

B.S.W. Handbook  
2009-2010  
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## **I. Introduction**

### **A. Purpose of the Student Handbook**

This handbook describes the B.S.W. degree program of the College of Social Work, outlines curriculum requirements, and provides a description of pertinent policies and procedures. It serves as a supplement to the General Catalog, which contains University policies and procedures. A copy of the General Catalog can be purchased from the University Bookstore.

### **B. History of the College of Social Work**

*The College of Social Work (CSW) was founded in the fall of 1937, with a one-year certificate program designed to prepare students for work in social service agencies. This program was expanded to a two-year Master of Social Work Program (M.S.W.) in 1949. The M.S.W. program is accredited by the Commission on Accreditation of the Council on Social Work Education. A Doctor of Social Work (D.S.W.) Degree was offered from 1970 to 1986. The D.S.W. was replaced with a Ph.D. program in 1987. More recently, a Technology Enhanced Doctorate Program was initiated in June, 2000. The most recent addition to the school is the Bachelor of Social Work (B.S.W.) program, which was implemented in Fall, 2001. The B.S.W. Program is accredited with the Council on Social Work Education.*

### **C. The Profession of Social Work**

The B.S.W. Program subscribes to the mission statement of the social profession as adopted by the National Association of Social Workers (NASW):

*The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients (Social Work Speaks 2000-2003, p.335).*

## **II. Mission, Goals and Program Objectives**

### **A. Mission**

The mission of the B.S.W. program is to prepare graduates for generalist professional practice and to contribute to achievement of the College of Social Work's mission and vision within the context of its core values.

### **B. Goals**

The B.S.W. program goals are designed to direct the activities of faculty, staff, and students toward achievement of the purposes of social work education and practice and the mission, vision of the College of Social Work. To this end, the program will achieve the following goals.

1. Ensure that curricula reflect current best practice and knowledge about social work and related disciplines.
2. Provide a coherent liberal arts underpinning upon which social work content can build with special emphasis on enhancing students' critical thinking and communication skills.
3. Provide opportunities for students to develop inquisitive, open-minded, and critical thinking approaches to knowledge.
4. Prepare graduates for culturally competent generalist practice with systems of all sizes that promotes well-being, healthy social functioning, and alleviation of poverty, oppression and other forms of social and economic injustice.
5. Provide curricular and educational opportunities for students to understand the need to practice social work from a value base, to adhere to the NASW Code of Ethics, and uphold the ethical responsibilities of social workers to:
  - Practice without discrimination against anyone on the basis of age, culture, class, ethnicity, family structure, marital status, sex, disability, gender, national origin, race, religion, or sexual orientation;
  - Engage in continual professional development and education; and
  - Work competently with other professionals.

6. Provide curricula that underscores the need for social workers to practice in diverse political, cultural, and global contexts.
7. Provide flexible educational programs within the context of school resources, professional obligations, and accreditation standards.
8. Maintain reciprocal relationships with social work practitioners, groups, organizations, and communities.
9. Contribute to the development and transmission of social work knowledge.
10. Provide educational experiences that reflect appropriate integration of relevant instructional and practice technologies.
11. Contribute to attainment of the College of Social Work mission and vision within the context of its core values.

### **C. Objectives**

Graduates of the University of Utah B.S.W. program will be able to:

1. Practice within the values and ethics of the social work profession including:
  - Identifying and articulating one’s own personal values;
  - Identifying faith-based community values that coincide with or differ from those of the social work profession;
  - Recognizing how one’s own values impact on assessment and intervention;
  - Employing the NASW Code of Ethics in social work practice;
  - Identifying ethical dilemmas affecting practice and services to clients;
  - Resolving ethical dilemmas using appropriate decision-making processes;
  - Practicing without discrimination on the basis of age, culture, class, family structure, marital status, ethnicity, disability, gender, national origin, race, religion, sex, or sexual orientation; and
  - Engaging in continued professional growth and development.
2. Demonstrate culturally competent practice for work in diverse political and cultural contexts including:
  - Recognizing diversity within and between groups;
  - Working to ensure social services are culturally relevant and appropriate;
  - Recognizing the forms and mechanisms of racism, oppression, and discrimination and their impact on client systems;
  - Critically analyzing and applying culturally appropriate theories and knowledge about client system functioning within environmental contexts;

- Employing an ecological and biopsychosocial perspective when engaging in assessment, planning, and intervention; and
  - Employing knowledge and skills responsive to specific populations groups in the State of Utah including Hispanics/Latinos, American Indians, Pacific Islanders, and refugees.
3. Use practice knowledge and skills to promote alleviation of poverty, oppression, and other forms of social and economic injustice including:
    - Analyzing historical and current trends in social welfare policy and service delivery;
    - Analyzing policy research relevant to service delivery; and
    - Using knowledge of economic, political, and organizational systems to pursue policies consistent with social work values.
  4. Function effectively within the structure of organizations and across service delivery systems including:
    - Using appropriate practice-relevant technologies within the context of organizational resources and facilities; and
    - Using supervision and consultation appropriately to improve practice and enhance services to clients.
  5. Use the planned change/problem solving process and generalist practice model with client systems of all sizes including individuals, families, groups, organizations, and communities including:
    - Using knowledge and theories of individual, family, group, organizational, and community development to assess interactions among individuals and other social systems;
    - Applying relevant research findings to social work practice;
    - Employing evidence-based best practice when using professional knowledge and skills;
    - Using communication skills appropriate to client systems, colleagues, and community members;
    - Applying critical thinking skills to social work practice;
    - Working collaboratively with professionals from other disciplines;
    - Evaluating one’s own practice effectiveness and sharing findings appropriately;
    - Demonstrating professional use of self in social work practice;
    - Utilizing a strengths perspective in assessments, planning, and interventions; and
    - Employing appropriate social work roles with client systems to include advocate, case manager, broker, educator, and evaluator.

