Welcome to the School of Social Work at Colorado State University!

Message from the Director of the School

The School of Social Work launches leaders and innovators who improve social services, build capacity, and promote human well-being through cutting-edge practice, policy, and research work.

We are proud to offer both the BSW and MSW programs that are fully accredited by the Council on Social Work Education. We have long-established programs and with over 40 years for our BSW program and 30 years for the MSW program. Upon your graduation you will join the ranks of thousands of other CSU graduates who are changing the world and improving the wellbeing of people and communities across the globe.

The School of Social Work at CSU is noted for its excellent students and its exceptional faculty. An emphasis is placed on providing students with a challenging learning environment and graduating social work practitioners who excel in their professional lives. Students frequently come to the classroom with work or personal experiences that enrich class discussions. The faculty are international experts in healthy aging, behavioral health, child welfare, military issues, and human-animal interventions. They bring knowledge from their research and practice to support social change and academic excellence.

The School of Social Work welcomes you to our learning community.

Audrey Shillington, M.S.W., MPE, Ph.D.
Director and Professor, School of Social Work
Welcome to the social work major at Colorado State University. The BSW program is committed to inclusivity and growth, welcoming all students. Social Work is a rewarding helping profession, committed to social justice, with many practice opportunities at the bachelor’s level.

Students who major in social work want to help others and make a difference in the world. The profession of social work is guided by a Code of Ethics from the National Association of Social Workers. The core values in that code are: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Thus, social work as a degree and helping profession, helps students achieve their goals.

To prepare for a career in social work, students in the BSW program get real life, hands-on experience applying what they are learning in classes. Students gain knowledge and practice skills for work with individuals, families, groups, communities, organizations, and policy. The field placement, at the end of the student’s academic career, provides a capstone experience for students to practice and integrate their knowledge, skills, and values in a human services agency.

We look forward to helping you on your path to becoming a social worker. Please visit with me whenever you like. And welcome to the BSW program and your start to a rewarding career.

Brenda K. Miles, M.S.S.W.
Director, BSW Programs
Purpose of the Student Manual

This student handbook, together with the School of Social Work website provides you with a comprehensive guide to thriving and achieving success during your undergraduate studies. Be sure to access the most updated online version of this handbook on the school’s website.

The general policies and procedures of the Colorado State University are found in the CSU General Catalog which is available online. Some general university polices are repeated in this handbook. However the most current CSU General Catalog is always the guiding authority.

We encourage all BSW students to read and understand the policies and procedures at the School of Social Work and the University. When you have any questions or concerns, do not hesitate to contact the Director of the BSW Program.
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Section I
School of Social Work Philosophy and History

Social Work History
Throughout its history, the School of Social Work (SOSW) at Colorado State University has made a continuous effort to develop and maintain a program that is responsive to three distinct, but related, interests: 1) the profession of social work as represented by the Council on Social Work Education’s Educational Policy and Accreditation Standards; 2) the human services agencies and clients in the state, the region, the nation, and the globe; and 3) the land-grant oriented mission and goals of Colorado State University. The following abbreviated history of social work education at Colorado State demonstrates how these three interests have merged to create and shape the social work education programs offered today.

The School of Social Work (SOSW)
In the mid-1960s, the U.S. government initiated a program (administered by state social services agencies) to increase the supply of social workers by making funds available through Title XX of the Social Security Act (and predecessor legislation) designed to encourage universities to create baccalaureate-level social work education programs. Although Colorado State University (CSU) had previously offered a few social work courses in its Department of Sociology, these courses did not constitute a program that would prepare a graduate for social work practice. In 1968 the Colorado Department of Social Services and CSU entered an agreement to create a full baccalaureate social work major that would be housed in the Department of Sociology, delivered by a faculty of professional social workers, and funded with Title XX funds supporting 75% of the program costs. The agreement anticipated that the cost of operating the program would gradually shift to the university and by 1977 it would be fully funded by CSU. A total of 150 students initially declared the social work major, and the first graduating class received the BA in social work in 1971.

In 1970 the Council on Social Work Education initiated a process of accreditation for baccalaureate social work (BSW) education by granting “approval” status to 151 schools that met the established criteria. CSU was one of the first universities to attain that national recognition. Four years later “approval” was upgraded to professional “accreditation,” and again, CSU was among the first 135 baccalaureate social work education programs to achieve full accreditation – which has been maintained continuously since that time. Enrollment surged to a high of 375 majors during the mid-1970s, and it was necessary to cap the major at 325 students because new resident instruction resources were devoted to taking over the agreed-upon increasing percentage of program costs rather than funding new faculty positions to meet the growing student demand. In the 1980s, the stated goal of the Reagan administration to dismantle public human services had the effect of discouraging students from majoring in social work (both at CSU and throughout the United States), and the number of majors at CSU dropped below the cap to as few as 177 in the mid-1980s.

In 1976 an outreach innovation was introduced aimed primarily at assisting public social services workers to improve their competencies and credentials. Again making use of federal funds available through Title XX, a distance education program was developed, designed to help persons who
possessed baccalaureate degrees in other disciplines obtain a “second bachelor’s degree” in social work. Achieving this second bachelor’s degree also allowed these students to complete a master’s degree in social work in a reduced period of time (i.e., advanced standing) in many MSW programs throughout the United States.

By that time, the new department’s programs were completely funded by the university, and plans were initiated to create a master’s level social work education program (MSW). It was determined that the second bachelor’s degree would be phased out and its resources devoted to developing the MSW. At that time no MSW programs existed in the states of Idaho, Montana, Wyoming, North Dakota, or South Dakota and the only other accredited social work education program in Colorado was the MSW program offered at The University of Denver (DU). The MSW program at DU was primarily oriented to specialized social work practice delivered in the Denver metropolitan area, and the tuition at that private university was viewed as prohibitive by many potential social work students. Given CSU’s land-grant mission to serve people throughout Colorado, the recognized needs of the neighboring states that did not offer the MSW, and the desire to avoid direct competition with DU, the proposed MSW program was oriented to preparing advanced generalist social workers especially capable of responding to the human services needs of small towns and rural areas or communities that were undergoing rapid transition (e.g., energy boom/bust towns, urban sprawl). That focus was later expanded to include preparation to serve residents in urban areas, especially along the Front Range.

In July 1984 the MSW program was approved by the Colorado Commission on Higher Education and in June 1985 it was accepted into candidacy for accreditation by the Council on Social Work Education. Eligibility for initial accreditation was achieved in 1986, and fully accredited status was granted in 1992. The first class of 18 master’s level graduates received their degrees in 1986.

Another major program innovation was approved by the Colorado Commission on Higher Education in 1990 when an alternative MSW program (with the University of Southern Colorado in Pueblo) was initiated. The University of Southern Colorado (USC), a sister university in the Colorado State University System, had by then achieved accreditation for its baccalaureate social work program and joined CSU in making the MSW accessible to students from the southern part of the state. The inclusion of USC in this social work education effort also was intended to recruit a more culturally diverse student body than is found in northern Colorado. Approval of this alternative program was granted by the Council on Social Work Education in 1992, and the first 23 students graduated in 1994. This effort became the Colorado State University System’s first cooperative program. In 2003, USC merged with CSU and is now named Colorado State University – Pueblo.

CSU School of Social Work further expanded its outreach efforts by admitting a cohort of 27 students living in the Western Slope to the MSW program in 1998. Students took their graduate courses in Grand Junction over a four-year period. The first Western Slope class earned MSW degrees in May 2002. The School of Social Work admitted a second cohort of Western Slope MSW students in fall 2003. These students graduated in May 2006. The first Colorado Springs Distance MSW cohort of students graduated in December 2008. The second cohort began in January 2009, and graduated in December of 2011. A third cohort was admitted in Colorado Springs in January 2012. In January 2010, the first Central Colorado MSW cohort was admitted. The Central MSW program was initiated in response to a growing demand for our weekend distance MSW from across the state of Colorado and beyond. The Central cohort held
classes in Thornton and graduated in December 2012. In January 2015 distance programs were converted to a hybrid model with much of the class experience offered in an online format while two weekends per semester are required for face to face classroom experiences. Currently the distance program is offered through three cohorts along the Front Range of Colorado.

In an effort to continue to meet the needs of students and the community, the School of Social Work piloted an Advanced Standing program for students with BSW degrees from undergraduate social work programs accredited by the CSWE. Approximately 15-25 students with BSW degrees from accredited schools are admitted each year since.

Consistent with its roots in supporting the human services agencies, the CSU School of Social Work has devoted considerable effort to outreach activities. Substantial collaborations have been in the areas of research, curriculum development for and provision of statewide training to county child welfare and child protection workers. The School also supports other service and research-oriented programs including the Human-Animal Bond in Colorado (HABIC) program and the Social Work Research Center (SWRC). HABICS mission is to "improve the quality of life for people of all ages through the therapeutic use of companion animals." Over the years HABIC has developed a large number of animal-assisted therapy and activity programs along the Front Range. Presently, HABIC has approximately 150 trained and supervised human-animal teams (e.g. owner/dog), providing services to 800 clients per week, in 50 separate programs.

The Social Work Research Center was approved in 2004 representing collaboration between Colorado State University (School of Social Work) and community partners. Examples of community partners include County Departments of Human Services in Colorado (i.e., Larimer, Boulder, Adams, El Paso, Arapahoe, Broomfield, Pueblo, Weld, Broomfield, and Jefferson Counties), The American Humane, and Larimer County Mental Health. The purpose of the Social Work Research Center is to study social work interventions in areas such as child welfare and juvenile delinquency, while promoting evidence-based research, practice, and policy. SWRC provides research and program evaluation services to child welfare agencies, human services providers, governmental entities, and community groups. SWRC also collaborates with social work faculty and other interdisciplinary programs across the university on research and evaluation initiatives.

In 2002, the name of the Department of Social Work was officially changed to the School of Social Work to more accurately reflect the increased breadth of activities across national and in international arenas.

In 2006, the Social Work Center for Lifelong Learning and Outreach Education (CLOE) was established. The Center for Life Long Learning and Outreach Education develops, administers, and integrates degree and non-degree educational programs that extend outside the on-campus degree programs of the School of Social Work. The Center provides oversight to maintain high quality programs that are consistent with the mission and goals of the School of Social Work, the College of Applied Human Sciences, and Colorado State University. The Center fosters increased faculty and student involvement in community improvement as resources for social workers and human service personnel, providing lifelong learning opportunities, and engaging alumni in both providing and participating in the educational opportunities offered by the Center.
In July 2009, the Community Organizing to Reach Empowerment (CORE) Center became a Center into the School of Social Work. The CORE Center was a community-based program serving North Fort Collins residents. The CSU CORE Center, under the leadership of the School of Social Work, became an organizational member of the National Child Traumatic Stress Network (NCTSN) and received a $1.2 million grant from the Substance Abuse Mental Health Agency to deliver trauma-informed, evidence-based interventions to low income Latino children and families in northern Fort Collins. CORE Center in north Fort Collins closed on July 31, 2013. The federal grant that supported the center ended in September 2012, and the center was unable to secure funding to sustain the program. CSU underwrote the center for ten months to assure that all services were smoothly transitioned.

