



# CYFS Student Handbook

School of Social Work  
Portland State University

2025-2026



# Child, Youth, & Family Studies

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## Letter from the Dean

Dear CYFS Student,

I am delighted to welcome you to the School of Social Work and Portland State University!

As a student at the School of Social Work you will have the great opportunity to engage with faculty that are deeply committed to teaching, research, and mentorship. We are also proud of the cutting edge research and training conducted at the Regional Research Institute (RRI), and the Center for Improvement of Child and Family Services (CCF), both of which are integral parts of our school that also have significant impact on and provide vital service to our communities. Through the combined efforts of our academic programs and research and training centers, the School of Social Work is able to advance scholarship, workforce development, and research not only in Portland but around the entire state and beyond.



Your decision to join us as a CYFS student comes at a crucial time. The state of Oregon continues to turn to social work as a driving force in strengthening our communities, promoting social justice, and effectively addressing issues that impact vulnerable populations. What you learn here will be key in helping you play your own indispensable role in these increasingly important efforts.

Thank you again for choosing the School of Social Work. I look forward to being a partner with you in the exhilarating and worthy journey ahead.

A handwritten signature in black ink, appearing to read 'Evaon Wong'.

Evaon Wong, Ph.D  
Dean and Professor

## Child, Youth, and Family Studies Students!

Welcome to Child, Youth, and Family Studies! You have selected a major in Child, Youth, and Family Studies because of your ambition to become committed professionals working toward a more just world, and we are excited to have you.

Through our major and minor options, the CYFS Program provides a foundation for the challenges professionals confront and the joys we celebrate. CYFS blends interdisciplinary liberal arts education with professional preparation, equipping you with the skills to engage thoughtfully and critically with major social issues and then actively contribute to their resolution. Whether you finish your degree and head directly into the field or move from the program into graduate school, we know that the CYFS will have prepared you for the next step on your journey and give you the professional foundation and skills to help make the world a better place for children, youth, families, and communities.



One of the unique benefits of CYFS is the connection and relationships that majors foster between faculty, staff, and students. Your faculty are committed to your learning and to developing significant, meaningful, and longstanding relationships with you. Students sometimes finish their degree in only a few terms, and sometimes life is such that degree completion takes a little longer. Whatever form your path takes, know that your faculty are here to support, challenge, and encourage you. We look forward to being part of your professional networks while you're a student in the program and well beyond, so don't be a stranger. Our office doors are almost always open, and if they are, please come on in!

Once again, welcome to our programs. We look forward to working and learning together with you.

Best,

A handwritten signature in black ink that reads "Jana Pursley". The signature is written in a cursive, flowing style.

Jana Pursley, CFLE, PhD  
CYFS Program Director  
Associate Professor



## Child, Youth and Family Studies - Faculty and Staff

The CYFS faculty and staff are here to support you. We include contact information here for all faculty teaching in the program (major and minor), as well as other people whom you might need to contact. In general, email is the best way to be in touch with us, although we definitely also welcome drop-in times when our doors are open. As a member of the PSU community, you are also connected to us through your Google account (calendar, chat, and gmail). Please feel free to search for our calendars, most of which are public to PSU students, staff, and faculty. If you see a time where our schedules overlap, send us a meeting request! Also, if you have a quick question and see us in your chat menu, feel free to drop a quick question that way.

### What You Can Expect from Us

Many students don't know that at a university like PSU, teaching and advising students is just one part of faculty members' jobs. Most of your faculty also have to maintain productive and active research or publication agendas and participate in service activities in the program, the college and university, and the larger community. Sometimes, these other responsibilities conflict with our ability to be immediately present or responsive to you – so we thank you for your patience.

This means you can generally assume we will respond to emails within a few days, but you should not expect immediate responses to every email, or replies over the weekend. In terms of grading, we do our best to return material to you just as soon as we can. For the documentation classes in particular, where prompt feedback is so critical, you can expect a turnaround time between one and two weeks.

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# CYFS Program Information

## Child, Youth, and Family Studies

### Mission

The Mission of the CYFS is to prepare undergraduate students for careers in the fields of education and social services, as well as future graduate studies. Embedded in this program is an emphasis on facilitating the development of reflective practitioners committed to contributing to a more just world.

### Learning Outcomes

Preamble: CYFS students will be able to access, analyze, apply, and articulate theoretical knowledge to make professional decisions that improve the lives of children, youth, and families as they:

1. Describe the history and contemporary social positions of children, youth, and families from interdisciplinary perspectives.
2. Develop a justice-informed analysis of power, voice, and representation and identify the implications on children, youth, and families.
3. Exhibit self-reflection and self-awareness in exercising professional standards of ethical conduct.
4. Consider the issues, policies, and community needs affecting children, youth and families and challenge the status quo in our professional practice.

## CYFS Program Overview

### Major Requirements (62 total credits)

#### Prerequisite

90 credits (junior standing): PSY 311 Human Development

#### CYFS Major Required Courses (60 credits)

- CFS 301 Ways of Knowing (4)
- CFS 310 Critical Histories in CYFS: Gender/Race/Class (4)
- CFS 312U Families in Life course Perspective (4)
- CFS 381U Families, Stress, & Change (4)
- CFS 391 Family Theories (4)
- CFS 475 Building Professional Identity (4)
- CFS 487 Examining Bias & Belief (4)\*
- CFS 488 Structural Oppression (4)\*
- CFS 489 Activism for Social Change (2)\*
- CFS 492 Families Law & Policy (4)
- CFS 497 Practicum (4)
- Choose one: SPED 417, or SPED 418 (3), or CHLA 450, or BBE 422, or BST 316, or ELP 451, or ED 150 (2), or ECED 428, or ELP 455, or ELP 456

\* Indicates course is a part of a sequence

#### CYFS Electives (16 credits)

The CYFS major requires 16 elective credits in addition to the core requirements. Students may fulfill this requirement one of two ways. Students can choose 16 credits from the complete list of CFS elective courses or choose 16 credits of Advisor Approved Electives from one of the content areas that follow.

#### CFS Elective Course list

- CFS 101 Intro to CFS (2)
- CFS 313U Mothers, Mothering, and Motherwork
- CFS 318U Black Families in the US
- CFS 320U ABCs of ECE (4)
- CFS 330U American Families in Film & Television (4)
- CFS 340U Queer Families (4)
- CFS 350U Impact of DV on Children & Families (4)
- CFS 382U Mental Health in Families (4)
- CFS 385U Working with Diverse Families (4)
- CFS 386U Parent & Family Life Education (4)
- CFS 388 Sexual & Reproductive Justice
- CFS 390U Sexuality & the Family Systems (4)
- CFS 393U Community Resources (4)
- CFS 399 Special Topics (1-4)
- CFS 410 Special Topics (1-4)
- CFS 440 Critical Youth Studies
- CFS 450 Youth Work Practice (4)
- CFS 460 Grief & Loss & Families
- CFS 462 Intro to Child Life & the Hospitalized Child (4)
- CFS 486 Parent & Family Life Education (4)



**Advisor Approved Electives (content areas) Note: courses are 4 credits unless indicated.**

Status"

**Elementary Education**  
([GTEP Admission Info](#))

Required:

- LIB 428 Children's Literature, K-5 (3)
- MATH 211 Foundation of Elementary Mathematics I
- MATH 212 Foundation of Elementary Mathematics II
- MATH 213 Foundation of Elementary Mathematics III

Highly Recommended:

- ART 312 Art in the Elementary School (4)
- MUS 381 Music Fundamentals (4)

(Add links for GTEP [2025-2026 Bulletin](#))

**Human Services**

- HS 303 Trauma Informed Helping Professional
- HS 305 Human Services Management Systems
- HS 307 Inquiry, Evaluation & Accountability
- HS 410 Selected Topics
- HS 411 Introduction to Practice and Skills Assessment
- HS 412/HS 413 Practice & Skill Development

Highly Recommended:

- SW 301U Intro to Social Work
- SW 320U Intro to Child Welfare
- SW 384U Addictions & Recovery
- SW 410 Trauma Informed Mental Health
- SW 375 Intimate Partner Violence
- SW 416 Motivational Interviewing
- CFS 340U Queer Families
- CFS 350U Impact of DV on Children & Families
- CFS 382U Mental Health in Families
- CFS 385U Working with Diverse Families
- CFS 390U Sexuality & the Family Systems
- CFS 393U Community Resources

**Youth Work**

- CFS 410 Critical Youth Work
- CFS 450 Youth & Youth Work
- CFS 390U Sex & the Family
- CFS 382U Mental Disorders
- CFS 386U Youth Sexual Health Education
- CFS 486 Parent & Family Education
- PSY 461U Psychology of Adolescence and Early Maturity
- ELP 356U The Urban School & "At Risk

- ELP 351U Gender & Education

**Family Life Education**

- CFS 410 Parenting & Parent Educ
- CFS 486U Parent & Family Life Education
- CFS 385U Working with Diverse Families
- CFS 390U Sexuality & the Family Systems
- CFS 393U Community Resources

**Child Life**

- CFS 462 Into to Child Life & the Hospitalized Child
- CFS 460 Grief & Loss in Families
- PHL 313U Life & Death Issues
- ECED 471 Play
- PSY 321 Research Methods
- PSY 459U Infant Development
- PSY 460 Child Psychology
- PSY 461U Psychology of Adolescence and Early Maturity

**Early Childhood** ([2025-2026 Bulletin](#))

Highly Recommended:

- CFS 320U The ABCs of Early Childhood Education

Recommended:

- ECED 430 The Emotional Life of Toddlers (3)
- ECED 426 Mathematical Thinking in Early Childhood (3)
- ECED 460 Inclusive Early Childhood Models (3)
- ECED 471 Play: Curriculum in Early Childhood Education (3)
- ECED 472 Language and Literacy in Early Childhood Education (3)

Other:

- CI 350 Aesthetics and Physical Education for Young Children (4)
- CI 351 Science, Social Studies and Health for Young Children (5)
- CI 432 Computer Applications for the Classroom (3)
- CI 433 Computer Applications in Instruction (3)
- CI 434 Microcomputer-based Management & Research Tools for Educators (3)
- CI 443 Effective Tchg Strategies & Materials for Working with Linguistically & Culturally

Diverse Students (3)

- CI 455 LGBTQ Advocacy In PRE-K-12 Classrooms (1-2)
- CI 491 Enriching Children's Reading (3)
- CI 496 Second Language Acquisition & Development for K-12 Educators (3)
- CI 497 Assessment of Language and Content Learning for K-12 English Learners (2)
- ECED 421 Supervision in Early Childhood Education Settings (3)
- ECED 424 Creating Communities: Guiding Young Children (2)
- ECED 425 Culture and Language in Early Childhood Families (3)
- ECED 427 Inspirations in Early Childhood Education: The Reggio Emilia Approach (1)
- ECED 428 Educational Rights and Inclusive Environments in Early Childhood (3)
- ECED 429 Art as Languages of Early Childhood (3)
- ECED 422 Advanced Curriculum Design in

Kindergarten/ Primary Grades (3)

- ECED 423 Leading in ECE Programs (3)
- ECED 477 Learning Designs: Early Childhood Environments (3)
- ECED 478 Constructivist Curriculum: Big Ideas in Early Childhood Education (3)
- ECED 479 Young Child as Scientist (3)  
ECED [2025-2026](#) Bulletin)  
(Revised 6/30/24)

## CYFS Practicum Policies and Guidelines

Students majoring in Child, Youth, and Family Studies (CYFS) complete a total of 4 credits: CFS 497: Practicum (4 credits). Practicum experience allows students to apply their theoretical knowledge from coursework to real situations, provides concrete opportunities to develop professional skills and abilities, and enables students to explore various career options in fields related to child, youth, and family studies.

