSW, Adjunct Instructor	Gita Mehrotra, Ph.D., Assistant Professor
Sam Gioia, MSW, Assistant Professor of Practice	Karen Moorehead, MSW, Assistant Professor of Practice
Denise Grant, MSW, Field Specialist	Nora Olsgaard, MSW, Adjunct Instructor

Mary Oschwald, PhD, Research Professor  
Margaret Panichelli, PhD, Adjunct Instructor  
Andre Pruitt, MSW, Adjunct Instructor  
Jessica Rodriguez-Jenkins, Ph.D., Assistant Professor  
Allison Schisler, MSW, Adjunct Instructor  
Michael Taylor, Ph.D., Associate Professor of  
Practice  
Alma Trinidad, Ph.D., Associate Professor

## 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

### SSW Website

[www.pdx.edu/ssw](http://www.pdx.edu/ssw)

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 6<sup>th</sup> AVE on the 6<sup>th</sup> floor.

## Portland State University School of Social Work

### MISSION STATEMENT

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.



### 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>

## PSU's School of Social Work

The School, established in 1961 by a resolution of the Oregon Legislature, offers five degree programs and operates two nationally known research centers:

### Degree Programs

#### Baccalaureate Social Work (BSW)

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

#### BSW Hybrid Program (BSWH)

The BSW Hybrid Program combines online courses (junior year) with on-site instruction in Eugene (senior year) to extend BSW program access to students living across the state of Oregon. The program also includes a senior year field placement in a community agency.

#### Child, Youth, and Family Studies (CYFS)

The Child, Youth, 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.

#### Masters of Social Work (MSW)

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.

#### Ph.D. in Social Work and Social Research Program

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

### Research Centers

#### Regional Research Institute for Human Services (RRI)

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.

#### Center for Improvement of Child and Family Services (CICFS)

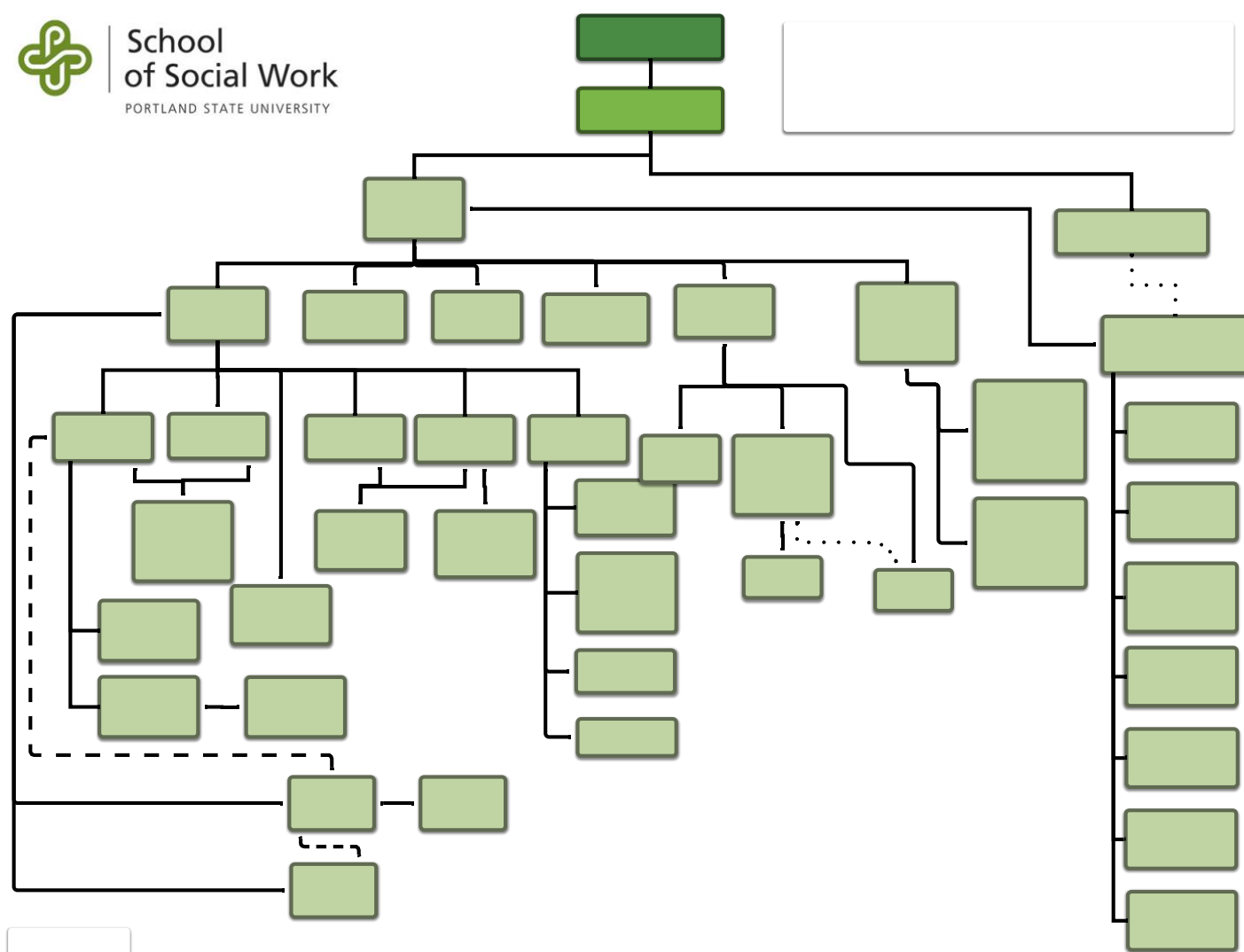
The Center for Improvement of Child and Family Services houses the Child Welfare Partnership which brings together PSU and the Oregon Department of Human Services for a research and training partnership to improve the delivery of child welfare services to children and families in Oregon.