In 2011, the CSU Board of Governors approved a PhD Program in Social Work replacing our successful interdisciplinary PhD collaboration with the School of Education. Additional information about the curriculum and admissions is located on the School of Social Work website: [SOSW - PhD Program](#)

The programs of the Colorado State University School of Social Work have reflected continuing responsiveness to the needs and interests of the region, the profession of social work, and the university. The School of Social Work is currently one of nine academic units in the College of Health and Human Sciences that make practical application of knowledge and skills to address the needs of people.

**Vision**

The School of Social Work will advance social, environmental, and economic justice, promote equity and equality, alleviate oppression, and enhance human health and well-being across local and global community systems.

**School Mission**

The School of Social Work provides exemplary education, applied research, and transformative outreach toward the accomplishment of our Vision.

**Guiding Principles**

1. The School stands for courageous and resolute adherence to professional ethics and values by honoring commitments and upholding the highest standards of academic and scientific integrity.

2. The School is committed to academic rigor, seeking to define and address emerging social challenges thru interdisciplinary collaboration and critical inquiry that inspires innovation.

3. The School respects, honors, and values individual differences and diverse ideas. Using a lens of intersectionality, each person is treated with dignity, care, and respect.

4. The School cultivates a trusting and transparent environment through inclusive planning and decision-making with full, accurate, and timely communication of information.
5. The School proactively responds to emerging trends and issues through social engagement and experiential learning, which are integrated in all aspects of our teaching, research, and service.

Core Values

1. Integrity
   a. Uncompromising adherence to professional ethics and principles
   b. Cultivating or demonstrating trust and honesty in how we relate to each other / in all encounters and situations
   c. Awareness of how we interact with one another as human beings – this means, to be honest, trust the good intentions of our colleagues, show up authentically
   d. The courage to stand where you’re standing and the tenacity to hold what you believe
   e. Professional and personal

2. Transparency --- alternatively, Open and Inclusive
   a. Clear, open, honest communication
   b. Inclusion in decision-making
   c. Full, accurate, timely disclosure of information
   d. Group power and group decision-making, in terms of how we operate as a group and how we teach empowerment
   e. Courage

3. Respect
   a. Dignity, worth
   b. Unconditional positive regard

4. Empathy
   a. Compassion

5. Innovative Excellence
   a. Moving forward with a spirit of scientific inquiry, teaching innovation, and a broader view of “what belongs” to Social Work
   b. Passionate, systematic curiosity and inquiry
   c. Inspiring innovation in our students
   d. Academic excellence; thinking differently about problems and solutions
   e. Recognizing how we act within larger systems and seeking interdisciplinary collaborations – Integrated thinking, ecosystems perspective
   f. Being relevant, timely, and responsive
   g. Integrated knowledge
   h. Community of knowledge seekers
   i. Passionate curiosity

6. Social Action / Service / Active Engagement (or Framework or Lens)
   a. Unwavering commitment to creating change
   b. ACTING towards or in the spirit of social justice
   c. Commitment to action, to improvement, to change
   d. Bring change agents
c. Being responsive to changing landscapes; Being aware of constantly changing contexts/variables and fluid in our responses

**General Organization and Administration of the School of Social Work**

The Director of the School of Social Work is responsible for the overall administration of the School, the curriculum, and the quality of the education provided in the programs. The BSW Program Director assists the Director with administrative functions of the undergraduate programs. The Director of the Field Education Program, plans field education while field coordinators connect students with field placements for the Bachelors of Social Work (BSW) program. Faculty members are responsible for teaching the social work curriculum, preparing students to become professional social workers, and participating in the governance of the School. Please refer to the organizational chart below.
Organizational Chart

- School of Social Work Director
  - Assistant Director (Admin Team)
  - MSW Program Director (Admin Team)
    - MSW RI Advisor
    - Graduate Coordinator Administrative Assistant III**
    - MSW Distance Advisor
  - BSW Program Director (Admin Team)
    - BSW Advisors
    - BSW Academic Support Coordinator
  - PhD Program Director (Admin Team)
    - Graduate Coordinator Administrative Assistant III**
  - Field Education Director (Admin Team)
    - Program Assistant II**
      - BSW Field Coordinator
      - MSW Field Coordinator
      - Distance MSW Field Coordinator
  - Outcomes Coordinator

- Centers
  - SWRC Director Senior Research Scientist
    - RA I
    - RA III
    - RA III
    - RA IV
  - HABIC Director
    - Grant & Communication Specialist
    - Office Coordinator
    - Program Coordinator
  - CLOE

- Post Docs

- Faculty
  - With PhD
    - Professors (TT or NTT Clinical / Research)
    - Associate Professors (TT or NTT Clinical / Research)
    - Assistant Professors (TT or NTT Clinical / Research)
  - With MSW as Terminal Degree
    - Master Instructor
    - Senior Instructor
    - Instructors

- Business Officer**
  - Office Coordinator & BSW Support Admin Assistant II**
  - Accounting Tech II
  - Communications Coordinator**
Section II
Bachelor of Social Work (BSW) Program

The School of Social Work is dedicated to the values and ethics of the profession of social work, the welfare of humankind, the disciplined use of a recognized body of knowledge about people and their interactions, and the marshaling of community resources to promote the well-being of all.

The School’s educational programs prepare undergraduate students for generalist practice in social work. Generalist social work is regarded both as a perspective and a practice approach because the social worker is taught to recognize the impact, influence, and potential resources available from the context where practice occurs. The intent is to assist students in developing an ongoing responsibility to address their continuing needs for professional development and to become contributors to the social work profession.

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

Accreditation
The BSW program at CSU has been accredited since 1974 when The Council on Social Work Education (CSWE) began accrediting undergraduate social work programs in the United States. While maintaining the requirement for a generalist perspective for BSW programs, in 2008 CSWE moved to a competency based educational framework for its Education Policy and Accreditation Standards (EPAS). In 2015 revised competencies for the education of BSW students were published. In fall, 2018, the BSW program at CSU implemented a new curriculum based on the 2015 EPAS. Development of these generalist competencies is supported throughout the BSW curriculum with each classes addressing development of specific competencies in student learning. See Appendix B for a complete list of the competencies that form the foundation for the BSW program.

Liberal Arts Base
CSWE standards indicate that generalist practice is grounded in the liberal arts. The liberal arts promote breadth of knowledge, critical thinking, and communication skills. At Colorado State University, all students are required to take a series of courses through the All-University Core Curriculum (AUCC) designed to provide these essentials. Additionally, each major program of study must identify a series of required courses that provide depth and integration. The requirements for the AUCC is outline below:
All-University Core Curriculum (AUCC)

Requirements | Credits
--|--
AUCC 1. Basic Competencies
A. Intermediate Writing | 3
B. Mathematics | 3

AUCC 2. Advanced Writing | 3

AUCC 3. Foundations and Perspectives
A. Biological and Physical Sciences
(At least one course must have a laboratory component.)
B. Arts/Humanities | 3
C. Social/Behavioral Science | 3
D. Historical Perspectives | 3
E. Global and Cultural Awareness | 3

AUCC 4. Depth and Integration
A. Each major must designate courses that build upon the Core Competencies of writing, speaking, and problem-solving in an integrative and complementary way: SOWK 410
B. Each major must designate courses that build upon the foundations of knowledge and intellectual perspectives of Core Category 3 in an integrative and complementary way: SOWK 400
C. Every major must require a capstone experience at the senior level that consists of a designated course or sequence of courses that offer the opportunity for integration and reflection on students’ nearly completed baccalaureate education: SOWK 492

Each unit is free to further specify how each of these requirements is to be met and to designate additional requirements. The School of Social Work has delimited AUCC and designated additional requirements as follows:

1. Social work students are required to take a statistics course with SOC 210, STAT 201, or STAT 301 recommended. To fulfill part of AUCC Category 3A social work students are required to take a human/animal biology course.

2. Social work students are required to take either POLS 101 American Government and Politics or POLS 103 State and Local Government and Politics.

3. Social work students are required to take a social, environmental, economic justice course that they select from a department list of approved courses. This course may be used to fulfill AUCC Category 3A, 3B, 3C, 3D or 3E.

4. Social work students are required to take introductory courses in human development (HDFS 101), psychology (PSY 100), and sociology (SOC 100 or SOC 105). One of these courses may also be used to fulfill AUCC Category 3C.
5. Social work students are required to take a course in the area of health and wellness. They may choose from one of the following: ERHS 220, ERHS 430, FSHN125, FSHN150, HES145, HES 345, MIP 101, MIP149, PHIL130, or PSY328.

6. Social work students are required to take 6 credits of upper division course work in the social/behavioral sciences. They may choose courses from the following departments: Anthropology, Economics, Ethnic Studies (social science courses only. See department list), History, Human Development and Family Studies, Political Science, Psychology, and Sociology (except SOC 311 and HDFS 350)

7. The depth and integration requirements are fulfilled by social work students by taking the following required social work courses:

- Category 4B: SOWK 400 – Generalist Practice - Communities
- Category 4C: SOWK 492 – Seminar

Advisors will provide progress check sheets to student to assist with completing the above requirements. These requirements are also reflected on the degree audit available through RamWeb.
BSW Program Mission

The BSW program prepares generalist social workers that will advance economic, and environmental and social justice, will promote equity and equality, will alleviate oppression, and will enhance human health and well-being across local and global community systems. The BSW program provides exemplary experiential education that encompasses best practices, embraces scientific inquiry, and fosters respect for diversity using a person-in-environment framework across local and global contexts.

Goals:

The BSW program’s mission is accomplished by preparing generalist social workers who:

1. Actively advance social, economic, and environmental justice, promote equity and inclusion to eliminate oppressive conditions for all people.
2. Apply critical thinking skills to all areas of social work practice.
3. Engage in research-informed practice and practice-informed research.
4. Utilize appropriate theoretical foundations to engage, assess, intervene, and evaluate across all system levels (micro, mezzo, macro).
6. Engage with client systems in a manner that is consistent with the values, principles, and ethics of the NASW Code of Ethics.
7. Collaborate with other disciplines to solve complex problems at all systems levels.
8. Engage in policy and community practice to promote justice and human rights.
Description of Required Social Work Courses

SOWK 120 – Academic and Career Success
Skills for general academic success, personal growth, self-management, and knowledge of campus/community resources. Examination of professional opportunities within the field of social work.

SOWK 150 – Introduction to Social Work.
Introduction to generalist social work, including the history of social welfare in the U.S. and the knowledge, values, skills, practice settings, and populations served across the profession with special emphasis on vulnerable groups. The broad range of theoretical approaches and intervention strategies required are introduced. Practice roles discussed are advocate, broker, counselor, mediator, researcher, and community change agent.

SOWK 286 A-B – Practicum
Introductory social work practice skills in communication, relationship development, and professional behavior in the community setting.