### **III. Generalist Practice - The B.S.W. Model**

Generalist practice is a model that reflects the diversity inherent in B.S.W.-level practice. It is the application of an eclectic knowledge base, professional values, and a wide range of skills to target any size system for change within the context of three primary processes. Generalist practice involves working within an organizational structure and doing so under supervision. It requires the assumption of a wide range of professional roles, and involves the application of critical thinking skills to the problem solving process.

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

Generalist social workers draw on an eclectic knowledge base from the liberal arts: sociology, biology, political science, economics, statistics, and diversity. They must integrate social work knowledge, skills, and values involving a variety of information, including: systems theory, human behavior in the social environment, social welfare policy and services, social work practice, social work research, human diversity, promotion of social and economic justice, populations-at-risk and oppressed populations, and understanding of oppression and discrimination. They operate within a context of professional social work values as outlined in the NASW Code of Ethics while maintaining awareness of their own personal values.

#### IV. Social Work Faculty and Staff

The men and women who comprise the faculty of the B.S.W. Program bring a rich mixture of professional and teaching experience to their tasks. A sample of their experience and interests is noted below:

*Dr. Patrick T. Panos, Director:* Patrick earned his B.S. in Psychology from the University of Utah (1985); an M.S.W. from Brigham Young University (1987); an M.A. in Marriage & Family Therapy from Brigham Young University (1987); a Ph.D. in Counseling Psychology from Brigham Young University (1993); a 2-year Post Doctorate Certificate in Neuropsychology from the Fielding Graduate University (1998); and a M.P.H. from Harvard University in Quantitative Analysis (2009). Prior to entering academia, Patrick was a front-line social worker at the Utah State Hospital for 12 years, where he eventually became the Director of Social Work Services. He currently consults with the courts as a Forensic Examiner and Expert Witness in determining the competency of mentally ill defendants. Patrick is the author or co-author of numerous articles in professional journals and books on mental health, outcome evaluations in social service agencies, and the supervision of students in international social work agencies.

Dr. Panos joined the U of U's College of Social Work in 2009 as the Director of the Bachelor of Social Work Program. He is currently serving on the Council of Social Work Education's Commission on Global Education, and was a member of the Silberman Committee on Technology and International Social Work Education. He is listed as a Fulbright Senior Specialist in Outcome Evaluation by the Council for International Exchange of Scholars (CIES) and the J. William Fulbright Foreign Scholarship Board. Dr. Panos holds Diplomates in Clinical Social Work from the National Association of Social Workers (NASW); in Counseling Psychology from the American Board of Professional Psychology (ABPP); and in Clinical Neuropsychology from the American Board of Professional Neuropsychology (ABPN). His main area of research interest is outcome evaluation in international social service agencies; and he has worked with various agencies around the world, including ones in Kuwait, Kenya, Germany, England, Guatemala, Senegal, Mexico, Nicaragua, Japan, and the United States.

Dr. Panos and his wife, Angelea (who is also a social worker and psychologist), currently have six grandchildren and they are hoping for more. He enjoys traveling and making documentary videos in his spare time.

*Dr. Scott Boyle, Associate Professor (Lecturer):* Scott graduated with his M.S.W. degree from the University of Southern Mississippi, in Hattiesburg Mississippi, and his Ph.D. in Counseling Psychology from Brigham Young University, in Provo, Utah. He taught at Grambling State University in Louisiana. He is happy to report that one of the highlights of

being at Grambling was the time he had lunch with the legendary football coach Eddie Robinson. As his children grew, the family decided to return to the west. He interviewed and was offered a teaching job at the University of Utah in 1996 and has been a member of the faculty since that time. When it comes to teaching, he enjoys the areas of human behavior and practice at the micro and mezzo levels the most. Dr. Boyle served as Interim Director to the BSW Program in 2009.

In association with other faculty, Dr. Boyle is co-author of two social work texts: *Introduction to Social Work* and *Direct Practice in Social Work*. He is also author of a number of articles submitted to journals, most recently on the correlation between anger and migraine headaches and the effectiveness of the Utah's adult drug courts.

Dr. Boyle has enjoyed sports since his youth. He would love to be able to play basketball and soccer, but over the years he has had to tone it down to golf and watching a lot of sports on TV. His favorite pro sports teams are the Jazz, the Forty-Niners, and the San Francisco Giants.

*Dr. Ruth Gerritsen-McKane, B.S.W. Field Director:* Ruth was born and raised in Salt Lake City, Utah, to a Canadian mother and an Arkansas-Cherokee father. She completed her undergraduate work in sociology at Brigham Young University. She completed her M.S.W. and Ph.D. at the University of Utah. In addition, Ruth does clinical work in the Salt Lake City area with various populations. Ruth has a passion for facilitating "great" experiences for students.

Ruth has lived in Idaho, California, Nevada and, with her late husband Brian, Baradero, Argentina, where they served a mission for their church. Ruth and Brian are the parents of twelve children and many grandchildren. She loves to hop in her jeep and take long road trips. She especially enjoys traveling to the northwest with hopes of catching glimpses of orcas. Ruth is honored to have the opportunity to work in an institution she loves and especially to have the opportunity to work with those for whom she has such respect.

*Dr. Robin Lindsey Davis, Assistant Professor-Lecturer:* Robin L. Davis is currently an Assistant Professor/Lecturer at the University of Utah College of Social Work in Salt Lake City, Utah. She is also the Director of the Utah Center for Pacific Islander Research, is a Licensed Clinical Social Worker, and has worked for over 12 years in the Utah Juvenile Justice System. Robin received an alumni association fellowship to work with youth in the housing projects in Boston, Massachusetts through Phillips Brooks House at Harvard University. At the University of Chicago, she created a service learning course that included directing an after school tutoring program. Robin currently provides clinical services to clients through the Department of Defense and in the last two years has worked with youth and families in the armed forces in Germany and Hawaii.

She graduated with her BA as a Service Learning Scholar from the University of Utah, where she went on to receive her MSW, and her Ph.D in Social Work. She designed a social work writing course at the University of Utah. Her primary research focus is on Juvenile Justice, Pacific Islander communities, and alternative interventions using arts intervention for at-risk youth. She has conducted research on dance interventions in elementary schools and the reform of the Juvenile Justice System in Utah.