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-oppressive 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 focuses its research, teaching, and community service efforts on empowering vulnerable populations, changing environmental systems, and intervening in the macro-level conditions that contribute to social problems.



# Baccalaureate Social Work Program

## History

The history of the BSW Program is a significant one: Essentially, the university, the school, and our wider community advocated that PSU create a Baccalaureate Social Work program to meet a need for generalist social workers in the public sector. Faculty from the MSW Program, Ph.D. Program, and CYFS Program worked to create the program, which was officially launched in 2008. The first cohort of BSW students consisted of 34 students who graduated in 2010. In 2018 we admitted 90 students to our Portland campus and 30 to our BSW Hybrid Program.

## 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. The Council on Social Work Education affirmed BSW Program accreditation in June, 2015. Our program has received full accreditation until June of 2023.

### BSW Program Mission

The BSW Program at Portland State University combines theory with practical, hands-on experience which prepares undergraduate students for careers in social work and related fields and for future graduate studies. Students in our BSW Program gain knowledge, values, and skills to work with individuals, families, groups, organizations, and communities. Our program is committed to centering critical self-reflection, racial equity, and social and economic justice, and we encourage our students to be active citizens and practitioners who embody these values.

(Approved 9/28/2018)

## Council on Social Work Education (CSWE) Core Competencies

CSWE has created Curriculum Standards, called Educational Policies and Accreditation Standards (EPAS) that set forth core competencies for generalist social workers. The BSW Program has endorsed the 2015 CSWE Core Competencies as the foundation of our curriculum. They are:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

Competency 4: Engage in Practice-informed Research and Research-informed Practice Competency

Competency 5: Engage in Policy Practice Competency

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

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

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

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

## BSW Practice Behaviors

Measuring professional behaviors assures that the social work profession continues serving communities accountably. The competencies are operationalized in specific practice behaviors defined for generalist social workers. The 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 mission to graduate professionally prepared, ethically grounded, entry-level generalist social workers who will work in a variety of environments as competent change agents.

We publish results of each student cohorts' assessment of CSWE competencies in annual reports of progress which are posted to the SSW website: <https://www.pdx.edu/ssw/bsw-program-assessment>.

## What is Generalist Practice?

Generalist practice is grounded in the liberal arts and the person in 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.

--Council on Social Work Education

## The BSW Cohort Model

Research supports the effectiveness of a cohort model for student success. Students in a cohort develop close, supportive relationships while completing their academic and field training. Cohorts provide support, friendship, mentoring, cross-learning, and collective study opportunities. At their best, cohorts reduce feelings of isolation and anxiety. This model is also culturally responsive, as personal relationships, extended families, relatives, and ancestors are critically important to most of our students.

Students are admitted as a cohort or group and meet each other at the BSW Program Orientation before classes start. Each cohort has its own identity and decides how members will interact. For example, some cohorts have organized student activities, planned social gatherings, had cohort Facebook/Instagram accounts, and planned graduation celebrations. Cohorts may help to surface both problems and solutions related to a demanding workload, group interactions in classes, and differences across race, language, immigrant status, class, gender identity and expression, disability, age, and other facets of students' complex intersectional identities. Working through these issues as peers, in collaboration with faculty, provides real-world social work practice experience that is relevant for workplaces and communities alike. The cohort is a powerful force of solidarity and cohesion and an important source of social connection, professional networking, and lifelong friendships.

## 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 and 4 credits of Human Development. SW 301U Introduction to Social Work is a required course for the major, as 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 admission, they must take it once they are enrolled in the major; it is offered each quarter.