SOWK 300 – Research in Applied Professions
Basic understanding of the research process and research methodologies, including skill in finding, understanding, interpreting, and applying research findings using critical thinking skills. Major emphasis on the steps and procedures to investigate various social problems and interventions that are central to contemporary social work practice while learning how research can be used to improve social work practice and to foster social and economic justice.

SOWK 330 – Dismantling Privilege and Oppression
Knowledge and skill in deconstructing one’s own identity, privilege and oppression to apply that process of understanding to a client's unique intersecting identities creating culturally sensitive social work practices.

SOWK 333 – Human Behavior in the Social Environment
Historic and contemporary theoretical foundations as contributions to practice knowledge in social work. Uses ecological and systems theory as organizing frameworks with critical thinking as a skill for identifying and challenging assumptions. Understanding human behavior theory relevant to social work practice.

Practice Courses
The following four social work practice courses focus on development of students’ knowledge and skills in applying the problem-solving approach to multi-level (individual, family, group, organization, community) system assessments and interventions. Within a generalist framework, these four courses focus specifically upon the knowledge, skills, and competencies needed for operationalizing the planned change process at designated system levels and the roles appropriate to each level of intervention. Issues of professional values and ethics are also infused in each course. Knowledge-guided practice, specifically evidence-based practice, is an important premise for each of these courses.
SOWK 340 – Generalist Practice - Individuals and Families
Knowledge and techniques used in applying the generalist planned change process to individual and family system assessments and interventions.

SOWK 341 – Generalist Practice - Small Groups
Knowledge, skills and competencies needed for the planned change process in groups within a generalist framework.

SOWK 343 – Generalist Practice - Organizations
Knowledge, values, and skills for the planned change process with organizations.

SOWK 400 – Generalist Practice – Communities (fulfills AUCC category 4B)
Knowledge and skills to engage with communities, create culturally sensitive change, and evaluate the planned change process.

SOWK 410 – Social Welfare – Policy, Issues, and Advocacy (fulfills AUCC category 4A)
Issues and processes shaping social welfare institutions; definitions of social welfare policy; analytical framework for policy analysis.

SOWK 488 – Field Placement*
Students integrate and apply social work competencies (Council on Social Work Education accreditation standards) learned across coursework through direct practice in an agency setting for field education. Students will demonstrate competency in professional knowledge, values, skills, and affective and cognitive processes for beginning social work practitioners.

SOWK 492 – Seminar (fulfills AUCC category 4C)
Integrates the knowledge, values, skills, cognitive and affective processes, and behaviors that develop social work competency while in field placement.

Social Work Elective Courses
The School of Social Work offers the following elective courses. Most are designed to focus on specific practice areas or populations:

SOWK 110 – Contemporary Social Welfare (fulfills AUCC Categories 3C, 3F)
Principles, values, and institutions of U.S. social welfare in context of human need within family, groups, and society.

SOWK 350 – Legal Issues in Human Services
Legal principles, procedures, and issues relevant to social work including policy research and courtroom testimony.
**SOWK/ETST 352** – Indigenous Women, Children and Tribes
Historical and contemporary lives of women, children, and tribal communities.

**SOWK 370** – Addictions: A Social Work Perspective
A social work bio-psychosocial lens to the system of addictions and substance abuse.

**SOWK 371A** – Social Work with Selected Populations: Children and Families
Application of practice processes with children and families.

**SOWK 371B** – Social Work with Selected Populations: Juvenile Offender
Application of practice processes with juvenile offenders.

**SOWK 371C** – Social Work with Selected Populations: Adult Offenders
Application of practice processes with adult offenders.

**SOWK 371E** – Social Work with Selected Populations: Social Gerontology
Application of practice processes with social gerontology.

**SOWK/IE 450** – International Social Welfare and Development
Framework of social welfare and development in international area; social need with focus on cultures/countries in transition.

In accordance with the recommendation of the Council on Social Work Education, no academic credit is given in whole or in part, for life experience and/or previous work experiences in lieu of coursework including field placement.

* Background checks are generally required by human service agencies in the community for placement and participation in these courses.

**Sequencing of Required Social Work Courses**
Required social work courses must be taken in specified sequences depending on whether students enter the program in their freshman, sophomore, or junior years. The following three charts specify these sequences, as well as specify pre-requisites and/or co-requisites.
## Baccalaureate Program
### Suggested Sequence of Required Social Work Courses and Prerequisites

### (4 Year Plan)

**Effective Fall 2018**

### Freshman

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>SOWK 120 (1) – Social Work Academic and Career Success</td>
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<tr>
<td>SOWK 150 (3) – Introduction to Social Work</td>
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<tr>
<td>(PSY 100 or concurrent registration; SOC 100 or SOC 105 or concurrent registration)</td>
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<tr>
<td>HDFS 101 (3)</td>
<td></td>
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<tr>
<td>POLS 101 or POLS 103 (3)</td>
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</table>

### Sophomore

#### Fall Semester

- SOWK 286A (3) – Practicum I (SOWK 150 or concurrent registration)
- Note: SOWK 286A & B must be taken in sequence.

#### Spring Semester

- SOWK 286B (3) – Practicum II (SOWK 286A)
- PROGRESSION TO THE MAJOR at the end of spring semester

### Junior

#### Fall Semester

- SOWK 330 (3) – Dismantling Privilege and Oppression (SOWK 286A or concurrent registration)
- SOWK 333 (3) – Human Behavior in the Social Environment (HDFS 101 or concurrent registration; SOWK 286A or concurrent registration)
- SOWK 340 (3) – Generalist Practice - Individuals and Families (SOWK 330 or concurrent registration)
- SOWK 350 (3) – Research in Applied Professions (SOC 210 or STAT 201 or STAT 301 or STAT 311, or concurrent registration in any)
- Electives:
  - SOWK 110 - Contemporary Social Welfare
  - SOWK 350 - Legal Issues in Human Services
  - SOWK 352 - Indigenous Women, Children & Tribes
  - SOWK 371A - Social Work with Children and Families

#### Spring Semester

- SOWK 341 (3) – Generalist Practice – Small Groups (SOWK 340 or concurrent registration)
- SOWK 343 (3) – Generalist Practice – Organizations (SOWK 340 or concurrent registration)

### Senior

#### Fall Semester

- SOWK 400 (3) - Generalist Practice – Communities (SOWK 343 or concurrent registration)
- SOWK 410 (3) - Social Welfare Policy, Issues, and Advocacy (POLS 101 or 103; SOWK 400 or concurrent registration)

#### Spring Semester

- SOWK 488 (10) - Field Placement (SOWK 300; SOWK 330; SOWK 341; SOWK 410 or concurrent registration); Block or spring/summer concurrent
- SOWK 492 (3) – Seminar** [1st semester of concurrent placement]

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**Note:**

- There are no block placements during the summer term.
- **Required 1st semester of concurrent placement.

**Prerequisites and/or concurrent registrations are the courses in parentheses**
### Baccalaureate Program

**Suggested Sequence of Required Social Work Courses and Prerequisites**

**(3 Year Plan)**

Effective Fall 2018

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<tr>
<th>SOPHOMORE</th>
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<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>SOWK 120 (1) – Social Work Academic and Career Skills</td>
<td>SOWK 286B (3) – Practicum II</td>
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<tr>
<td>SOWK 150 (3) – Introduction to Social Work (PSY 100 or concurrent registration; SOC 100 or 105 or concurrent registration)</td>
<td>(SOWK 286A)</td>
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<tr>
<td>SOWK 286A (3) – Practicum I (SOWK 150 or concurrent registration)</td>
<td>PROGRESSION TO THE MAJOR at the end of spring Semester</td>
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<td>SOWK 343 (3) – Generalist Practice – Organizations (SOWK 340 or concurrent registration)</td>
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<tr>
<td>SOWK 340 (3) – Generalist Practice - Individuals and Families</td>
<td>SOWK 300 (3) – Research in Applied Professions (SOC 210 or STAT 201 or STAT 301 or STAT 311, or concurrent registration in any)</td>
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**Electives:**
- SOWK 110 – Contemporary Social Welfare
- SOWK 352 – Indigenous Women, Children & Tribes
- SOWK 371A – Social Work with Children and Families
- SOWK 371B – Social Work with Juvenile Offenders
- SOWK 400 (3) – Generalist Practice – Communities (SOWK 343 or concurrent registration)
- SOWK 410 (3) – Social Welfare Policy, Issues, and Advocacy (POLS 101 or 103; SOWK 400 or concurrent registration)

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<tr>
<td>SOWK 410 (3) – Social Welfare Policy, Issues, and Advocacy (POLS 101 or 103; SOWK 400 or concurrent registration)</td>
<td>SOWK 492 (3) – Seminar** [1st semester of concurrent placement] (Concurrent registration in SOWK 488)</td>
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* There are no block placements during the summer term.
** Required 1st semester of concurrent placement.

**PREREQUISITES AND/OR CONCURRENT REGISTRATIONS ARE THE COURSES IN PARENTHESES**
BACCALAUREATE PROGRAM
SUGGESTED SEQUENCE OF REQUIRED SOCIAL WORK COURSES AND
PREREQUISITES

(2 YEAR PLAN)

Effective Fall 2018

Social work majors entering the program in their junior year must expect to spend a minimum of 4 semesters to complete the social work degree. Students who begin the program in the spring semester must expect to spend 5 semesters to complete the social work degree.

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<tr>
<td>(SOWK 150 or concurrent registration) NOTE: SOWK 286A &amp; B must be taken in sequence</td>
<td>SOWK 340 (3) – Generalist Practice - Individuals and Families</td>
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* There are no block placements during the summer term.
** Required 1st semester of concurrent placement.

PREREQUISITES AND/OR CONCURRENT REGISTRATIONS ARE THE COURSES IN PARENTHESES
Progression in the Major
Depending on the sequencing of a student’s coursework, either at the end of SOWK A (fall) or SOWK B (spring), students go through a process of applying for progression in the major in order to be permitted to enroll in the junior level practice courses. This process entails an evaluation of student’s performance in the practicum as well as the making of a formal commitment to the ethics and values of the profession by students.

The Sophomore Practicum and Senior Field Placement
A unique feature of the social work major at CSU is a year-long sophomore practicum (SOWK 286 A and B). This course is designed to teach basic social work skills such as communication and relationship-building, and has experiential, as well as classroom, components. In addition to classroom lectures and discussions, groups of students are assigned to work directly with mentors in various social work settings. The agencies participating in this practicum require background checks of students as part of the placement process. The group of students assigned to each agency also meets on a weekly basis to share and process their experiences.