Students pursuing the CYFS minor also must complete 4 credits of community-based learning. Either practicum credit or UNST capstone experiences can fulfill this requirement; minors should meet with the CYFS minor advisor to plan their community-based learning experience.

### Practicum Requirements

1. Students must complete CFS 301 prior to starting your practicum;
2. Students must participate in a mandatory orientation prior to selecting a practicum site for CFS 497. Multiply dates and times for the mandatory orientation are available, watch for emails and other communication that tells you when they are.
3. Students should carefully review the following practicum policies and procedures before making any arrangements with potential sites:
  - a. The practicum experience cannot be used to satisfy course requirements for other classes
4. Students enrolled in any CYFS practicum are required to attend the practicum seminar. There is no separate registration for the seminar. The practicum seminar is a fully online component of your practicum. The seminar does not add additional credit or hours to your practicum. The practicum seminar enables all students taking practicum to meet on a regular basis to discuss issues, share experiences, bring up concerns, resolve problems, and celebrate successes. It also provides a forum for answering your questions regarding topics critical to your success in your practicum and in your chosen profession.
5. For a 4-credit practicum you will need to accumulate a minimum of 120 hours in practicum service. The total number of required hours remains the same for summer quarter, but scheduling may be adjusted to accommodate the shorter term. Students are expected to maintain a regular schedule over the course of the academic quarter, as agreed upon with your practicum site supervisor. If you miss practicum service hours for any reason, those hours must be made up at your field site before the end of the term.

### Expectations of Conduct in the Site

All Child, Youth, and Family Studies practicum students are expected to maintain professional standards of conduct in their respective sites. This includes, but is not limited to: punctuality and timeliness, consistency and reliability, direct and appropriate communication with your supervisor and colleagues (including negotiation of work schedule and notification of any conflicts over the course of the placement), and compliance with local, state, and federal law as well as your organization's personnel policies and procedures. Additional guidance regarding expectations of professional conduct may be found in the [National Council on Family Relations \(NCFR\)](#) and/or [The National Association of Social Workers \(NASW\)](#) codes of ethics. See Appendix A for the NCFR codes of ethics. Background checks may be required, depending upon the policies of your host organization. These are the responsibility of the agency and the student.

## **Practicum Assessment**

Assessment of your practicum experience will be based upon information from your completed learning agreement, practicum log, your seminar attendance and participation, your practice reflections and other written work submitted during the seminar, and your evaluation by your practicum site supervisor.

Your practicum site supervisor will provide written feedback, using the signed learning agreement and the CYFS Practicum Student Evaluation form. Your supervisor will review your evaluation with you at the end of the term.

### **1. Practicum Learning Agreement**

All Child, Youth, and Family Studies practicum experiences should facilitate your progress in meeting CYFS Program Learning Outcomes. Therefore, you will need to develop, in consultation with your practicum coordinator and practicum site supervisor, at least two specific individualized activities for each learning outcome objective. You must complete the learning agreement in the first two weeks of the placement. The agreement then becomes part of your evaluation of your practicum experience.

### **2. Practicum Log Hours**

Students are expected to maintain a practicum log of hours with dates, times, and other pertinent information. You may use the CYFS form or create your own; in either case, be sure to indicate the total number of hours at the bottom of your log sheet. At the end of your practicum, your practicum site supervisor needs to review the log and sign it before you turn it in to the CYFS practicum coordinator.

### **3. Practicum Packet: The following paperwork is to be submitted to the CYFS practicum coordinator at the end of the term:**

- Practicum Learning Agreement with practicum supervisor signature
- Practicum Student Evaluation Form completed and signed by your site supervisor
- Practicum log of hours
- Practice reflections and final reflection on practicum experience
- Practicum Site Comment Form

## **Grades**

Your practicum coordinator will review your practicum documentation at the end of each quarter, based on the requirements outlined in the course syllabus. Students making satisfactory progress who have not completed all requirements of the practicum during the quarter will receive an “In Progress” (IP) grade. Students are expected to continue to attend practicum seminars during the time they are completing a practicum. A final grade will be entered when all hours are completed and the documentation described above is complete.

### **Procedure for Managing Conflicts or Crises During Placement**

Should conflicts or concerns arise during the practicum placement, the following procedure is in place to facilitate a mutually respectful and productive response or resolution:

1. The student and site supervisor will discuss the concern. If the student is uncomfortable beginning the process with their site supervisor, you should contact the CYFS practicum coordinator. If this does not resolve the concern:
2. The student and CYFS practicum coordinator will meet to discuss the concern and brainstorm possible responses. This may involve the CYFS practicum coordinator making direct contact with the site supervisor and inviting that person into the process. If this does not resolve the concern:
3. It may be necessary to terminate the practicum experience. In the event that the student, CYFS practicum coordinator, and/or site supervisor become convinced that the concern cannot be satisfactorily resolved to allow the placement to continue, the

CYFS practicum coordinator may authorize termination of the placement. In these rare circumstances, the practicum coordinator will work with the student and supervisor to facilitate a respectful and professional closure of the practicum experience, and then work directly with the student to identify an alternative placement.

Students are also encouraged to discuss potential conflicts or concerns during their seminars in order to proactively resolve any developing conflicts. The CYFS practicum coordinator is also available for pre-intervention consultation.

### Policies Specific to CFS 497

#### Prerequisites

- Meet with an academic advisor to make sure you have met the prerequisites
- Successful completion of CFS 301.
- Attendance and participation in the Practicum Orientation prior to site placement.

#### How to Register for a CFS 497 Practicum

Practicum placements **MUST** be arranged prior to the beginning of the term of your proposed practicum, and the registration process outlined below should be completed during the advance registration. For example, if you wish to have a practicum winter quarter, you must make arrangements for it during the fall quarter. Arrange your practicum placement by following these steps:

1. Attend the practicum orientation that is scheduled multiple times each quarter. You can learn about practicum orientation meeting times in the newsletter and via the student listserve. At this meeting, you will learn about what a practicum is and its requirements. You will be oriented to what is in the practicum course and start brainstorming possible practicum placements. If you already have a practicum placement in mind, this is a great time to check in with the practicum coordinator to see if it meets the CYFS requirements. The CYFS office has a resource file and a bulletin board with practicum ideas as well.
2. Review *all* the guidelines in this document.
3. After meeting with the practicum coordinator, contact the organization(s) where you are interested in having a practicum and talk with the appropriate person (this may be the director, the volunteer coordinator, or the person who will become your practicum site supervisor). This is an opportunity for you and the site to ask questions of each other to determine whether or not the placement will benefit both the site and you the student.
4. After your initial contact, you are often invited to do an in person or virtual interview. You should be prepared to have a professional resume for this meeting. Once both you and the organization agree to the practicum placement, you will need to define duties and negotiate a work schedule. Your participation must fit both your schedule and the organization's needs.

### University-wide Urban Honors Program

In addition to program or department honors options, all students across campus can apply to be admitted to the Urban Honors Program at PSU, which serves high-achieving, highly-motivated students by providing an engaged and challenging educational experience using the city of Portland as a living laboratory.

Students work one-on-one with faculty on applied research projects, network through internships and take advantage of the resources of a large urban institution in the space of an intimate program. Students who participate in this unique and challenging curricular experience will graduate with University Honors in their chosen field. For more information: [honors.pdx.edu](http://honors.pdx.edu)

### CYFS Minor Requirements

The Child, Youth, and Family Studies minor is a valuable addition for students in disciplines concerned with the relationship between individual children and youth, their families, and the community systems in which they live (including sociology, communications, psychology, women and gender studies, and others). Through the minor, these students will apply theory in the real world and build practice experience geared toward direct work in the field. Students in professional majors (like social work, community health, speech and hearing sciences, and more) will also benefit from the minor's focus on children, youth, and families as a distinct practice population.

Our minor lines up closely with the Families and Society junior cluster in University Studies. This means that by completing the Families and Society Sophomore Inquiry class, cluster requirements, and approved Capstone, students can finish a CYFS minor with the addition of just one more four-credit course. Courses are offered in multiple platforms, which lets students finish the minor through in-person classes, fully online courses, or a combination of the two.

A minor in Child, Youth, and Family Studies consists of **26 credits**. Students must take:

#### Lower Division (4 credits)

UNST 228 Families in Society Sophomore Inquiry (4)

#### CYFS Electives (16 credits)

Students must take 16 credits from the approved course list below. The minor advisor may approve other courses to fulfill these requirements, so contact the advisor before registering.

CFS 101	Intro to CFS	2
CFS 310	Critical Histories in CYFS: Gender/Race/Class	4
CFS 312U	Families in Lifecourse Perspective	4
CFS 313	Mothers, Mothering, and Motherwork (RESR)	4
CFS 318U	Black Families in the US (RESR)	4
CFS 320U	ABCs of ECE	4
CFS 330U	American Families in Film and Television	4
CFS 340U	Queer Families	4
CFS 350U	Interpersonal Violence: Impact on Children & Families	4
CFS 382U	Mental Disorders: Issues for Families and Communities	4
CFS 385U	Working with Diverse Families (RESR)	4
CFS 381U	Families, Stress, and Change	4
CFS 388	Sexual & Reproductive Justice (RESR)	4
CFS 390U	Sex and the Family	4
CFS 391	Family Theories	4



CFS 393U	Community Resources and Family Support	4
CFS 399	Special Topics	1-4
CFS 410	Special Topics	1-4
CFS 440	Critical Youth Studies	4
CFS 450	Youth and Youth Work	4
CFS 460	Grief and Loss in Families	4
CFS 481U	Family Health Issues	4
CFS 486	Parent and Family Education	4
CFS 487	Examining Bias and Belief (RESR)	4
CFS 488	Structural Oppression (RESR)	4
CFS 489	Activism for Social Change	2
CFS 492	Family Law and Policy	4

### Community Based Learning (6 credits)

This part of the curriculum provides students with the opportunity to connect knowledge from the classroom to experience in community service activities. Students earn credits by working with community or campus organizations that serve children, youth, or families and/or focus on social justice issues. Approved Capstones or practicum placements can fulfill this requirement. Arrange your community-based learning course with CYFS minor advisor in advance.

