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INTRODUCTION

The Academic Bulletin & Student/Faculty Handbook sets forth the educational policies and procedures, exclusive of policies and procedures specific to field instruction, and degree requirements that govern the MSW program and its students.

The curriculum, policies, and procedures set forth in this document are in effect for the 2014-2015 academic year and will govern most, if not all, educational experiences of students beginning study in the 2014-2015 academic year.

Not all policies relevant to GSSW students are included in this document. Students should also refer to the University Graduate Policies and Procedures for more information:

http://www.du.edu/media/documents/graduates/gradpolmanual.pdf

Faculty of GSSW and of the University of Denver as a whole, however, reserve the right to make those changes in curriculum, policies, and procedures that will enhance the educational experience and outcomes of students.
VISION, MISSION, AND VALUES OF THE GRADUATE SCHOOL OF SOCIAL WORK

Our Vision
The Graduate School of Social Work aspires to be among the finest graduate schools of social work in the country, a vibrant center for intellectual development, a leader in promoting diverse communities, and an advocate for an integrated and inclusive model of social work, all within a facility that supports the best educational practices.

Our Mission
The Graduate School of Social Work is committed to excellence in teaching, scholarship, and community leadership and service. Our mission is to foster social responsibility regarding social and economic justice, quality of life and multicultural communities, based on equality for all people. As a center for the creation and dissemination of knowledge, the School provides graduate social work education in order to alleviate and prevent social problems of individuals, families and communities.

Our Values
The guiding philosophy of social work includes values that create a framework for social work education, research, and service. These include:

- Progressive ideals of equality, social and economic justice, cultural diversity, and freedom.
- Social work’s unique focus on person-in-environment as the central concept that shapes our curriculum and practice.
- Excellence in the development of social work knowledge and its dissemination to students, communities, and policy makers.
- Responsibility for promoting social change and multiculturalism in the community, and empowerment of the social work profession.

Accreditation
The Master of Social Work program at the University of Denver is accredited by the Council on Social Work Education (CSWE), a specialized accrediting body recognized by the Council on Post-Secondary Accreditation.

GOALS AND OBJECTIVES OF THE MSW PROGRAM

Based on the vision, values, and mission of the University and GSSW, and the mission of the social work profession, the goals of the MSW program are to:

1. Prepare students for effective, culturally responsive, and ethical advanced clinical or community professional social work practice that enhances human interaction.
2. Involve students in critical scholarly inquiry, application and development of knowledge, and consideration of values and ethics.
3. Encourage students to assume leadership in promoting social and economic justice, advancing the public good, furthering multicultural understanding, and eliminating oppression.

Derived from the goals of the MSW program, the objective of the MSW program is to graduate students who are prepared to enter advanced, autonomous practice in an area of concentration. Specifically, our graduates will:

- Demonstrate ethical, culturally responsive advanced clinical or community practice that emphasizes: the strengths of individuals and communities; the importance of difference in shaping life experiences; and the role of context in service delivery.
- Analyze policy, identify and collaborate in advocating for strategies that promote social and economic justice, eliminate oppression, foster the public good, and enhance the welfare of clients.
• Demonstrate self-reflective practice that includes: examination of societal and personal bias, privilege, and values; critical evaluation of structural inequities; self-correction to align personal values with the profession’s; and demonstration of professional demeanor.

• Demonstrate career-long learning that includes a continuous process of examining published evidence, using supervision and consultation to improve practice, and communicating clearly with clients, colleagues in social work and systems.

• Make ethical decisions based on the standards of social work practice, examining personal values and ethics, exploring all sides of ethical conflicts, and weighing each side against social work codes of ethics to reach a principled decision.

• Critically evaluate and ethically apply the major theories related to human development and behavior that guide advanced clinical or community social work practice using a person-in-environment lens.

• Demonstrate that advanced clinical or community social work practice (including assessment, prevention, intervention, and evaluation) is guided by a critical review of empirical evidence, including research-based knowledge and practice-based findings.

• Demonstrate preparation for and competency in social work practice with individuals, families, groups, organizations and communities through appropriate interpersonal skills and ability for mutual engagement.

• Demonstrate competency in holistic client and client system assessment, goal-setting, planning, intervention, and evaluation of practice.

Updated Fall 2013
## AUTUMN QUARTER 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 1</td>
<td>Monday</td>
<td>University Closed—Labor Day</td>
</tr>
<tr>
<td>Sept 4</td>
<td>Thursday</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>Sept 5</td>
<td>Friday</td>
<td>Concentration Year Kick Off/Community Service Day</td>
</tr>
<tr>
<td>Sept 8</td>
<td>Monday</td>
<td><strong>Autumn Quarter begins</strong></td>
</tr>
<tr>
<td>Sept 10</td>
<td>Wednesday</td>
<td>Concentration field begins</td>
</tr>
<tr>
<td>Sept 14</td>
<td>Sunday</td>
<td>Application for graduation due for Winter Quarter 2015 candidates</td>
</tr>
<tr>
<td>Sept 15</td>
<td>Monday</td>
<td>Foundation field begins</td>
</tr>
<tr>
<td>Sept 17</td>
<td>Wednesday</td>
<td>New Student Field Orientation</td>
</tr>
<tr>
<td>Oct 6</td>
<td>Monday</td>
<td>GSSW Advising for Winter Quarter Begins</td>
</tr>
<tr>
<td>Oct 17</td>
<td>Friday</td>
<td>Last day to change courses to no credit</td>
</tr>
<tr>
<td>Oct 27</td>
<td>Monday</td>
<td>Priority Registration for Winter Quarter—PhD students</td>
</tr>
<tr>
<td>Oct 29</td>
<td>Wednesday</td>
<td>Priority Registration for Winter Quarter—MSW students</td>
</tr>
<tr>
<td>Nov 3</td>
<td>Monday</td>
<td>Last day to add or drop courses with approval (Autumn Quarter)</td>
</tr>
<tr>
<td>Nov 20</td>
<td>Thursday</td>
<td>Last day of Autumn Quarter**</td>
</tr>
<tr>
<td>Nov 26</td>
<td>Wednesday</td>
<td>Autumn Quarter grades due via web from faculty at 10:00 p.m.</td>
</tr>
<tr>
<td>Nov 27-28</td>
<td>Thursday-Friday</td>
<td>University Closed—Thanksgiving Holiday</td>
</tr>
<tr>
<td>Dec 3</td>
<td>Wednesday</td>
<td>Foundation year field ends</td>
</tr>
<tr>
<td>Dec 5</td>
<td>Friday</td>
<td>Concentration year field ends</td>
</tr>
<tr>
<td>Dec 25-Jan 1</td>
<td>University Closed—Winter Break</td>
<td></td>
</tr>
</tbody>
</table>

*This calendar is subject to change

** University final exam dates are considered additional instructional days at GSSW. Your instructor may require attendance on these days. Please refer to class syllabi for class session dates.
# Winter Quarter 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 1</td>
<td>Thursday</td>
<td><em>University Closed—New Year's Day (observed)</em></td>
</tr>
<tr>
<td>Jan 5</td>
<td>Monday</td>
<td><strong>Winter Quarter begins</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foundation field begins</td>
</tr>
<tr>
<td>Jan 8</td>
<td>Wednesday</td>
<td>Concentration field begins</td>
</tr>
<tr>
<td>Jan 11</td>
<td>Sunday</td>
<td><strong>Application for graduation due</strong> for Spring Quarter 2015 candidates</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Monday</td>
<td><em>University Closed—Martin Luther King, Jr. Day</em></td>
</tr>
<tr>
<td>Jan 26</td>
<td>Monday</td>
<td>GSSW Advising for Spring Quarter begins</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Wednesday</td>
<td><strong>Field Fair</strong></td>
</tr>
<tr>
<td>Feb 13</td>
<td>Friday</td>
<td>Last day to change courses to no credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring Quarter Course Planning Worksheet updates due by 5:00 p.m.</td>
</tr>
<tr>
<td>Feb 17</td>
<td>Monday</td>
<td>Priority Registration for Spring Quarter—PhD students</td>
</tr>
<tr>
<td>Feb 19</td>
<td>Wednesday</td>
<td>Priority Registration for Spring Quarter—MSW students</td>
</tr>
<tr>
<td>Feb 25</td>
<td>Wednesday</td>
<td>Last day to add or drop courses (Winter Quarter) with approval</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Wednesday</td>
<td>Foundation field ends</td>
</tr>
<tr>
<td>Mar 13</td>
<td>Friday</td>
<td>Concentration field ends</td>
</tr>
<tr>
<td>Mar 15</td>
<td>Sunday</td>
<td>Last day of Winter Quarter **</td>
</tr>
<tr>
<td>Mar 20</td>
<td>Friday</td>
<td>Grades due via web from faculty at 10:00 p.m.</td>
</tr>
</tbody>
</table>

*This calendar is subject to change

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<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 16-22</td>
<td>Saturday-Sunday</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Mar 23</td>
<td>Monday</td>
<td>Spring Quarter begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foundation year field begins</td>
</tr>
<tr>
<td>Mar 25</td>
<td>Wednesday</td>
<td>Concentration year field begins</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Sunday</td>
<td>Application for graduation due for Summer Quarter 2015 candidates</td>
</tr>
<tr>
<td>Apr 13</td>
<td>Monday</td>
<td>Registration for Summer Session begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GSSW Advising for Fall Quarter begins</td>
</tr>
<tr>
<td>May 1</td>
<td>Friday</td>
<td>Course Planning Worksheets due for students continuing 2015-16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to change courses to no credit</td>
</tr>
<tr>
<td>May 11</td>
<td>Monday</td>
<td>Priority Registration for Fall Quarter 2015—PhD students</td>
</tr>
<tr>
<td>May 13</td>
<td>Wednesday</td>
<td>Priority Registration for Fall Quarter 2015—MSW students</td>
</tr>
<tr>
<td>May 15</td>
<td>Friday</td>
<td>Last day to add or drop courses (Spring Quarter) with approval</td>
</tr>
<tr>
<td>May 25</td>
<td>Monday</td>
<td>University Closed—Memorial Day</td>
</tr>
<tr>
<td>May 27</td>
<td>Wednesday</td>
<td>Foundation field ends</td>
</tr>
<tr>
<td>May 29</td>
<td>Friday</td>
<td>Concentration field ends</td>
</tr>
<tr>
<td>June 4</td>
<td>Thursday</td>
<td>Last day of Spring Quarter**</td>
</tr>
<tr>
<td>June 5</td>
<td>Friday</td>
<td>University Commencement for Graduate Students</td>
</tr>
<tr>
<td>June 10</td>
<td>Wednesday</td>
<td>Grades due via web from faculty at 10:00 p.m.</td>
</tr>
</tbody>
</table>

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SUMMER SESSION 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 15</td>
<td>Monday</td>
<td>DU Summer Session begins</td>
</tr>
<tr>
<td>June 21</td>
<td>Sunday</td>
<td>Applications for graduation due for Fall Quarter 2015 candidates</td>
</tr>
<tr>
<td>July 3</td>
<td>Friday</td>
<td><em>University Closed—Independence Day (observed)</em></td>
</tr>
<tr>
<td>July 7</td>
<td>Tuesday</td>
<td>Advanced Standing New Student Orientation</td>
</tr>
<tr>
<td>July 8</td>
<td>Wednesday</td>
<td>First day of classes for new Advanced Standing students</td>
</tr>
<tr>
<td>Aug 13</td>
<td>Thursday</td>
<td>Last day of Summer Session **</td>
</tr>
<tr>
<td>Aug 14</td>
<td>Friday</td>
<td><em>University Commencement</em></td>
</tr>
<tr>
<td>Aug 19</td>
<td>Wednesday</td>
<td>Grades due via web from faculty at 10:00 p.m.</td>
</tr>
</tbody>
</table>

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**University final exam dates are considered additional instructional days at GSSW. Your instructor may require attendance on these days. Please refer to class syllabi for class session dates.
GENERAL INFORMATION

FACULTY AND ADMINISTRATION

The faculty of the Graduate School of Social Work (GSSW) has diverse skills, talents, and interests. This diversity adds to the educational process. In addition to teaching, members of the faculty serve as consultants, trainers, and participants in a variety of community agencies and projects. They also participate in University projects with faculty from other departments. Most faculty members serve students as advisers and members of educational committees.