Robin is an active member of the community serving on the Salt Lake County Council on Diversity Affairs, the University of Utah Social Work Alumni Committee and Utah Women's Coalition.

*Dena Ned, Assistant Professor-Lecturer:* Dena, a member of the Chickasaw and Choctaw Nations of Oklahoma, was raised in Indiana, Maryland, Virginia, and Utah. She received a BA degree in anthropology from the University of Utah (minor in American Indian Studies), and has a Master of Social Welfare degree from the University of California at Berkeley. Concurrent with teaching in the BSW program, she is pursuing her Ph.D. in Social Work at the University of Utah.

After graduating from Berkeley, Dena relocated to Northern California to work in child welfare as a Family Reunification/Family Maintenance worker for Humboldt County Department of Children and Family Services. Her passion for social work in higher education began as the program coordinator for the Indian Natural Resource, Science, and Engineering Program at Humboldt State University. Dena has nearly two decades of experience as an advocate for Native children, individuals, and families, through direct practice and indirect practice as executive director of the Salt Lake Urban Indian center.

Dena loves how a career in social work continually offers a lifetime of challenges and opportunities. She and her family will travel out of state to attend music festivals or concerts. Dena she's vegetarian but is really just a selective eater, and she is probably the ONLY professor you will ever have whose name is a palindrome.

*Becky Lübbers, Academic Advisor:* With the exception of five years in Montana, Becky has lived in Salt Lake City her entire life. She has had a wide range of professional career opportunities, including working on staff at the Montana Department of Child and Family Services. She started working at the University of Utah in 1997 and joined the College of Social Work in 1998 as the Administrative Assistant to the Dean. Becky transferred to the Bachelor of Social Work Program in August 2000, and has been with the program since its inception. Becky advises all students with respect to class schedules, and serves as advisor to the Bachelor of Social Work Student Association (BSWSA).

Becky enjoys music, walking, spending time with her daughter, Jessie, and playing with her three dogs (beagle-basset mix, black lab and bull mastiff-mix).

## V. Student Organization

The Bachelor's of Social Work Student Association (BSWSA) was formed for and by social work students. The purpose of the organization is to assist every social work student in their pursuit of higher education. An established network of support is already in place for every social work student to use. Members' phone numbers are listed with the organization and available for anyone to use for collaboration or for assistance with their studies. Used text books can be exchanged or sold to one another through the BSWSA.

Every person admitted into the B.S.W program is recognized by the BSWSA as a member. To be considered a "full" member by the BSWSA, a one-time \$10 membership fee is assessed. Dues allow the organization to be recognized by ASUU and be accorded the authority and privileges therein. The fee of \$10 allows a full member to not only vote in BSWSA elections, but to also be a candidate.

The BSWSA meets on a monthly basis. All students in the Bachelor of Social Work Program are invited to attend these meetings. The BSWSA presidency is composed of the following positions: President, Vice-president, Secretary, and B.S.W. Committee liaison. A newsletter is distributed every month that covers upcoming events (BSWSA meetings, birthdays, study groups, community projects, etc.) and spotlights various professors that have been deemed exceptional by social work students.

The BSWSA is an organization established to assist social work students as they enter into, not only university life, but professional life as well.

## VI. Social Work Career Opportunities

Many career opportunities are available to students holding the B.S.W. degree. These include:

Human Services	Juvenile Justice
Health Care	Aging and Gerontology
Family Services	Developmental Disabilities
Policy Analysts	Corrections
Mental Health	Management/Administration
Community Organization	Employment/Occupational
Child Welfare	Substance Abuse

As a profession, social work's primary concern is people and their relationships within society.

The ultimate value of the profession is its ability to help people realize their own potential. Social work is based on a belief in the worth and dignity of all persons and on the positive value of cultural, gender, and experiential differences. These values and the needs of the professional social worker shape the mission, goals, and objectives of the B.S.W. Program.

Social work is a difficult, challenging, and rewarding profession for those willing to give of themselves. It requires a high level of emotional and intellectual resources as well as an acceptance of the values and ethics of the profession. Many students find themselves initially attracted to social work for a number of reasons. Later, they may come to realize that they are unsuited because of their own values, academic ability, or emotional strength to undertake such a demanding career. Such a decision demonstrates wisdom and a real caring for potential clients, and the social work faculty is always ready to assist students to consider their best academic alternatives in such situations.

## **VII. Social Work Employment After Graduation**

The University of Utah will be graduating approximately 50 B.S.W. students per year. Each year, B.S.W. graduates accept positions in a variety of social service agencies and organizations.

Among the titles of positions accepted are social worker, social service worker, case worker, counselor, admissions coordinator, medical social worker, resident assistant, foster care coordinator, substance abuse counselor, and family services social worker. The average salary of starting positions is above \$23,000.

Areas of possible employment included nursing homes, juvenile court, foster care, hospital social work, alcohol and other drug abuse programs, developmental disabilities, and youth and family services.

## **VIII. Social Work Curriculum Requirements**

### **A. Required Liberal Arts Courses**

Because social work is a profession which draws wisdom and knowledge from a variety of disciplines, social work majors are required to complete courses in a number of behavioral and physical science and humanities areas. Each course has been selected because it provides a sound background for content which will be covered in required social work courses.

BIO 1210 or 1010 General Biology

This course was selected because social workers must work with clients having physical illnesses, disabilities, and psycho-physical difficulties as well as with other professionals including physicians, nurses, vocational counselors, physical therapists, and other health practitioners. Moreover, the utilization of medications for a wide variety of physical and emotional difficulties makes it essential that social workers have a firm background in human biology.