Approved UNST 421 Capstone (6) **OR** CFS 407 Practicum (6)\*

\*Contact practicum coordinator

### Preapproved [Capstone](#) courses include:

Housing and Homelessness  
 Women's Homelessness  
 Social Justice in K-12 Education  
 Effective Change Agent  
 Queer and Trans Youth  
 Middle School Equity and Inclusion  
 Anti-Bias K-12 Education  
 Leadership and Mentoring  
 Collaborations: Boys and Girls Club  
 GirlPower!  
 Farm Education for Youth  
 Juvenile Justice  
 Healing & Indigenous Education at NAYA  
 Refugee and Immigrant Youth  
 Summer Youth Enrichment  
 Working with Latine Youth

*(\*\* most capstone courses are eligible; however, please confirm with your advisor to ensure your selection meets the requirements).*

## Advising and Program Planning

CYFS is unique among other undergraduate programs at PSU. Our interdisciplinary professional focus, practicum program, professional-self series, and documentation experience add depth to your development as a helping professional. They also make regular academic and career advising critical. Advisors in the Society and Identity Pathway make advising and support for students a priority, so please access us: schedule

appointments through the [Society and Identity Pathway](#) website.

### Advising: Your Major Advisor

We strongly recommend that CYFS students schedule an advising appointment with your advisor during your first term in the program. We suggest checking in via email or meeting with your advisor regularly as you move through the major. Advisors offer phone, virtual Zoom, or in person appointments as health and safety concerns dictate.

Students are assigned to an advisor in the [Society and Identity Pathway](#) based on their major and the last two digits of their PSU ID number. Students who change their major within this Pathway after starting classes at PSU do not need to change their advisor.

### CYFS Minor Advising

Students completing a minor in CYFS should meet with an advisor as early as possible, to plan coursework and community-based learning opportunities. CYFS minors advisors include: Jana Pursley, Melissa Penners, and Elizabeth Benner.

### Advising: Important Details

Students often find it difficult to keep track of some of the important details involved in planning their academic careers. Many of the more common pitfalls students encounter are listed below; please pay close attention to these reminders:

**Course Sequencing** - Some CYFS courses have prerequisites or other restrictions. Be aware of these as you plan your degree completion, and contact your advisor if you have questions. Professional Development courses (CFS 301 & CFS 475), social justice courses (487/488/489), and practicum (CFS 497), in particular, have specific restrictions that you will need to consider in scheduling.

**Course Substitutions** - Course substitutions are allowed for CYFS electives and occasionally for required courses. Required courses are typically offered three times each year, but which terms may vary from year to year. Required courses are also available online, but often just once per year. Check with your advisor and plan accordingly.

**University Studies and Junior Cluster** - Students may not use courses that could be applied to their major to fulfill a University Studies junior cluster requirement. Because of this, we advise that CYFS majors not select the Family and Society cluster for completion. Be sure, as well, that courses you intend to apply toward your UNST requirement are not listed in major requirements and do not have a CFS prefix (if DARS can use courses for your major, they will default there; advisors cannot move them).

Students pursuing the CYFS minor, however, absolutely can overlap their minor courses and UNST junior cluster requirements. The CYFS minor is developed such that by completing the Families & Society sophomore inquiry, junior cluster, and approved capstone, students can finish the minor with one additional CYFS elective.

**Grading Options** - All courses applied to your CYFS (CYFS) major or minor (pre-reqs, required courses, and elective courses) must be taken for a letter grade and must be passed with a grade of C or better. If you earn below a C grade, even if the university gives you credit for the class, it must be retaken and passed with a C or higher to count towards the major. You may not take a course P/NP and have it count toward a degree (major or minor) in CYFS. (*Exception for COVID-19 related P/NP options.*)

In some CYFS classes (specifically practicum) students often end the term with coursework still incomplete. In these cases, they may receive a grade of IP (in progress) or I (incomplete). That's fine for

program progress, but you must know that you have one year to complete the course and have the grade changed. If an “I” is not changed within one year, it reverts to an “F” on your transcript.

**Practicum Planning** - It is critical that you plan your practicum experiences carefully and far in advance, since these placements often take time to arrange. Attend a Practicum Orientation with our Practicum coordinator one term in advance to register for CFS 497 until the following term. Refer to the Practicum Guidelines for more information about arranging practicum placements.

**DARS Changes** - DARS is an ongoing record of your academic progress, showing which courses you have taken and where they apply toward your degree. Your advisor can help you make sure courses are being counted on the DARS report in the correct categories. It can take several weeks for DARS changes to be processed at the University level, so do not wait to meet with your advisor and make whatever changes might be necessary.

Please make sure you have received accurate information about all potential courses. While communicating with other students is essential to your experience at PSU, it is important that you verify all information you receive by discussing it with an advisor.

### Course Planning Guide

The following table is a planning tool. It gives a tentative idea about which term CYFS courses are to be offered throughout the academic year. The matrix is subject to change depending on university and departmental needs. Changes will be announced via e-mail through the CYFS student listserv; please make sure your e-mail address is current in our records. For anticipated course offerings in other departments across the University, see the general PSU course planning guide: <https://app.banner.pdx.edu/cpg/>

Course Title	Hrs	Summer 25	Fall 25	Winter 26	Spring 26
Intro to Child & Family Studies	2		CFS 101		CFS 101
Ways of Knowing	4		CFS 301	CFS 301	CFS 301
Critical Histories CYFS: Gender/Race/Class	4		CFS 310	CFS 310	CFS 310
Families in Lifecourse Perspective	4	CFS 312U	CFS 312U	CFS 312U	CFS 312U
Mothers, Mothering, and Motherwork			CFS 313	CFS313	
Black Families in the US	4		CFS318U		
The ABCs of ECE	4		CFS 320U	CFS 320U	CFS 320U
American Families in Film & TV	4	CFS 330U	CFS 330U	CFS 330U	CFS 330U
Queer Families	4		CFS340U		CFS 340U
Impact of DV on Children and Family	4	CFS 350	CFS 350	CFS350U	CFS 350
Critical Disability and Impact on Families	4			CFS 360	
Families, Stress, & Change	4	CFS 381U	CFS 381U	CFS 381U	CFS 381U
Mental Health in Families	4		CFS 382U	CFS 382U	CFS 382U
Working w/Diverse Families	4	CFS385U	CFS 385U		CFS385U
Sexual Health Education w/ Youth	4		CFS 386U		
Sexual & Reproductive Justice	4				CFS 388U
Sexuality & Family Systems	4		CFS 390U	CFS 390U	CFS 390U
Family Theories	4		CFS 391	CFS 391	CFS 391
Community Resources	4		CFS 393U		CFS 393U
Breath & Movement for Self & Comm	4			CFS 399U	CFS 399U
Veteran & Military-Affiliated Communities	4				
Fostercare to Adoption	4		CFS410	CFS 410	
Parent and Family Life Education	4		CFS 410		
Critical Youth Studies	4		CFS 440		
Youth and Youth Work	4			CFS 450	CFS 450
Grief & Loss in Families	4		CFS 460		CFS 460
Into to Child Life & the Hospitalized Child	4			CFS 462	
Building Professional Identity	4			CFS 475	CFS475
Parent and Family Life Education	4				CFS 486
Examining Bias and Belief	4	CFS 487	CFS 487	CFS 487	CFS 487
Structural Oppression	4		CFS 488	CFS 488	CFS 488
Activism for Social Change	2		CFS 489	CFS 489	CFS 489
Family Law and Policy	4		CFS 492	CFS 492	CFS 492
Professional Self: Ways of Knowing					
Professional Self: Critical Thinking	2		CFS 494		
Professional Self: Identity					
Professional Self: Integration	2		CFS 496		
Practicum	4	CFS 497	CFS 497	CFS 497	CFS 497

The table above is a planning tool. It gives a tentative idea about which term CYFS courses are to be offered throughout the academic year and how they are being delivered. The matrix is subject to change depending on university and departmental needs. [c] indicates an online asynchronous is available, and [a] indicates online synchronous, otherwise sections listed are in person courses. [Link of course guide](#)

## CYFS Major Progress Checklist

### Total Credits

\_\_\_\_ Total hours required: 180

\_\_\_\_ Upper division hours required: 62

### 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)

\_\_\_\_ Senior Capstone (6 credits)

Cluster:

\_\_\_\_\_

\_\_\_\_\_

### CYFS Major Requirements

Prerequisites:

\_\_\_\_ PSY 311 Human Development or PSY 460 Child Psychology (or equivalent)

Required Courses (60 credits):

\_\_\_\_ CFS 301 Ways of Knowing

\_\_\_\_ CFS 310 Crit Hist in CYFS: Gender/Race/Class

\_\_\_\_ CFS 312U Families in Lifecourse Perspective

\_\_\_\_ CFS 381U Families, Stress, & Change

\_\_\_\_ CFS 391 Family Theories

\_\_\_\_ CFS 475 Building Professional Identity (4)

\_\_\_\_ CFS 487 Examining Bias & Belief\*

\_\_\_\_ CFS 488 Structural Oppression\*

\_\_\_\_ CFS 489 Activism for Social Change (2)\*

\_\_\_\_ CFS 492 Families Law, & Policy (4)

\_\_\_\_ CFS 497 Practicum (4)

\_\_\_\_ SPED 417 Intro to Special Education or SPED 418 (3), or CHLA 450, or BBE 442, or BST 316, or ELP 451, or ED 150 (2), or ECED 428, or ELP 455, or ELP 456. \* Indicates course is a part of a sequence

CYFS Electives (16 credits): Choose courses from the CYFS elective list **or** from a content area.