Students in each course taught at GSSW complete anonymous evaluations of the course and the instructor each quarter. The results of the evaluations are provided to the instructor and to program administration in an effort to enhance the quality of teaching. Students are encouraged to meet with faculty members. Faculty post regular office hours. Materials and messages may be left for faculty in the faculty/staff mailboxes in the lobby of Craig Hall and through e-mail.

Professional positions and roles of particular importance to MSW students are listed below.

Office of the Dean:

Dean  Dr. James Herbert Williams, Professor

Executive Assistant to the Dean  Anne Enderby

Associate Dean for Academic Affairs  Dr. Michele Hanna, Associate Professor

Assistant Dean for Community Academic Programs  Karen Benson, Clinical Assistant Professor

Director of Student and Career Development  Dr. Lisa Ingarfield

Office of the Registrar:

Registrar  Sarah Sweetman

Registrar Assistant  Leá Norcross

Office of Admission & Financial Aid:

Director of Enrollment Management  Colin Schneider

Assistant to the Director of Enrollment Management  Linda Daubers
(Financial Aid)

Admission Assistant  Nick Ota-Wang

Field Education:

Director  Ann Petrila, Clinical Professor

Associate Director  Michele Sienkiewicz, Clinical Associate Professor

Field Coordinators  Kathy Johnson, Clinical Assistant Professor
Julianne Mitchell, Clinical Assistant Professor
Kate Ross, Clinical Associate Professor
Kim Yuskis, Clinical Assistant Professor
Program Administrator  Andy Downing
Field Program Assistant  Leá Norcross

Technology:
Operations Manager  Ryan Garrett
Digital Instruction Specialist  Ethan Crawford

Other Administrative Support:
MSW & PhD Program Coordinator  Mandy Jameson
Faculty Support  Michelle Martinez

Office Manager:  Jennie Ratico

Director of Communications and Marketing:  Debbie Jones

Development/Alumni:
Director of Development and Alumni Giving  Lynda Ricketson

For more information, please see the GSSW Staff Directory at:  http://www.du.edu/socialwork/facultyandstaff/index.html

Faculty:

Appointed faculty hold continuing appointments and are expected to engage in research or other scholarly endeavors, University service, and community service in addition to teaching and serving as advisers.

Adjunct faculty are instructors who are actively engaged in practice in addition to their teaching. They are engaged by GSSW to teach specific courses based on their education, experience, and expertise.

For more information, please see the GSSW Faculty Directory at:  http://www.du.edu/socialwork/facultyandstaff/index.html

STUDENT GROUPS AND ORGANIZATIONS

GSSW student groups and organizations are listed below. For more information, please visit http://www.du.edu/socialwork/about/aboutgssw/studentOrganizations.html.

• Graduate Student Government—University-wide, GSG President: Leslie Rossman, leslie.rossman@du.edu

• Graduate School of Social Work Student Association (GSA)  gsswgsa@du.edu  (emails will be answered within 72 hours)
GSA serves as the official voice of the GSSW student body. It acts as the liaison between the student body and GSSW’s faculty and administration, professional associations and the community.

GSA provides funding for conference reimbursements up to $75/student/year on a first-come first-serve basis. The reimbursement can be applied towards a conference or training that aligns with your career goals but does not cover membership fees. Please contact the GSA Treasurer by sending an email titled "Attn Treasurer" to gsswgsa@du.edu for more information and the necessary paperwork required to submit a request.
Multicultural Social Justice Student Organization (MSJ)
MSJ seeks to promote a multicultural community and social justice issues in a forum of self-awareness, education and advocacy. Open to all students, its primary purpose is to identify, acknowledge and celebrate cultural and religious diversity.

Queer Equality Alliance (QEA)
QEA seeks to provide a safe and supportive environment for all gay, lesbian, bisexual, transgender, queer, intersexed and questioning students, staff, faculty and alumni of GSSW; heterosexual allies; and those of any additional status or orientation.

Phi Alpha Honor Society
Phi Alpha is a national social work honor society. It seeks to provide a closer bond among social work students and to promote humanitarian goals and ideals.

Shades of Brown Alliance (SOBA)
Shades of Brown Alliance (SOBA) is a student organization that strives to offer a "safe place", supportive, and encouraging environment for all individuals of color, allies, staff, faculty, and alumni of GSSW to learn, voice, escape, mature and positively confront and address the issues people of color experience as a part of the GSSW experience.

ECO Conscious
ECO (Environment+Conservation+Opportunity) Conscious aims to promote conservation and environmental justice within the social work profession and to demonstrate such principles in the classroom and the community.

For more information on student organization contact information and how to get involved, please visit the GSSW Student Resources Portfolio Page.

REhD (Red Estudiantil de Hispanohablantes en DU GSSW)
REhD is GSSW's Spanish conversation group comprising 30+ Intermediate to Advanced Spanish-speaking students. REhD is not a student organization per se, but rather a network of students who would like to connect in Spanish. The group is student lead and Clinical Assistant Professor Stephen von Merz currently serves as faculty advisor. REhD provides students a place to:
· Meet other Spanish-speaking students at GSSW
· Learn new vocabulary and brush up on your current skills
· Promote self-care for bilingual students as you engage in field, community, and as a professional
· Address critical issues affecting Spanish speaking client systems and social work service delivery
· Have the occasional cafecito y pan dulce

In addition to the GSSW organizations, the Colorado Chapter of the National Association of Social Workers (NASW) provides for student representation on its board of directors and encourages participation of student members in its committees. For more information, check out www.naswco.org.

GOVERNANCE AND STUDENT PARTICIPATION IN GOVERNANCE

Educational policy for the MSW Program is determined by the faculty of the whole and by standing committees comprising faculty, students, administration, and community representatives. The committees listed below have student members who are selected each year by the GSSW Graduate Student Association. Students may attend, but not vote, at business meetings of the faculty of the whole. They have equal voting rights in all other committees. Faculty reserves the right to move meetings into executive session that excludes students when deemed appropriate.

Students who are interested in serving on a committee or want more information about a committee and its responsibilities should contact a GSA representative at gsswgsa@du.edu.
• Faculty/Community of the Whole  Philip Tedeschi, Chair

• Field Advisory Board  Ann Petrila, Chair

• MSW Curriculum Committee  Michele Hanna, Chair

• Advisory Council on Racial Diversity (ACoRD)  Ramona Beltran, William Cloud, Faculty Representatives

FACILITIES, DISSEMINATION OF INFORMATION, AND TECHNOLOGY RESOURCES

ROOM USE

Room Reservations
The various conference rooms in Craig Hall may be reserved for special purposes, meetings, and/or studying. Please contact Anne Enderby, Executive Assistant to the Dean, to reserve conference rooms. All academic rooms are scheduled by the Office of the Registrar. To request a classroom, please e-mail gsswregistrar@du.edu.

Student Kitchen/Lounge
The student kitchen is located on the main floor to the left of the main entrance. A refrigerator and microwaves are available for student use in the kitchen on the first floor. Please clean up after yourself and do not leave food in the refrigerator beyond one week. The refrigerator will be cleaned out on a regular basis. There is also a student seating area on the 2nd floor (above the reception area).

MAIL AND ANNOUNCEMENTS

Student Information Area (including student mailboxes)
Important information is posted on the bulletin boards in the student kitchen on the main floor and student lounge on the 2nd floor. Students will each have a green hanging file folder in the mailbox area near the student kitchen in which mail will be placed. Students should check the information area regularly when they are on campus for important messages from faculty and administration.

Faculty/Staff Mailboxes
In the interest of protecting the confidentiality of our faculty, staff, and students, our mail distribution area is secured. Students and others without keys can give their deliveries to the front desk attendant when the desk is staffed. When the desk is not staffed, deliver mail to the mail drop box located at the end of the reception counter. The staff will distribute faculty/staff mail each morning. Faculty and staff also have keys to the drop box and can retrieve items at any time if they know they are expecting something from you.

Posting of Information
Postings are restricted to designated bulletin boards. Notices may not be posted on doors, windows, or walls. GSA manages the student bulletin boards and all postings must be date stamped by a GSA representative. Postings are checked weekly and any unapproved postings will be removed. Approved postings will remain on the bulletin boards for three weeks or until the event has passed. There are also bulletin board strips in each classroom available for posting information and these are not overseen by GSA.

GUIDELINES FOR THE PRESENCE OF ANIMALS IN CRAIG HALL

The Graduate School of Social Work acknowledges and respects the various roles animals play in the life of our school. They may be educators in classrooms, friends in offices or hard-working companions assisting others. However, like any other aspects of our school we must ensure safety standards. While bringing animals and pets to the building is a valuable opportunity to support the human-animal bond, the following policy is to ensure safety.

Students’ personal pets are not allowed in Craig Hall. Exceptions may include assistance animals for persons with disabilities, animals as part of special educational events, and animals as part of the Animal-Assisted Social Work courses.
We thank pet owners/guardians for being considerate of the health, safety, and comfort of the entire Graduate School of Social Work community.

TECHNOLOGY RESOURCES

Policies and Procedures
University Technology Services policies are available online at http://www.du.edu/uts/policies. Please read carefully the “Acceptable Use Policy for Computers and Network Systems.” GSSW’s Manager of Technology Operations is authorized to take reasonable actions to implement and enforce usage and service policies and provide for security. Violations may result in disciplinary action from the University as outlined in the Acceptable Use Policy. If you have questions regarding technology policies, please contact Ryan Garrett, Manager of Technology Operations.

Computer Access
Anderson Academic Commons houses the University Technology Services lab where computers are available on a first come, first served basis. The computer lab is available for late-night use and offers access to SPSS, Microsoft Office, laser printing (color and monochrome), and other specialty software. The UTS computer lab in Anderson Academic Commons also houses the UTS Helpdesk. Students may drop in for support regarding email, University accounts, and laptop services. GSSW highly recommends that students register their laptops with the UTS Helpdesk. This service is free and can aid in proper setup for use of network resources such as printing, anti-virus, and wireless access.

Craig Hall’s Margaret Page Library has a small number of desktop computers available for student use. These machines have SPSS, Atlas TI, and Microsoft Office. The Margaret Page Library also houses a UTS color laser printer that is connected to the Pioneer Card account. Students are given a nominal number of prints on their account each quarter.

Network connections for student laptop/tablet use are available throughout Craig Hall. Wired network connections require an Ethernet cable, which can be purchased in the University Bookstore. Wireless network connection support is provided by UTS Helpdesk.

Copiers/Fax Machines
The Main Library in the Anderson Academic Commons has one self-service copier on the lower level, north-west of the Penrose Collection stacks. The copier accepts University of Denver Pioneer ID Cards or Copy Cards for payment.

If copies are made with a DU ID card, the cost of a copy is 10 cents and is deducted from your Flex account. Cash deposits to your Flex account can be made at the Value Transfer Station (VTS) located on the main level by the Research Desk. These deposits can be used immediately. For other ways to deposit to Flex accounts, visit the Flex Account Deposit Information web site. All University of Denver students are encouraged to use their Pioneer ID card for making copies.

Cash copy cards can be purchased at the Value Transfer Station (VTS) for 50 cents which is deducted from the initial deposit. Value Transfer Station accepts bills only; not coins nor credit cards. Photocopies made with the copy card are 10 cents per page. These cards are reusable and additional deposits can be made.

Full-Service Photocopy Services
Visit the Quick Copy Center in the University of Denver Bookstore or call 303-871-3184 for information on full-service copying.

Fax machines are also available for student use at the DU Quick Copy Center (located in the DU Bookstore). Students may not use copiers or fax machines at GSSW.

DU E-Mail Accounts
According to University Policy:
The University assigned email account shall be an official means of communication with all students, faculty, and staff. Students are responsible for all information sent to them via their University assigned email account (firstname.lastname@du.edu)
It is important that students maintain their “preferred” off-campus address and email account to insure that important information from University offices, faculty and colleagues is received.