PSYCH 1010 General Psychology

SOC 1010 Introduction to Sociology

These social/behavioral science courses are important background courses for understanding the perspectives of the disciplines of psychology and sociology relative to human behavior. Each of these disciplines has a unique way of explaining human behavior and different methods of gathering information. These courses constitute, along with the biology described above, the liberal arts underpinnings for SW 3101 and 3102 (Human Behavior in the Social Environment). Social work students taking SW 3101 will benefit from exposure to psychology's emphasis on the individual and sociology's interest in the impact of environment, society, and social institutions on the individual.

POL S 1100 U.S. National Government

POL S 3030 State and Local Government

FCS 3450 Family Economic Issues

These courses were chosen because social work is a profession which operates within the political arena and is greatly affected by political, economic, and policy decisions made at all levels of government. Governmental policies determine whether and which social programs will be funded, who will receive care, and the qualifications of those who will provide social services. These courses comprise the liberal arts background for SW 4301 Social Welfare Policy and Services.

PSYCH 3000, or SBS 3000, or FCS 3210, or SOC 3112 Statistics (or other approved statistics course)

These courses provides the student with a sound grasp of basic statistical techniques and concepts which are utilized in various kinds of social science research. Students will find this content helpful within SW 4401 Social Work Research and Evaluation. Graduates will benefit by being able to understand the ideas which are presented in the social work literature and to utilize basic statistical tools in practice and research.

## **IX. Core Courses in Social Work**

All students will complete a total of 43 credits in required social work courses including the internship. As with the liberal arts requirements listed above, each social work course was designed and selected to meet identified needs for entry level practitioners. Courses MUST be taken in a proper sequence to assure compliance with accreditation standards and the necessary background to complete the next course. A brief explanation of each course follows:

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### SW 1010 - Social Work as a Profession

Looks at the role of social work as a profession. Issues and trends in social work practice are emphasized along with values of the profession.

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### SW 2300 - Social Welfare as an Institution

An introduction to public and private institutions that meet health, recreation, and welfare needs of individuals, groups and communities. It reviews values that underlie various social welfare institutions and services.

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### SW 2100 - Human Behavior and Social Environment I

This course employs theory and research findings to understand and assess functioning of individuals and families in their social environment. It emphasizes social systems approach for analyzing the impact of various social forces on individual and family dynamics.

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### SW 3102 - Human Behavior and Social Environment II

This course uses theory and concepts from behavioral sciences that focus on interactions between and among individuals and the groups, social, economic, and environmental systems in which they live.

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### SW 3201 - Communication in the Helping Process

This course is designed to help students use the knowledge, skills, and values of effective human and interpersonal relations. It includes observation, collection and description of data, verbal and nonverbal communication, and their relevance to social work practice. It integrates diversity issues and emphasizes demonstration and practice of communication through structured exercises.

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### SW 3202 - Social Work Practice I

This course introduces students to knowledge, values, and skills for generalist social work practice. It prepares students to enhance well-being of people and ameliorate environmental conditions that affect them adversely. A focus is on the planned change or problem-solving process within a strengths perspective. It includes content on evaluation of practice.

### SW 3550 - Social Diversity and Cultural Understanding

This course explores the many different definitions of diversity and the different realities and impact of how diversity functions in the United States. It will explore how certain individuals, groups, and communities in the United States have experienced unique social, economic, and political subordination relative to the institutional frameworks of the dominant majority. *(Prerequisite or co-requisite to SW 3102 HBSE II)*

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### SW 4201 - Social Work Practice II

This course focuses on generalist social work practice with emphasis on families and small groups. This course includes use of planned change process to assist oppressed groups within the values and ethics of the profession. It also includes content on evaluation of practice.

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### SW 4302 - Social Work Practice III

This course focuses on generalist social work practice with organizations and communities. Special emphasis is on the role of social workers in empowerment of diverse populations and in helping clients achieve social and economic justice and institutional oppression. It includes content on practice/program evaluation.

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### SW 4301 - Social Welfare Policy and Services

The course examines political and legislative processes that influence the development of social policy and services. Emphasis is on policy analysis skills at the agency and societal level. *Two prerequisite courses, State and Local Government and Family and Economic Issues, must be completed and a grade received prior to enrolling in SW 4310.*

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### SW 4401 - Social Work Research and Evaluation

This course strengthens students' capacity to use a scientific and analytic approach to knowledge building. It includes knowledge, skills, and values needed to be an effective consumer of research as well as to evaluate one's social work practice. Covers qualitative and quantitative research methods and the use of appropriate technological systems to analyze, store, and retrieve information. *One prerequisite course, Statistics, must be completed and a grade received prior to enrolling in SW 4401.*

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### SW 4702 - Social Work Practicum

This provides structured supervised learning experiences enabling students to enhance and further integrate their practice knowledge, skills, and values in multiple settings. *(SW 4301 or SW 4401 may be taken concurrently. All other required social*

*work curriculum must be completed prior to entering Practicum.)*

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SW 4782 - Social Work Practicum Seminar

The Seminar assists students to integrate practicum experiences with classroom work. It allows opportunity for collective problem solving and consultation.

Electives

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SW 3214 - Child Welfare Practice

Develop beginning competence in assessing types and benefits of different child welfare services (i.e., foster care, adoptions, institutionalization); examination of the impact of public policies and social work practice on children and families.

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SW 2124 - Understanding Substance Abuse

Examines the problems of alcohol and chemical dependence. Areas of study broadly include definitions, prevalence, etiology, policies, effects on family and society, and prevention and treatment approaches.

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SW 3954 - Community Leadership in Action

This course provides opportunities for community service, leadership, and volunteerism through practical experience and critical reflection.

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SW 3564 - Native Americans in Modern Society: Implications for Social Policy

(Cross listed with ETHNC 3600). Develops understanding and awareness of social service needs, policies, and programs related to American Indians. It covers cultural, traditional and modern day issues impacting individuals, families, communities, and tribal groups.

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SW 3804 - Special Topics

Intensive work related to a specific area in Social Work for undergraduates.

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SW 4804 - Honors Thesis Project

Upper-division Communication/Writing. Restricted to students in the Honors Program working on their Honors degree.