\_\_\_\_\_

\_\_\_\_\_

### PSU Degree Requirements

\_\_\_\_ **BA Requirements (23 credits)**

\_\_\_\_ **BS Requirements (23 credits)**

\_\_\_\_ 2 years college-level language proficiency

\_\_\_\_ 1 year of [science](#) courses (10 credits)

\_\_\_\_ 10 credits minimum in [arts & letters](#)

\_\_\_\_ 3 credits minimum in college-level mathematics/statistics

\_\_\_\_ 10 credits minimum in [sciences/social sciences](#)

\_\_\_\_ 10 credits minimum in [arts & letters](#) and/or [social sciences](#)

■



## Articulation/Transfer Agreements

The Child, Youth, and Family Studies Program has articulation or transfer agreements with the following community college programs:

- Chemeketa Community College: AAS degree in Early Childhood Education
- Clackamas Community College: AAS degree in Early Childhood Education
- Clackamas Community College: AAS degree in Human Services
- Lane Community College: AAS degree in Early Childhood Education
- Linn-Benton Community College: AAS degree in Child, Youth, and Family Studies
- Mt. Hood Community College: AAS degree in Early Childhood Education
- Mt. Hood Community College: AAS degree in Mental Health/Human Service (Youth Worker track)
- Portland Community College: AAS degree in Early Childhood Education
- Southwestern Oregon Community College: AAS degree in Childhood Education and Family Studies

If you are an admitted CYFS major and have completed one of these community college degree programs, you will not have to take some of the required CYFS classes. Talk to your advisor about this as soon as possible.

## Staying Connected

We have a number of ways to help you stay connected to other CYFS students, faculty, and alumni:

- Google Groups is the official means of correspondence between CYFS and students; changes in the program or course offerings will be announced to this group. Please make sure we have your PSU e-mail address in our database;
- Canvas module: CYFS Information for Majors, CYFS Canvas,
- Undergraduate [newsletter](#) goes out twice a month; check CYFS and CYFS Practicum content
- Faculty mailboxes are located near the front desk in the SSW lobby and students may leave papers/docs with the person at that desk to place in individual mailboxes, or students may slide papers under faculty doors;
- Individual advising sessions available through the [Society & Identity Pathway](#)
- Occasional community building social events; and
- Connect with the school on Facebook by liking PSU School of Social Work.
- Connect with the school on Instagram at pdx.ssw

## Student Resources

### Computer Laboratory

The SSW maintains a computer lab on the 6<sup>th</sup> floor of the ASRC. This laboratory has 22 PC workstations and a high-speed printer. The laboratory is open during regular working hours, but is only staffed during posted times. *Important - Please note:* Students are expected to use the computers in the lab independently -- no assistance is available other than to deal with machine malfunctions. Use of the SSW Computers is governed by Portland State University's Acceptable Use Policy and by the SSW Computer Lab Policies posted in the lab. *The availability of the computer lab may be impacted by covid-19, so please check to see if it is open.*

### Graduation & Commencement

Students are often confused about many features of the graduation process. Graduation and commencement are separate activities. This section clarifies many common misconceptions and offers recommendations for navigating commencement and graduation. Essential information about graduation and commencement can be found here: <https://www.pdx.edu/registration/graduation-degrees>



## Graduation

When students graduate, it means that they have been certified by the University as having met all degree requirements. Certification occurs approximately 4-6 weeks after final term grades are posted. At that time the degree is entered on the graduate's transcript. The degree statement on the transcript serves as evidence of degree awards.

## Commencement

Commencement is a ceremony, not a formal statement of degree completion. It is an opportunity for students, along with their family, friends, and the PSU community to celebrate their accomplishments. The commencement ceremonies are open to all students who have applied for degree clearance and have registered for the commencement ceremony within the specified deadlines. Participation in commencement does not mean that a student has graduated, nor do students receive diplomas on that day. Portland State has a formal cap-and gown commencement ceremony each year at the end of spring term. You can register for commencement online. An application for a degree must be filed with the Office of Admission, Registration & Records prior to registering for the ceremony.

## Filing an Application for Degree

To earn a degree, students must be admitted to PSU and file an application for degree with the Degree Requirements unit within the Office of Admission, Registration & Records. The undergraduate degree application form is online. The deadline to file the undergraduate degree application is at the end of the first week of the term immediately preceding the graduation term. General University degree requirements are certified by the Degree Requirements unit in the Office of Admission Registration & Records. Final approval of the requirements for the major rests with the department, college, or school offering the major program. Students bear final responsibility for ensuring that they have taken all courses required to complete their degree/major requirements. All University degrees, general education, and major requirements must be satisfied before a degree will be awarded.

## Receiving Diplomas

Diplomas are generally available at the end of the term following the graduation term. All degree recipients are notified by mail when diplomas are available, either for office pick-up or mailing. All financial obligations to the University must be met before a diploma or official transcript can be released.

## Supporting Your Education

General Scholarships and funding options are available through PSU's Office of Financial Aid. For more information visit <https://www.pdx.edu/student-finance/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:

[https://portlandstate.scholarships.ngwebsolutions.com/scholarx\\_scholarshipsearch.aspx](https://portlandstate.scholarships.ngwebsolutions.com/scholarx_scholarshipsearch.aspx).

## 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.

## Disability Resource Center

At PSU's [Disability Resource Center \(DRC\)](#), we honor the diversity of intersecting identities and recognize that individuals have both visible and invisible differences that contribute to their uniqueness. Visit their website for more information.

If a student wants to request disability-related accommodations for the Performance Review Process (Section: Plan of Assistance III), they may request them via the DRC. If disability-related accommodations are approved, the DRC will then contact the appropriate representative of the SSW Student Affairs Committee to determine whether the accommodation is reasonable in the performance review setting.

### 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 the School of Social Work data systems, please contact the SSW Director of Student Affairs.

Please note: The DRC approval process can take 2–3 weeks, so plan accordingly. To ensure timely support, students should contact the DRC before the start of each term, as faculty may change each term. Students are also encouraged to email both the DRC and their instructor at the beginning of the term to confirm accommodation needs. For assistance, contact the DRC at 503-725-4150.

### Food Security

Students can access food items in the 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 provides assistance through the [SSW Student Emergency Fund](#), where students may access a \$150 gift via direct deposit or check by filling out a [google request form](#). The SSW Student Emergency Fund is open to all students enrolled in the SSW who are experiencing financial hardship. This fund is composed of Hardship Funds, i.e monies that are not intended to pay for tuition, fees, fines, or cost of attendance. Students can only access this fund once per academic year. This Fund is dependent entirely on generous donations made by SSW Faculty & Staff, alumni, and other individual donors.

### SSW Veterans Emergency Fund

The SSW provides assistance through the [SSW Veterans Emergency Fund](#), where students may access a \$500 gift via direct deposit or check by filling out a [google request form](#). The SSW Veterans Emergency Fund is open to all students enrolled in the SSW who are veterans and are experiencing financial hardship. This fund is composed of Hardship Funds, i.e monies that are not intended to pay for tuition, fees, fines, or cost of attendance. Students who are awarded funds will be asked to write a thank you letter to the donor.

### Students of Color Collective

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 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 holds social gatherings outside of the school to build community and further support one another.

### Macro Social Work Student Network (MSWSN)

The Macro Social Work Student Network (MSWSN) is the new PSU chapter of a nationwide network of MSWSN groups, all under the umbrella of ACOSA, the Association for Community Organization and Social Action. The PSU MSWSN chapter aims to engage BSW, MSW, CYFS, and PhD students at all levels and across multiple disciplines in advancing the principles of social work on a macro level by fostering growth and collaboration. Through education, outreach, and community and university advocacy, we employ macro social work tools and strategies for social justice and transformative systemic change.

## 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 <https://www.pdx.edu/dean-student-life/psu-student-code-conduct>. The Oregon University System – Portland State University Code of Student Conduct and Responsibility and the PSU Drug Free Workplace Policy <https://www.pdx.edu/policies/adopted-policies>. Additionally, the School has adopted specific policies, which direct the conduct of social work students.

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 and the School of Social Work CYFS Program Handbook as well as on the Dean of Student Life website <https://www.pdx.edu/dean-student-life/>. In no case will a regulation be waived or an exception granted because of ignorance of the regulation or of the assertion that the student was not informed by a faculty adviser or other authority.

### Student of concern in the CYFS Program

The [Student Code of Conduct](#) is designed to communicate the expectations that PSU has of its students. Find what to do if you have issues or concerns in the CYFS programs, [link here](#).

### NCFR Ethical Principles and Guidelines for Family Scientists

Since the CYFS program is accredited through the National Council on Family Relations (NCFR), students are accountable to the NCFR Ethical Principles and Guidelines for Family Scientists. This set of principles guides the work of professionals in many of the fields served by our majors and functions in conjunction, not competition, with other professional codes of ethics to which our students may also be accountable. See Appendix A for a copy of the NCFR principles.

### NASW Code of Ethics

Although CYFS students are principally bound by the NCFR Ethical Principles, as students in the School of Social Work, you are also expected to adhere to the NASW Code of Ethics. A copy of this code can be retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>. Student violations of the NASW Code of Ethics are covered by the School's Policy on Unsatisfactory Student Performance on page 28. NASW has a copy of the Code of Ethics in Spanish online.

## Academic Misconduct and AI

Artificial Intelligence (AI) programs have rapidly expanded in their technological capabilities and access to the average person. While there are phenomenal prospects for the use of AI to assist in almost any field, students should be cautious about the use of AI for academic work. AI programs generate content by pulling from a number of sources and while it can appear to be an easy solution for academic work, there are a number of concerns that accompany the growing use of AI. At PSU, the expectation under our Code is that work students submit is their own original work, completed without the use of unauthorized materials and tools. This is stated in section 9 of the Code, "Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, must either be the Student's own work, or must clearly acknowledge the source(s)." Click on the link for more information: [link here](#).

## Ground Rules for Respectful Dialogue and Professional Behavior

These ground rules provide a framework that supports 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.

**What to do if you have issues or concerns in CYFS programs:** If the issues are academic or related to a course (e.g. you're struggling to understand an assignment, or have challenges grasping the content), please reach out to your instructor first. Click on the link for more information: [link here](#).

## Academic Regulations and Policies

### Grades and Grading System

All courses submitted to satisfy the requirements for a major or minor in Child, Youth, and Family Studies, and Human Services must be passed with a grade of C or above. In addition, courses taken under the undifferentiated grading option (pass/no pass) will not be accepted towards fulfilling department requirements.

Portland State University's Grading System for Undergraduates is used by the Child, Youth, and Family Studies, and Human Services 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.

### Independent Study

Independent study will not be allowed on CYFS/HS core courses.

### Length of Time in the Program

Students are generally admitted into the CYFS major 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 major, to complete the appropriate sequence of classes. While students can complete the CYFS minor at any point, it is recommended that students interested in the minor meet with a minor advisor early on to plan coursework.

### 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 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 their professions. All students, throughout their programs in courses, practicum experiences, and communications, 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 websites (Student Code of Conduct, 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 or program did not inform the student.

### I. Advancement Requirements

Students are expected to adhere to both academic and behavioral standards as outlined below.

- 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 are expected to behave in a professional manner in all academic and practicum experiences, abide by their relevant code of ethics, comply with the standards of the practicum setting, and make adequate progress in developing their relevant professional skills. For more specifics see the relevant program handbook.