## Requirements for the Major

Three terms of foundation field practicum, taken concurrently with generalist social work practice courses, are an integral part of the foundation curriculum. 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 (4 credits)  
SW 340 Advocacy for Policy Change (4 credits)  
SW 341 Social Justice Practice (4 credits)  
SW 350 Human Behavior Through the Lifespan (4 credits)  
SW 351 Beginning Generalist Practice (4 credits)  
SW 400 Field Placement and Seminar I, II, III (12 credits)  
SW 430 Social Work Practice w/Groups (3 credits)  
SW 431 Social Work Practice w/Individuals & Families (3 credits)  
SW 432 Social Work Practice w/Communities & Organizations (3 credits)  
SW 450 Social Work Research and Evaluation I (3 credits)  
SW 451 Social Work Research and Evaluation II (3 credits)

### **Equity and Inclusion Electives (12 credits)**

Students take 12 credits from the School of Gender, Race, and Nations. These 12 credits may include courses in Black studies; Indigenous Nations studies; Chicano/Latino studies; and Women, Gender, and Sexuality studies.

### **Upper Division Program Electives (12 credits)**

Students choose 3 courses from a list of advisor-approved upper division program electives.

University Studies courses are important to the general education curriculum. Choice of a *Cluster* and *Capstone* are flexible, but it is important to review with your advisor to determine the best fit of general education requirements with your BSW courses.

The Child, Youth, and Family Studies (CYFS) Program prepares students for a broad variety of human services, family support and educational programs and offers many complementary courses in the Families and Society Cluster. These “U” courses can be used to fulfill your upper division electives, or University Studies requirements. The CYFS Program also offers a minor in Child, Youth, and Families Studies. Please consult with your advisor if you are considering these options.

Except for Introduction to Social Work, no other course in the BSW core curriculum is listed as a “U” course. Some electives are approved as “U” courses and are opportunities to explore other disciplines and interact with students from other majors. For further explanation of general education requirements see the PSU Bulletin at: <https://www.pdx.edu/academic-affairs/psu-bulletin>.

The degree map and worksheets in Appendix A provide guidelines for meeting all of these requirements. Talk with your advisor to determine you are making acceptable progress on both BSW core curriculum and general education requirements.

## BSW Curriculum Content

*SW301U Introduction to Social Work* This course is required for all our social work majors. It is taken in the first quarter with SW 339 Introduction to Oppression & Privilege. It introduces students to the profession and to the practice of social work and helps students to clarify their decisions concerning the selection of social work as a profession. The course integrates social science theory with the history and current practice of the profession. Prerequisites: 4 credits of Psychology, 4 credits of Human Development, and 4 credits of Sociology. Each cohort is required to take SW 301 offered in the fall quarter, or prior to admission.

### Human Behavior and the Social Environment Section

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. 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 frameworks to analyze 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

SW 340 *Advocacy for Policy Change* 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 marginalized populations. This course is designed to enhance and develop students' understanding of oppression and anti-oppressive practice.

### Social Work Research

SW 450 *Social Work Research and Evaluation I* introduces the importance of social work research and evaluation for practice and policy. Qualitative and quantitative research, critical consumption of research, and conducting evaluations are covered. This course 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. Includes 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 promotes social and economic justice and that encourages respect for diversity. Emphasizes ethical issues. Prerequisites: Admission to major; SW 450.

## Social Work Practice

SW 351 *Beginning Social Work Practice*, This course prepares students to begin practice with individuals, families, groups, communities and organizations. The course helps 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 *Social Work Practice w/Groups*, Based on generalist social work practice principles, this course prepares students for practice with groups. The course helps 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: Admission to the major and SW 351.

SW 431 *Social Work Practice w/Individuals & Families*, Based on generalist social work practice principles, this course prepares students for practice with individuals and families. The course helps students to develop assessment and intervention skills for work with individuals and families. Students learn how to gather information 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 *Social Work Practice w/Communities & Organizations*, This course prepares students to work intentionally and effectively with organizations and communities. Skills are developed in the context of social work values and ethics, with special attention to social and economic justice. Prerequisites: SW 431.

## Field Education

Field education is the signature pedagogy of social work at the undergraduate and graduate levels. SW 400 *Field Placement & Seminar I, II, III* are required for students to graduate and consists of: 1) a 500-hour educational (unpaid) field placement in a community agency and 2) a concurrent field seminar.

Placements are coordinated by the SSW Field Team, and every attempt is made to meet individual student needs and interests. Ideally, 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. Practicum provides critical opportunities for students to extend, apply, and test knowledge and skills gained in the classroom through supervised practice in the area of interest. Field seminar provides a space in which to reflect on one's emerging use of self and to seek support from peers and field seminar instructors around development of a social work identity.

## 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.

## 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/>. 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>. There are specific SSW scholarships for undergraduates. The deadline is February 1 of each year.

## 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 you 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 <https://www.pdx.edu/oit/activating-your-odin-account> 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 created 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).

### BSW Google Group

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. Students admitted to our BSW Hybrid Program will also be subscribed to a Google group called SSW-BSWHybrid-Group.