## **X. Admission Procedures and Policies**

The social work program operates under a selective admissions policy. The policy is based on the need to maintain a program of excellence in the classroom and to assure availability of quality internship placements. The College of Social Work reserves the right to admit a

limited number of students each semester. Meeting the minimum standards does not guarantee a student will be admitted to the major. Students who are denied admission are advised to consult with their adviser regarding career alternatives. The department is also committed to the desirability of having a diverse student body. Admission numbers are also impacted by the CSWE accreditation requirements.

Students interested in earning a B.S.W. degree must first be admitted to the social work major. Enrollment in selected upper division social work courses is restricted to students who have been formally admitted to the major. This formal application to the major is the first step in meeting requirements for graduation with a B.S.W. degree. Students may appeal a denial of admission to the major by following procedures outlined under **Appeal Procedures**.

### **A. Application Criteria**

1. Completion of:
  - PSY 1010                      General Psychology
  - SOC 1010                     Introduction to Sociology
  - POL S 1100                  U.S. National Government
  - BIO 1010 or 1210          General Biology
  - SW 2300                      Social Welfare as an Institution\*
  - SW 1010                      Social Work as a Profession\*

\* *Applicants must receive a grade of C or better in these courses in order to be admitted into the B.S.W. Program.*

2. 2.35 overall Grade Point Average
3. Good academic standing during the semester of application
4. Personal statement
5. Resume
6. Two letters of recommendation

### **B. Application Policy**

*A maximum of 25 students will be admitted each semester. Meeting the minimum requirements does not guarantee admission. No more than 25 students will be accepted per semester, even if minimum qualifications are met.*

## **C. Application Procedures**

1. Students seeking admission are required to complete an application form available from the B.S.W. office (322 SW) or online at [www.socwk.utah.edu/bsw](http://www.socwk.utah.edu/bsw).
2. The student must have completed or be enrolled in the prerequisite courses listed above prior to application.
3. Student must meet with a social work advisor as part of the application process.
4. The decision to admit a student will be based on the student's cumulative GPA as defined in this policy. GPAs are calculated using all academic work attempted/completed.
5. Any student who withdraws from the social work major at the University of Utah or who does not take classes at the University of Utah for two or more sequential semesters must re-apply for admission into the program.
6. A completed application will contain:
  - Social work admissions application
  - Applicant Background Information Form
  - An official transcript from each college or university attended by the applicant
  - Two letters of recommendation
  - Personal statement
7. Consideration for admittance into the B.S.W. Program will be based on the following:
  - Writing skills
  - Academic history
  - Letters of recommendation
  - Potential for success in the field of social work.

## **XI. Advising**

Each student interested in social work (including pre-majors and those already admitted) is assigned a social work advisor. As potential majors and as developing practitioners, students require and benefit from the assistance and counsel of the departmental faculty. The goals of advisors include but are not necessarily limited to:

- A. Providing role modeling in the areas of social work values and professionalism;

- B. Assisting students in assessing their aptitude and motivation for a career in social work;
- C. Providing academic guidance in the areas of course choice consistent with the objective of preparation for practice and related to student interests;
- D. Providing for regular review of the student's educational performance in all facets of the social work program;
- E. Being available to discuss concerns of students and serving as a broker to link students to needed services;
- F. Advising students in their efforts to obtain employment upon graduation; and
- G. Providing information about College opportunities and advising students interested in pursuing this option.
- H. Students may request, in writing, a change in advisor. Whenever possible, this request will be honored. Advisors will assist students in meeting all University and departmental requirements, but the student is ultimately responsible for completing all requirements and for knowledge regarding any and all requirements in the major.

The role of the social work advisor is not a therapeutic one. Social Work faculty do not provide personal counseling to social work majors, since this could easily place faculty in conflict with their role as faculty members. Consequently, it is the B.S.W. Program policy to refer students needing personal counseling to other resources inside the University or in the community.

Students are also advised of their individual responsibility in determining compliance with published standards as spelled out in the appropriate catalogue. In other words, each student should carefully monitor his/her progress according to the Degree Audit Report (DARS) and plan subsequent courses to assure steady progress towards graduation.

All students are required to meet with their advisor each semester prior to registering for courses. This will allow the advisor to ensure each student is taking the courses in the correct sequence, and assist the student in meeting University graduation requirements.

## **XII. Transfer Credit**

The B. S. W. Program operates under the transfer policies and procedures of the

University of Utah. Under these policies the admissions office completes an assessment of a student's academic record with specific focus on general education requirements. The B.S.W. Program assists that office by providing a list of course equivalencies developed based on our review of syllabi from other schools in the state, including other accredited B. S. W. programs. If the B.S.W. Program has indicated that a particular course is the equivalent of a B.S.W. course, the admission office makes a notation of acceptance of credit in the student's record. If the course is not one for which prior approval has been given, the admissions office will send the student to the B.S.W. Program Director for an individual case-by-case assessment. In these cases students are often asked to provide syllabi, course descriptions, and sometimes information on textbooks and instructors to help determine the degree of comparability. The decision by the B.S.W. Program Director regarding course equivalency is final.

### **XIII. Phi Alpha Honor Society**

The University of Utah B.S.W. Program has affiliated with the social work honor society, Phi Alpha. The induction of members to the society takes place each spring. To be eligible for induction, an undergraduate social work student must have met the following requirements:

- Be a declared social work major
- Achieved sophomore status or above
- Completed 15 semester hours of required social work courses
- Achieved an overall University of Utah grade point average of 3.50
- Achieved a 3.75 grade point average in required social work courses at the University of Utah
- Demonstrated potential for a career in social work

Eligible students are invited to apply to the Phi Alpha Honor Society. A lifetime membership fee is assessed at the time of application.

### **XIV. Policies of the University of Utah and the College of Social Work**

#### **A. Leaves of Absence**

An individual seeking a leave of absence must have completed a minimum of one semester (15 credit hours) with a GPA of 3.0 or above. A written request must be submitted to the office of the B.S.W. Program Director. A written request for a leave of absence should include the following:

1. Reason for request
2. Period of absence requested
3. Academic work completed
4. Proposed plan for completion of additional work required for graduation.