## **Behavioral Standards**

The PSU SSW has established Behavioral Standards for students that focus on academic performance and also emphasize the abilities and attributes essential for professional practice. These requirements apply in the classroom, in practicum settings, in our school, the university, and in the broader community and societal context.

Following are the Behavioral Standards each student must satisfy, with or without reasonable accommodations, to enroll in, fully participate in, progress through, and graduate from any PSU SSW program.

Behavioral expectations are tied directly to professional standards, including the Council on Social Work Education core competencies, NASW Code of Ethics, the National Council on Family Relations Standards for Ethical Conduct, and the National Organization for Human Services Ethical Standards amongst others in our fields of practice. Our goal is to apply these expectations consistently, with a commitment to educational equity and student success.

### **1. Communication**

Students must be willing and able to:

Communicate effectively, responsibly, and in a timely manner in interactions with other students, faculty, practicum instructors, staff, clients and client systems, and other professionals they might come in contact with in their student role.

Demonstrate the capacity to use effective verbal and nonverbal communication skills, including the ability to listen objectively and interpret nonverbal communication.

Communicate clearly through written documents at a level appropriate for their stage of education.

### **2. Intellectual and Cognitive Skills**

Students must have the ability to:

Think critically and apply problem solving skills.

Acquire knowledge and process experiences to inform practice.

Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, emotions, biases, current and past experiences, and consider how these factors affect their thinking, behavior, interactions and relationships.

Take responsibility for their own actions and consider the impact of these actions on others.

Be punctual and dependable, prioritize responsibilities, manage time, and attend class and practicum in accordance with relevant policy.

Observe deadlines, and arrange and keep appointments.

Navigate transportation to attend practicum and classroom requirements.

Integrate new and changing information obtained from the classroom and practice environment.

Accept and integrate into practice constructive feedback received in both the classroom and practicum settings.

### **3. Emotional and Behavioral Readiness**

Students must be willing and able to:



Demonstrate awareness of the impact of stress, conflict, and vicarious trauma on self, colleagues, and your practice.

Seek appropriate help to ensure that personal issues do not interfere with professional and academic performance.

Demonstrate the ability to navigate demanding workloads and adapt to changing environments and situations. Display good judgment in communication, interpersonal behaviors, and personal and professional boundaries, acknowledging cultural differences.

Show the capacity to successfully complete required practicum hours and course engagement to demonstrate positive progress in the required competencies and learning outcomes in the practicum and classroom settings. We recognize that some students may have disabilities that affect aspects of functioning relevant to academic and practicum success. In alignment with our commitments under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, students have the right to request reasonable accommodations through the Disability Resource Center (DRC). Students are encouraged to connect with the DRC before they begin their coursework and practicum—or as soon as an access need arises—in order for planning and coordination to occur proactively.

If concerns about a student's behavior emerge in academic or practicum spaces, the School will engage in a collaborative process, as outlined below in the Procedures for Addressing Concerns, to determine whether the behavior may be disability-related, and whether reasonable accommodations can support the student's continued participation. Any accommodation must maintain the integrity of the learning experience and not fundamentally alter essential classroom or practicum functions or compromise safety. This process may include the student, DRC staff, faculty, practicum site personnel, and members of the School of Social Work program team.

## **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 Practicum 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 internship/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 concern(s). If the student is registered with the Disability Resource Center (DRC) and has accommodations that may be applicable to the Plan of Assistance process, the student should contact the DRC to discuss

desired accommodations for the Plan of Assistance process. The DRC will then contact the appropriate representative of the SSW 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. The plan is a formal written document that contains the following:

A description of the concern(s) about academic performance or professional behavior, identifying strengths and challenges.

Goals/Outcomes of the plan.

Action to be taken by the student to reach the goals.

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 placement and the plan extends into the following term, the faculty liaison 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, advisors, and/or staff member raising the concerns and the Program Director will make a request to the SSW Student Affairs Committee Chair, who serves as the Chair of SSW Student Affairs Committee, for a Performance Review. That request will include the following:

- A description of the concern(s), identifying strengths and challenges, attempts to address the concern(s), 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 Reviews will not be conducted during the summer months when faculty are off contract.

#### **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 recorded.

- 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.
- Inform the student that they may bring a support person to the meeting who must complete a release of information form in order to adhere to FERPA standards.
- 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 (when possible) in advance of the scheduled meeting.
- Invite the student to submit supporting documentation to the Chair at least 2 working days (when possible) in advance of the scheduled meeting, noting that the documents will be shared with committee members.

2. If a student wants to request disability-related accommodations for the Performance Review Process, they may request them via the DRC. If disability-related accommodations are approved, the DRC will then contact the appropriate representative of the SSW Student Affairs Committee to determine whether the accommodation is reasonable in the performance review setting. Students can contact the DRC at 503-725-4150. Students can request accommodations at any time during their educational tenure.

3. The SSW Student Affairs Committee Chair, or their designee, 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(s) 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 Practicum to attend to provide information on policies and professional standards.

The Chair will document the above preparation activities on the Performance Review Checklist.

4. Performance Review Meeting – The Chair will convene the meeting and go through the following process. The meeting will be recorded 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 concern(s) will summarize the concern(s).
- The student will respond to the concern(s) 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 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 concern(s) will be excused and the committee will meet in private for deliberation. The committee may invite the Director of Practicum 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 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 addressing any specific program accreditation standards, engagement and/or attendance in courses and practicum, and demonstration of SSW professional standards.
  - 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 recorded. At the end of the meeting the student will be asked if the Policy on Academic and Professional Behavior and Performance has been followed.

o If the student is dismissed from the program they will be required to withdraw from all courses and if applicable, their practicum 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 recording will be deleted one academic term after the letter has been sent to the student, or upon the conclusion of any appeals process (see below); in that case the recording will be kept until the issue is resolved.

5. 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 in writing 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 schedule 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:
  - o The Performance review process had no flaws.
  - o The Performance review process had minor flaws, but they did not impact the fairness of the process.
  - o 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 final outcome of the meeting.
- Please note that breaks during the academic terms or extenuating circumstances may lead to an extended timeline of any parts of the Performance Review process.

## 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.



# Policy on Academic Honesty and Integrity

School of Social Work, Portland State University

## 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 <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>. Students in the Child, Youth, and Family Studies Program are expected to adhere to the Code of Ethics of the National Council on Family Relations.

## Expectations

### Student Expectations

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

### Faculty Expectations

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

### Forms of Academic Dishonesty

The Portland State Student Code of Conduct (see <https://www.pdx.edu/dean-student-life/psu-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 products 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.

### Academic Misconduct and AI

Artificial Intelligence (AI) programs have rapidly expanded in their technological capabilities and access to the average person. While there are phenomenal prospects for the use of AI to assist in almost any field, students should be cautious about the use of AI for academic work. AI programs generate content by pulling from a number of sources and while it can appear to be an easy solution for academic work, there are a number of concerns that accompany the growing use of AI. At PSU, the expectation under our Code is that work students submit is their own original work, completed without the use of unauthorized materials and tools. This is stated in section 9 of the Code, "Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, must either be the Student's own work, or must clearly acknowledge the source(s)." Click on the link for more information: [link here](#).

**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 <https://www.pdx.edu/dean-student-life/student-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 PSU student code conduct

<https://www.pdx.edu/dean-student-life/psu-student-code-conduct>) 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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## Student Grievance Policy and Procedures

### Purpose

It is important that each student has 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 CYFS 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 practicum, class, or other educational conditions, e.g., capricious or unfair field evaluation, or capricious or unfair grading.

### Process

Step 1: An informal means for resolving a grievance is most frequently used by students, where the student and the instructor talk over and usually resolve the grievance on a one-to-one level. At this time the student should consult with her/his advisor or liaison. If the student is dissatisfied with the results of the informal approach to resolve the grievance, s/he may ask the CYFS 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 CYFS Program Committee with documentation of her/his timely attempts to contact the instructor.

Step 2: If the grievance cannot be resolved by Step 1, the student will submit a written statement to the CYFS 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 CYFS 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, the grievance must be filed no later than two academic weeks after the notification of the final grade.

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

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 AAB and must be shared with the Dean.

### Policy

As a School, we wish to emphasize that all codes of conduct for members of the SSW community apply to online and social media spaces, as well as physical spaces. Students are encouraged to review the suggested social media guidelines.

### Portland State University School of Social Work Social Media Guidelines

(Several sections below adapted from Guidelines for the Use of Social Media – UNC-CH School of Social Work Field Education Program.)

“Social media refers to any technology that facilitates the dissemination and sharing of information over the Internet” (Singer, 2014, p. 387). Social media platforms such as Facebook, Twitter, Instagram, LinkedIn, YouTube, blogging, professional e-portfolios, and others are among the many emerging methods of communicating, learning, and sharing information.

The PSU School of Social Work is looking forward to using these tools to promote communication, engagement, help connect people to interest areas and groups, stay abreast of current events and opportunities (including job opportunities) and to inspire expansive and inspired dialogue about our shared project to learn about the world and become engaged in it in a meaningful way.

Even though there are many emerging professional and constructive use of these tools to advance the goals of individual and community well-being, there are also unintended and potential negative consequences to users and to clients/communities we serve in social work and child/family services if ethical standards are violated. Building a professional digital identity is a paramount 21st century skill for human services workers.

Though this document refers primarily to social work code of ethics, please note that it also applies to students in allied professional groups.

Students are expected to adhere to social work or related codes of ethics when using social media communication tools, whether at a personal or agency site. Common issues that students need to understand when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07 of SW Code of Ethics), conflicts of interest and dual relationships (Section 1.06 of SW Code of Ethics), and informed consent (Section 1.03 of SW code of ethics) in our relationship with clients, colleagues and in our practice settings. Utilizing communication tools as a social work or child/family studies professional requires ongoing attention to these ethical challenges.

As a social work or child/family studies professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues advocating for vulnerable populations, and promoting your professional identity, vs. using these sites to maintain contact with friends and family. Your **professional identity and image**, that is, the professional self you develop that is guided by professional SW or CYFS values and ethical standards extends beyond the field agency and physical setting of an office. As professionals, we must be cognizant of the legal, ethical, social, and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the internet and include the use of social media communications tools. As with the Hippocratic oath to “first do no harm,” it is imperative you consider how to be connected within the context of social media while protecting yourself, your field site, clients, the School of Social Work, and the profession. Our responsibilities include continually reviewing and updating our personal social media practices and activities based on constantly emerging information (one can look to professional associations and networks to be a starting point for this).

As you get started in your program and especially if you have a field placement, it is strongly recommended that you to explore the following questions with your field instructor and/or task supervisor:

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?