Faculty, staff and students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Faculty, staff, and students have the responsibility to recognize that certain communications may be time-critical.

For information about your DU login or password, please contact the University Technology Services (UTS) Help Desk at 303.871.4700.

**Student Listservs**
All students are subscribed to the gssw-students listserv with their DU e-mail address prior to the beginning of the term. Important information including announcements, GSSW events, registration information, field information, class cancellations, etc. will be distributed to students via this listserv.

Students have the option of subscribing to two additional lists: gssw-events and the GSSW Career Connections E-Newsletter. You can subscribe or unsubscribe from these optional listserves at any time.

**gssw-events:**
The gssw-events listserv will include all events that are not directly related to or endorsed by the Graduate School of Social Work (including events in other departments on campus as well as other community events). *Please note that GSSW has no affiliation with events posted on this listserv; it is merely a means of providing you with information.*

To subscribe to this listserv, visit [https://listserv.du.edu/mailman/options/gssw-events](https://listserv.du.edu/mailman/options/gssw-events) to add your email. If you do not want to receive separate emails each time there is a posting, select the “Set Digest Mode” option to “on” in your account settings. You will receive an email asking you to confirm your subscription (make sure you confirm it or you will not be subscribed). Then you will receive a confirmation email. Please save this confirmation e-mail because it contains a link to where you can edit your options and unsubscribe. Please note that you will not receive attachments if you subscribe to “Digest Mode”.

**GSSW Career Connections E-Newsletter:**
To subscribe to this email newsletter, visit [http://alumni.du.edu/gsswcareernewsletter](http://alumni.du.edu/gsswcareernewsletter) to add your email. This newsletter compiles job postings sent to GSSW from community agencies both inside and outside of Denver. It also includes job searching tips and relevant information related to social work careers. It is sent once every 14 days.

**PioneerWeb**
Important information including the academic calendar and other deadlines will be posted weekly on the GSSW tab in PioneerWeb. Frequently used forms are also available to students by clicking on this tab. Students are responsible for the information made available via PioneerWeb and should check for updates on a weekly basis. PioneerWeb also contains other University resources that students will find helpful. You can access the PioneerWeb login page at [http://pioneerweb.du.edu](http://pioneerweb.du.edu). If you are having difficulty accessing your PioneerWeb homepage, please contact the UTS Help Desk (303.871.4700) for assistance.
MASTER OF SOCIAL WORK (MSW) PROGRAM

The Master of Social Work curriculum at the University of Denver is organized into a foundation curriculum and a concentration curriculum. The foundation curriculum, premised on a liberal arts undergraduate education, provides the generalist base of social work practice. The concentration curriculum prepares students for entry into advanced, autonomous work in a variety of specialized fields of practice.

Ninety credit hours are required for two-year students for the MSW degree. For students admitted with advanced standing, 60 credit hours are required.

TWO-YEAR MSW PROGRAM

The two-year MSW program option is available to applicants with baccalaureate degrees in academic disciplines other than social work. Degrees must be from institutions accredited by a regional accrediting body. Students who attend full-time will complete the 90-quarter-hour program in two years (six quarters).

Educational programs at the University of Denver are on a quarter system in which the regular academic calendar includes three quarters: autumn, winter, and spring. In addition, some MSW students are required, and others elect, to take courses in the fourth (summer) quarter.

During the foundation curriculum, students are introduced to the professional foundation of social work. At the same time, a sense of social responsibility and professional identity for the achievement of social work goals will be emphasized.

Students begin their foundation coursework in the autumn quarter. The foundation curriculum (September to March) consists of coursework on Thursdays and Fridays (or Thursday and Friday evenings and Saturdays under the weekend scheduling option) and 16 hours of field internship per week, generally on Mondays and Tuesdays. See page 26 for more detailed information.

The foundation requirements (38 total credits) are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 4001—Clinical Social Work Skills</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4003—Clinical Social Work Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4006—Human Behavior and the Social Environment: Theory for Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4007—Community Community/Macro Social Work Theory and Practice</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 4020—Integrated Social Work Practice for Social Justice</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 4120—Social Policy Analysis, Advocacy and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4132—Power, Privilege and Oppression from a Critical Multicultural Perspective</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4201—Evidence for Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4950—Foundation Field Internship (typically 4 credits per quarter)*</td>
<td>12</td>
</tr>
</tbody>
</table>

*Note: For a full-time student, foundation coursework is typically completed in the Fall and Winter quarters of the first year. Foundation field, however, is typically completed at the end of Spring Quarter of the first year, when students have already begun taking classes in the concentration curriculum.

In the concentration curriculum, students advance in professional knowledge and skill through specialization in one of eight social work concentrations: Aging Services and Policy, Child Welfare, Children and Youth: Risks and Healthy Development, Family Systems Practice, Health and Wellness, Mental Health, Organizational Leadership and Policy Practice, or Sustainable Development and Global Practice. Please see page 26 for more detailed information.

Most concentration curriculum courses are taken on Mondays and Tuesdays, with a field internship of 20–24 hours per week on Wednesdays, Thursdays, and Fridays. A limited number of elective courses may also be offered on Wednesday afternoons and Saturdays.
**ADVANCED STANDING MSW PROGRAM**

The advanced standing program option is available only to applicants with a baccalaureate degree in social work from a college or university whose social work program is accredited by the Council on Social Work Education (CSWE) at the time the degree is conferred. Advanced standing students begin their program in July and typically complete their MSW degree in one calendar year (four quarters). Advanced standing students must earn 60 GSSW credit hours to graduate.

The first quarter of the advanced standing program consists of coursework only. Two courses are required during this quarter, Power, Privilege, and Oppression (SOWK 4132) and Advanced Standing Seminar (SOWK 4299), whose purpose is to help students integrate their BSW education with their social work experience and plan their continuing professional development. In addition, most students take two electives during the summer session.

Advanced standing students formally begin their concentration curriculum in the fall in the same manner as two-year MSW students.

**INTERDISCIPLINARY DUAL AND COOPERATIVE GRADUATE DEGREES**

The University of Denver offers interdisciplinary dual and cooperative graduate degree programs allowing students to earn a master’s degree in another field while simultaneously earning the MSW degree. Specific dual graduate degree programs exist with the Josef Korbel School of International Studies and the Sturm College of Law. There is also a flexible dual graduate degree program that allows students to propose any dual graduate degree combination they choose.

The University offers a cooperative dual graduate degree program with the Iliff School of Theology, a United Methodist seminary bordering the campus, through which students simultaneously earn the MSW and a Master of Divinity (MDIV), Master of Arts in Pastoral and Spiritual Care (MAPSC), or Master of Theological Studies (MTS) degree.

These dual and cooperative graduate degree programs offer students the opportunity to combine fields of study and graduate with fewer total credit hours than would be required if they pursued the degrees separately. Students may receive credit up to 15 quarter hours, or their equivalent in semester hours, for courses taken in one department or institution to meet credit hour requirements in the other department or institution.

Applicants pursuing this degree option must apply separately to both programs, meet the admission requirements of both programs, and pay a nonrefundable application fee to both programs. Applications can be submitted prior to beginning either program, or after work in one program has begun, but not after degree requirements in one program have been completed. Students interested in the dual and cooperative graduate degree option should refer to the specific dual degree requirements for each program, as these may vary. Dual and cooperative degrees must be pursued, for the most part, simultaneously. Both degrees are to be granted at the same time, with the exception of the JD/MSW and degrees with the Iliff School of Theology; however, the separation of graduation dates can be no longer than one year. Students should talk to their advisors in both programs to determine financial aid eligibility.

All students accepted into a dual degree program must complete and submit a Graduate Dual Degree Admission Verification form, available from the GSSW Registrar or online at [www.du.edu/grad](http://www.du.edu/grad).

Students are required to maintain an up-to-date educational plan, approved by their adviser, on file with the GSSW Registrar. With each dual or cooperative degree, GSSW credits fifteen quarter hours or their equivalent from the other program to meeting its requirements, and the other program credits fifteen quarter hours from GSSW to meeting its requirements. In most cases, the fifteen quarter hours accepted by GSSW substitute for elective hours but the specific requirements differ by the dual or cooperative degree being sought.

**JD/MSW Minimum Course Requirements:**

Students must complete a minimum of 75 credit hours at GSSW. In addition, the equivalent of fifteen quarter credit hours (10 semester hours) taken in the JD program will apply towards the MSW to complete the minimum 90 credit hour MSW requirement. Students pursuing a dual degree with Sturm College of Law must complete all requirements for both degrees before the law degree can be awarded. Students will not be graduated and certified
to take the bar examination unless both programs have been completed. Students must apply for graduation for both programs.

For JD course requirements, please contact the Sturm College of Law at [http://www.law.du.edu](http://www.law.du.edu) or 303.871.6135.

**MA International Studies/MSW Minimum Course Requirements:**
The overall minimum credit requirement is 135 credit hours. Of these 135 hours, students must complete a minimum of 75 quarter hours at GSSW. Both degrees must be awarded at the same time.

For more specific GSIS course requirements, please contact GSIS directly at [http://www.du.edu/korbel](http://www.du.edu/korbel) or 303.871.2534.

**Cooperative Degree Programs with Iliff School of Theology:**

**MSW/MTS**
The overall minimum degree requirement for the cooperative degree is 143 credit hours. Of these hours, students must take a minimum of 75 credit hours at GSSW. Fifteen credit hours of courses taken at Iliff will apply towards the MSW degree to complete the minimum 90 credit hour requirement for the MSW program.

Cooperative degrees need not be granted simultaneously. Students are expected to work closely with advisers at both schools to ensure completion of all degree requirements. *Students must provide an official transcript of courses completed at Iliff School of Theology with their application for graduation from the MSW program.*

**MA/MAPSC**
The overall minimum requirement for the cooperative degree is 140 credit hours. Of those hours, students must take a minimum of 75 credit hours at GSSW. Fifteen credit hours of courses taken at Iliff will apply towards the MSW degree to complete the minimum 90 credit hour requirement for the MSW program.

**MSW/MDIV**
The overall minimum requirement for the cooperative degree is 175 credit hours. Of those hours, students must take a minimum of 75 credit hours at GSSW. Fifteen credit hours of courses taken at Iliff will apply towards the MSW degree to complete the minimum 90 credit hour requirement for the MSW program.

Students usually opt for having their field experiences from GSSW transferred into the Iliff degree in lieu of the MDiv Advanced Field Education requirement.

Cooperative degrees need not to be granted simultaneously. Students are expected to work closely with advisers at both schools to ensure completion of all degree requirements. *Students must provide an official transcript of courses completed at Iliff School of Theology with their application for graduation from the MSW program.*

For specific Iliff School of Theology requirements, please contact Iliff directly at [http://www.iliff.edu](http://www.iliff.edu) or 303.744.1287.

**FLEXIBLE DUALS**

Students may propose a flexible dual degree program that links two master’s degrees other than those listed above. Students must submit the proposal for the Flexible Dual Degree no later than one term prior to matriculation into the second degree. Dual degrees must be pursued concurrently, not consecutively. In order to meet this requirement, students interested in pursuing a dual degree must matriculate into the second program no later than the first available term following fifty percent (50%) coursework completion of the first program.

Students should complete both degrees at the same time. However, students can receive the first degree as long as all original requirements and credits for the first degree have been met. They then have up to 18 months to complete the second degree. Any significant changes to the approved program require the student to resubmit a revised proposal packet to the deans/chairs/directors and advisors of both programs and the Office of Graduate Studies.
Proposing a Flexible Dual Degree:

To propose a flexible dual degree, the student must first apply to and be admitted by both programs, pay application fees and admissions deposits for both programs, and seek the counsel of an advisor in each program. Admission into each program does not take the place of filing a Flexible Dual Degree proposal nor guarantee approval of the proposal.