## SSW Facebook Page

The School of Social Work has a Facebook page at [www.facebook.com](http://www.facebook.com) (Enter Portland State University School of Social Work for updates, communication purposes, and networking).

## 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.

## Students' 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.

## 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>. 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 <https://www.socialworkers.org/About/Ethics>. 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. Other pertinent Codes of Ethics include the International Association of Schools of Social Work (<http://www.iassw-aiets.org>), the National Association of Black Social Workers (<http://nabsw.org/>), and Social Welfare Action Alliance (<http://www.socialwelfarealliance.org/>).

**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.

**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/index.aspx>.

**Licensure 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?](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: <https://www.cswe.org/Research-Statistics/Responsible-Conduct-of-Research/National-Statement-on-Research-Integrity-in-Social> .

## 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 <https://www.pdx.edu/hr/policies-contracts-forms>. 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

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

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.

### 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 requires 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 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 Social Work Practice classes (SW 430, 431, 432) cannot be waived. Additional information regarding course waiver can be obtained by contacting the Administrative Assistant of Undergraduate Programs.

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, you may be required to provide a course syllabus to our BSW Program so we can evaluate whether the course meets program criteria.

### No Credit for Life Experience/CSWE Standard

At the present time, 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 of 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 Social Work Practice. SW 400 Field Practicum must be taken concurrently with SW 430, SW 431, SW 432 Social Work Practice. There may be exceptions to this policy on a case-by-case basis. Please complete the “Exception to Field Policy Form” to request an exception.

## Enrollment Policies

### Continuous Enrollment and 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 by 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 the following criteria are met: (1) completion of a minimum of one term with a minimum of two completed graded courses; (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 approved, the next step is to complete the Request for a Leave of Absence form. 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.

## 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, capricious or unfair grading, etc.).

## 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 resolve the grievance 1:1. 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 pursuing procedures outlined in 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 by 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. Both parties will have access to all written materials used. 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

### SSW Student Inclusion Coordinator

The SSW is committed to the ongoing goal of advancing a culture of equity, inclusion, and social justice within the entire school community, and extending into all of its activities including teaching, research, service, and administration. This ongoing commitment is dedicated to fostering and maintaining an educational climate that emphasizes the importance of celebrating diversity as a strength, value, ethic, and valued component in the social work profession. To learn more about our Equity & Inclusion work, please visit our [Equity & Inclusion](#) webpage.

The Student Inclusion Coordinator is responsible for ongoing student and faculty support by providing resource referrals, scholarship assistance, academic support, and programming dedicated to equity, inclusion, and social justice. With a specific focus on student populations who have been traditionally underrepresented or underserved in higher education, the Student Inclusion Coordinator works creatively and collaboratively with students to enhance their educational experience, provides guidance on processes related to grievances and issues of discrimination or harassment, and helps to maintain overall inclusiveness in the SSW.

### CARE Team

Do you know someone who needs help? As a member of the Portland State University community you are in a unique position to identify signs of distress and connect students to supportive services. Our goal is for you to be safe and successful. Housed within the Office of the Dean of Student Life, the **CARE Team** was developed to help if you or someone you know is having a difficult time. To learn more about when to contact the CARE Team and what support they provide, please visit their website.

### Name & Pronoun Advocacy

Name and Pronoun advocacy is a vital resource for trans, non-binary, and gender non-conforming students. To share/update your name and pronouns in the classroom, you are welcome to speak to your instructor directly. Alternatively, the Queer Resource Center (QRC) offers advocacy for students whose name or pronoun is different from what the University may provide to faculty for Classroom Rosters. By filling out the information in the **Name/Pronoun Advocacy Form**, the QRC Trans Student Resources and Retention Coordinator will email instructors to advise them of your name and pronoun along with a way to contact the QRC if they have further questions.

The QRC is also excited to offer this advanced preferred name option for trans, non-binary, and gender non-conforming students. By meeting with a QRC staff person to complete a simple form, you can update your preferred name on your student ID, in class rosters, and in other campus data systems. Please note that PSU is required to retain your legal name for official academic record in the student information system. For more information or to make an appointment, please call 503-725-9742, or email the Trans Resources Coordinator. To change your name in School of Social Work data systems, please contact the SSW Director of Student Affairs.

### Food Security

The SSW is aware that many students are food insecure. Students can access food items in PSU food pantry in Smith 047A, as well as the informal food sharing pantry in the SSW student kitchen. Additionally, PSU hosts the “Free Food Market” in the Park Blocks on the 2nd Monday of every month at 12pm, rain or shine. The Free Food Market is a partnership between the Committee for Improving Student Food Security and the Oregon Food Bank that brings FREE fresh fruits, vegetables, and other food items to PSU students and the greater PSU community.

More information on the PSU Food Pantry, the Free Food Market, food assistance, and other community resources is available at the **Committee for Improving Student Food Security website**.