2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

### **What are agency guidelines regarding the use of Facebook and who can you friend?**

Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing Facebook accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts of other interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, it is important to understand that a friend's privacy settings affect your privacy level, people can see when you are tagged in photos, view comments made by you or others, note your status updates and see who you've friended. It is therefore recommended that you never assume any level of privacy on any social media site/platform. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, social work and CYFS professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a social worker/human service professional to abide by your professional code of ethics including your virtual communications and use appropriate professional values to guide your interactions.

### **What privacy and confidentiality concerns should I consider when texting, emailing and/or using other electronic forms of communication?**

With the proliferation of hand-held devices such as smartphones, iPhones and Blackberries, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email and other electronic forms of communication are quick and effective ways to interact with others; however many ethical, legal, and clinical issues must be addressed when using these communication tools. There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussing information about your field placement, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas.

### **Photo Guidelines**

Posting photos on social media should be done with thoughtfulness and a sense of responsibility. Please always address the following:

- Photos of (and any other information about) clients, especially children, should never be posted online outside of any explicit plan, appropriate legal releases, etc. of the agency where you work.
- Care in general should be taken not to post photos of individuals who would object or feel exploited outside of your role/rights as a citizen/community member.
- Photos of fellow students should only be posted with their permission (preferably written).
- Be aware of your surroundings and background when taking and posting photos from your field site. It is easy to forget about identifiable or confidential information that may end up in a "selfie."

### **Noting Unethical Behavior of Others**

- Students are in a position to see the content of many of their colleagues as they widen their social media circles of contacts. If students see content that they deem to be unprofessional, they have a responsibility to bring that to the attention of the individual, so that he or she can remove it and/or take appropriate actions.
- If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to the appropriate authorities.

## Being Thoughtful About Working Out (Sometimes Private) Issues in Public Spaces

- While right to free speech is guaranteed and the SSW encourages productive debate and dialogue, it behooves students to think carefully about how and where to address issues of disapproval and/or displeasure they feel about their interactions with others, should they occur, in the course of their educational experiences across a wide variety of settings and situations.
- Using good professional judgment means understanding that online dialogue, discourses and “rants” may quickly turn into something that may be unproductive and even destructive as well as cause you, others involved, or even the settings where your education is happening, harm. Seek out places that have a strong probability of having a positive impact in a professional way if something occurs that should be addressed especially when problems surface that students would like to see rectified. Refer to the wide variety of student support channels especially designed for this purpose throughout the school and the larger university.
- Helping to assure a climate of curiosity, openness, civility and reflexivity is important – all students are asked to contribute to and participate in a climate that is ever constructive and respectful (see SSW School Values for additional information about this).
- Building your professional network, your professional identity starts the moment you begin your academic work. Being thoughtful, intentional and constructive in the way that you conduct yourself in the classroom, the field, and the larger school environment will help you to build a solid foundation of recommendations that will serve you well as you journey forward.
- Please note that School of Social Work channels (as well as personal channels) are included in all PSU Student Code of Conduct expectations and requirements with specific attention to issues of cyber-bullying <https://www.pdx.edu/dean-student-life/psu-student-code-conduct>.

## Quick Reminders

- DO use social media thoughtfully to learn, share information, track policies and developments in your field(s) of practice, promote best practices, inspire quality and engaged practice, and celebrate successes with your circle of contacts.
- DO begin to think of developing/managing your social media identity and profiles as an important learning, networking and communication vehicle to build, enrich and advance your professional career.
- DO abide by professional codes of ethics in the use of all social media at all times (even outside of school and your field agency). Be aware that anything that is communicated through social media in public spaces may be retrievable through potential employers, clients, relevant professional licensing bodies, universities, and others.
- Do “Google” yourself to see what information is available about you and then take charge in assessing if retroactive work is needed to prepare your “social media identity” to evolve and mature as you are as an emerging professional.
- Review and delete information as appropriate.
- DO practice selective and intentional “liking,” “friending,” and “following.”
- DO use the highest privacy settings available for all social media sites
- DO use caution in revealing personal information such as DOB, phone number, address, family members, place of employment, etc.
- DO consider developing a professional social media site such as LinkedIn.
- DO use caution about what you share (in any format) about faculty, field agencies/instructors, peers, co-workers, employers, etc.
- DO remember to check yourself for civility and diplomacy before discussing sensitive issues online in public spaces.
- DO NOT “look up” present or past clients on social media, unless there is a compelling reason to do so.
- DO NOT friend, follow, etc. current or past clients.

Social Work Education.” *Journal of Social Work Education*, 5(3), 387-390.

Prepared by Laura Nissen, Katie Cagle, Ericka Kimball, Charlotte Goodluck and Wende Garrison. Finalized 11.21.2014

# National Council on Family Relations (NCFR)

## Ethical Principles and Guidelines for Family Scientists

These Ethical Principles and Guidelines for Family Scientists were drafted by the Family Science Section of NCFR and adopted by the NCFR Board of Directors at its 1998 spring board meeting. The approach of providing general principles with illustrative guidelines was implemented because the guidelines are meant to be educational and sensitizing rather than a legalistic code with enforcement potential.

We recognize that it is natural for guidelines to evolve as new issues and circumstances arise. Examples are offered because different concerns arise at various historical times. Thus, the examples help to identify specific issues so that Family Scientists can become sensitive to them. When modifications or additions to the principles and guidelines seem appropriate, Family Scientists should make known their concerns or ideas to officers of the Family Science Section of the National Council on Family Relations. Although the Family Science Section of the NCFR is the professional association vehicle that helps to clarify and publicize ethical principles and guidelines, this document is intended for all individuals who consider themselves Family Scientists. This may include university students, social service professionals, educators, therapists and administrators.

*PURPOSE: These ethical principles and guidelines were developed to inspire and encourage Family Scientists to act ethically; provide guidance in dealing with often complex ethical issues; provide ethical guidance in areas that Family Scientists may overlook; and enhance the professional image and status of Family Scientists by increasing the level of professional consciousness.*

The principles that apply to Family Scientists in all their professional situations are included in the first section. The remaining sections relate to Family Scientists in specific professional arenas.

## I. GENERAL PRINCIPLES FOR FAMILY SCIENTISTS

This section identifies general ethical principles that are relevant to Family Scientists in all professional settings.

*Family Scientists are respectful of all individuals, do not unethically discriminate, do not develop intimate personal relationships in their role as Family Scientists, are sensitive to the complications of multiple role relationships, protect the confidentiality of their students or clients, and do not engage in sexual harassment.*

### Guidelines:

- 1.01 Family Scientists are respectful of others, show sensitivity to the dignity of all humans, and avoid all forms of exploitation.



1.02 Family Scientists are not unethically discriminatory on the basis of gender, sexual orientation, age, marital status, race, religion, national origin, ethnicity, disability or socioeconomic status. We recognize that discrimination occurs in our society, and when done wisely for positive purposes it may be appropriate. For example, we may allow a student with a vision impairment to sit on the front row of the classroom.

1.03 When attempting to influence the behavior or attitudes of students or clients, Family Scientists should not use methods which involve undue influence, such as coercion or manipulation.

1.04 Family Scientists segregate intimate personal relationships from their role as Family Scientists. Therefore, they do not develop inappropriate intimate personal relationships with students, clients, or research subjects.

1.05 Family Scientists are sensitive to the complications in dual or multiple role situations and are ethical in those roles. For example, Family Scientists may teach classes in which a son or daughter is enrolled. Others may have professional colleagues in a workshop where some form of personal evaluation is an expected outcome.

1.06 Family Scientists protect confidentiality in their professional role as Family Scientists whether it be in teaching, service, public speaking, writing or consulting activities. For example, if Family Scientists share information with students about others, the confidentiality of those involved should be protected. This can be done by changing identifying information, creating composite cases or summarizing information.

1.07 If information is shared with a Family Scientist that mandates reporting (such as child abuse or the possibility of extreme harm) such information is to be reported to the appropriate authorities. Whenever possible, individuals should be informed in advance of the Family Scientist's need to report

1.08 Family Scientists avoid sexually harassing all persons with whom they come in contact in a professional or personal setting. Sexual harassment involves unwelcomed intimate and sexual advances, requests, or other conduct of a sexual nature which is used as grounds for providing benefits or services for terms of or conditions of employment, or for the purpose or effect of unreasonably interfering with an individual's learning or work performance or creating an intimidating, hostile, or offensive learning or working environment. Such things as inappropriate hugging, touching, or language are considered harassment.

1.09 Family Scientists who belong to other professional organizations with more elaborate or role specialized guidelines should abide by them. For example, professional family therapists should use the ethical guidelines of AAMFT and medical doctors should utilize the ethical guidelines of the AMA.

## **PRINCIPLE II: FAMILY SCIENTISTS ARE RESPECTFUL OF STUDENTS AND CLIENTS**

Family Scientists are respectful of diverse family forms. They are respectful of students' sensitivity in discussing personal family issues. Family Scientists do not exploit the hierarchical relationship with persons they serve and are respectful of privacy issues.

### Guidelines:

- 2.01 When Family Scientists teach marital and family courses, they inform students that sometimes students in classes of this nature have painful memories of personal or family experiences. They should inform students of appropriate counseling resources available to them.
- 2.02 Family Scientists recognize the strengths and weaknesses of various family forms and do not operate from a deficit perspective in discussing various family forms.
- 2.03 When giving examples, Family Scientists utilize examples with families from diverse cultures and forms.
- 2.04 When subjects are discussed in a course or class, including controversial issues, Family Scientists encourage an open, respectful, and thoughtful atmosphere which acknowledges and respects diversity of values, beliefs, and attitudes.
- 2.05 Family Scientists do not insist that students agree with or adopt a particular perspective. In fairness to students, teachers should, where appropriate, divulge personal values and biases.
- 2.06 When teaching, Family Scientists differentiate between knowledge or insight gained from clinical or personal experience and knowledge obtained from published theory or research.
- 2.07 Family Scientists who are also clinicians do not pursue, or allow, clinical relationships to develop with students during the course of instruction. If students request clinical services, they should be directed to an appropriate provider of the clinical service.
- 2.08 Family Scientists who are not clinicians do not cross into a therapeutic role while interacting with students. Family Scientists make referrals for clinical services when appropriate.
- 2.09 Family Scientists avoid any situation or the perception of any situation in which grades may be exchanged for favors of any kind.
- 2.10 Family Scientists who ask (or allow) students in courses or classes to share personal and family experiences in class regularly remind students to treat any information received as confidential information not to be shared or discussed with anyone outside the classroom. However, the fact that confidentiality cannot be assured should be stated.
- 2.11 While teaching a for-credit course, Family Scientists do not make assignments that require students to divulge potentially painful personal or family experiences or information without providing an alternative assignment for those who do not wish to participate. An exception exists if the class is part of a professional training program which requires such educational activities.