The dean, chair, or director of each degree program and both program advisors, must carefully compare the requirements for each program and approve the proposed curriculum. The student must then submit a copy of the original requirements for each degree (printout from the unit website or copy from the student handbook is acceptable), a detailed course plan showing all proposed courses, and the credit hours; a one to two-page statement of the educational/career objectives stating the reasons for the specific course selection and which courses most clearly serve the educational and career goals of the student; and current official/unofficial transcript(s) showing any work already completed towards the proposed program and degrees.

The student then submits the documents listed above to the Office of Graduate Studies, which reviews and decides on the proposals. Proposals with errors or course/program inconsistencies will be returned for revision. Once the proposal is approved, the student will be entered into the university computer system as a flexible dual degree student.

Curriculum Structure:

Students may propose any flexible dual degree program that seems reasonable to them and their advisors for academic and career objectives. Only elective courses may be counted among the hours used for reduction or cross-counting.

All the core requirements of each program must be preserved and cannot be overlapped or waived. Credit reduction due to cross counting of elective courses will be limited to the following for each program as determined by the original number of credit hours required for each degree:

Required credit hours for degrees and flexible dual degree reduction allowed:
45-60 quarter hour degree program: Reduce or cross-count a maximum of 10 quarter hours for the one degree without outside transfer credit. The traditional maximum outside transfer credit allowed in this case would be 10 quarter hours. A reduction of 15 quarter hours from the original degree will be the maximum allowed when combining outside transfer hours and the cross counting of degree hours.

61-75 quarter hour degree program: Reduce or cross-count a maximum of 12 quarter hours for the one degree without outside transfer credit. The traditional maximum outside transfer credit allowed in this case would be 22 quarter hours. A reduction of 25 quarter hours from the original degree will be the maximum allowed when combining outside transfer hours and the cross counting of degree hours.

76-90 quarter hour degree program: Reduce or cross-count a maximum of 15 quarter hours for the one degree without outside transfer credit. The traditional maximum outside transfer credit allowed in this case would be 45 quarter hours. A reduction of 45 quarter hours will be the maximum allowed from the original degree when combining outside transfer hours and the cross counting of degree hours.

DUAL UNDERGRADUATE/GRADUATE DEGREE

This dual degree option allows highly qualified University of Denver students to combine a Bachelor’s degree in any field with an MSW degree, graduating with both degrees in five years. This allows students to earn the MSW one year sooner than would be possible if the two degrees were earned consecutively, thus resulting in substantial savings of both time and money. The student’s undergraduate financial aid level may be applied throughout the five-year program, another significant financial advantage.
Students in this dual undergraduate/graduate degree program complete their University of Denver undergraduate requirements, as well as their major and minor requirements, during their first three academic years. During the fourth year of study, students begin the MSW curriculum. Students should work closely with both their undergraduate and GSSW advisers to ensure that all requirements for both degrees are met.

Ordinarily, it would require a total of 273 credit hours for a student to earn a Bachelor’s degree (183 credit hours), followed by an MSW degree (90 credit hours). However, students enrolled in this program may count up to 30 credit hours of their MSW graduate level coursework toward completion of their undergraduate degree. This reduces the total number of required credit hours for both degrees to 243.

Although University of Denver students will not begin the program until their fourth year of undergraduate study, it is recommended that they obtain detailed information from the GSSW admission office as early as possible to ensure that they complete all necessary undergraduate course requirements.

For information about any dual degree program, please contact Karen Bensen, Assistant Dean for Academic & Community Programs at 303.871.3709 or Karen.Bensen@du.edu.

COURSE SCHEDULING OPTIONS AND ACADEMIC REQUIREMENTS

The two-year MSW program includes 90 hours of classroom (60 to 63 credit hours) and field instruction (27 to 30 credit hours).

Full-Time Study
Full-time GSSW students usually take between 12 and 18 hours each quarter. A student load in excess of 18 hours requires the approval of the student’s academic adviser and the Associate Dean for Academic Affairs, requires additional tuition, and is subject to the student’s satisfactory work during previous quarters. Students may not enroll for more than 20 credit hours per quarter.

Full-time students will typically complete the program in 6 quarters (Fall, Winter, and Spring) over a two-year period.

Weekend Scheduling
The weekend scheduling option allows students completing the foundation curriculum to take coursework at GSSW on Thursday evenings, Friday afternoons and evenings, and all day Saturday. A limited number of class sections may also be offered online. All students are eligible to take weekend classes when available.

Students may complete all of their foundation courses using this scheduling option. **However, due to the complexity of the concentration curriculum, the weekend option is only available for the foundation curriculum.** Classes taken concurrently with the concentration field internship are offered primarily on Mondays and Tuesdays in the Fall and Winter Quarters to accommodate the requirements of the various concentrations and the schedules of our partner agencies. **Students who take foundation courses using the weekend scheduling option must be prepared to complete most of their concentration course requirements on Mondays and Tuesdays.**

Like other students in the MSW program, students attending weekend classes must complete at least one day of their required field internship during weekday hours. Any student who is primarily a weekend student may take a weekday course at any time. All students are eligible to take weekend courses whenever they choose and may be required to do so depending on availability and enrollment of offered courses. Students are encouraged to register on time for the best course selection.

Part-Time Study
There are three ways in which students are considered part-time. Each of these ways may be relevant to particular students:
1. The Graduate School of Social Work considers anyone taking longer than the standard full-time course load over two academic years (6 academic quarters, averaging 15 credit hours per quarter) to be a part-time student. (For advanced standing students, part-time means anyone taking longer than four academic quarters to complete their degree.) The School has developed several part-time options that allow students to complete the degree. It is strongly recommended that students considering a part-time option meet with GSSW faculty or staff as they consider their individual situations.

2. The University of Denver considers the full time load of graduate students to be a minimum of 8 credit hours per quarter. This definition is relevant for financial aid purposes related to federal loans. The Graduate School of Social Work Financial Aid Office considers student taking less than 12 credits to be part-time and departmental scholarships will be reduced from the full-time award level. It is very important that students planning to attend on a part-time schedule contact Linda Daubers, (303.871.2602), to find out what their adjusted GSSW Scholarship award will be.

3. For purposes of figuring one’s tuition cost, a full course load is between 12 and 18 credits, and students pay a flat tuition fee equivalent to the cost of 12 credit hours. Taking less than 12 credits per quarter means students are paying the per-credit tuition cost for each of the courses they take.

Requirements: The following are the basic requirements for part-time students:

• All degree requirements must be completed within four years of beginning study.

• Students must register for a minimum of two courses in any given quarter, excluding summer sessions, observing all pre-requisites and co-requisites.

• First year field practicum must be taken concurrent with a full foundation year course load, which is the usual protocol for full time students, OR concurrent with the expected completion of the first year course load, which for part time students generally occurs during the second year of their course of study at GSSW.

**Financial Considerations Regarding Part-time Study**

It is more expensive to attend the program on a part-time basis, so plan your finances carefully. Taking fewer than 12 credit hours per quarter means that you pay the current per credit hour cost of a course, and are not able to take advantage of the single tuition rate charged for a course load between 12 and 18 credit hours per quarter.

**Course Schedule Options**

Part-time options for completing the MSW degree are individualized and often dependent on circumstances of each student. It is not be possible to tailor the course schedule to fit the needs or schedules of each individual person in the program. There are strengths and weaknesses to each scheduling option, so please consider your choice carefully. Students often need to be creative and problem-solve how to juggle personal and family commitments, outside work, vacations, etc. around their academic course load and schedule. Academic advisers, the field office, and the GSSW Registrar are excellent resources to help you think through your choices.

Weekday sections and evening/weekend sections of courses are open to foundation part-time students as well as full-time students. It is important to note that there are limitations in the schedule of course offerings, particularly for students taking classes primarily on the weekends. For example, only foundation courses are guaranteed to be offered on weekends. Due to the complexity of our curriculum, the weekend option is not available in the concentration year. A select few concentration year courses may be offered in the evenings, on the weekend, or on-line, but concentration students should assume that they will need to fulfill the majority of course requirements on weekdays, often Monday and Tuesday. Thus, consult the course schedule for the year carefully. When choosing such options, be sure to figure in the additional time needed to complete course assignments, such as readings for class sessions, writing papers, completing group projects, completing field hours, etc.

NOTE: Certain courses have to be taken in the proper sequence, because the knowledge in one course builds upon an earlier pre-requisite. Because most required foundation courses are offered in a prescribed sequence, it is particularly important that students pay attention to the pre-requisites or course sequencing. Sometimes, what looks like a workable plan from a student’s own individual schedule or financial needs turns out to be unworkable because courses cannot be taken out of sequence.
Part-time Option for Foundation Curriculum

The foundation curriculum schedule for two-year students who plan to do a part-time course of study is outlined below. The foundation curriculum includes 26 credits of coursework and 12 credits of field internship. This schedule also includes concentration electives, which are taken in the Spring quarters of the two years.

### FOUNDATION CURRICULUM (Part-Time Schedule)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Cr. Hr.</th>
<th>Winter</th>
<th>Cr. Hr.</th>
<th>Spring</th>
<th>Cr. Hr.</th>
<th>Summer 2015</th>
<th>Cr. Hr.</th>
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<tbody>
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<td></td>
</tr>
<tr>
<td>Clinical Social Work Skills (SOWK 4001)</td>
<td>3</td>
<td>Social Policy (SOWK 4120)</td>
<td>3</td>
<td>Concentration elective</td>
<td>3</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Social Work Practice (SOWK 4020)</td>
<td>4</td>
<td>Evidence for Practice (SOWK 4201)</td>
<td>3</td>
<td>Concentration Policy or elective</td>
<td>3</td>
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<tr>
<td>Sub-total:</td>
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<td>6</td>
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<tr>
<td>Year 2</td>
<td>Fall</td>
<td>Cr. Hr.</td>
<td>Winter</td>
<td>Cr. Hr.</td>
<td>Spring</td>
<td>Cr. Hr.</td>
<td>Summer 2016</td>
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<tr>
<td>HBSE (SOWK 4006)</td>
<td>3</td>
<td>Clinical Theory &amp; Practice (SOWK 4003)</td>
<td>3</td>
<td>Begin foundation field and/or take concentration courses in consultation with advisor</td>
<td></td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power, Privilege, Oppression (SOWK 4132)</td>
<td>3</td>
<td>Community Theory &amp; Practice (SOWK 4007)</td>
<td>4</td>
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</tr>
<tr>
<td>Sub-total:</td>
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<td>6+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+ Power, Privilege, and Oppression (SOWK 4132) is offered in the summer session.
+ Depending upon summer schedule of course offerings, it may be possible to take some elective courses in the summer.
+ A summer block foundation Field Placement also is an option in the second summer.

### Foundation Field Options for Part-time Students

Students who elect to complete the foundation Curriculum in a part-time schedule have several options for field internship, including beginning fieldwork during the fall, winter and spring quarters and/or doing block field internships. These options should be discussed with the Field Team and advisors. (See additional information below.)

### Concentration Curriculum

#### Three-year plan
Students who are able to complete the MSW degree in three years can move from part-time to full time for the remainder of their concentration coursework. This would require 25 credits of coursework and 15 credits of field internship.

#### Four-year plan
Students who plan to complete the concentration curriculum in two years will need 25 credits of coursework and 15 credits of field internship. Students could complete the coursework in year three and internship in year four, or combine the two.
**Part-time Options for Advanced Standing Students**

This is a three-year plan, for advanced standing part-time students, taking a variable credit load, 3 to 6 per quarter. The first two years are coursework, and the third year is the concentration field placement, in the traditional configuration of 20 hours per week (5 credit hours) in each of the three quarters: fall, winter, and spring. The concentration field requires a total of 600 hours.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Summer</th>
<th>Cr. Hr.</th>
<th>Fall</th>
<th>Cr. Hr.</th>
<th>Winter</th>
<th>Cr. Hr.</th>
<th>Spring</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advanced Standing Seminar (SOWK 4299)</td>
<td>3</td>
<td>Concentration Theory</td>
<td>3</td>
<td>Concentration Skills</td>
<td>3</td>
<td>Concentration Skills</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Power, Privilege, Oppression (SOWK 4132)</td>
<td>3</td>
<td>Concentration Policy</td>
<td>3</td>
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<td>3</td>
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<th>Spring</th>
<th>Cr. Hr.</th>
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<tbody>
<tr>
<td></td>
<td>Concentration Field (SOWK 4970)</td>
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<td>Concentration Field (SOWK 4970)</td>
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<td>Concentration Field (SOWK 4970)</td>
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<td></td>
<td>TOTAL</td>
<td>60</td>
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</tbody>
</table>

A variation of the traditional 3-quarter concentration field configuration is a block field placement, consisting of a 40-hour/week placement for 15 weeks taken after all the concentration coursework is completed. There are fewer agencies able to accommodate a student on a block placement, and these arrangements must be individually worked out with the field team.