A senior field placement (SOWK 488) in an agency setting is an integral component of the BSW curriculum. The field placement, taken in either two consecutive semesters for 14 hours a week or one semester for 28 hours a week, engages the social work student in supervised social work practice and provides the opportunity to apply classroom learning in the field. BSW students must have a minimum of 450 supervised hours of field experience. Through their field placements, students refine their professional social work skills and integrate classroom course content with supervised hands-on practicum experience in service provision, outreach, networking, and resource development. CSWE mandates that BSW programs establish minimum standards for field instruction and that supervisors be experienced social service agency personnel with a BSW or MSW degree. This formalized supervision helps to ensure consistently high standards of quality. There is a field fee to defer a portion of the cost of the field placement program. In addition, acceptance of a student by a field agency is generally contingent on the background check of the student as well as the student’s fit with the agency. Please refer to the SOSW Field Education - Internships Website for more specific information.

The Field Education Program in the School of Social Work is administered by Liz Davis, Director of Field Education, liz.davis@colorado.edu. Students interview with one of the designated field coordinators. Students will apply for field placement the semester prior to the semester in which they plan to enroll in SOWK 488.
Additional Educational Opportunities

All students are encouraged to explore additional educational opportunities. For example, some students choose to minor in Spanish. Others explore opportunities in ethnic studies, criminal justice and gerontology. Many student elect to study abroad to enhance their university education. Some students have chosen to have their field placement (SOWK 488) be in a different country to gain international experience. Please feel free to discuss these opportunities with your advisor.
Section III  
Undergraduate Student Policies and Procedures

The School of Social Work is committed to helping students become successful social workers. Students are encouraged to contact professors if they are experiencing difficulties in course work for any reason. Students may also contact their advisors for assistance with academic work or referral to the many resources at CSU to assist with academics and/or other areas of concern.

The SOSW is guided and abides by policies and procedures created by CSU. In this section, the reader is referred to the CSU General Catalog for details on policy and procedures for many such policies.

Background Checks
If a student has a criminal charge in their background, it is in the student’s best interest to disclose this information prior to progression in the social work major. While the BSW program works diligently to place all students, a charge may pose difficulties in securing a field placement for the student and/or may result in the inability to place the student.

Students are required to have a background check by most agency partners in SOWK 286 A and B. Completion of the course is dependent on the student being accepted by an approved SOWK 286 agency. If a student has difficulty with placement because of a criminal charge, the instructor for the student will attempt to find an alternative agency placement. However, if this cannot be accomplished, the student will not be able to complete the course and thus, the major.

Students who have a criminal background should understand that some community agencies may be precluded by law from accepting them in field placement. Additionally, some agencies are unwilling to supervise students having certain criminal charges. The field education team will make every effort possible to assist students in securing a field placement. However, if a placement cannot be accomplished for any reason, the student may not be able to complete the degree program. Students should also be aware that even if field placements are secured and a degree is awarded, certain criminal offenses may preclude them from obtaining employment as a social worker and that some states may refuse to license the applicant as a professional social worker.

Progression to the major of Social Work and Student Performance
Procedure Regarding Admittance and Retention (Progression to the Major in Social Work)
Colorado State University students are admitted to the School of Social Work (SOSW) when they declare social work as a major. Two professional organizations, The National Association of Social Workers (NASW) and the Council on Social Work Accreditation (CSWE) guide social work practice and education. The NASW develops the Code of Ethics for practicing social workers. The CSWE accredits bachelors and masters social work educational programs in the United States. Progression to the Major at the SOSW is guided by standards required by both of these entities to
ensure accreditation standards are met and SOSW students meet nationally recognized ethical requirements for their profession.

The NASW Code of Ethics requires that social workers act ethically in their work with clients. It also requires that social workers take action when their colleagues are not acting competently or ethically. (NASAW Code of Ethics). CSWE requires that social work programs describe the procedures for informing students of the program’s criteria for evaluating students’ academic and professional performance and that the program have policies and procedures for terminating students' enrollment in the social work program for reasons of academic and professional performance. (CSWE Education Policy and Accreditation Standards, Section 3.1)

To meet the requirements of these professional governing bodies, the SOSW has developed this Progression to the Major procedure. Progression to the Major is a time in a student's academic career when faculty and students can review each student’s character and fitness for the profession of social work. Prior to enrolling in the curriculum in the 300 level practice courses (SOWK 340, SOWK 341, SOWK 343), students must apply for Progression to the Major. Approval of the Progression to the Major application is a prerequisite for enrollment in SOWK 340. Generally students who have 60 or more credits must apply for progression in order to graduate in the following four semesters. The application for Progression to the Major will be distributed in SOWK 286 A and SOWK 286 B.

As a professional program, academic performance and fitness to proceed in the SOSW program requires a minimum grade point average, completion of required course work, and behaviors appropriate to the performance of social work. Problems in student performance may be addressed with the student at any time in the student's academic career in the SOSW.

**Student Expectations for Progression:**

- Maintain a minimum GPA of 2.5 in SOSW course work; a grade of C or better in all SOSW coursework; 2.0 in overall university course work; 2.0 in All University Core Curriculum (AUCC) course work.

- Demonstrate conduct that complies with the CSU Student Code of Conduct.
• Demonstrate conduct that adheres to the NASW Code of Ethics and social work values in interactions with faculty, peers, the community, organizations and clients.

• Remain free of criminal convictions while enrolled in the School of Social Work and CSU.

• Refrain from substance use that interferes with the performance of responsibilities to clients and agencies and/or interferes with classroom performance.

• Demonstrate behavior that prioritizes the welfare of those to whom the student has a responsibility such as clients and coworkers.

• Refrain from any behaviors that cause harm to clients, including romantic or sexual relationships.

• Demonstrate respect for all persons and appreciation for social diversity with respect of race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability and religion.

• Demonstrate sound judgment, both in work with clients and in regard to oneself, such as seeking professional help for physical and emotional problems that interfere with professional functioning.

• Demonstrate honesty and integrity in work with client systems and in the classroom.

**Review Process**

Concerns regarding a student’s application for progression will be reported to the Director of the BSW Program. Concerns may be identified during the Progression to the Major application review process or at any time before or after progression. Progression applications will be reviewed by the Director of the BSW Program. Concerns regarding any of the foregoing student expectations will be addressed by the BSW Director directly with the student and the student’s advisor. Major concerns regarding the student’s ability to proceed in the program will be reviewed by the Director of the BSW program with the administrative team of the SOSW, including but not limited to the Director of the SOSW. A meeting will then be scheduled for review of the concerns with the student, faculty member(s) involved, the Director of the BSW Program and the Director of SOSW. Review of concerns may result in one or more of the following resolutions, through the Director of SOSW:

• Dismissal or resolution of the expressed concerns.
• A probationary period which includes a remediation contract with the student to address concerns that will be monitored by the BSW Program Director or designated faculty.

• Dismissal of the student from the social work major.

• A report to the CSU Office of Conflict Resolution and Student Conduct Services, in the event the concerns include possible violations of the Student Conduct Code.

If a student progresses into the major, students must continue to maintain a 2.0 overall GPA, and a 2.5 GPA with no grade less than C in any social work course. Students will be required to retake any required social work course in which a grade of C or better is not achieved.

Appeal
SOSW students may appeal adverse decisions related to Progression to the Major by submitting the appeal in writing to the Vice Provost for Undergraduate Affairs within ten (10) calendar days. In the written appeal, the student must clearly identify the actions being challenged and the redress sought. If an appeal is not filed, the action of the Director of the SOSW will be final.

Upon receipt of a written appeal, the Vice Provost for Undergraduate Affairs shall convene a Review Panel comprised of three faculty members. These appointees may not be from the SOSW, but should be from related disciplines or professional programs.

The Review Panel will consider the case in detail within thirty (30) days after submission of the appeal. It must review any written record of the case. It must afford the student appellant an opportunity to appear in person before it and consider any relevant written materials the student may wish to provide in support of the appeal. The panel will hear from the Director of the SOSW whose action is being appealed and may confer with other involved parties. It shall evaluate any other information it deems important to its deliberations. Written summaries of the deliberations will be kept. To overcome the presumption of good faith in the performance judgment by the Director, an appeal must demonstrate that the evaluation and outcome was based upon matters that are inappropriate or irrelevant to academic performance and applicable professional standards and that consideration of those matters was the deciding factor in the evaluation.

After the Review Panel finds in favor of the SOSW or the student by a majority vote, it will make appropriate recommendations to the Vice Provost for Undergraduate Affairs. The Vice Provost and the Dean of the College of Health and Human Sciences shall jointly review the case, giving due consideration to the panel’s report and recommendations. Following consultation with the Provost, as deemed appropriate, the Vice Provost shall make the final decision of the University regarding the appropriate outcome.
Communication, Information, and Participation

Communication and information are necessary for successful progress towards earning the BSW. In addition, BSW program improves through feedback from its students. This is accomplished through The School Facebook, Twitter, student orientations, participation in student organizations, student representation on School of Social Work committees, visits to the classes by the BSW Director, the advisement process and this handbook. Students are encouraged to visit the Director of the School or the BSW Director whenever they would like.

- **Student Orientations**
  Student orientations are scheduled throughout the undergraduate program to facilitate smooth progress at various times during the course of the program. The first orientation a student would encounter is offered during Ram Welcome to entering first year and transfer students. Orientations include an informational session on progression requirements which usually takes place in conjunction with the sophomore practicum (SOWK 286) and orientations to field which take place prior to the application process and at the beginning of the field placement. Attendance at student orientations is required.

- **Student Representation and Opportunities**

- **Social Work in Action (SWA)**
  You are strongly encouraged to participate in your undergraduate student association, Social Work in Action. SWA is officially recognized as the organization representing undergraduate students in voting matters. Membership in SWA is open to any CSU student. Membership primarily includes undergraduate social work majors. Members of SWA are elected to serve on School of Social Work committees and represent undergraduate students at School of Social Work Council meetings. You will be contacted by representatives of SWA in your classes. For information on SWA meetings, contact the SWA advisor, Evan Lowe, evan.lowe@colostate.edu or use the SWA Facebook page.

- **Phi Alpha Honor Society Theta Pi Chapter, Colorado State University**

  Phi Alpha Honor Society is eager to promote a closer bond among students of social work and to enter into more intimate fellowship with those dedicated to the promotion of humanitarian social work goals and ideals by a professional group for which quality educational preparation is deemed imperative, students and faculty involved in social work education at Colorado State University resolve to sponsor a local chapter of the Phi Alpha Honor Society, a national social work honor society. In so doing, the students and faculty at Colorado State University hereby seek to foster high standards of educational achievement for social work students and invite into membership those students and faculty who have attained excellence of scholarship and distinction of achievement as students and educators of social work.

  - Undergraduate Membership in Phi Alpha is open to students who have
• Declared social work as a major;
• Achieved sophomore status;
• Completed nine or more semester hours of required social work courses;
• Achieved an overall GPA of 3.0 on a 4.0 scale; and
• Achieved a 3.25 GPA in required social work courses.

Each semester, students may complete the application form and submit it to the President of Phi Alpha or the current faculty advisor, Dr. Paula Yuma at paula.yuma@colostate.edu.