### SSW Student Emergency Fund

The SSW also provides assistance through the Student Emergency Fund. Students may access gift cards to local grocery stores and gas stations by contacting the Student Inclusion Coordinator. This Fund is open to all students across the school. This Fund is dependent entirely on generous donations made by SSW Faculty & Staff. Therefore, the size of the gift is dependent on the amount of money the SSW is able to raise.

### Students of Color Collective (SOCC)

The Students of Color Collective (SOCC) is a peer-led student group for CYFS, BSW, MSW, and PhD students who identify as black, indigenous, mixed race and/or people of color. It aims to create an inclusive community and network for students of color in the School of Social Work. The group meets weekly to hold space and have dialogues around topics relating to experiences of people of color in academia, as well as racial disparities and social injustices. The SOCC also hold social gatherings outside of the school to build community and further support one another.

### Social Work Student Association (SWSA)

The Social Work Student Association (SWSA) is open to all students and alumni of Portland State University, with a focus on students exploring the field of social work. The association's goals are to gain experience in social work settings, engage in volunteer opportunities, and create a space for community building.



## Appendix A:

### BSW PROGRAM PROGRESS CHECKLIST

Date: \_\_\_\_\_

Advisor Initials: \_\_\_\_\_

Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Year Admitted: \_\_\_\_\_

General PSU Requirements		
Total hours Required: 180 _____ hrs earned	Upper Division Hours Required: 72 _____ hrs earned	Writing Requirement: 8 crs _____ 4 crs    _____ 4 crs
Minor: (not required): _____		

University Studies	
_____ Freshman Inquiry (15 credits)	_____ Sophomore Inquiry (12 credits) 3 courses, each from a different cluster
_____ Junior Cluster (12 credits) 3 courses from 1 cluster (choose a cluster that is directly linked to 1 of the 3 sophomore inquiry courses taken previously –Transfer students may choose any cluster)	_____ Capstone (6 credits)
_____	_____

Major: Social Work	
<u>Prerequisites</u>	
_____ PSY 200 level (4 crs)	_____ SOC 200 level (4 crs)
<u>BSW Major Requirements</u> (51 credits)	
_____ SW 301U (4 crs)	_____ SW 350 (4 crs)
_____ SW 339 (4 crs)	_____ SW 351(4 crs)
_____ SW 340 (4 crs)	_____ SW 432 (3 crs)
_____ SW 341 (4 crs)	_____ SW 450 (3 crs)
_____ SW 430 (3 crs)	_____ SW 451 (3 crs)
_____ SW 431 (3 crs)	_____ SW 400 (4 crs)
_____ SW 400 (4 crs)	_____ SW 400 (4 crs)
_____ SW 400 (4 crs)	_____ SW 400 (4 crs)
<u>Equity &amp; Inclusion Electives</u> (12 credits: upper division courses in Black Studies; Indigenous Nations Studies; Chicano/Latino Studies; or Women, Gender, & Sexuality Studies)	
_____	_____
_____	_____
<u>BSW Program Electives</u> (12 credits: 3 courses from list or advisor approved)	
_____	_____
_____	_____

Degree Requirements	
_____ BA Requirements (28 crs)	_____ BS Requirements (28 crs)
_____ 12 credits in the arts and letters academic distribution area, including a min of 4 credits in the fine and performing arts	_____ 12 credits in Arts & Letters/Social Sciences
_____ 12 credits in science &/or social science distribution areas with a min of 4 credits in the science/math academic distribution area	_____ 12 credits in Sciences (not including Math/Statistics; 8 of the 12 credits must be coursework with a lab or fieldwork)
_____ 4 credits in a foreign language numbered 203 or higher	_____ 4 credits in college-level Math/Statistics (excluding Math 100 or lower)

## BSW PROGRAM STUDENT MAP

### FRESHMAN

Fall	Credits	Winter	Credits	Spring	Credits
Freshman Inquiry	5	Freshman Inquiry	5	Freshman Inquiry	5
Foreign Language 101 (BA) or Elective (BS)	4	Foreign Language 102 (BA) or Elective (BS)	4	Foreign Language 103 (BA) or Elective (BS)	4
<b>Social Science Prerequisite (SOC 200 level)</b>	4	<b>Social Science Prerequisite (PSY 200 level)</b>	4	BA/BS Degree Requirements	4
				Elective	4
13		13		17	

### SOPHOMORE

Fall	Credits	Winter	Credits	Spring	Credits
Sophomore Inquiry	4	Sophomore Inquiry	4	Sophomore Inquiry	4
Foreign Language 201 (BA) or Elective (BS)	4	Foreign Language 202 (BA) or BS Degree Requirement	4	Foreign Language 203 (BA) or BS Degree Requirement	4
BA/BS Degree Requirements	4	BA/BS Degree Requirements	4	Equity & Inclusion Elective	4
Elective	4	Elective	4	Elective	4
16		16		16	