**COMPLETING A FIELD PLACEMENT AS A PART-TIME STUDENT**

A field coordinator works with part-time students regarding the field placement selection. During a midpoint of your first calendar year of part-time study (usually Winter Quarter) a field coordinator will meet with you to provide an overview on the process of selecting a foundation field placement. Foundation field generally is taken in the second calendar year of part-time study, usually over three quarters. A summer block placement is an option during the second year of part-time study (i.e., after all of the foundation curriculum has been completed). Foundation field requires a minimum of 480 clock hours.

Concentration field generally is taken in the third or fourth year of part-time study, either over three quarters (fall, winter, and spring), or as block placement extending over two quarters (after all or most of the concentration coursework is done). Concentration field requires a minimum of 600 hours. GSSW hosts a Field Fair each year in February to help students select a concentration field placement. Field instructors from a large number of agencies offering concentration field placements attend the Field Fair and provide overview information regarding the type of training experience offered in the agency. Students then
schedule individual interviews with the agencies of interest to them. Field agencies make placement offers to students. Students select their concentration field placement based upon their concentration choice (e.g., students in the Family Systems concentration select from those agencies offering a field placement working with family systems).

For additional information on field placements for part-time students, contact the Field Department: field@du.edu; 303.871.2844.

Helpful Tips about Part-time Study

The “do’s” for successful part-time study:

- Do a lot of pre-planning about how to make it workable, in terms of finances and financial aid, and time management in terms of balancing competing work and family obligations.

- Anticipate that a certain amount of initial disjuncture may occur between course assignments, fieldwork and other courses. Some classes ask for work to be completed in field agencies. Other classes coordinate readings and assignments. It is important to let your instructors know of your part-time status.

- Anticipate some sense of loss from the personal connections made with the initial cohort of students you begin with, the majority of who are full time students and who will move toward graduation at a faster pace than part-time students. Look for opportunities to make connections with student colleagues throughout the years of part-time study.

The “don’ts” for successful part-time study:

- Avoid prematurely starting and stopping your graduate studies through withdrawals or leaves of absence from the program. It is very disruptive to the continuity of your learning and your work with clients in field placement. In addition, it increases your expenses in the long run.

- Don’t expect to fit coursework and a 16-hour per week foundation field placement (or a 20-hour per week concentration field placement) into an already busy schedule. You will need to make accommodations to a job and/or personal and family obligations.

- Don’t expect to get a quality graduate education experience if you short-change yourself in terms of the time needed to build the knowledge, skills, and value and ethical base of the social work profession. When you attend GSSW on a part-time basis, think long-term, not just short-term.
**MSW CURRICULUM**

**Foundation Curriculum**
The foundation curriculum is premised on the belief that there is a body of knowledge and skills essential to effective practice by all social workers. The curriculum is based on the Council of Social Work Education Educational Policy Accreditation Standards (EPAS) adopted in 2008. The foundation courses and field internship are designed to instill a generalist base of professional social work practice and meet the EPAS. All courses in the foundation curriculum are required. The Field Education Team, based on information provided by students concerning their experience and interests, assists students in finding appropriate field placements.

**Concentration Curriculum**
At the end of the foundation curriculum (or for advanced standing students, the end of the summer quarter), students must select a concentration. Students must meet the following requirements for admission to the concentration curriculum: (1) satisfactory performance in foundation or required advanced standing courses; (2) satisfactory performance in the foundation field practicum, if applicable; and (3) professional and ethical behavior in the field practicum and in the classroom. Once these requirements are met, students will be formally advanced to candidacy.

**Concentration Curriculum Structure**
The concentration curriculum consists of 52 credits. The total number of required course credits (not including field) is 25 credits.

<table>
<thead>
<tr>
<th>15 - 18 credits</th>
<th>3-6 credits 3 Required</th>
<th>9-12 credits 9 Required</th>
<th>3-6 credits 3 Required</th>
<th>3-6 credits 3 Required</th>
<th>6 credits Required</th>
<th>12 credits</th>
<th>0-1 credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field</td>
<td>Theory for Practice</td>
<td>Methods/Skills</td>
<td>Values for Practice</td>
<td>Policy and Program</td>
<td>Research</td>
<td>Career</td>
<td>Electives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Micro</td>
<td></td>
<td>Advocacy: Fostering</td>
<td></td>
<td>Development</td>
<td>Certificates</td>
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<td>Mezzo</td>
<td></td>
<td>social and economic</td>
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<tr>
<td></td>
<td></td>
<td>Macro</td>
<td></td>
<td>justice</td>
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<tr>
<td></td>
<td>Key theoretical</td>
<td>Empirically based</td>
<td>Courses on multi-cultural practice and social and economic justice</td>
<td>Policies and Programs for fields of practice; current policy issues for social work clinical and community practice</td>
<td></td>
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<tr>
<td></td>
<td>frameworks and practice</td>
<td>interventions across</td>
<td></td>
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<td></td>
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<td>systems</td>
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<td></td>
<td>issues in field of practice</td>
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</tbody>
</table>

Students will choose a primary field of practice as their concentration. They can also choose courses in theory, methods, policy, and research that meet their field and career goals. Each concentration will designate required and recommended courses, and students will be required to take the minimum number of credits in each of the categories in the above table. Students are encouraged to take courses in multiple fields of practice to broaden their knowledge base and practice skills.
Course Planning Requirements and Procedures

Students plan their course schedules in close consultation with a faculty adviser. The first quarter of study is planned prior to new student orientation, held in September for two-year students and in July for advanced standing students. Later in the first term, and in each following term in which the student is enrolled, the student will meet with an adviser to review the student’s educational plan and confirm course selection for the next quarter.

To enhance planning, the student must complete an online Course Planning Worksheet in preparation for beginning their concentration curriculum. This worksheet serves as the formal declaration of concentration, as well as an enrollment management and advising tool. Students are encouraged to review and update their Course Planning Worksheet on a quarterly basis. The worksheet is used by students, advisers, and the administration for planning course offerings and as a record of intended study. By completing and carefully reviewing the worksheet, it is possible for students and advisers to assure that graduation requirements are met.

The Course Planning Worksheet is located on the registration menu of MyWeb. Advisers have access to the course planning worksheets of their advisees under the “Advising Toolkit” in MyWeb. Students who do not submit their Course Planning Worksheet by the given deadline will not be permitted to register for classes.

Students admitted to the two-year program must complete the Course Planning Worksheet during the quarter before they begin their concentration study, normally during the Winter Quarter of the first year.

Students admitted with advanced standing must complete the Course Planning Worksheet before they register for their second quarter of classes.

When students modify their plan in any way, they are responsible for conferring with their adviser and updating the online plan accordingly.

Any changes to the proposed plan should be discussed with and approved by the adviser.

Concentration Choices:
GSSW offers eight field-of-practice concentrations. Descriptions, professional objectives, and detailed course requirements follow.
Aging Services and Policy Concentration
The Aging Services and Policy concentration prepares social workers to practice across the continuum of services that promote quality of life and independence for older adults and their families. Social workers interested in aging provide clinical care in health, behavioral health, memory care, community and residential settings. Additionally, social workers intervene in social justice issues impacting older adults through educational, management, program development, advocacy and policy work. This concentration emphasizes culturally responsive practice needed for the increasing diversity among older adults locally, nationally and internationally.

Students engage in field education in a variety of settings such as community service agencies and government agencies, home health and hospice agencies, outpatient and inpatient medical care settings, residential facilities across the continuum of care, gero-psychiatry services, and advocacy agencies. Clients are predominately older adults and their families, but may include clients of all ages. These placements can offer opportunities to gain skills in clinical interventions, care management, group work, program and policy development, advocacy, and administration.

The minimum credits required for the MSW degree is 90 (60 for advanced standing students). In addition to the courses listed below, students may also take courses from other concentration areas or up to 10 credits of coursework (with the approval of the advisor and Associate Dean for Academic Affairs) from other DU graduate programs to fulfill elective requirements.

<table>
<thead>
<tr>
<th>Required</th>
<th>Recommended</th>
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</thead>
<tbody>
<tr>
<td><strong>Theory for Practice</strong>&lt;br&gt;3-6 credits</td>
<td>SOWK 4350 – Evolving Perspectives &amp; Trends in Aging&lt;br&gt;&lt;br&gt;SOWK 4325 – Evolving Perspectives and Trends in Health and Wellness&lt;br&gt;SOWK 4320 – Theories and Practice of Family Systems Therapy&lt;br&gt;SOWK 4370 – Community and Organizational Change: Theories for Practice</td>
</tr>
<tr>
<td><strong>Methods/Skills</strong>&lt;br&gt;9-12 credits</td>
<td>SOWK 4445 – Assessment and Interventions in Aging&lt;br&gt;SOWK 4340 – Leadership and Supervision Skills&lt;br&gt;SOWK 4723 – Medical Social Work&lt;br&gt;SOWK 4725 – Mind-Body Connections in SW Practice&lt;br&gt;SOWK 4741 – Grief and Loss across the Life Span&lt;br&gt;SOWK 4330 – Assessment of Mental Health and Drug Use in Adults&lt;br&gt;SOWK 4721 – Existential Social Work&lt;br&gt;SOWK 4401 – Advanced Social Work Practice in Integrated Health Care&lt;br&gt;SOWK 4501 – Wellness Prevention and Interventions across Life Span</td>
</tr>
<tr>
<td>At least two additional courses from this list →</td>
<td>SOWK 4452 – Care Management Skills and Resources to Promote Community Living and</td>
</tr>
<tr>
<td><strong>Policy and Program Advocacy: Fostering Social and Economic Justice</strong>&lt;br&gt;3-6 credits</td>
<td>SOWK 4650 – Aging Policy&lt;br&gt;SOWK 4645 – Health Care Policy</td>
</tr>
</tbody>
</table>
| **Research**<br>6-9 credits | SOWK 4900 – Methods for Evaluating Practice/Programs<br>SOWK 4901 – Applied Practice Evaluation Research<br>

*Research courses must be taken in sequence. The research will be conducted in the student’s field placement.*

| Values for Practice**<br>3-6 credits | SOWK 4732 – Disrupting Privilege and Anti-Oppressive Practice<br>SOWK 4232 – Critical Race Theory<br>SOWK 4764 – Historical Trauma<br>SOWK 4235 – Disproportionality & Disparity Across Systems<br>SOWK 4240 – Intergenerational Justice<br>SOWK 4751 – Global Relations & Poverty in Mexico<br>SOWK 4971 – SW Response to Postwar Bosnia<br>SOWK 4759 – Global Cultural Perspectives: Consensus & Conundrums<br>SOWK 4753 – Social Development in Latin America<br>SOWK 4971 – Social Work in Thailand<br>SOWK 4758 – Conservation SW in Kenya: Context, Empowerment, Sustainability<br>SOWK 4890 – Contemporary Global Issues<br>SOWK 4990 – Special Topics (as approved, titles vary) |
| **Internship**<br>15-18 credits | SOWK 4970 – Concentration Field Internship<br>

*Appropriate internships are chosen in consultation with the Field Team.*

| Capstone**<br>1 credit | Required in final quarter of program |

Note: Most courses are 3 credits, unless otherwise indicated on the course schedule.
Additional electives with particular relevance to the Aging Services and Policy concentration include:

SOWK 4730 – Cognitive Approaches to Social Work Practice
SOWK 4700 – Solution Focused Brief Practice
SOWK 4735 – Interpersonal Approaches to Counseling
SOWK 4754 – Trauma Response and Recover
SOWK 4755 – Interventions for Responses to Trauma (SOWK 4754 required)
SOWK 4775 – Social Work with Adult Groups
SOWK 4784 – Suicide and Crisis Interventions
SOWK 4971 – Helping Military Families
Child Welfare Concentration

The Child Welfare concentration prepares social workers for work with children and families served in public and private child welfare agencies. Most of these children and families have experienced child maltreatment. Many of these families are also experiencing poverty, domestic violence, mental illness, and substance abuse.