• Student Representation on SOSW Committees

BSW students, through SWA, may elect representatives to the following School of Social Work standing committees:

- School Council (1 BSW representative)
  School Council is the monthly (or more often as required by the Director of the SOSW) meeting of faculty and staff to discuss the state of the school and its programs. Voting on decisions regarding the SOSW’s function, curriculum, and future directions take place at School Council.

- Curriculum and Program Evaluation Committee (1 BSW representative)
  The curriculum and program evaluation committee is responsible for monitoring and revising the curriculum of the BSW, MSW, and PhD programs of the School of Social Work. Course revisions and new courses are developed in this committee prior to being presented to the School Council for approval. This committee also administers the outcome assessment and other evaluations of the three programs.

- Student Affairs (1 BSW representative)
  The student affairs committee hears grievances from students, proposes admissions criteria for the various programs, as well as designs the application and admissions process for the MSW and PhD programs. This committee also considers exceptions to policy and makes decisions on those exceptions.

- Committee for Social Justice (several BSW representatives)
  The SOSW Committee for Social Justice, promotes social justice and social change by engaging scholarship, teaching, and community service that seek to understand, celebrate, and embrace diversity. The Committee strives to provide leadership and direction to the SOSW as the school implements diversity initiatives in accordance with its diversity plan.

This committee identifies and invites students with a strong interest in social justice to be part of the committee each spring. Invited students then submit an application to the
committee which selects members for the coming academic year. In addition, if students are interested in becoming a member they may also contact Marie Villescas Zamzow, the committee chair, at marie.zamzow@colostate.edu. See Committee for Social Justice for more information.

Students are encouraged to participate in all non-executive session activities of these committees. BSW students are also encouraged to participate as active members of ad hoc committees as needed (i.e. faculty search committees). Representation on school committees provides an excellent opportunity for students to impact educational policy and stay informed about student issues.

Advisement
The School of Social Work considers advising to be a very important part of each student's educational experience. Advisors will help students design a plan for graduation, select courses each semester, monitor their academic progress, provide information on advising tools such as RAMWeb (Registration Ready, Registration, Class Schedule), Transferlogy, the Degree Progress Audit, and Student Advising Network (advising comments, WHAT IF, GPA calculation, etc.) and direct students to networks across campus that may be helpful such as the CSU registrar, Center for Advising and Student Achievement (CASA), CSU Health Network, Academic Advancement, Key Communities, Student Diversity Programs and Services, Adult Learners and Veteran Services, The Institute for Learning and Teaching (TILT) Programs, and Student Affairs. In addition, advisors support student with any difficulties they encounter in completing their education.

Each student is assigned an advisor when they enter the program. A student’s permanent advisor may not be the same person with whom the student talked when first visiting campus. The School of Social Work has two dedicated advisors, Dana Gaines and Marie Villescas Zamzow, as well as an Academic Success Coordinator, Evan Lowe. The Academic Success Coordinator meets with students who are considering the major or declaring Social Work as a major. A student may find the name of their advisor on RAMweb. The Director of the program will assist with advising as needed.

CSU students are responsible for insuring that they meet all requirements for graduation and the social work major. However, their advisors are available to assist in fulfilling all requirements. A student and his/her advisor are responsible for meeting at least once each semester and at any time either has questions or concerns about academic, career, or personal matters that interfere with academic performance. Students must meet with their advisors for pre-registration either in group advising sessions or individually.

Seniors and juniors may begin making appointments at the beginning of each semester for advising pertaining to the following semester. First and second year students should make appointments about two months into the current semester for advising for the coming semester. Students may make an appointment with their advisors electronically with the Student Success Collaborative – Advising Scheduler at https://csurams.campus.eab.com/. Advisors are able to access students’
academic files and advising codes. Students should be sure that they schedule appointments early as the advisors are the only persons authorized to release advising codes which are necessary for registration. Administrative assistants or other faculty members are not authorized to release advising codes. In the event that a student’s designated advisor is not available, formal arrangements for alternate advising will be made by the BSW Director, Brenda Miles. Students may contact her if unable to contact their advisors.

If a student should wish to change their advisor, the student must make a request in writing, and ask the present advisor and the new advisor the student wishes to have, to initial the written request. After initials are obtained, the student should submit the request to the BSW Director.

**Evaluations of Advising and Courses**

The College of Health and Human Sciences and the School of Social Work strongly support ongoing evaluations of performance. Students will have an opportunity to evaluate their advisors at least, once per year during the spring semester. Students’ advisors will provide them with instructions for completing on-line advisors’ evaluations.

At the end of every semester, students will have the opportunity to evaluate each class and the instructor. These evaluations are to be carried out in a uniform manner following the procedures described below:

- Faculty should indicate that the course survey is designed to provide feedback to course instructors and is to be used for course improvement. In addition, it is designed to provide information for students to make informed choices about courses.

- The course evaluation will be available via the Canvas shell for the course. Students may complete the survey as soon as it is available. However, faculty will allow time in the classroom at the end of the course for completion of the course evaluation. Instructors will not be able to view the evaluations until after final course grades have been submitted.

- Faculty should leave the room while students complete the survey.

Both the advising and class evaluations are a valuable source of information concerning how faculty members carry out their roles and the course content. The SOSW strongly suggests that students take advantage of these opportunities.

**Financial Aid Programs**

**Differential tuition**

Higher education is costly. In order to maintain a high quality educational program, the CSU Board of Governors approved differential tuition for undergraduate education which went into effect
fall 2011. Differential tuition is assessed by the course prefix at a specified rate per student credit hour, depending on the course. Almost all of the differential tuition students pay returns directly to the academic college and departments, to enhance the quality of a CSU education. For social work courses, only juniors and seniors pay differential tuition. See the tuition and fees for more information. Aware of the financial commitment that social work students must make, the School of Social Work is dedicated to expanding the financial aid available to social work students.

Scholarships

A limited number of scholarships are available specifically for BSW students. Students with a demonstrated commitment to social work, through previous work experience and course work, are eligible. If you are interested in being considered for one of these scholarships, please check the College of Health and Human Sciences website for CHHS Scholarships, or you may contact Dana Gaines, who coordinates the scholarship awards for the School of Social Work. The process for applying for scholarships is university wide and involves filling out just one application, the CSU Scholarship Application (CSUSA) to be eligible for various scholarships. Students must be a full-time student. The process opens January 1 each year, and applications are due March 1 for scholarships for the following academic year. A committee comprised of faculty members from the SOSW makes the selections. There are also scholarships specifically for students in the College of Health and Human Sciences. Many scholarships require that students meet a minimum GPA and some have financial need as a requirement for receiving the scholarship. Financial aid is documented through the Free Application for Federal Student Aid (FAFSA).

There are more scholarships available for all CSU students and for students in the College of Health and Human Sciences. For information on CSU scholarships, please check Colorado State University Scholarship website through Student Financial Services.

Grants, Loans, and Work-Study

CSU offers a variety of financial assistance programs (grants, loans, and work-study) for deserving and needy students. Awards recognize scholastic achievement and encourage educational growth through financial support of students with financial need. CSU administers a number of grant programs available to undergraduate students. CSU also participates in the several Federal Loan Programs. Detailed information on all financial aid programs is available upon request from Student Financial Services and on the Student Financial Services web site.

In addition, a Work-Study Program, administered by Student Employment Services provides part-time employment opportunities for qualified students. Interested students should contact Student Employment Services.

Sexual Violence/Harassment Policy

CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees.” This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of
sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425

This report may be discussed with a student at the time a report is made, but that is not required. For further detail see: (Appendix 1, Academic Faculty and Administrative Professional Staff Manual).

Student Records and Graduation

Ramweb and the Degree Progress Audit

Student records, including degree checks and unofficial transcripts, are available on-line through RAMweb. The SOSW strongly encourage students to become familiar with this system, particularly the Degree Progress Audit. The Degree Progress Audit is the tool used for verification of all degree, minor, certificate and interdisciplinary requirements, and provides students with an updated record of their progress towards meeting graduation requirements. The Degree Progress Audit, available to both students and their advisors, is a major advising resource.

Intent to Graduate:

Students file their anticipated graduation date/intent to graduate every term through Registration Ready in RAMweb. Students needing to change their anticipated graduation date after completing Registration Ready, and prior to completing the next semester's Registration Ready, should contact the Registrar’s Office. Students will need to stop by the social work office the first week of their graduation semester to sign their contracts and supply the School with a list of courses that they plan to complete during their last semester.

Right to Privacy

The SOSW abides by the Family Education Rights and Privacy Act (FERPA), as amended, 20 U.S.D. §1232g, et seq. (CSU General Catalog - Student Rights). In accord with the federal open records law, the School keeps student records confidential and will not release student grades, field placement evaluation, or class schedule to anyone (except for authorized University or law enforcement personnel) without written permission of the student. The only information the School will release is a student's address, phone number, and date of graduation. Students may
request (through the Records and Registration Office) that even this limited information not be released. Faculty may discuss student behavior or grades with other units at CSU if deemed necessary without student permission.

Students may grant access to individuals they authorize to view their records through FAMweb. This system provides an online view of students’ eBilling information, grades for the last completed term, unofficial transcript, and a student’s weekly class schedule. The CSU Privacy Policy and rules of the Family Educational Rights and Privacy Act (FERPA) still apply regardless of the method of disclosure.

Upon graduation, students may elect to sign an "Authorization for Release of Information" form which will allow the School to release grades, field placement evaluations, etc. to prospective employers or graduate schools. For more information see the Students’ Rights Regarding Their Educational Records section of this handbook or the CSU General Catalog.

Transfer Credits
The Registrar’s Office is responsible for determining course equivalencies for all courses that are presented for transfer to CSU. Students should be aware that credits may transfer to CSU, but not count toward department graduation requirements. Evaluation of credits is made only from official transcripts after a student has been granted admission. If a student attends one or more regionally accredited 2-year institutions a total of 64 transfer credits may be accepted. There is no limit for the amount of credit that can be transferred from regionally accredited 4-year institutions. See Registrar - Transfer Coursework for more information on transferring coursework.

If coursework presented for transfer is over 10 years old, the academic department will need to review it for applicability towards degree requirements. International institutions must be recognized by the country’s governmental agency for possible transfer of credits (i.e., Ministry of Education).

Another source of information concerning course equivalency is Transferology. This website that enables students, advisors, faculty, and administrators from colleges and universities to obtain consistent and accurate information about how courses will transfer from one institution to another and how those courses will apply to meet academic program requirements at the other institutions.

For Colorado State University, Transferology offers a nation-wide network of accredited institutions in the U.S and some recognized international institutions, and how their courses will transfer to Colorado State University. All public institutions in Colorado and Wyoming are part of this database, in addition to many frequently transferred courses from other institutions across the country. You may access this website through the Transferology link in RAMweb under Tools for Student Success, or through the web site noted above.

Once the Transfer Evaluation Office has approved courses for transfer, a student’s social work advisor, with the BSW Director, may review any social work courses transferred from a CSWE accredited program at another institution to determine equivalencies with the undergraduate
requirements in the CSU social work curriculum. The advisor and/or the BSW director may ask students to provide relevant course syllabi or other pertinent material.