### JUNIOR

Fall	Credits	Winter	Credits	Spring	Credits
SW 301U Introduction to Social Work	4	SW 350 Human Behavior Through the Lifespan	4	SW 351 Beginning Generalist Practice	4
SW 339 Introduction to Oppression & Privilege	4	SW 340 Advocacy for Policy Change	4	SW 341 Social Justice Practice	4
Equity & Inclusion Elective	4	Equity & Inclusion Elective	4	BSW Program Elective*	4
UNST Junior Cluster	4	UNST Junior Cluster	4	UNST Junior Cluster	4
16		16		16	

### SENIOR

Fall	Credits	Winter	Credits	Spring	Credits
SW 430 Generalist Practice w/ Groups	3	SW 431 Generalist Practice w/ Individuals & Families	3	SW 432 Generalist Practice w/ Communities & Orgs	3
SW 400 Field Placement & Seminar I	4	SW 400 Field Placement & Seminar II	4	SW 400 Field Placement & Seminar III	4
SW 450 Social Work Research & Evaluation I	3	SW 451 Social Work Research & Evaluation II	3		
UNST Capstone*	6	BSW Program Elective*	4	BSW Program Elective*	4
16		14		11	

\* 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: <https://sinq-clusters.unst.pdx.edu/>. Social Work (SW) courses may not be used to meet this requirement.

Cluster (Select One): \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### \*\*BSW EQUITY & INCLUSION ELECTIVES\*\*

These are electives taught in the School of Gender, Race, and Nations. BSW students must take **three** upper division courses from any of the following subjects: Black Studies, Indigenous Nations Studies, Chicano/Latino Studies, or Women, Gender, and Sexuality Studies. Note that some courses may not be taught in a given term. You may use the PSU “Course Projections Guide” for some indication of when they will be taught. The Course Projection Guide may be found at: <https://app.banner.pdx.edu/cpg/>.

### \*\*\*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. \_\_\_\_\_

## Appendix B

### Policy on Academic Performance and Professional Behavior

This policy outlines the expectations for all students in the School of Social Work in the areas of academic performance and professional behavior and provides procedures the School of Social Work programs will follow to address serious concerns in these areas.

Rationale: Most students in the School of Social Work (SSW) are preparing for professional practice with individuals, families, groups, communities and/or organizations and therefore must develop and demonstrate mastery of both academic material and practice competencies consistent with their professions. The development of this academic and professional mastery is achieved through coursework and practicum/field experiences in the community. The faculty of the SSW has the responsibility for determining whether students, through these experiences, have developed the required level of mastery to enter the profession. All students, throughout their programs in courses, practicum/field experiences and social media spaces, must demonstrate behavior that is consistent with the standards of the ethical codes for their profession.

Students are responsible for knowing and complying with all regulations, policies, and procedures required by Portland State University (PSU), the SSW, and their professional codes of ethics. PSU and SSW policies and procedures can be found in the PSU Bulletin and relevant web sites (Student Code of Conduct, Office of Equity and Compliance) and in the SSW program specific handbooks and web centers

In no case will a regulation be waived or an exception granted because of ignorance of the policy or due to the assertion that their advisor did not inform the student.

#### I. Advancement Requirements

- All SSW students are expected to make adequate academic progress and be in good standing, as outlined in the program handbooks and the PSU requirements. For more specifics see the relevant program handbook.
- All SSW students in practicum and field experiences are expected to behave in a professional manner, abide by their relevant code of ethics, comply with the standards of the placement, and make adequate progress in developing their relevant professional skills. For more specifics see the relevant program handbook.

#### II. Procedures for Addressing Concerns

The following briefly outlines the steps to address concerns about academic performance and/or professional behavior. Faculty and advisors are encouraged to handle concerns informally prior to initiating a formal process.

- Informal - Faculty and/or advisor notify the student in writing of the concern and make a plan to support the student to address the concern.
- Formal - Faculty with serious concerns about a student are to inform the student and the student's advisor (where applicable) in writing of their concern/s and consult with their relevant Program Director, the Director of Field Education, and/or other relevant

faculty or staff. Serious concerns include but are not limited to behavior or performance that violates ethical, legal, professional standards, interferes with others' opportunity to learn, reflects a lack of judgment, would likely preclude a successful field/practicum placement, or does not meet the expectations of the program or profession. The student's advisor is to consult with the student's other instructors to identify any other concerns. The Program Director may consult with other administrative faculty to determine the best course of action. The consultation will result in one of the following:

- No action
- A recommendation to address the concern informally, as noted above
- Initiation of a formal Plan of Assistance (outlined below)
- Initiation of a formal Performance Review, with the potential for dismissal from the program (outlined below)