2.12 When Family Scientists request (or require) students to obtain potentially sensitive and painful information from family members (e.g., in a genogram assignment) or others, students are carefully instructed and cautioned about potential harm and allowed to use their own discretion about which information to seek.

2.13 Family Scientists do not coerce their students to participate as subjects in research. If students enrolled in courses do not wish to participate in or assist with research projects, they should be offered alternative assignments of equal value and be assured that their decision not to participate will in no way affect their grade.

2.14 In giving assignments in which students are required to discuss their values, Family Scientists develop grading criteria that do not include evaluation of the students' values.

2.15 When Family Scientists return papers or post scores, confidentiality of the students' grades are maintained. For example, scores should not be posted nor papers returned in any hierarchical order of points earned.

2.16 Family Scientists base material taught on what is appropriate for students rather than solely the instructor's personal or professional needs or interests, such as a research agenda.

## **PRINCIPLE III: FAMILY SCIENTISTS ABIDE BY HIGH PROFESSIONAL STANDARDS**

Family Scientists are responsible to uphold high professional standards. They are encouraged to be cooperative with other Family Scientists in gathering and sharing scientific information. They strive to keep current with material in their domain. They are ethical in representing their profession at their place of employment as well as other settings.

### Guidelines:

3.01 Family Scientists are supportive of, and cooperative with, other Family Scientists and the profession at large regarding the timely sharing of new ideas, theories, research findings, and/or innovative program developments.

3.02 Wherever possible, Family Scientists promote the profession in such a way that members can make contributions to society for the enhancement of families and the growth and development of individuals in various family settings.

3.03 Family Scientists give proper credit or acknowledgment to the works of others when formally sharing that information.

3.04 Personal information gained from or known about a colleague is treated with discretion. Sharing the information with others should be done only for the welfare of the colleague, except where appropriate disciplinary action may be involved. When questionable professional or personal conduct may have a bearing upon professional activities that concern initially should be discussed with the

involved colleague(s) where feasible. If in the judgment of the Family Scientist that is not practical or resolution of the matter is not apparent, such behavior should be reported appropriately.

3.05 Family Scientists are adequately prepared for their professional responsibilities. If there are professionally recognized standards of certification or licensing requiring experience, supervision, or additional education, Family Scientists seek such credentials.

3.06 Family Scientists use the times under which they are under obligation to an employer for professional purposes.

## **PRINCIPLE IV: FAMILY SCIENTISTS CONDUCT RESEARCH ETHICALLY**

Family Scientists contribute to society and to the profession through research and evaluation activities. When conducting research or evaluation, Family Scientists recognize that their ultimate responsibility is to the participants. Family Scientists honestly report the findings of their study.

### Guidelines:

4.01 Family Scientists conduct all aspects of the research process with respect for the dignity of those who participate in the research and they ensure that those who assist in the research process do likewise

4.02 Family Scientists inform research participants of the purpose of their research, any potential risk of involvement, how confidentiality will be protected, the right to withdraw from the study at any time, the way the data will be used, and available referral resources if risks are involved.

4.03 Family Scientists avoid "doing therapy" with research participants (unless therapy is a part of the research design). Researchers should provide a referral to an appropriate resource for those who request it.

4.04 Family Scientists give credit to others for contributions to scholarship in proportion to the contributions made.

4.05 Family Scientists do not manipulate research data for the purposes of supporting their views.

4.06 Family Scientists use research money for the stated purpose described in the research proposal.

## **PRINCIPLE V: FAMILY SCIENTISTS ARE ETHICAL IN THEIR INTERACTIONS WITH EMPLOYING ORGANIZATIONS OR**

## **AGENCIES**

Family Scientists are respectful of the internal policies and procedures of current and past employers. Family Scientists seek to promote the highest standards of policies and practice by their employers.

### Guidelines:

5.01 When Family Scientists and those in training have information pertaining to an organization's internal activities of planning, and the knowledge may hinder or harm the organization if known by outsiders, the information is treated as confidential unless these activities are unethical or harmful to others.

5.02 Family Scientists abide by the policies and procedures of their respective employing organizations. Where such policies or procedures are believed to violate professional standards or cause unprofessional conduct by employees, attempts are made to rectify the situation. If such attempts are unsuccessful, concerns for the pertinent policies or procedures are reported to an appropriate governing or investigative body.

5.03 Family Scientists cooperate with other community organizations that provide services to mutual clients. However, Family Scientists do not share client information with other agencies unless the client has given written permission or it is mandated by policy or law.

5.04 Family Scientists are aware of other resources which may benefit their students or clients and make appropriate referrals.

## **PRINCIPLE VI: FAMILY SCIENTISTS ARE INVOLVED IN IMPROVING SOCIETY**

Family Scientists are advocates for individuals and families and participate in developing policies and laws that are respectful and empowering to them.

### Guidelines:

6.01 Family Scientists are concerned for the general welfare of all individuals and families in society. Whether as professionals or private citizens, they engage in family advocacy at the local, state and national levels.

6.02 Family Scientists are encouraged to participate in developing laws and policies that are respectful of and empowering to all individuals and families and in modifying such policies and laws that are not.

## **PRINCIPLE VII: FAMILY SCIENTISTS ARE ETHICAL WHEN**

# REVIEWING PROFESSIONAL WRITING

When a reviewer for a professional work, Family Scientists avoid conflicts of interest, read materials carefully in their entirety and evaluate them fairly.

## Guidelines:

- 7.01 Family Scientists do not review articles where there is conflict of interest, such as when the work is that of a friend, or other instances where they may feel a sense of obligation to the author.
- 7.02 Family Scientists carefully read in their entirety materials that are accepted for review and provide explicit reasons for their evaluations.

## **PRINCIPLE VIII: FAMILY SCIENTISTS UNDERSTAND AND ABIDE BY ETHICAL PRINCIPLES AND ASSIST OTHERS TO DO SO**

Family Scientists understand and abide by ethical principles, encourage and assist other Family Scientists to know and apply them, and teach ethical principles to students of Family Science.

## Guidelines:

- 8.01 Family Scientists understand and abide by ethical principles.
- 8.02 Family Scientists assist other Family Scientists to know and apply ethical principles by encouraging understanding and adherence to them and by their willingness to discuss the principles.
- 8.03 Family Scientists teach students of Family Science to understand and abide by ethical principles in their professional roles.
- 8.04 Family Scientists who are involved in an ethical dilemma consult with other Family Scientists about the situation. A written record of the problem, the resolution, and the justification for the resolution is given to another Family Scientist so that if one is accused of unethical conduct the record can be used to demonstrate that the Family Scientist was aware of the ethical concern and dealt with it conscientiously.
- 8.05 Family Scientists assist the profession to further identify and articulate ethical issues. Additional ethical principles and guidelines (beyond those included herein) are to be communicated to the chair of the Family Science Section of the National Council on Family Relations.

*Unanimously adopted April 1998 at spring meeting of the NCFR Board of Directors*



## Appendix B

### Child, Youth, & Family Studies Practicum Overview

Included in this PDF:

- Overview (p. 2);
  - CYFS Mission and Learning Outcome Objectives (p. 3);
  - Steps to Begin Finding a Practicum Site (p. 4);
  - Letter to Organization (Template) (p. 5);
  - Practicum Program Checklist (p. 6);
  
  - Site Supervisor Roles and Responsibilities (p. 7).
- 1) Practicum Packet (pp. 8-12)
    - o A sample of a Practicum Log Sheet (p. 8);
    - o A sample of a Practicum Learning Agreement (p. 9-10);
    - o A sample of a Practicum Site Supervisor's Mid-Term Evaluation (p. 11);
    - o A sample of a Practicum Site Supervisor's Evaluation (p. 12).

### Overview

The Family studies and Human Services (CYFS/HS) major represents an integration of theory, research, and practice from multiple disciplines, and it is a unique blend of liberal arts and professional education. CYFS graduates may begin careers as early childhood educators, social service agency administrators, parent educators, family advocates, youth workers, social services caseworkers, early intervention/special education assistants, and services providers for community agencies serving children, youth, and families. The major also provides a foundation of course work for students who intend to pursue graduate work in education, counseling, social work, public administration, juvenile justice, conflict resolution, or other related disciplines. For additional information see the [Major Requirements](#) page or the [Major Admissions](#) page.

### Family Studies and Human Services Faculty and Staff

The CYFS faculty and staff are here to support you. We include contact information here for all faculty teaching in the program (major and minor), as well as other people whom you might need to contact. In general, email is the best way to be in touch with us, although we definitely also welcome drop-in times when our doors are open. As a member of the PSU community, you are also connected to us through your Google account (calendar, chat, and gmail). Please feel free to search for our calendars, most of which are public to PSU students, staff, and faculty. If you see a time where our schedules overlap, send us a meeting request! Also, if you have a quick question and see us in your chat menu, feel free to drop a quick question that way.

### What You Can Expect from Us

Many students don't know that at a university like PSU, teaching and advising students is just one part of faculty members' jobs. Most of your faculty also have to maintain productive and active research or publication agendas and participate in service activities in the program, the college and university, and the larger community. Sometimes, these other responsibilities conflict with our ability to be immediately present or responsive to you –so we thank you for your patience. This means you can generally assume we will respond to emails within a few days, but you should not expect immediate responses to every email, or replies over the weekend. In terms of grading, we do our best to return

material to you just as soon as we can. For the documentation classes in particular, where prompt feedback is so critical, you can expect a turnaround time between one and two weeks.

## CYFS Mission, Learning Outcomes, and Practicum Overview

### Mission

The CYFS program is to prepare undergraduate students for careers in the fields of education and social services, as well as future graduate studies. Embedded in this program is an emphasis on facilitating the development of reflective practitioners committed to contributing to a more just world.

### Learning Outcomes

Preamble: CYFS program students will be able to access, analyze, apply, and articulate theoretical knowledge to make professional decisions that improve the lives of children, youth, and families as they:

1. Describe the development, roles, and interaction patterns of children, youth, and families within their social systems;
2. Identify dimensions of diversity in children, youth, and families and recognize oppressive forces that hinder their positive development;
3. Demonstrate professional standards of ethical conduct; and
4. Assume the role of change agents regarding issues, policies, & community needs that affect children, youth, and their families.

### CYFS Practicum Overview

Students are required to do a minimum of 120 hours in practicums to complete their degree within the CYFS program. The goal of a practicum is to have students experience working within a school, organization, or agency that is in alignment with the focus of their major. The CYFS Practicum Coordinator will work with students to find a placement and will support you throughout the process.

CYFS students engage in one practicum course. Practicum includes *120 service hours*. For further information please see practicum policies and guidelines.