To re-enter the B.S.W. Program after a leave of absence, the student needs to register for the semester agreed upon in the Leave of Absence Agreement. To extend a Leave of Absence, a new agreement must be negotiated and a new form submitted. If a student fails to negotiate an extension, and does not register at the agreed upon time, he/she will automatically be dropped from the University's registration system and the B.S.W. Program.

## **B. Re-Application**

After a year's absence from the B.S.W. Program (for whatever reason), a student must reapply for admission to both the University of Utah and the B.S.W. Program. Credit from other schools, if completed during the interim, should be included with the re-application.

## **C. College of Social Work E-Mail Policy and Computer Lab Policies and Procedures**

In order to facilitate communication among students, faculty, staff and administration, *all students are required to establish a University e-mail account*. Students who do not have an e-mail account may request a free account from the University's NetCom department. Additionally, students have access to the College of Social Work Computer Lab. For information regarding setting up a free e-mail account and the CSW Computer Lab, (along with the University's Acceptable Use Policy) please refer to Appendix C.

## **D. Cheating and Plagiarism**

### **Introduction**

Faculty of the College of Social Work consider cheating and plagiarism to be unethical behaviors, contrary to social work values and ethics as set forth in the Code of Ethics (NASW). These ethical standards require disclosure, honesty, truthfulness, and the development of positive personal and professional values in the pursuit of competence in the practice of social work. The University of Utah Policy and Procedures Manual (Code of Student Rights and Responsibilities, Section 8-10 Rev 3, or latest version from Website <http://www.admin.utah.edu/ppmanual/9/9-10.htm>) supports the position taken by the profession of social work on questions of

competence and professional and academic integrity. We wish to be helpful and evaluative in stating our views on cheating and plagiarism. Our suggestions are intended to find ways to assist students in achieving college expectations once they are admitted to the College of Social Work.

### **Expectations for Student Preparedness**

The following statement reflects the desire of the College of Social Work both to acknowledge writing proficiency as an essential component of social work practice and the reality that students **will often** need additional assistance in meeting this expectation

The College of Social Work expects its undergraduate students to meet already stipulated University of Utah writing skills requirements, by enrolling in University courses aimed at satisfying or improving their writing abilities and skills. Upper division writing requirements are intended to develop proficiency in using the syntax, vocabulary, sentence structure, and other mechanisms of American English in both written and oral work. Undergraduate students are encouraged to enroll in course work that will add to, or improve, their basic writing and presentation skills.

### **Definitions of Cheating and Plagiarism**

These unethical behaviors are often overlapping:

Cheating (cf. Lundberg, <http://mason.gmu.edu/~montecin/plagerism.htm>), personal communication, 3/24/03); (Dixon, 3/25/03, personal communication)

1. *The willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students, or attempts to willfully give and receive.*
2. *Examples of cheating are* (list is not intended to be exhaustive)
  - copying from another student’s test or evaluation instrument
  - fraud, duress, deception, misrepresentation, theft, trickery, talking, signing, gestures
  - unauthorized use of study aids, memoranda, books, data, or other information
  - submitting work presented in another course, unless permitted by the instructor
  - altering or interfering with grading or grading instructions
  - using unauthorized prior knowledge of an examination
  - doing work for another student or having one’s own work done by someone else

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A boiled down definition of cheating: Claiming someone else's work is/as your own.

Plagiarism (cf. Lundberg, <http://www.cs.unb.ca/html/plagiarism.html>), personal communication, 3/24/03); (Dixon, 3/25/03, personal communication)

1. *Presenting as one's own the words, work, opinions of someone else without proper acknowledgment.*
2. *Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment; copying verbatim another person's written work without proper citation, inclusive of in-line citation, or attribution, inclusive of inline referencing.*
3. *Paraphrasing ideas, theories, cases, conclusions, or research without proper attribution.* (Paraphrasing refers to stating someone else's idea(s), etc. in your own words but without proper acknowledgment of the source.
4. *Examples of plagiarism* (list not intended to be exhaustive)
  - using equations, charts, figures, illustrations/pictures, mathematical or scientific solutions without citing source
  - representing as one's own the original ideas (theories, models, principles, etc.) phrases, sentences, paragraphs, of the specific substance of another person's work without giving appropriate credit—example, to copyrighted material, Web pages, notes, letters, personal communications, newspapers, magazines, journals, television stories, etc.
  - representing another person's scholarly works, computer programs, case studies or artistic works as one's own

A boiled down definition of plagiarism: Failure to give credit where credit is due in citing or paraphrasing somebody else's work.

Consequences for plagiarism: cf. Student Code of the University of Utah available at <http://www.sa.utah.edu>. Part V: Student Academic Conduct Section B clarifies what punishment should be enforced: "A student who engages in academic misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension, or dismissal from the program or the University." (University lessons magazine, vol. 4, no. 2, Spring/Summer 2003, p.10).

## **E. Children on Campus**

Children are welcome to visit the College of Social Work when parents are able to provide the direct supervision of their children and ensure that others are not disturbed or disrupted. There have been several concerns and potentially dangerous situations when children have been left unattended in the building. While we acknowledge that emergencies and other situations may occur that are difficult to control, parents are encouraged to plan for unexpected events, illnesses, or other absences from school, by making prior arrangements for supervision in appropriate settings. There are no day care services available at the College of Social Work. The University provides day care facilities for campus students and employees. A variety of public and private child care agencies are located in the area.

The following policy related to children on campus applies to regular, daily or prolonged presence of children in the College of Social Work. These guidelines seek to protect the safety of children in the building during work and school hours; the professional work environment required to conduct University business; and the School's compliance with child care policies of the University.

1. We request that students, staff, and faculty not bring children to the College of Social Work on a regular, daily, and prolonged basis.
2. Direct parental supervision is essential if children are in the building for any reason.
3. It is the parents' responsibility to provide age-appropriate supervision. (Other staff, faculty, and students should not be expected to provide supervision.)
4. Whenever children are visiting the classroom, the appropriateness of the topic(s) of discussion should be considered. Please obtain prior approval from the instructor.