Only social work transfer courses completed within the past seven years will be considered as fulfilling current social work requirements.

**Waivers and Challenge by Examination**

In some instances, a student may fulfill course requirements by alternate methods including challenging the content of a CSU course on the basis of an examination, CLEP tests, independent study, waiver, or transferring credit from high school level test such as Advance Placement of International Baccalaureate Degrees. Further information is available at CSU General Catalog - Transfer and Testing Credit or University Testing Center.

**Students’ Rights and Responsibilities**

**Grade Appeals**

The SOSW abides by the grade appeal policy and procedures described in the CSU General Catalog. Students may appeal a grade they receive. Please see: CSU General Catalog - Grade Appeal

**Students Rights**

The SOSW respects all rights of its students. As members of the CSU community, students can reasonably expect the following:

1. Students have the right to freedom from discrimination and harassment on the basis of race, color, gender identity or expression, sexual orientation, genetic information, religion, creed, political beliefs, veteran status, pregnancy, national origin or ancestry, age, or disability.
2. The University shall not interfere with the rights of students to join associations.
3. Students should have accurate information relating to maintaining acceptable academic standing, graduation requirements, program student learning outcomes, and individual course objectives and requirements.
4. Student records will be maintained in keeping with the Family Educational Rights and Privacy Act of 1974 and subsequent amendments and the guidelines for implementation.
5. In all instances of general discipline, academic discipline, and academic evaluation, the student has the right to fair and impartial treatment.
6. CSU considers freedom of inquiry and discussion essential to a student’s educational development. Thus, the University recognizes the right of all students to engage in discussion, to exchange thought and opinion, and to speak, write, or print freely on any subject in accordance with the guarantees of Federal and State constitutions. This broad principle is the cornerstone of education in a democracy.
7. Students have the right to be free from illegal searches and seizures.
8. Students have the right to freely exercise their full rights as citizens. In this light, the University affirms the right of students to exercise their freedoms without fear of University interference for such activity.
Information on the student bill of rights, students’ rights regarding their educational records, the right to discuss concerns with department heads/directors, the right to file a grade appeal, the right to file a complaint, the right to seek membership in a student organization, and victims’ rights can be found at [CSU General Catalog - Student Rights](#).

Students who have questions, concerns, or need assistance with application of rights listed above may contact the pertinent resource including: Student Resolution Center, Office of the Vice President for Student Affairs, Office of Equal Opportunity, Provost/Senior Vice President’s Office, or academic department office. If unclear as to which office to approach, begin with Student Resolution Center.

**Resources**

Students who have questions, concerns or need assistance with application of rights listed above may contact the pertinent resource including: Office of Conflict Resolution and Student Conduct Services, Office of the Vice President for Student Affairs, Office of Equal Opportunity, Provost/Senior Vice President’s Office, or academic department office. If you are unclear as to which office to approach, contact the Conflict Resolution and Student Conduct Services Office to begin.

**Student Responsibilities**

CSU has twice been ranked among the nation's Top Character Building Institutions by the Templeton Foundation. Through curricular and co-curricular programs, students at CSU develop knowledge and skills to engage as respectful citizens in a diverse society, recognize the implications of their many choices, and become ethically responsible individuals. The policies that follow reflect CSU’s continuing commitment to uphold the highest standards of ethical responsibility and conduct.

Student responsibilities include appropriate and respectful classroom behavior, academic integrity, adherence to the student health insurance requirement, adherence to the first year residence hall requirement, demonstration of academic integrity, and adherence to the CSU Code of Conduct. For specifics on student responsibilities see [CSU General Catalog - Student Responsibilities](#).

**Grievance Process in the School of Social Work**

1. **Philosophy of the Grievance Process**

It is the responsibility of an academic school and the faculty to insure that the learning environment is welcoming and respectful to students, faculty, and administrative staff. Students are expected to adhere to the standards of conduct and personal integrity that are in harmony with the NASW Code of Ethics, the educational goals of the institution, and university regulations and to respect the rights, privileges, and property of other people, as outlined in the [CSU General Catalog - Student Responsibilities](#).
Any student or faculty member having a concern which needs “thinking through” is encouraged to do so with anyone they choose. This enables clarification of whether a problem exists about which he/she may desire to proceed further. The early identification of a grievance is a responsible step toward its resolution. To enable faculty, students, and the school to operate responsibly and sensitively, it is important to keep lines of communication open, to resolve difficulties at as early and at as low a level as possible, and to encourage constructive input to maximize and humanize the operation of the program.

A grievance process provides due process to both students and faculty. The process must be designed so neither the student nor the faculty member has the inside track to problem resolution. The purpose of the process is to acknowledge legitimate concerns about grades and other academic matters and eliminate harassment and other forms of intimidation, as well as to protect faculty members against unjust and unfair accusations.

If students perceive they have been treated unfairly, a way for students to be heard and to be answered with concern and respect will be provided. Because faculty play a major role in evaluating the performance of students, there is an inherent power difference between faculty and students. Faculty must be exceptionally vigilant in their use of language, jokes, and other forms of communication that can be misconstrued as intimidation or harassment. “Administrators of faculty have a heavier responsibility [to eliminate sexual harassment and other forms of personal abuse] because of the roles they play in the creation and maintenance of a campus environment conducive to teaching, learning, and creativity.” (Appendix 1, Academic Faculty and Administrative Professional Staff Manual)

II. Definition of a Concern
A concern exists if a student believes there is an issue. The student may be any person associated with the school, and/or taking a school course. The concern may relate to academic matters such as a grade, acceptance into a professional program, or other issues. A concern may also be defined, as treatment by a faculty member such that one or both parties experience the behavior as personal abuse. If the concern is related to sexual harassment or the University’s personal abuse policy, the procedures outlined in Appendix 1, Academic Faculty and Administrative Professional Staff Manual should be followed.

III. Identification of the Concern and the Informal Resolution Process
If a student (or students) decides that the concern warrants action, the first step is to communicate in person or in writing the concern to the person (or persons) with whom the student has concern. The student should communicate in writing or in person with the faculty member about this situation within no more than 10 working days of the incident/event. Because a power differential exists between students and faculty, the student may wish to have another person accompany him/her if there is a face-to-face discussion.

IV. The Formal Grievance Procedure
If the informal communication with the faculty members does not resolve the problem, the student may begin the formal grievance process by submitting a written statement to the chair of the school’s Student Affairs and Admissions Committee. This written statement must outline the basis for the complaint and the student should attach any corresponding information needed for documentation. At a minimum, the documentation shall include:

1. The date and particulars of the incident/event in which the student feels aggrieved;
2. A summary of steps that have been taken to deal with the situation;
3. The desired outcome(s) that is/are being sought.

The student(s) making the appeal shall deliver the complaint to the chair of the Student Affairs and Admissions Committee and the date of its receipt must be recorded on the document and initialed by both the student and committee chair. That date becomes the starting point for the formal grievance process.

The chair of the Student Affairs and Admissions Committee will notify the faculty member of the formal grievance within no more than five working days of its receipt. The faculty member will have no more than five working days to prepare a written response to the grievance and submit that statement to the committee chair.

If the Student Affairs and Admissions Committee does not find from the written materials that the issue has been resolved, in no more than ten working days after receiving the response from the faculty member, the committee will appoint a grievance hearing committee composed of three faculty members and two students to address the complaint. The hearing committee members are to be jointly selected by the Student Affairs and Admissions Committee and the School Director. Anyone directly involved in the grievance or who has previously reviewed the situation with the student or faculty member will be disqualified from serving on the hearing committee.

The hearing committee shall hold hearings on the complaint in no more than ten working days after its appointment. Either party may be accompanied to the hearing by a person of her/his choice who can support the student or faculty member’s position. In order to maintain confidentiality in the process, and yet to insure a thorough review of the grievance, it is the hearing committee’s responsibility to solicit input from persons named by each party. It is suggested, for the sake of clarity and due process, that the hearing committee utilize consultation from the University Ombudsman during this process.

Within five days of the conclusion of the hearing, the hearing committee will provide each affected party, the chair of the Student Affairs and Admissions Committee, and the School Director with a written statement of its decision regarding the merits of the complaint.

Should either party disagree with the hearing committee’s decision, s/he may appeal to the School Director within no more than five working days of date of the committee’s report.
Director will then review the case within no more than ten working days and provide a written decision regarding the merits of the complaint. The School Director may agree with or overturn the hearing committee’s decision.

Should either party disagree with the School Director’s decision, s/he may appeal to the Dean of the College of Health and Human Sciences within no more than five working days of date of the School Director’s report. In that case, the Dean will review the matter within no more than ten working days and produce a written decision regarding the merits of the complaint. The Dean may agree with or overturn the decision.

Should either party disagree with the Dean’s findings, s/he may appeal within no more than five working days by submitting all written documentation to the Provost/Academic Vice President. The decision of the Provost/Academic Vice President shall be final, in so far as the University’s grievance process permits. - Revised 11/09

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1 From this point until the conclusion of the process the committee chair shall be responsible for monitoring the process, maintaining copies of all documentation provided, and preparing a record of the actions taken.

2 By agreement of both parties, or in the event of pressing emergencies, subject to the written approval of the School Director, the time limits can be extended for reasonable time periods, but should not exceed thirty working days. In the event that parties to the grievance are absent from campus, the chair of the Student Affairs and Admissions Committee may grant up to an additional thirty days at any phase of the process. If the appeal is filed during a summer session, no action will be taken until the beginning of the fall semester.

3 If either party pursues outside legal action, the school grievance process shall immediately cease.
The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

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For the complete Accreditation Standards go to the CSWE website on Accreditation.
APPENDIX B: BSW CURRICULUM COMPETENCIES AND PRACTICE BEHAVIORS

Competency 1  Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
• present themselves as learners and engage clients and constituencies as experts of their own experiences; and
• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social Workers:

• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
• engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in practice-informed research and research-informed practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

• use practice experience and theory to inform scientific inquiry and research;
• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
• use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

• select and use appropriate methods for evaluation of outcomes
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
Summary

<table>
<thead>
<tr>
<th>Quick Facts: Social Workers</th>
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<tbody>
<tr>
<td><strong>2017 Median Pay</strong></td>
</tr>
<tr>
<td>$47,980 per year</td>
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<td>$23.07 per hour</td>
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<tr>
<td><strong>Entry-Level Education</strong></td>
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<td>See How to Become One</td>
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<tr>
<td><strong>Work Experience in a Related Occupation</strong></td>
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<td>None</td>
</tr>
<tr>
<td><strong>On-the-job Training</strong></td>
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<tr>
<td>See How to Become One</td>
</tr>
<tr>
<td><strong>Number of Jobs, 2016</strong></td>
</tr>
<tr>
<td>682,100</td>
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<tr>
<td><strong>Job Outlook, 2016-26</strong></td>
</tr>
<tr>
<td>16% (Faster than average)</td>
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<tr>
<td><strong>Employment Change, 2016-26</strong></td>
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<tr>
<td>109,700</td>
</tr>
</tbody>
</table>

What Social Workers Do

Social workers help people solve and cope with problems in their everyday lives. One group of social workers—clinical social workers—also diagnose and treat mental, behavioral, and emotional issues.