Intervention is focused on building upon individual and family strengths, preventing and alleviating the consequences of child maltreatment, and promoting the safety, permanence, and well-being of children who have suffered, or are at risk of, child maltreatment.

The minimum credits required for the MSW degree is 90 (60 for advanced standing students). In addition to the courses listed below, students may also take courses from other concentration areas or up to 10 credits of coursework (with the approval of the advisor and Associate Dean for Academic Affairs) from other DU graduate programs to fulfill elective requirements.

<table>
<thead>
<tr>
<th>Required</th>
<th>Recommended</th>
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| **Theory for Practice Courses** 3-6 credits | SOWK 4305 – Causes & Consequences of Child Maltreatment  
SOWK 4315 – Building Resilience: Healthy Development in Childhood & Adolescence  
SOWK 4345 – Intersections of Mental Health, Substance Use & Trauma |
| **Methods/Skills Courses** 9-12 credits | SOWK 4320 – Theories & Practice of Family Systems Therapy  
SOWK 4415 – Causes & Consequences of Child Maltreatment  
SOWK 4420 – Theories & Practice of Family Systems Therapy  
SOWK 4445 – Building Resilience: Healthy Development in Childhood & Adolescence  
SOWK 4450 – Leadership and Supervision Skills  
SOWK 4475 – Trauma Response and Recovery  
SOWK 4480 – Drug Dependency Interventions  
SOWK 4495 – Foster Care & Permanency Planning  
SOWK 4500 – Mental Health Interventions with Children  
SOWK 4510 – Mental Health Interventions with Children  
SOWK 4520 – Cognitive Approaches in Youth Mental Health Intervention  
SOWK 4530 – Interdisciplinary Approaches to School, Family, & Community Prevention |
| **Policy and Program Advocacy: Fostering Social and Economic Justice 3-6 credits** | SOWK 4600 – Child Welfare Policies & Services  
SOWK 4645 – Health Care Policy  
SOWK 4650 – Immigration Policy and Programs  
SOWK 4655 – Poverty, Welfare and Work Policies  
SOWK 4660 – Policies and Programs for Children and Youth  
SOWK 4675 – Law of Family and Child  
SOWK 4680 – Mental Health & Drug Dependency Policies & Systems |
| **Research (6-9 credits)** | SOWK 4900 – Methods for Evaluating Practice/Programs  
SOWK 4901 – Applied Practice Evaluation Research  
Research courses must be taken in sequence. The research will be conducted in the student’s field placement. |
| **Values for Practice (3-6 credits)** | SOWK 4720 – Disrupting Privilege and Anti-Oppressive Practice  
SOWK 4725 – Critical Race Theory  
SOWK 4730 – Disproportionality & Disparity Across Systems  
SOWK 4735 – Intergenerational Justice  
SOWK 4740 – Global Relations & Poverty in Mexico  
SOWK 4745 – SW Response to Postwar Bosnia  
SOWK 4750 – Global Cultural Perspectives: Consensus & Conundrums  
SOWK 4755 – Social Development in Latin America  
SOWK 4760 – Social Work in Thailand  
SOWK 4765 – Conservation SW in Kenya: Context, Empowerment, Sustainability  
SOWK 4770 – Contemporary Global Issues  
SOWK 4990 – Special Topics (as approved, titles vary) |
| **Internship (15-18 credits)** | SOWK 4970 – Concentration Field Internship  
Appropriate internships are chosen in consultation with the Field Team. |
| **Capstone (1 credit)** | Required in final quarter of program |

*Note: Most courses are 3 credits, unless otherwise indicated on the course schedule.*
Additional electives with particular relevance to the Child Welfare concentration include:

SOWK 4700 – Solution Focused Brief Practice
SOWK 4755 – Interventions for Responses to Trauma (SOWK 4754 required)
SOWK 4721 – Existential Social Work
SOWK 4735 – Interpersonal Approaches to Counseling
SOWK 4784 – Suicide and Crisis Interventions
SOWK 4330 – Assessment of Mental Health & Drug Use in Adults
SOWK 4715 – School Social Work Interventions
SOWK 4971 – Helping Military Families
SOWK 4971 – Eco-friendly Experiential Therapy with Children and Youth
SOWK 4425 – Positive and Community Youth Development
**Children and Youth: Risks and Healthy Development Concentration**

This concentration provides students with knowledge and skills to work from a resilience perspective with adolescents and children in a wide variety of settings: mental health, family services agencies, schools, treatment centers, youth correctional facilities, and community agencies.

The concentration gives students expertise in the theories and practices for prevention, early intervention and clinical treatment with children and youth. The overarching frameworks for the concentration are positive youth development and resilience. Students learn clinical strategies that are particularly effective for working with children and youth.

*The minimum credits required for the MSW degree is 90 (60 for advanced standing students). In addition to the courses listed below, students may also take courses from other concentration areas or up to 10 credits of coursework (with the approval of the advisor and Associate Dean for Academic Affairs) from other DU graduate programs to fulfill elective requirements.*

<table>
<thead>
<tr>
<th>Required</th>
<th>Recommended</th>
</tr>
</thead>
</table>
| **Theory for Practice Courses** 3-6 credits | SOWK 4315 – Building Resilience: Healthy Development in Childhood & Adolescence | SOWK 4320 – Theories and Practice of Families Systems Therapy
SOWK 4305 – Causes and Consequences of Child Maltreatment |
| **Methods/Skills Courses** 9-12 credits | At least 3 courses from either of these lists → | Promotion and Prevention Focus
SOWK 4713 – Interdisciplinary Approaches to School, Family, and Community Prevention
SOWK 4425 – Positive and Community Youth Development
SOWK 4412 – Practice Elements in Youth Mental Health Intervention
SOWK 4575 – Groups for Children and Adolescents |
| **Policy and Program Advocacy: Fostering Social and Economic Justice** 3-6 credits | At least 1 course from this list → | Treatment Focus
SOWK 4971 – Assessment (DSM) of Children and Adolescents
SOWK 4715 – School Social Work Interventions
SOWK 4410 – Prevention & Treatment of Adolescent Substance Abuse
SOWK 4720 – Prevention & Treatment of Juvenile Delinquency & Youth Violence
SOWK 4500 – Mental Health Interventions with Children
SOWK 4971 – Eco-friendly Experiential Therapy with Children and Youth |
| **Research (6-9 credits)** | SOWK 4900 – Methods for Evaluating Practice/Programs
SOWK 4901 – Applied Practice Evaluation Research | Research courses must be taken in sequence. The research will be conducted in the student’s field placement.
SOWK 4610 – Policies and Programs for Children and Youth
SOWK 4630 – Family Policies and Programs
SOWK 4712 – Law of Family and Child |
| **Values for Practice (3-6 credits)** | At least 3 credits from this list → | SOWK 4732 – Disrupting Privilege and Anti-Oppressive Practice
SOWK 4232 – Critical Race Theory
SOWK 4764 – Historical Trauma
SOWK 4235 – Disproportionality & Disparity Across Systems
SOWK 4240 – Intergenerational Justice
SOWK 4751 – Global Relations & Poverty in Mexico
SOWK 4971 – SW Response to Postwar Bosnia
SOWK 4759 – Global Cultural Perspectives: Consensus & Conundrums
SOWK 4753 – Social Development in Latin America
SOWK 4971 – Social Work in Thailand
SOWK 4758 – Conservation SW in Kenya: Context, Empowerment, Sustainability
SOWK 4890 – Contemporary Global Issues
SOWK 4990 – Special Topics (as approved, titles vary) |
| **Internship (15-18 credits)** | SOWK 4970 – Concentration Field Internship | Appropriate internships are chosen in consultation with the Field Team. |
| **Capstone (1 credit)** | Required in final quarter of program | |

*Note: Most courses are 3 credits, unless otherwise indicated on the course schedule.*
Additional electives with particular relevance to the Children and Youth concentration include:

SOWK 4700 – Solution Focused Brief Practice  
SOWK 4730 – Cognitive Approaches in SW Practice  
SOWK 4971 – Helping Military Families  
SOWK 4710 – Domestic Violence Interventions  
SOWK 4721 – Existential Social Work  
SOWK 4790 – Human Sexuality  
SOWK 4725 – Mind Body Connections in SW Practice  
SOWK 4784 – Suicide Prevention and Crisis Intervention
**Family Systems Practice Concentration**

The Family Systems Practice concentration provides students with knowledge and skills to work from a family systems perspective with adults, adolescents, and children in a wide variety of settings: mental health and family services agencies, schools, treatment centers, and community agencies.

“Family” is defined broadly to include biological lineages, affiliational families, and communities. Social workers using this perspective may intervene with individuals, couples, several members of a family, peer groups, work associates, schools, classrooms, and organizations. Clients are viewed as being part of a larger context, situated in multiple social locations: race, ethnicity, class, sexual orientation, gender identity, age, ability, and citizenship status. Assessment and intervention are applied within this context, with a goal of strengthening families and other systems, and the individuals within these systems.

The minimum credits required for the MSW degree is 90 (60 for advanced standing students). In addition to the courses listed below, students may also take courses from other concentration areas or up to 10 credits of coursework (with the approval of the advisor and Associate Dean for Academic Affairs) from other DU graduate programs to fulfill elective requirements.

<table>
<thead>
<tr>
<th>Required</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory for Practice Courses 3-6 credits</strong></td>
<td><strong>Methods/Skills Courses 9-12 credits</strong></td>
</tr>
</tbody>
</table>
| SOWK 4320 – Theories and Practice of Family Systems Therapy | SOWK 4420 – Strategies & Techniques of Family Therapy (pre-req SOWK 4320) and At least 2 courses from these two lists…

**Family Therapy Focus**

- SOWK 4520 – Advanced Strategies and Techniques of Family Systems Practice (highly recommended; pre-req SOWK 4420)
- SOWK 4505 – Relationship Therapy (highly recommended)
- SOWK 4410: Prevention and Treatment of Adolescent Substance Abuse

**Family Systems in Community Based Settings**

- SOWK 4422: Strategies for Family Meetings
- SOWK 4401 – Advanced Social Work Practice in Integrated Health Care
- SOWK 4741 – Grief and Loss across the Life Span
- SOWK 4700 – Solution Focused Brief Practice
- SOWK 4971 – Helping Military Families
- SOWK 4784 – Suicide and Crisis Interventions
- SOWK 4415 – Intake & Family Based Services: Assessment & Intervention
- SOWK 4416 – Foster Care and Permanency Planning
- SOWK 4710 – Domestic Violence Interventions
- SOWK 4790 – Human Sexuality
- SOWK 4430 – Drug Dependency Interventions

<table>
<thead>
<tr>
<th>Required</th>
<th>Recommended</th>
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</thead>
<tbody>
<tr>
<td><strong>Policy and Program Advocacy: Fostering Social and Economic Justice 3-6 credits</strong></td>
<td><strong>Research (6-9 credits)</strong></td>
</tr>
</tbody>
</table>
| At least 1 course from this list → | SOWK 4900 – Methods for Evaluating Practice/Programs
- SOWK 4901 – Applied Practice Evaluation Research

*Research courses must be taken in sequence. The research will be conducted in the student’s field placement.*

<table>
<thead>
<tr>
<th>Required</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values for Practice (3-6 credits)</strong></td>
<td><strong>At least 3 credits from this list →</strong></td>
</tr>
</tbody>
</table>
| SOWK 4732 – Disrupting Privilege and Anti-Oppressive Practice
- SOWK 4232 – Critical Race Theory
- SOWK 4764 – Historical Trauma
- SOWK 4235 – Disproportionality & Disparity Across Systems
- SOWK 4240 – Intergenerational Justice
- SOWK 4751 – Global Relations & Poverty in Mexico
- SOWK 4971 – SW Response to Postwar Bosnia
- SOWK 4759 – Global Cultural Perspectives: Consensus & Conundrums
- SOWK 4756 – SW from a Chinese Perspective
- SOWK 4971 – Social Work in Thailand
- SOWK 4758 – Conservation SW in Kenya: Context, Empowerment, Sustainability
- SOWK 4890– Contemporary Global Issues
- SOWK 4990 – Special Topics (as approved, titles vary) |
<table>
<thead>
<tr>
<th>Internship (15-18 credits)</th>
<th>SOWK 4970 – Concentration Field Internship</th>
<th>Appropriate internships are chosen in consultation with the Field Team.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone (1 credit)</td>
<td>Required in final quarter of program</td>
<td></td>
</tr>
</tbody>
</table>

Note: Most courses are 3 credits, unless otherwise indicated on the course schedule.