## **F. Student Records**

Students can access their own file by following University policy (see General Catalog at <http://www.acs.utah.edu/genccatalog>). All faculty members and field instructors have access to the information in a student's file. Policies of the College of Social Work protect the privacy of students as mandated by Public Law 93-380, Section 438. This law forbids the release of academic records or personal information without the written consent of the student, except in specified situations. Educational records do not include notes and records held privately by faculty and other academic staff.

In accordance with the Act, the University has established appropriate procedures for granting a student's request for access to his/her records within a reasonable time, not to exceed 45 days, as follows:

1. A student must personally deliver a signed, formal, written request for access to his or her files to the **Office of the Vice President for Student Affairs**. The student must show satisfactory identification.
2. Within ten (10) days after receiving such a request, the Office of the Vice President for Student Affairs ascertains the existence, location and status of the records to which access is sought, and notifies the student of a time and place when the records will be made available for his/her inspection.
3. A student may request a copy of certain educational records. Certain records, while available for examination, may not be copied (e.g., if doing so might compromise another student's or faculty member's privacy). The Vice President for Student Affairs, in consultation with the University attorney, determines the appropriateness of copying such a record. The cost of each copy is \$.50 per page, assessed to the student making the request.
4. The University reserves the right to refuse to permit a student to inspect the following records:
  - the financial statement of the student's parents;
  - letters and statements of recommendation for which the student has waived right of access or that were filed before January 1, 1975;
  - records connected with an application to attend the University of Utah, if that application was denied;
  - records excluded from the FERPA definition.

[Source: *University of Utah Bulletin and General Catalog, 2000/2001.*]

### **G. Appeals of Grades and Other Academic Actions**

The College of Social Work adheres to the policies and procedures for appeals of grades and other academic actions set forth by the University as stated in the *University of Utah Bulletin and General Catalog, 2003/2004*. That policy is restated below.

Faculty members are qualified as professionals to observe and judge all aspects of a student's academic performance, including demonstrated knowledge, technical and interpersonal skills, attitudes and professional character and ability to master the

required curriculum. An academic action, as defined, may be overturned on appeal only if the academic action was arbitrary or capricious.

Students who believe that an academic action is arbitrary or capricious, should discuss their complaint with the faculty member involved and attempt to resolve the disagreement. If the student and faculty member are unable to resolve the disagreement, the student may appeal the academic action in accordance with the following procedures:

1. Appeal to the Director of the B.S.W. Program. Within forty (40) working days of notification of the academic action, the student shall appeal the academic action in writing to, and consult with, the Director of the B.S.W. Program regarding such academic action. Within fifteen (15) working days of consulting with the student, the Director shall notify the student and faculty member, in writing, of his/her determination of whether the academic action was arbitrary or capricious. The Director shall take appropriate action to implement his/her decision unless the faculty member appeals the decision. In the event that the Program Director is the faculty member whose grading is being appealed, the appeal shall be to the Associate Dean of the College of Social Work.
2. Appeal to Academic Appeals Committee. If either party disagrees with the Director or Associate Dean's decision, that party may appeal to the school's Academic Appeals Committee within fifteen (15) working days of notification of the decision.

Academic action means the recording of a final grade (including credit/no credit and pass/fail) in a course, or on a culminating project. It also includes a decision by the appropriate committee to place a student on academic probation, or to suspend or dismiss a student from an academic program because the student failed to meet the relevant academic standards of the discipline or program. Academic action does not include academic sanctions imposed for academic dishonesty or for specific violations of professional and ethical standards of the professional or program for which the student is preparing.

[Source; Class Schedule Student Handbook, pp. 215-216; 221.]

## **H. Dogs on Campus**

The only dogs allowed on campus are service dogs trained to support medical purposes or disabling conditions. To prevent the trauma and expense of having to retrieve your dog from an animal shelter, please **DO NOT BRING YOUR PET TO CAMPUS.**

## **I. Equal Opportunity and Affirmative Action**

The University of Utah is an AA/EO employer and encourages applications from women and minorities, and provides reasonable accommodation to the known disabilities of applicants and employees.

## **J. Credit for Life Work or Experience**

The B.S.W. Program work does not grant credit for either life or work experience in lieu of any required social work course or the internship. Students who have completed social work courses at other CSWE accredited programs will have their materials reviewed on a case-by-case basis to determine comparability with U of U social work requirements.

## **K. Students Rights and Opportunities**

Students have the right and opportunity to participate in the evaluation of their educational experience. The B.S.W. Program operationalizes this opportunity through a variety of mechanisms. Each semester students will have a chance to provide feedback to the B.S.W. Program on the instruction they receive in every course. In addition, evaluation forms are utilized to assess the quality of advising provided and the field liaison roles performed by faculty. Normally, all of these opportunities occur at the end of the semester and within the classroom setting. To ensure greater candor, the results of student evaluations of faculty are **not** shared with faculty until after grades have been turned in for that semester.

## **L. Students Rights to Organize**

Social Work majors, in accordance with University policy, have the right to organize in their own interests in matters concerning academic and student affairs. In addition, B.S.W. students are represented on both the School Council and the B.S.W. Committee.

## **M. Code of Student Rights and Responsibilities**

The mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self discipline, and engage in the rigors of discovery and scholarship.

Students at the University of Utah are members of an academic community committed to basic and broadly shared ethical principles and concepts of civility. Integrity, autonomy, justice, respect and responsibility represent the basis for the rights and responsibilities that follow.

The Code of Student Rights and Responsibilities has three parts: Student Bill of Rights, Standards of Academic Performance and Standards of Behavior. (The entire Code of Student Rights and Responsibilities can be found in the University of Utah General Catalog.