Duties

Social workers typically do the following:

- Identify people and communities in need of help
- Assess clients’ needs, situations, strengths, and support networks to determine their goals
- Help clients adjust to changes and challenges in their lives, such as illness, divorce, or unemployment
- Research, refer, and advocate for community resources, such as food stamps, childcare, and healthcare to assist and improve a client’s well-being
- Respond to crisis situations such as child abuse and mental health emergencies
- Follow up with clients to ensure that their situations have improved
- Evaluate services provided to ensure that they are effective
- Develop and evaluate programs and services to ensure that basic client needs are met
- Provide psychotherapy services

Social workers help people cope with challenges in their lives. They help with a wide range of situations, such as adopting a child or being diagnosed with a terminal illness.
Social workers may work with children, people with disabilities, and people with serious illnesses and addictions. Their work varies based on the type of client they are working with. Some social workers work with groups, community organizations, and policymakers to develop or improve programs, services, policies, and social conditions. This focus of work is referred to as macro social work.

Advocacy is an important aspect of social work. Social workers advocate or raise awareness with and on behalf of their clients and the social work profession on local, state, and national levels.

The following are examples of types of social workers:

**Child and family social workers** protect vulnerable children and help families in need of assistance. They help families find housing or services, such as childcare, or apply for benefits, such as food stamps. They intervene when children are in danger of neglect or abuse. Some help arrange adoptions, locate foster families, or work to reunite families.

**Clinical social workers**—also called licensed clinical social workers—diagnose and treat mental, behavioral, and emotional disorders, including anxiety and depression. They provide individual, group, family, and couples therapy; they work with clients to develop strategies to change behavior or cope with difficult situations; and they refer clients to other resources or services, such as support groups or other mental health professionals. Clinical social workers can develop treatment plans with the client, doctors, and other healthcare professionals and may adjust the treatment plan if necessary based on their client’s progress. They may also provide mental healthcare to help children and families cope with changes in their lives, such as divorce or other family problems.

Many clinical social workers work in private practice. In these settings, clinical social workers also perform administrative and recordkeeping tasks, such as working with insurance companies in order to receive payment for their services. Some work in a group practice with other social workers or mental health professionals.

**School social workers** work with teachers, parents, and school administrators to develop plans and strategies to improve students’ academic performance and social development. Students and their families are often referred to social workers to deal with problems such as aggressive behavior, bullying, or frequent absences from school.

**Healthcare social workers** help patients understand their diagnosis and make the necessary adjustments to their lifestyle, housing, or healthcare. For example, they may help people make the transition from the hospital back to their homes and communities. In addition, they may provide information on services, such as home healthcare or support groups, to help patients manage their illness or disease. Social workers help doctors and other healthcare professionals understand the effects that diseases and illnesses have on patients’ mental and emotional health.

Some healthcare social workers specialize in geriatric social work, hospice and palliative care, or medical social work:

- **Geriatric social workers** help senior citizens and their families. They help clients find services, such as programs that provide older adults with meals or with home healthcare. They may provide information about assisted living facilities or nursing homes, or work with older adults in those settings. They help clients and their families make plans for possible health complications or for where clients will live if they can no longer care for themselves.
**Hospice and palliative care social workers** help patients adjust to serious, chronic, or terminal illnesses. Palliative care focuses on relieving or preventing pain and other symptoms associated with serious illness. Hospice is a type of palliative care for people who are dying. Social workers in this setting provide and find services, such as support groups or grief counselors, to help patients and their families cope with the illness or disease.

**Medical social workers** in hospitals help patients and their families by linking patients with resources in the hospital and in their own community. They may work with medical staff to create discharge plans, make referrals to community agencies, facilitate support groups, or conduct followup visits with patients once they have been discharged.

**Mental health and substance abuse social workers** help clients with mental illnesses or addictions. They provide information on services, such as support groups and 12-step programs, to help clients cope with their illness. Many clinical social workers function in these roles as well.

**Work Environment**

Although most social workers work in an office, they may spend a lot of time away from the office visiting clients.

Social workers held about 682,100 jobs in 2016. The industries that employed the most social workers were as follows:

<table>
<thead>
<tr>
<th>Industries</th>
<th>Number of Social Workers</th>
</tr>
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<tbody>
<tr>
<td>Child, family, and school social workers</td>
<td>317,600</td>
</tr>
<tr>
<td>Healthcare social workers</td>
<td>176,500</td>
</tr>
<tr>
<td>Mental health and substance abuse social workers</td>
<td>123,900</td>
</tr>
<tr>
<td>Social workers, all others</td>
<td>64,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Setting</th>
<th>Percentage of Social Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>State and local government, excluding education and hospitals</td>
<td>14%</td>
</tr>
<tr>
<td>Individual and family services</td>
<td>18%</td>
</tr>
<tr>
<td>Ambulatory healthcare services</td>
<td>13%</td>
</tr>
<tr>
<td>Hospitals; state, local, and private</td>
<td>13%</td>
</tr>
<tr>
<td>Nursing and residential care facilities</td>
<td>12%</td>
</tr>
</tbody>
</table>

They work in the following settings:

- Hospitals, primary care settings, and clinics, including veterans clinics
- Senior centers and long-term care facilities
- Settlement houses and community centers
- Mental health clinics
- Private practices
- State and local governments
- Schools, colleges, and universities
- Substance abuse clinics
Military bases and hospitals
Correctional facilities
Child welfare agencies
Employee assistance programs

Although most social workers work in an office, they may spend time visiting clients. School social workers may be assigned to multiple schools and travel around the school district to see students. Understaffing and large caseloads may cause the work to be stressful.

Social workers may work remotely through distance counseling, using videoconferencing or mobile technology to meet with clients and organize support and advocacy groups. Distance counseling can be effective for clients with paranoia or social anxiety and for clients who live in rural areas.

Work Schedules

Social workers generally work full time. They sometimes work evenings, weekends, and holidays to see clients or attend meetings.

How to Become a Social Worker

Social workers help people to cope with challenges in their lives by listening to and understanding their clients’ needs.

Although most social workers need a bachelor’s degree in social work, clinical social workers must have a master’s degree and 2 years of post-master’s experience in a supervised clinical setting. Clinical social workers must also be licensed in the state in which they practice.

Education

A bachelor’s degree in social work (BSW) is the most common requirement for entry-level positions. However, some employers may hire workers who have a bachelor’s degree in a related field, such as psychology or sociology.

A BSW prepares students for direct-service positions such as caseworker or mental health assistant. These programs teach students about diverse populations, human behavior, social welfare policy, and ethics in social work. All programs require students to complete supervised fieldwork or an internship.

Some positions require a master’s degree in social work (MSW), which generally takes 2 years to complete. Master’s degree programs in social work prepare students for work in their chosen specialty by developing clinical assessment and management skills. All programs require students to complete a supervised practicum or an internship.

A bachelor’s degree in social work is not required in order to enter a master’s degree program in social work. Although a degree in almost any major is acceptable, courses in psychology, sociology, economics, and political science are recommended. Some programs allow graduates with a bachelor’s degree in social work to earn their master’s degree in 1 year.
In 2017, there were more than 500 bachelor’s degree programs and more than 200 master’s degree programs accredited by the Council on Social Work Education.

Some universities offer doctoral programs in social work, where students can earn a Doctorate of Social Work (DSW) or a Ph.D. Most doctoral programs in social work require students to have a master’s in social work and experience in the field. Many doctor’s students go on to work as postsecondary teachers.

Two years of supervised training and experience after obtaining an MA degree is typically required for clinical social workers.

**Licenses, Certifications, and Registrations**

Most states have licensure or certification requirements for nonclinical social workers. Requirements vary by state.

All states require clinical social workers to be licensed. However, some states provide exemptions for clinical social workers who work in government agencies. Becoming a licensed clinical social worker requires a master’s degree in social work and a minimum of 2 years of supervised clinical experience after graduation. After completing their supervised experience, clinical social workers must pass a clinical exam to be licensed.

Because licensing requirements vary by state, those interested should contact their state board. For more information about regulatory licensure boards by state, contact the Association of Social Work Boards.

**Important Qualities**

*Communication skills.* Clients talk to social workers about challenges in their lives. To effectively help, social workers must be able to listen to and understand their clients’ needs.

*Empathy.* Social workers often work with people who are in stressful and difficult situations. To develop strong relationships, they must have compassion and empathy for their clients.

*Interpersonal skills.* Being able to work with different groups of people is essential for social workers. They need strong people skills to foster healthy and productive relationships with their clients and colleagues.

*Organizational skills.* Social workers must help and manage multiple clients, often assisting with their paperwork or documenting their treatment.

*Problem-solving skills.* Social workers need to develop practical and innovative solutions to their clients’ problems.

*Time-management skills.* Social workers often have many clients and administrative responsibilities. They must effectively manage their time to provide adequate service to all of their clients.

**Pay**

Social Workers
Median annual wages, May 2017

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Median Annual Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers</td>
<td>$47,980</td>
</tr>
<tr>
<td>Counselors, social workers, and other community and social service specialists</td>
<td>$43,860</td>
</tr>
<tr>
<td>Total, all occupations</td>
<td>$37,690</td>
</tr>
</tbody>
</table>


The median annual wage for social workers was $47,980 in May 2017. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $29,560, and the highest 10 percent earned more than $79,740.

Median annual wages for social workers in May 2017 were as follows:

<table>
<thead>
<tr>
<th>Job Titles</th>
<th>Median Annual Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers, all other</td>
<td>$61,980</td>
</tr>
<tr>
<td>Healthcare social workers</td>
<td>$54,870</td>
</tr>
<tr>
<td>Child, family, and school social workers</td>
<td>$44,380</td>
</tr>
<tr>
<td>Mental health and substance abuse social workers</td>
<td>$43,250</td>
</tr>
</tbody>
</table>

In May 2017, the median annual wages for social workers in the top industries in which they worked were as follows:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Median Annual Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitals; state, local, and private</td>
<td>$58,490</td>
</tr>
<tr>
<td>Local government, excluding education and hospitals</td>
<td>$52,900</td>
</tr>
<tr>
<td>Ambulatory healthcare services</td>
<td>$48,340</td>
</tr>
<tr>
<td>State government, excluding education and hospitals</td>
<td>$46,120</td>
</tr>
<tr>
<td>Individual and family services</td>
<td>$40,800</td>
</tr>
</tbody>
</table>

Social workers generally work full time. They sometimes work evenings, weekends, and holidays to see clients or attend meetings.