### III. Plan of Assistance

A plan of assistance requires that the faculty raising the concern/s, the student, the student's advisor (where applicable) and other relevant individuals meet to discuss the concern/s and develop a plan to address the concerns. If registered with the Disability Resource Center (DRC) the student is encouraged to bring their DRC representative. The plan is a formal written document that contains the following:

- A description of the concerns about academic performance or professional behavior, identifying strengths and challenges
- Goal/Outcome of the plan
- Action to be taken by the student to reach the goal
- Action to be taken by others to assist the student
- Faculty responsible for monitoring the plan and assessing the outcomes
- Timeline, including dates for evaluating outcomes, and making decisions about next steps.
- Signature of all involved in the initial meeting. If the document is not completed during the face-to-face meeting the Plan of Assistance will be emailed to the student and the student can acknowledge agreement via email and that email will be attached to the formal plan.
- Date for final review meeting
- Outcome of the plan, including signatures of all involved in the final review meeting.

When the Plan of Assistance relates to performance in the practicum/field placement and the plan extends into the following term, the faculty liaison/advisor will assign a grade of incomplete. The completed Plan of Assistance will be forwarded to the relevant Program Director for a signature and will be placed in the student's file.

#### Outcome of the Plan of Assistance

- If the student has successfully addressed the concern/s no further action will be taken
- If the student has not successfully addressed the concern/s, or a similar concern arises in the future the faculty and/or advisor will consult with the relevant Program Director in terms of next steps. Potential outcomes may be, but are not limited to, an additional Plan of Assistance or a Performance Review.

#### IV. Performance Review

A Performance Review will be requested when the concerns about the student are so serious that they raise questions about the student's suitability for the field or profession.

The faculty member raising the concerns and the Program Director will make a request to the SSW Student Affairs Committee Chair for a Performance Review. That request will include the following:

- A description of the concerns, identifying strengths and challenges, attempts to address the concern, and the reasons for requesting the Performance Review.
- A copy of the request will be placed in the student's file.
- Upon receiving the request for a Performance Review, the SSW Student Affairs Committee Chair will initiate a Performance Review, unless there is a conflict of interest.
- If there is a conflict of interest, the Associate Dean for Academic Affairs will appoint another faculty member to assume the Chair's duties for the duration of the Performance Review.

#### Performance Review Steps

1. Upon receiving a request for a Performance Review the Chair will send a letter to the student that includes:
  - Summary of the reasons for the Performance Review, including a copy of the formal request
  - Description of the process, including that the meeting will be audio taped
  - Faculty on the committee and inviting the student to nominate at least two additional full-time faculty, one of whom will be selected by the SSW Student Affairs Chair to serve on the committee for this Performance Review
  - The student may bring a support person to the meeting and, if registered with the Disability Resource Center (DRC), to bring a DRC representative
  - Invite the student to meet with the Chair to discuss the Performance Review Process
  - Notify the student that they will receive copies of documents submitted by other participants at least 5 working days in advance of the scheduled meeting.
  - Invite the student to submit supporting documentation to the Chair at least 2 working days in advance of the scheduled meeting, noting that the documents will be shared with committee members.
2. The SSW Student Affairs Committee Chair will be the non-voting chair of the Performance Review committee and will convene the committee if at all possible within 15 working days from the date the concern was received. In addition to the committee members and the faculty member nominated by the student, the Chair will invite the relevant Program Director and Director of Field to attend to provide information on policies and professional standards. The Chair will document the above preparation activities on the Performance Review Checklist.



3. Performance Review Meeting – The Chair will convene the meeting and go through the following process. The meeting will be audiotaped up until the point of the committee deliberations and then restarted when the committee provides its feedback to the student.
  - The faculty member bringing the concerns will summarize the concerns
  - The student will respond to the concerns providing additional information as needed.
  - The committee members will ask questions of both parties and may request additional information, including but not limited to the student's academic file and field/practicum documents.
  - At the conclusion of the presentations and follow up questions, the student will be asked if they want to share any additional information pertinent to the committee's decision.
  - The student and the faculty member raising the concerns will be excused and the committee will meet in private for deliberation. The committee may invite the Director of Field or relevant Program Director back for additional information on policies and procedures as they pertain to the decision. The committee should seek to reach consensus, but when not possible, a majority of is sufficient. The committee will make a decision in one of four ways. The committee may find:
    - There were not sufficient grounds for any action and recommend no action
    - There were sufficient grounds for the concern/s, but the concern/s have been addressed and recommend no action
    - There were sufficient grounds for the concern/s, but the student will be allowed to continue in the program and the committee will develop a Plan of Assistance, as noted above, and specifically addressing attendance in courses and field.
    - There were sufficient grounds for the concern/s, the nature of which are so serious that the committee recommends that the student be dismissed from the program.
  - After the committee deliberations the student will be invited back to hear the outcome. This will be audio taped. At the end of the meeting the student will be asked if they feel the Policy on Academic and Professional Behavior and Performance has been followed.
    - If the student is dismissed from the program they will be required to withdraw from all courses and if applicable, their field placement, unless they initiate an appeal of the process as outlined below. If an appeal is initiated they may continue in their courses unless the committee determines their behavior is likely to be disruptive or threatening.
  - Within one day, the Chair will inform the faculty advisor, faculty member requesting the review, the Program Director, and others who have an educational reason to know of the committee's decision.
  - Within five academic days the Chair will send a letter to the student summarizing the decision and the rationale, with copies to the Dean, The Program Director, The Office of Graduate Studies (for graduate students), the student's advisor, the student file and other relevant parties with a reason to know. The audio file will be deleted once the letter has been sent, unless the student requests a review of the process. In that case the audio tape will be kept until the issue is resolved.
  - The Dean will inform the student in writing of the final decision.
4. Appeal of Performance Review Process - If the student feels the School of Social Work policies were not followed, they may appeal the decision by requesting a review of the process.