#### **N. National Association of Social Workers**

The professional organization for social workers is the National Association of Social Workers (NASW). The State of Utah has an active chapter that sponsors an annual program meeting for all social workers and friends of social work. Students are encouraged to join NASW as student members with reduced student rates that entitle them to the publication of *Social Work*, as well as other benefits of being a member of a professional organization. The state chapter of NASW is housed in the College of Social Work (SW 229), and students are invited to stop in and get acquainted, and pick up membership applications. For more information, call 583-8855, or on the web at <http://www.utnasw.org>.

#### **O. Americans with Disability Act of 1990**

The Americans with Disability Act of 1990 is basically a civil rights act for anyone with a physical or mental impairment that substantially limits one or more of life's activities. The B.S.W. Program makes every effort to provide reasonable accommodation to disabled students.

#### **P. Student Continuation, Review, and Dismissal**

The B.S.W. Program policy on student continuation, review, and dismissal is as follows:

1. Continuation in the program requires:
  - Earning a grade of at least a “C” in each social work (SW) course;
  - Earning a grade of “credit” in Social Work Practicum and Practicum Seminar;
  - Maintaining a 2.35 cumulative GPA in social work (SW) courses; and
  - Conducting professional activity in conformity with the NASW Code of Ethics.

Failure to meet any one of these criteria is grounds for automatic dismissal and the student will be notified in writing of this action.

2. Students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the B.S.W. Program. All students are expected to maintain the standards of the College of Social Work and social work profession.
3. Grounds for dismissal include the items listed below:
  - Conduct that is not congruent with the values and ethics of the social work profession including the NASW *Code of Ethics* or applicable University of Utah rules and regulations. This includes behavior in the student’s classroom and fieldwork.
  - Behavior that interferes with the student’s functioning and/or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers.
  - Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit appropriate professional interaction with other people.
  - Failure to adhere to practicum agency policies and professional standards.
  - Failure to use sound judgment both in work with clients and in regard to oneself such as not seeking professional help for physical or emotional problems that interfere with functioning of the program.
  - Academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one’s own.
  - Repeated, unexcused tardiness and/or absences that negatively impact the learning process of the student.
  - Failure to abide by B.S.W. Program policies and procedures
  - Participation in class or practicum activities while under the influence of drugs or alcohol.
  - Maintaining, after it has been addressed, hostile, negative behavior directed toward the client, instructor, peers, agency staff, and/or university staff.
  - Failure to disclose critical background information in applying for the program or field that bears on one’s competence or performance.
4. When a student’s performance is evaluated as deficient, this concern will be presented to the B.S.W. Committee for review. The Committee will meet with the student and others as appropriate, and will determine the course of action. This may include dismissal, a letter of reprimand in the student’s file, or a contract which will set forth problems to be solved, actions to be taken to solve said problems, and a time period for completion of designated actions and

reevaluation of student performance. The Committee's decision will be communicated to the student in writing by the Director of the B.S.W. Program.

Discontinuance can occur during any semester of enrollment in the B.S.W. Program, including the last semester. Students who are dismissed from the program may apply for readmission after one year. Students may appeal academic actions in accordance with the procedures outlined under Appeals of Grades and Other Academic Actions discussed in this handbook on pages 18-19. Under University of Utah rules, "academic actions do not include academic sanctions imposed for academic dishonesty or for specific violations of professional and ethical standards of the profession or program for which the student is preparing.

### **Q. Cancellation of Classes**

Within University policy, individual faculty members are ultimately responsible for deciding whether or not to hold classes when school, university, or community activities conflict with teaching schedules.

### **R. Informal Conflict Resolution**

#### **A. Philosophy**

This proposal is based on the beliefs: (1) that differences should be respected, and (2) that any disagreement between people typically reflects a complex mixture of fact and experience that is nevertheless amenable to arriving at a mutual understanding of the conflict. In addition, we believe social workers ought to practice relationship building, which entails creating trust as well as learning to resolve conflict in growthful ways. This is an approach to resolving differences between students and faculty that requires an open mind in dealing with the conflict, being courageous in taking the risks involved, and appreciating that there is more than one way to define problems and solutions.

#### **B. Goals**

1. To provide a strength based approach for resolving student-instructor differences by utilizing social work professional development values as a guide to action. Specifically, base this approach to resolving differences on social work practice values related to:
  - a. Giving and receiving feedback
  - b. Checking perceptions before cementing assumptions
  - c. Being empathic, and

- d. Examining that data from multiple perspectives in the process of arriving at a mutually agreeable solution
  2. To provide students and faculty with an educationally sound opportunity to practice social work professional and ethical standards.
- C. Principles for Resolution based on Professional Development Values
1. Inform each other of the need to talk about the difference, disagreement, dilemma before it becomes a conflict.
  2. Agree to meet.
  3. Proceed to an agreement, understanding, resolution.
  4. Inform each other about what subsequent steps, if any, are to be taken, inclusive of proceeding to formal conflict resolution.
- D. Principles to Guide the Conflict Resolution
1. Respect each other
    - a. Listen
    - b. Dialogue (remember, confrontation is okay)
    - c. Respect boundaries (avoid inappropriate personal disclosure)
  2. Try to focus on issues, content, and principles (not personalities).
  3. Try not to react defensively, be willing to acknowledge it if you do.
  4. Use “I-Statements.” Focus on behavior change, not changing the person.
  5. Be willing to listen to other views.
- E. Implementation of the Proposal
- Publish a statement indicating the SSW preference for a strengths based, professional growth oriented approach to deal with differences, and strongly encourage students and faculty to take this approach before resorting to formal means of resolution.
- F. Rationale

1. Create an opportunity to teach and practice making the distinctions between having differences and disagreeing about something before the difference/ disagreement becomes a conflict.
2. Create congruence between the SSW stated values for honoring diversity, difference, and affirmative action.
3. Seek congruence between professional values and behavior.\*
4. Enhance professional integrity by seeking congruence between values – ethical codes – personal conduct.

\*cf. NASW Code of Ethics: Ethical Principles: *importance of human relationships; social workers practice within their areas of competence and develop and enhance their professional expertise*. Ethical Standards: Responsibilities as professionals, 4.01-4.08.