Job Outlook

Social Workers

Percent change in employment, projected 2016-26

Counselors, social workers, and other community and social service specialists 16%  
Social workers 16%  
Total, all occupations 7%
Note: All Occupations includes all occupations in the U.S. Economy. Source: U.S. Bureau of Labor Statistics, Employment Projections program

Overall employment of social workers is projected to grow 16 percent from 2016 to 2026, faster than the average for all occupations. Employment growth will be driven by increased demand for healthcare and social services, but will vary by social worker specialty.

Employment of child, family, and school social workers is projected to grow 14 percent from 2016 to 2026, about as fast as the average for all occupations. Child and family social workers will be needed to work with families to strengthen parenting skills, prevent child abuse, and identify alternative homes for children who are unable to live with their biological families. In schools, more social workers will be needed due to rising student enrollments. However, employment growth of child, family, and school social workers may be limited by federal, state, and local budget constraints.

Employment of healthcare social workers is projected to grow 20 percent from 2016 to 2026, much faster than the average for all occupations. Healthcare social workers will continue to be needed to help aging populations and their families adjust to new treatments, medications, and lifestyles.

Employment of mental health and substance abuse social workers is projected to grow 19 percent from 2016 to 2026, much faster than the average for all occupations. Employment will grow as more people seek treatment for mental illness and substance abuse. In addition, drug offenders are increasingly being sent to treatment programs, which are staffed by these social workers, rather than being sent to jail.

**Job Prospects**

Overall, job prospects should be good, particularly so for candidates with a master’s degree and licensure.

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>SOC Code</th>
<th>Employment, 2014</th>
<th>Projected Employment, 2024</th>
<th>Projected Change, 2016-26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers</td>
<td>21-1020</td>
<td>682,100</td>
<td>791,800</td>
<td>16</td>
</tr>
<tr>
<td>Child, family, and school social workers</td>
<td>21-1021</td>
<td>317,600</td>
<td>362,600</td>
<td>14</td>
</tr>
<tr>
<td>Healthcare social workers</td>
<td>21-1022</td>
<td>176,500</td>
<td>212,000</td>
<td>20</td>
</tr>
<tr>
<td>Mental health and substance abuse social workers</td>
<td>21-1023</td>
<td>123,900</td>
<td>147,900</td>
<td>19</td>
</tr>
<tr>
<td>Social workers, all other</td>
<td>21-1029</td>
<td>64,000</td>
<td>69,300</td>
<td>8</td>
</tr>
</tbody>
</table>
### Similar Occupations

This table shows a list of occupations with job duties that are similar to those of social workers.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Job Duties</th>
<th>Entry- Level Education</th>
<th>2017 Median Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Educators and Community Health Workers</strong></td>
<td>Health educators teach people about behaviors that promote wellness. They develop and implement strategies to improve the health of individuals and communities. Community health workers collect data and discuss health concerns with members of specific populations or communities.</td>
<td>See How to Become One</td>
<td>$45,360</td>
</tr>
<tr>
<td><strong>Mental Health Counselors and Marriage and Family Therapists</strong></td>
<td>Mental health counselors and marriage and family therapists help people manage and overcome mental and emotional disorders and problems with family and other relationships. They listen to clients and ask questions to help the clients understand their problems and develop strategies to improve their lives.</td>
<td>Master's degree</td>
<td>$48,790</td>
</tr>
<tr>
<td><strong>Probation Officers and Correctional Treatment Specialists</strong></td>
<td>Probation officers and correctional treatment specialists monitor and work with probationers to prevent them from committing new crimes. Psychologists study cognitive, emotional, and social processes and behavior by observing, interpreting, and recording how people relate to one another and their environments. Rehabilitation counselors help people with physical, mental, developmental, and emotional disabilities live independently. They work with clients to overcome or manage the personal, social, or psychological effects of disabilities on employment or independent living.</td>
<td>Bachelor's degree</td>
<td>$51,410</td>
</tr>
<tr>
<td><strong>Psychologists</strong></td>
<td>They help people understand their problems and develop strategies to improve their lives.</td>
<td>See How to Become One</td>
<td>$77,030</td>
</tr>
<tr>
<td><strong>Rehabilitation Counselors</strong></td>
<td>They work with clients to overcome or manage the personal, social, or psychological effects of disabilities on employment or independent living.</td>
<td>Master's degree</td>
<td>$34,860</td>
</tr>
<tr>
<td><strong>School and Career Counselors</strong></td>
<td>School counselors help students develop academic and social skills and succeed in school. Career counselors assist people with the process of making career decisions by helping them develop skills or choose a career or educational program.</td>
<td>Master's degree</td>
<td>$55,410</td>
</tr>
<tr>
<td><strong>Social and Community Service Managers</strong></td>
<td>They manage staff who provide social services to the public. Social and human service assistants provide client services, including support for families, in a wide variety of fields, such as psychology, rehabilitation, and social work. They assist other workers, such as social workers, and they help clients find benefits or community services.</td>
<td>Bachelor's degree</td>
<td>$64,100</td>
</tr>
<tr>
<td><strong>Social and Human Service Assistants</strong></td>
<td>Substance abuse and behavioral disorder counselors advise people who suffer from alcoholism, drug addiction, eating disorders, or other behavioral problems. They provide treatment and support to help the client recover from addiction or modify problem behaviors.</td>
<td>High school diploma or equivalent</td>
<td>$33,120</td>
</tr>
<tr>
<td><strong>Substance Abuse and Behavioral Disorder Counselors</strong></td>
<td>Substance abuse and behavioral disorder counselors advise people who suffer from alcoholism, drug addiction, eating disorders, or other behavioral problems. They provide treatment and support to help the client recover from addiction or modify problem behaviors.</td>
<td>Bachelor's degree</td>
<td>$43,300</td>
</tr>
</tbody>
</table>
Contacts for More Information

For more information about social workers and clinical social workers, visit

American Board of Examiners in Clinical Social Work

Association for Community Organization and Social Administration

National Association of Social Workers

For more information about accredited social work degree programs, visit

Council on Social Work Education

MSW Guide

Online MSW Programs

For more information about licensure requirements, visit

Association of Social Work Boards

O*NET

Child, Family, and School Social Workers

Healthcare Social Workers

Mental Health and Substance Abuse Social Workers

Social Workers, All Other

<- Similar Occupations

Suggested citation:


Publish Date: Friday, April 13, 2018
APPENDIX D: FREQUENTLY ASKED QUESTIONS

Is the School of Social Work (SOSW) Accredited?
Yes, by the Council on Social Work Accreditation (CSWE) http://www.cswe.org

Do I have to be admitted to the School of Social Work undergraduate program? You are admitted to the major as a CSU student by simply declaring the major. When you have completed about 60 credits you must apply for Progression in the Major. The application is distributed in SOWK 286 A and B. See: Progression and Student Performance in the BSW Handbook: http://www.ssw.chhs.colostate.edu/students/undergraduate/index.aspx

Who is in charge of the program?
The Director of the School of Social Work is Audrey Shillington. The Director of the BSW Program is Brenda Miles.

What can I do with a degree in social work?
Lots. You may work with many different populations in many different settings. For more details see the BSW handbook, Appendix D, at: http://www.ssw.chhs.colostate.edu/students/undergraduate/index.aspx.

How will I know if I will like social work?
SOWK 150, Introduction to Social Work, offers a good overview of the profession of social work and helps students explore the major. Social Work 286 A & B are exciting courses, unique to the School of Social Work at Colorado State University. In two semesters of classes, you will learn from a community mentor who receives services from one of the various agencies in Northern Colorado. While SOWK 286 A and B can help you decide if social work is a good fit, you must have declared social work as a major to enroll in these courses.

Will I need a background check?
Yes. The agency partners for SOWK 286A and B require background checks of students. In addition, most field placement agency for SOWK 488 also require background checks. Please speak with an advisor if you have any questions regarding the mandatory background check. If you have a criminal background, it is in your best interest to talk with the field team early in your academic career.

Can I get credit for my job or volunteer work?
No. In compliance with CSWE standards you may not receive academic credit for life experiences.

Can I have a double major with social work or a minor?
Yes. You will need to meet with your advisor in both majors to plan your course work. Often students major in criminology, psychology, human development and family studies, or Spanish with social work. There is no minor in social work.

Will my courses from another school transfer to CSU?
Possibly. The CSU registrar evaluates transcripts and determines what courses will transfer, for what credits at CSU. You will find information at: Registrar - Transfer Evaluation. You may get an unofficial transcript evaluation prior to transferring from the Student Transfer Center, CSU Transfer Center. There are transfer guides for CSU and Colorado Community Colleges at Registrar - Transfer Guides. Another resource is www.transferology.com. This website will tell you how a course from another university will transfer to CSU if the other university or college participates in transferology.com. Finally, the BSW Program Director can review social work courses (syllabi) from other schools and decide how that course work will transfer for credit to the School of Social Work.

How can I know the policies and procedure?
The BSW Handbook has the history of the school, details regarding the curriculum, and the policies and procedures for the school including the grievance procedure. BSW Handbook
How can I find a faculty member with expertise in my area of interest?

How can I communicate with the School?
The SOSW welcomes your ideas and feedback. There is student representation on all SOSW working committees and the School Council, the governing body for the SOSW. Volunteer to be a student member or contact SWA to find out who your representative is. The BSW director will also visit your classes and she welcomes you to visit her in her office.

Who do I contact for an override for a class?
If it is a social work class, you may start with your advisor or the BSW program director.

Can my advisor give me an override for a non-social work class?
No. You must contact the instructor of the class for an override.

What do I do if I have trouble registering?
First, read carefully the message you are getting once you click the specific CRN for the course when you attempt to register. Then correct the problem if you can. If not, contact your advisor.

How can I be involved with other social work students?
Social Work in Action is a student organization run by social work students. It is open to any CSU student. SWA does service projects, has social gatherings, and discussions of current social issues. See Facebook at: https://www.facebook.com/socialworkinaction or contact the faculty advisor, Evan Lowe at Evan.Lowe@colostate.edu. Phi Alpha Honor Society membership is open to social work students who have achieved sophomore status, completed nine or more semester hours of required social work courses, achieved an overall GPA of 3.0 on a 4.0 scale, and achieved a 3.25 GPA in required social work courses. Dr. Paula Yuma is the faculty advisor at Paula.Yuma@colostate.edu.

Is what I say in class or to my advisor private?
CSU abides by the Family Education Rights and Privacy Act (FERPA), as amended, 20 U.S. 1232g et. seq. Your academic performance may not be discussed with persons without academic standing outside of CSU unless you grant permission. See CSU General Catalog - FERPA. The faculty also models NASW ethics in safeguarding client information. (See: NASW code of ethics at NASW Code of Ethics. As state employees, the faculty is mandated to report any sexual harassment or violence involving a CSU employee or student when they become aware of such. Faculty may also discuss your behavior or grades with other units at CSU if deemed necessary.

If I have questions about repeating a class, taking a semester off, or auditing a class how can I find information? You can always start with your advisor. Detailed information is also in the CSU General Catalog at http://www.catalog.colostate.edu/ or from the registrar at https://registrar.colostate.edu/.