CYFS 497 Practicum: The CYFS practicum service hours are conducted in approved professional settings with consideration for students' professional goals. The practicum seminar enables all students taking practicum to meet on a regular basis to discuss issues, share experiences, bring up concerns, resolve problems, and celebrate successes. It also provides a forum for answering your questions regarding topics critical to your success in your practicum and in your chosen profession.

### Steps to Begin Finding a Practicum Site

- Set up a meeting with your academic advisor and with the practicum coordinator to discuss placement options;
- Contact placement options before the term begins. Be sure to plan before your practicum term begins.
- Practicum Site Information Binder: located in the CYFS Student Area - ASRC 6th Floor.
- [PSU Advising and Career Services](#): Allows you to see organizations that are interested in hiring CYFS students;

- Lastly, make an appointment with the Practicum Coordinator, Staci Martin, EdD at mar24@pdx.edu.

### Practicum Site Sample Letter

Dear [Name of staff member at agency/school/organization],

My name is [Full Name]. I am interested in working with you to complete my practicum requirement for my degree in Child, Youth, and Family Studies. Housed in the School of Social Work, the CYFS program prepares students to work across a variety of interests and potential fields. [If you submitted a volunteer or internship application, be sure to let them know that here].

I'm hoping to complete 140 hours with you in your [classroom/organization/agency] between [X] and [Y]. I have chosen your site because your mission [state the mission of the organization] aligns with my values. I believe [name programs, theories, agent of change, etc.] applies to what I've learned in [describe your experience].

My experience includes [in 2-3 sentences describe your experience]. I am passionate about [in 2-3 sentences describe what you are passionate about].

The practicum structure within the CYFS program recommends about 14 hours a week for 10-11 weeks [Summer Term is 8 weeks]. As my potential site supervisor, we will be able to co-create the practicum that aligns with your [name classroom/organization/agency] needs and with CYFS learning outcomes. They are as followed:

1. Describe the development, roles, and interaction patterns of children, youth, and families within their social systems;
2. Identify dimensions of diversity in children, youth, and families and recognize oppressive forces that hinder their positive development;
3. Demonstrate professional standards of ethical conduct; and
4. Assume the role of change agents regarding issues, policies, & community needs that affect children, youth, and their families.

My practicum coordinator has created the attached Site Supervisor Roles & Responsibilities, this should answer any questions you have about our program. If you have any questions, you can email Staci Martin, EdD at mar24@pdx.edu.

Thank-you.

Sincerely,  
[Name]

## CYFS Practicum Program Checklist

- ☐ I have gone to one practicum orientation.
- ☐ I am registered for my practicum.
- ☐ I researched and contacted 3-4 organizations:

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

- ☐ I reviewed & submitted the resume or application to the potential practicum site supervisors.
- ☐ I prepared for the interview or informal meeting by researching the organization and by having clear goals on what I'd like to achieve.
- ☐ I know that I am able to accumulate 40 hours prior to the first week of classes if I am registered for the upcoming CYFS practicum. I need to have my Learning Outcome Agreements done and approved by the practicum coordinator, prior to starting my hours.
- ☐ I know that if the organization cannot allow me to start practicum hours prior to the first week of classes, I can ask my site supervisor to provide the policy and procedures of the organization, to recommend books and/or articles in order to be better prepared for the practicum experience.

### **Site Supervisor Relationship:**

- ☐ I have reviewed the roles and responsibilities of my site supervisor. (in your email)
- ☐ I had a conversation with my site supervisor about the goals I want to accomplish during the practicum experience. We also discussed the practicum student role and expectations for the term.

### **Class Registration:**

- ☐ If I need a special registration form I have planned to do so by emailing the practicum coordinator.

### **School or County Agency Placements:**

When preparing for a school or county agency (ex: Department of Human Services) you will want to prepare a couple months in advance. Reach out to the volunteer coordinator for the respective school district or county agency. Know that the deadlines may be earlier because of the high volume of applications that these agencies get. For these placements you may need to;

- ☐ Have a Current Resume
- ☐ Complete a background check
- ☐ Get additional training

## Practicum Site Supervisor Roles and Responsibilities

Supervisors working with students: Work with students to complete their Learning Outcomes at the beginning of the term. This will include supporting them in identifying objectives that are site specific and targeted towards the program learning outcomes;

- Provide for an intentional, planned course of work at the field site which will enable the student to gain meaningful experience and meet the CYFS goals and specific learning objectives within the context of high professional standards and ethics;
- Assure that the student will be accepted and assigned practicum placement and duties without regard to age, ability, national origin, sexual orientation, race, marital status, parental status, religion or gender identity. It is essential that our students are welcomed within their site placements or we will remove them;
- Provide adequate working space, supplies and equipment for the student to perform the tasks assigned. Inform the student of all safety procedures, including procedures to ensure personal safety, *if applicable*;
- Organize a schedule to allow for students to complete 140 hours or the schedule that meets their practicum plan.

Throughout practicum:

- Supervise and assure necessary training for the student in the achievement of the student's goals and specific learning objectives.
- Access how we are engaged in [equity work within the School of Social Work](#);
- Establish and maintain regular meeting times with the student to provide direction and feedback;
- Inform CYFS Practicum Coordinator of any problems, concerns or issues that may arise while working with the practicum student (mar24@pdx.edu);

Last 2 weeks:

- Review and sign the student's practicum log at the end of the term;
- Complete a final evaluation of the student's performance via google form. This will be shared with each site supervisor online and will be a form to fill out digitally. You are also invited to share any feedback with the practicum coordinator throughout the term;

## Practicum Log Sheet

Date	Arrival	Departure	Total Hours	Cumulative Hours	Notes

Site Supervisor Name: \_\_\_\_\_

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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



## Practicum Learning Outcomes

For each CYFS program learning outcome work with your supervisor to create a work plan for your practicum experience. The activity column should include descriptions of work-related duties that align with each learning outcome. The timeline and expected outcomes columns are meant to help you plan out when you will get things done and what purpose it will have for the greater mission of the site or program. Support needed should include what support you as a CYFS practicum student will need in order to complete the outlined activity. The responsible column will indicate who holds the highest responsibility for the task being completed.

CYFS Program Learning Outcomes #1 Describe the development, roles, and interaction patterns of children, youth, and families within their social systems.					
Activity	Timeline	Expected Outcome	Support Needed	Person/Area Responsible	Comments
<i>Ex: Work with students with different learning abilities</i>	<i>Weekly</i>	<i>Increased student capacity to succeed in the classroom</i>	<i>Support from lead instructor</i>	<i>The teaching team</i>	<i>n/a</i>
CYFS Program Learning Outcomes #2 Identify dimensions of diversity in children, youth, and families and recognize oppressive forces that hinder their positive development.					
Activity	Timeline	Expected Outcome	Support Needed	Person/Area Responsible	Comments
<i>Ex: Observe how students with language barriers are treated by instructors</i>	<i>Weekly</i>	<i>Ability to understand how to see interpersonal bias in the work place</i>	<i>Support from my site supervisor to discuss these issues</i>	<i>Me</i>	<i>n/a</i>

CYFS Program Learning Outcomes #3 Demonstrate professional standards of ethical conduct. (Consider how this could apply to equity practices in the work place)

Activity	Timeline	Expected Outcome	Support Needed	Person/Area Responsible	Comments
<i>Ex: Adhere to the professional and cultural standards within my school</i>	<i>Weekly</i>	<i>Understand how to compartmentalize my own personal needs with the needs of the organization/school</i>	<i>Support from my site supervisor to constructively support me in my professional growth</i>	<i>Me</i>	<i>n/a</i>

CYFS Program Learning Outcomes #4 Assume the role of change agents regarding issues, policies, & community needs that affect children, youth, and their families.

Activity	Timeline	Expected Outcome	Support Needed	Person/Area Responsible	Comments
<i>Ex: Intervene when I believe there is an injustice within my workplace</i>	<i>Varies</i>	<i>Strengthen my personal and professional agency</i>	<i>Support from my site supervisor to discuss these issues</i>	<i>Me</i>	<i>n/a</i>

### Practicum Site Supervisor's Mid-term Evaluation

#### Child, Youth, & Family Studies Site Supervisor Mid-Term Progress Check In

Thank you for working with our CYFS students this term. We appreciate your feedback as it informs us on their learning process in their community placements.

Please complete the following form regarding the CYFS Practicum Students work within your organization. We are asking you to provide general feedback on their work at your site. The evaluation helps us determine how the student is meeting their professional goals and if there are any issues or concerns please note this.

Please complete this form by DATE

Thanks! Go well, Staci Martin, EdD

1. Site Supervisor Name & Location
2. Student's Full Name
3. What knowledge, strengths, and attitudes does the student display in this practicum?
4. What areas of professional or personal growth does this student need to work on?
5. Overall Performance

*Check all that apply*

- Outstanding
  - Very Good
  - Satisfactory
  - Needs Improving
  - Unsatisfactory
6. Do you have any suggestions for CYFS Faculty and staff to better support the practicum student and your organization?

## Practicum Site Supervisor's Final Evaluation

### Child, Youth, & Family Studies Site Supervisor Practicum Final Evaluation

Thank you for working with our CYFS students throughout this term. We appreciate your feedback as it informs us on their learning process in their community placements. The evaluation helps us determine how the student is meeting their professional goals and if there are any issues or concerns please note this.

Please complete the following form regarding the CYFS Practicum Students work within your organization. The evaluation helps us determine the grade the students will receive for their practicum experience.

Please complete this form by DATE

Thanks! Go well, Staci Martin, EdD

1. Site Supervisor Name & Location
2. Student's Full Name
3. Quality of Work: Student's work exhibits a degree of thoroughness, completeness; performance met agency's professional standards; could adapt to circumstances and client needs; put forth extra effort.
4. Job Knowledge: Students exhibit an ability to quickly learn and understand role/responsibilities; applied knowledge to new situations; learned from mistakes.
5. Dependability: The student is considered reliable and shows up for their regular schedule.
6. Attitude: Student cooperates with agency policies; had a professional attitude and demeanor; expressed enthusiasm, adaptability and an interest in the work.
7. Initiative: The student exhibits the ability to be a self-starter, sought responsibilities; expressed willingness to meet challenges and make suggestions.
8. Discretion: Student's decisions and actions are based on sound reasoning; showed degree of common sense and discretion.
9. Equity and human relations: The student works effectively with clients, community members, and staff within the organization in a way that exhibits cultural humility. The student was able to appropriately express social and cultural boundaries with children, youth, and families. They have the ability to respond respectfully to diverse groups
10. The student demonstrates professional standards of ethical conduct during the course of this practicum placement.
11. What skills and competencies did the student develop during this term?
12. Do you have any suggestions for CYFS Faculty and staff to better support the practicum student and your organization?
13. What final grade do you recommend for this student?
14. Is there any additional feedback you would like to share?