Additional electives with particular relevance to the Family Systems Practice concentration include:

SOWK 4735 – Interpersonal Approaches to Counseling
SOWK 4430 – Drug Dependency Interventions
SOWK 4712 – Law of Family and Child
SOWK 4754 – Trauma Response and Recovery
SOWK 4755 – Interventions for Responses to Trauma (SOWK 4754 required)
SOWK 4730 – Cognitive Approaches in SW Practice
SOWK 4721 – Existential Social Work
SOWK 4445 – Assessment and Interventions in Aging
SOWK 4971 – Assessment (DSM) of Children and Adolescents
SOWK 4330 – Assessment of Mental Health & Drug Use in Adults
SOWK 4715 – School Social Work Interventions
SOWK 4412 – Practice Elements in Youth Mental Health Intervention
SOWK 4340 – Leadership and Supervision Skills
SOWK 4525 – Planning and Program Development
Health & Wellness Concentration

The Health and Wellness concentration prepares students to be practitioners in diverse health, integrated health and wellness settings. Students study a variety of practice skills, theories and evidence-based modalities to prepare for social work in comprehensive and specialized health care facilities, public health clinics and programs and/or wellness and preventative healthcare programs.

The Health and Wellness concentration allows students to practice specific skill sets that incorporate problem-solving, integrative and strengths-based approaches to care. Students gain exposure to classical Western medical social work settings (such as hospitals), to integrative health settings (where mental health, drug and alcohol intervention, and medical care are connected) and to organizations primarily focused on promoting mental, emotional, physical, spiritual, community, social and/or environmental wellness. Students can choose to experience a range of options from learning medical terminology to studying complementary and alternative medicine techniques focused on the mind-body connection.

Course work also illuminates the history of health and health disparities in the United States and globally, preparing students for culturally competent clinical practice, as well as leadership and advocacy in health and wellness administrative and policy practice.

The minimum credits required for the MSW degree is 90 (60 for advanced standing students). In addition to the courses listed below, students may also take courses from other concentration areas or up to 10 credits of coursework (with the approval of the advisor and Associate Dean for Academic Affairs) from other DU graduate programs to fulfill elective requirements.

<table>
<thead>
<tr>
<th>Required</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory for Practice Courses</strong> (3 credits required)</td>
<td>SOWK 4350 – Evolving Perspective and Trends in Health and Wellness</td>
</tr>
<tr>
<td>SOWK 4325 – Evolving Perspectives and Trends in Health and Wellness</td>
<td>SOWK 4370-Community and Organizational Change: Theory for Practice</td>
</tr>
<tr>
<td><strong>Methods/Skills Courses</strong> (9 credits required)</td>
<td>SOWK 4360 – Social Ecology, One Health and Resiliency: Connecting Human and Environmental Health</td>
</tr>
<tr>
<td>SOWK 4723 – Social Work Practice in Health Care</td>
<td>SOWK 4401 - Integrated Health Care: Models and Practice</td>
</tr>
<tr>
<td>And</td>
<td>SOWK 4523 - Care Management Skills and Resources to Promote Community Living</td>
</tr>
<tr>
<td>At least 2 additional courses from this list ➔</td>
<td>SOWK 4330 – Assessment of MH and Drug Use in Adults</td>
</tr>
<tr>
<td><strong>Policy and Program Advocacy: Fostering Social and Economic Justice</strong> (3 credits required)</td>
<td>SOWK 4725 - Mind Body Connections in SW Practice</td>
</tr>
<tr>
<td>SOWK 4645 – Health Care Policy</td>
<td>SOWK 4741 - Grief and Loss across the Life Span</td>
</tr>
<tr>
<td><strong>Research (6 credits required)</strong></td>
<td>SOWK 4754 - Trauma Response and Recovery</td>
</tr>
<tr>
<td>SOWK 4900-Methods for Evaluating Practice/Programs</td>
<td>SOWK 4755- Interventions for Responses to Trauma (pre-req SOWK 4754)</td>
</tr>
<tr>
<td>SOWK 4901-Applied Practice Evaluation Research</td>
<td>SOWK 4700 – Solution Focused Brief Practice</td>
</tr>
<tr>
<td><strong>Values for Practice (3 credits required)</strong></td>
<td>SOWK 4501- Wellness Prevention and Interventions across Life Span</td>
</tr>
<tr>
<td>At least 1 course from this list ➔</td>
<td>SOWK 4445 - Assessment and Interventions in Aging</td>
</tr>
<tr>
<td><strong>Research courses must be taken in sequence. The research will be conducted in the student’s field placement.</strong></td>
<td>SOWK 4422 – Strategies for Family Meetings</td>
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<td>SOWK 4500 – Mental Health Interventions with Children</td>
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<td></td>
<td>SOWK 4971 - Eco-Friendly Experiential Therapy with Children &amp; Youth</td>
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<tr>
<td></td>
<td>SOWK 4335 – Assessment (DSM) of Children and Adolescents</td>
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<td>SOWK 4650- Aging Policy</td>
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<td></td>
<td>SOWK 4640 – Mental Health and Drug Dependency Policies and Systems</td>
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<td></td>
<td>SOWK 4971 - SW Response to Postwar Bosnia</td>
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<tr>
<td></td>
<td>SOWK 4751 – Global Relations &amp; Poverty in Mexico</td>
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<td></td>
<td>SOWK 4971- Social Work in Thailand</td>
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<td></td>
<td>SOWK 4759 – Global Cultural Perspectives: Consensus &amp; Conundrums</td>
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<tr>
<td></td>
<td>SOWK 4753 – Social Development in Latin America</td>
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<td></td>
<td>SOWK 4890- Contemporary Global Issues</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Internship (15-18 credits)</th>
<th>SOWK 4970-Concentration Field Internship</th>
<th>Appropriate internships are chosen in consultation with the Field Team.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone (1 credit)</td>
<td>Required in final quarter of program</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Most courses are 3 credits, unless otherwise indicated on the course schedule.*

Additional electives with particular relevance to the Health and Wellness concentration include:

- SOWK 4721 - Existential Social Work
- SOWK 4730 - Cognitive Approaches to Social Work Practice
- SOWK 4735 – Interpersonal Approaches to Counseling
- SOWK 4790- Human Sexuality
- SOWK 4430: Drug Dependency Interventions
- SOWK 4784: Suicide and Crisis Intervention
**Mental Health Concentration**

The Mental Health concentration focuses on clinical interventions, advanced theory and research related to mental health, substance use and trauma. Core topics include the assessment of mental health and substance use, skills in crisis intervention and suicide risk-assessment, policy related to mental health and substance use intervention and key clinical interventions and skills.

Courses include intervention in drug dependency and mental health interventions from several theoretical perspectives: solution focused interventions, cognitive approaches, trauma informed interventions, existential, interpersonal/psychodynamic and strengths/empowerment approaches in community mental health.

Field education placements are offered in agencies that provide psychotherapy, crisis intervention, case management and other clinical interventions related to mental health, substance use and trauma.

The minimum credits required for the MSW degree is 90 (60 for advanced standing students). In addition to the courses listed below, students may also take courses from other concentration areas or up to 10 credits of coursework (with the approval of the advisor and Associate Dean for Academic Affairs) from other DU graduate programs to fulfill elective requirements.

<table>
<thead>
<tr>
<th>Required</th>
<th>Recommended</th>
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</thead>
<tbody>
<tr>
<td><strong>Theory for Practice Courses</strong></td>
<td>SOWK 4345 – Intersections of Mental Health, Substance Abuse and Trauma</td>
</tr>
<tr>
<td>3-6 credits</td>
<td>SOWK 4325 – Evolving Perspectives and Trends in Health and Wellness</td>
</tr>
<tr>
<td>SOWK 4320 – Theories and Practice of Family Systems Therapy</td>
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</tr>
<tr>
<td><strong>Methods/Skills Courses</strong></td>
<td>SOWK 4401 – Integrated Health Care: Models and Practice</td>
</tr>
<tr>
<td>9-12 credits</td>
<td>SOWK 4412 – Practice Elements in Youth Mental Health Intervention</td>
</tr>
<tr>
<td>SOWK 4500 – Mental Health Interventions with Children</td>
<td>SOWK 4575 – Groups for Children and Adolescents</td>
</tr>
<tr>
<td>SOWK 4754 – Trauma Response and Recovery</td>
<td>SOWK 4753 – Trauma Interventions</td>
</tr>
<tr>
<td>SOWK 4750 – Cognitive Approaches in SW Practice</td>
<td>SOWK 4752 – Trauma Interventions</td>
</tr>
<tr>
<td>SOWK 4751 – Solution Focused Brief Practice</td>
<td>SOWK 4750 – Drug Dependency Interventions</td>
</tr>
<tr>
<td>SOWK 4752 – Interpersonal Approaches to Counseling</td>
<td>SOWK 4784 – Suicide and Crisis Interventions</td>
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<tr>
<td>SOWK 4760 – Social Work with Adult Groups</td>
<td>SOWK 4775 – Social Work with Adult Groups</td>
</tr>
<tr>
<td>SOWK 4971 – Assessment (DSM) of Children &amp; Adolescents</td>
<td>SOWK 4454 – Child and Adolescent Trauma</td>
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<tr>
<td>SOWK 4445 – Child and Adolescent Trauma</td>
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<tr>
<td><strong>Policy and Program Advocacy: Fostering Social and Economic Justice</strong></td>
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<tr>
<td>3-6 credits</td>
<td>SOWK 4640 – Mental Health and Drug Dependency Policies and Systems</td>
</tr>
<tr>
<td>At least 1 course from this list</td>
<td>SOWK 4645 – Health Care Policy</td>
</tr>
<tr>
<td><strong>Research (6-9 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>SOWK 4900 – Methods for Evaluating Practice/Programs</td>
<td>Research courses must be taken in sequence. The research will be conducted</td>
</tr>
<tr>
<td>SOWK 4901 – Applied Practice Evaluation Research</td>
<td>in the student’s field placement.</td>
</tr>
<tr>
<td><strong>Values for Practice (3-6 credits)</strong></td>
<td></td>
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<tr>
<td>At least 3 credits from this list</td>
<td>SOWK 4732 – Disrupting Privilege and Anti-Oppressive Practice</td>
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<td>SOWK 4232- Critical Race Praxis</td>
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<td>SOWK 4764 – Historical Trauma</td>
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<td></td>
<td>SOWK 4235 – Disproportionality &amp; Disparity Across Systems</td>
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<td></td>
<td>SOWK 4751 – Global Relations &amp; Poverty in Mexico</td>
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<td>SOWK 4971 – SW Response to Postwar Bosnia</td>
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<td>SOWK 4759 – Global Cultural Perspectives: Consensus &amp; Conundrums</td>
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<td>SOWK 4756 – SW from a Chinese Perspective</td>
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<td>SOWK 4971- Social Work in Thailand</td>
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<td>SOWK 4758 – Conservation SW in Kenya: Context, Empowerment, Sustainability</td>
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<td></td>
<td>SOWK 4749 – SW Interventions with Latinos/as</td>
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<td>SOWK 4890- Contemporary Global Issues</td>
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<td></td>
<td>SOWK 4990 – Special Topics (as approved, titles vary)</td>
</tr>
<tr>
<td><strong>Internship (15-18 credits)</strong></td>
<td>SOWK 4970 – Concentration Field Internship</td>
</tr>
<tr>
<td>Appropriate internships are chosen in consultation with the Field Team.</td>
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<tr>
<td><strong>Capstone (1 credit)</strong></td>
<td>Required in final quarter of program</td>
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</tbody>
</table>

*Note: Most courses are 3 credits, unless otherwise indicated on the course schedule.*
Additional electives with particular relevance to the Mental Health concentration include:

SOWK 4755 – Interventions for Responses to Trauma (*pre-req SOWK 4754*)
SOWK 4523 – Care Management Skills and Resources to Promote Community Living
SOWK 4741 – Grief and Loss across the Life Span
SOWK 4725 – Mind Body Connections in SW Practice
SOWK 4721 – Existential SW Practice
Organizational Leadership and Policy Practice Concentration

The Organizational Leadership and Policy Practice concentration prepares social work practitioners to work at community, organizational and societal levels. Practitioners work to build the capacity of communities, organizations and policy-makers to advance human rights, social justice and the well-being of all peoples. Community social workers use leadership skills to develop programs, administer organizations, build community coalitions, craft and analyze social policy, advocate for policy and program change, and implement program and policy research to support best practices for social services delivery. Students complete fieldwork in community based settings and organizations that address a range of social problems and policy issues such as poverty, women’s rights, health care, homelessness, and education.