- The student may request a review of the Performance Review process by the Associate Dean for Academic Affairs within 5 working days of being informed of the committee's decision. The request must be in writing and specify the parts of the policy and process that are being appealed and the grounds for the appeal.
- The Associate Dean will convene a meeting of the Program Directors within 10 working days of receiving the request to review the appeal and make one of three possible recommendations:
  - The Performance review process had no flaws
  - The Performance review process had minor flaws, but they did not impact the fairness of the process
  - The Performance review process was not conducted fairly and the decision should be reconsidered.
- The Associate Dean will inform the student and the Dean in writing of the outcome of the meeting. The Dean will inform the student in writing of the final decision.

#### Notes:

##### Performance Review Process

If the student is registered with the Disability Resource Center (DRC) and has accommodations that may be applicable to the Performance Review process, the student should contact the DRC to discuss desired accommodations for the performance review process. The DRC will then contact the appropriate representative of the SSW Student Affairs Committee Chair so that reasonable accommodations can be determined through a collaborative effort between the DRC, the School of Social Work, and the student. Students can contact the DRC at 503 725-4150.

If a student is registered with the DRC, a representative from the DRC will attend the Performance Review to provide insight regarding University policy and procedure. The SSW should inform the DRC of the upcoming meeting and a representative from the DRC will attend the meeting.

## Plan of Assistance Form

Student name: \_\_\_\_\_

Faculty raising the concern/s: \_\_\_\_\_

Date written concerns and request for a meeting sent to student: \_\_\_\_\_ Plan of Assistance meeting date: \_\_\_\_\_

Attended by: \_\_\_\_\_

Description of the Concerns: (Attach documentation as relevant)

Plan of Assistance:

Goal/Outcome	Action to be taken	Person/s Responsible for action	Timeline (e.g., frequency; by date)	Person/s responsible for assessing outcome	Assessment (IP, NP, A)**

\* Attach additional documentation as relevant  
\*\*IP = In Progress; NP = No Progress; A = Achieved

Faculty responsible for monitoring overall plan: \_\_\_\_\_

Date for Final Review Meeting to address outcomes (scheduled at the time the plan is developed) \_\_\_\_\_

Student Signature	Date
Faculty Signature	Date
Advisor Signature (if different)	Date
Other Relevant Individual Signature	Date

Final Review

Final review date: \_\_\_\_\_

Attended by: \_\_\_\_\_

Faculty summary review and outcome of the plan: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Plan of assistance successful: ☐ Yes ☐ No

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Faculty Signature Date

\_\_\_\_\_  
Program Director Signature Date

Copy of Plan of Assistance to be placed in student file.

# 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](http://www.socialworkers.org/pubs/Code/code.asp) and the *National Statement on Research Integrity in Social Work*, [www.cswe.org/cms/17157.aspx](http://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, 2009) 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](http://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 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 the 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 the 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

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## 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:

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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 12<sup>th</sup>, 2011.



## Appendix G

### Portland State University

### Bachelor of Arts or Science in Social Work: Academic Advising Syllabus

**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 of 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.

#### Advisor 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

---

Advisor Signature

Date

## Appendix H

### **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 a 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).

Instructions for completion of request for LOA  
To accompany request for LOA 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: \_\_\_\_\_

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### 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

Student Name: \_\_\_\_\_

ID #: \_\_\_\_\_

Year Accepted: \_\_\_\_\_

Term/Year: <b>Fall</b>		Term/Year: <b>Winter</b>		Term/Year: <b>Spring</b>		Term/Year: <b>Summer</b>	

Term/Year: <b>Fall</b>		Term/Year: <b>Winter</b>		Term/Year: <b>Spring</b>		Term/Year: <b>Summer</b>	

Notes:

**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 \_\_\_\_\_

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**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