The minimum credits required for the MSW degree is 90 (60 for advanced standing students). In addition to the courses listed below, students may also take courses from other concentration areas or up to 10 credits of coursework (with the approval of the advisor and Associate Dean for Academic Affairs) from other DU graduate programs to fulfill elective requirements.

<table>
<thead>
<tr>
<th>Theory for Practice Courses 3-6 credits</th>
<th>Required</th>
<th>Recommended</th>
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<tbody>
<tr>
<td>SOWK 4370 – Community and Organizational Change: Theory for Practice</td>
<td>SOWK 4375 – Economics for Social Work</td>
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<tr>
<td>SOWK 4360 – One Health and Resiliency: Connecting Human and Environmental Health</td>
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<tr>
<th>Methods/Skills Courses 9-12 credits</th>
<th>Required</th>
<th>Recommended</th>
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<tbody>
<tr>
<td>SOWK 4340 – Leadership and Supervision Skills and At least 2 additional courses from this list →</td>
<td>SOWK 4525 – Planning and Program Development</td>
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<tr>
<td>SOWK 4353 – Administration and Management Skills for Organizational Competency</td>
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<td>SOWK 4760 – Resource Development and Fundraising</td>
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<td>SOWK 4660 – Social Policy Advocacy</td>
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<td>SOWK 4765 – International Social Development</td>
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<tr>
<td>SOWK 4435 – Community Organizing and Empowerment Practice</td>
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<td>SOWK 4425 – Positive and Community Youth Development</td>
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<td>SOWK 4530 – Poverty and Community Economic Development</td>
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<tr>
<th>Policy and Program Advocacy: Fostering Social and Economic Justice 3-6 credits</th>
<th>Required</th>
<th>Recommended</th>
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</thead>
<tbody>
<tr>
<td>At least 1 course from this list →</td>
<td>SOWK 4670 – Policy Analysis and Development</td>
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<tr>
<td>SOWK 4600 – Child Welfare Policies and Services</td>
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<td>SOWK 4605 – Poverty: Policies and Programs</td>
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<td>SOWK 4610 – Policies and Programs for Children and Youth</td>
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<tr>
<td>SOWK 4630 – Family Policies and Services</td>
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<tr>
<td>SOWK 4635 – Immigration Policies &amp; Services</td>
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<td>SOWK 4640 – Mental Health and Drug Dependency Policies and Systems</td>
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<td>SOWK 4650 – Aging Policy</td>
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<td>SOWK 4645 – Health Care Policy</td>
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<td>SOWK 4712 – Law of Family &amp; Child</td>
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<tr>
<th>Research (6-9 credits)</th>
<th>Required</th>
<th>Recommended</th>
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<tbody>
<tr>
<td>SOWK 4900 – Methods for Evaluating Practice/Programs</td>
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<td>SOWK 4901 – Applied Practice Evaluation Research</td>
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<tr>
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<tr>
<th>Values for Practice (3-6 credits)</th>
<th>Required</th>
<th>Recommended</th>
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<tbody>
<tr>
<td>At least 3 credits from this list →</td>
<td>SOWK 4732 – Disrupting Privilege and Anti-Oppressive Practice</td>
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<tr>
<td>SOWK 4232 – Critical Race Theory</td>
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<td>SOWK 4764 – Historical Trauma</td>
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<tr>
<td>SOWK 4235 – Disproportionality &amp; Disparity Across Systems</td>
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<tr>
<td>SOWK 4240 – Intergenerational Justice</td>
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<tr>
<td>SOWK 4751 – Global Relations &amp; Poverty in Mexico</td>
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<td>SOWK 4971 – SW Response to Postwar Bosnia</td>
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<tr>
<td>SOWK 4759 – Global Cultural Perspectives: Consensus &amp; Conundrums</td>
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<td>SOWK 4971 – Social Work in Thailand</td>
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<tr>
<td>SOWK 4758 – Conservation SW in Kenya: Context, Empowerment, Sustainability</td>
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<td>SOWK 4890 – Contemporary Global Issues</td>
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<tr>
<td>SOWK 4990 – Special Topics (as approved, titles vary)</td>
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<tr>
<th>Internship (15-18 credits)</th>
<th>Required</th>
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<tbody>
<tr>
<td>SOWK 4970 – Concentration Field Internship</td>
<td>Appropriate internships are chosen in consultation with the Field Team.</td>
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</table>

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<thead>
<tr>
<th>Capstone (1 credit)</th>
<th>Required</th>
<th>Recommended</th>
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<tbody>
<tr>
<td>Required in final quarter of program</td>
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</table>

Note: Most courses are 3 credits, unless otherwise indicated on the course schedule.
Additional electives with particular relevance to the Organizational Leadership and Policy Practice concentration include:

SOWK 4465 – Human Security: Pathways to Human Development
SOWK 4780 – Conflict Resolution in Social Work Practice
Sustainable Development & Global Practice Concentration

Humans need an ecological understanding of their place in the natural environment to promote personal health and well-being, environmental awareness, sense of belonging in a community, sustainability, resilience and advocacy. Students will develop practice behaviors in assessment, community engagement, education, health promotion, mobilization, organizing, poverty reduction, environmental preservation and capacity building strategies. Students in the Sustainable Development and Global Practice concentration will learn about local and global policies and laws relevant to humane treatment of human and animals, human security, sustainable development strategies in countries emerging from conflict, conservation of nature, biodiversity and sustainability, land use, and water use.

Courses and field internships will be guided by the principles of human rights, global justice, and sustainability and will address complex social and economic development, reconciliation and restorative justice, implementation of sustainable development strategies in countries emerging from conflict, conservation of nature, and biodiversity issues to support the systemic interconnections of human-animal and ecosystem health using practice-informed environmental health and capacity-building strategies.

Students learn to partner effectively with families, communities, non-governmental organizations (NGOs) and institutions by developing competencies in assessment, community engagement, education, health promotion, mobilization, environmental preservation, organizing and developing strategies to reduce poverty and build capacity.

The minimum credits required for the MSW degree is 90 (60 for advanced standing students). In addition to the courses listed below, students may also take courses from other concentration areas or up to 10 credits of coursework (with the approval of the advisor and Associate Dean for Academic Affairs) from other DU graduate programs to fulfill elective requirements.

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<thead>
<tr>
<th>Required</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory for Practice Courses (3 credits required)</strong></td>
<td>SOWK 4360 – Social Ecology, One Health and Resiliency: Connecting Human and Environmental Health</td>
</tr>
<tr>
<td></td>
<td>SOWK 4375 – Economic Theory for Social Work</td>
</tr>
<tr>
<td></td>
<td>SOWK 4765 – International Social Development SOWK 4670 – Policy Analysis and Development</td>
</tr>
<tr>
<td><strong>Policy and Program Advocacy: Fostering Social &amp; Economic Justice (3 credits required)</strong></td>
<td>At least 1 course from this list →</td>
</tr>
<tr>
<td><strong>Research (6 credits required)</strong></td>
<td>SOWK 4900-Methods for Evaluating Practice/Programs SOWK 4901-Applied Practice Evaluation Research</td>
</tr>
<tr>
<td><strong>Values for Practice (minimum 3 credits)</strong></td>
<td>SOWK 4759– Global Cultural Perspectives: Consensus and Conundrums</td>
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<td></td>
<td>SOWK 4758 – Conservation SW in Kenya: Context, Empowerment, Sustainability SOWK 4749 – SW Interventions with Latinos/as SOWK 4890 – Contemporary Global Issues SOWK 4990 – Special Topics (as approved, titles vary)</td>
</tr>
<tr>
<td><strong>Internship (15-18 credits)</strong></td>
<td>SOWK 4970-Concentration Field Internship</td>
</tr>
<tr>
<td>Capstone</td>
<td>Required in final quarter of program</td>
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</table>

*Note: Most courses are 3 credits, unless otherwise indicated on the course schedule.*

**Additional electives with particular relevance to the Sustainable Development and Global Practice concentration include:**

SOWK 4971 – Connecting Social & Environmental Sciences: Biodiversity & Human Health in Southwest China
FIELD INTERNSHIP REQUIREMENTS

Supervised field instruction is a required component of the GSSW curriculum. This experience allows students to apply the knowledge and theories learned in the classroom to professional clinical and community interventions. Field education is offered under the concurrent field plan, which engages students simultaneously in both classroom and practice learning during each academic quarter. Field internships last a full academic year. Some block placements are available after coursework has been completed, with careful prior planning.

Students’ field internships are selected in relation to career interest, administrative feasibility, geographic considerations and educational standards. GSSW makes every effort to place students in field internships; however it does not guarantee their acceptance by participating agencies. Availability may vary, and some internships are limited to students who have completed their foundation curriculum requirements. Public transportation may be used for field internships if a student does not have a car. However, this may limit a student’s choice of internship sites. Students are discouraged from working full-time while taking classes and completing a field internship.

A minimum of 1,080 field clock hours is required for students in the two-year MSW program; 600 clock hours are required for advanced standing students.

Foundation students must complete 12 quarter hours of field internship, typically 4 credit hours each quarter, for a total of 480 clock hours. Please note: Students will finish foundation coursework before finishing foundation field requirements. Concentration students must complete a minimum of 15 quarter hours of field internship, 5 credit hours each quarter, for a total of 600 clock hours. Students in approved internships requiring more than 600 clock hours may register for additional credits. Although the break between autumn and winter quarters is four to five weeks long, students are expected to continue at their field internships two weeks beyond the Thanksgiving break, usually completing autumn quarter fieldwork by mid-December.

Students who are employed by a human service agency that meets GSSW’s requirements may apply to do one field internship in their place of work. They must have been employed there for at least six months and have completed the agency’s probationary period. Additional criteria are listed in the GSSW Field Manual.

International Experience Courses

GSSW believes in the importance of global education and has developed several experiential courses that allow students to experience the role of social work in different cultures. Space in these courses is limited. If student interest in a particular course exceeds maximum enrollment, a lottery will be conducted by the GSSW Registrar to determine registration priority. Additionally, the instructor of the course may require an application and/or interview prior to permitting students to register. International experience courses are part of the student’s Fall or Spring Quarter course load and tuition is billed accordingly. Courses meet on campus during the Fall or Spring Quarter for at least three mandatory on-campus sessions before departing for travel during the Winter or Summer Interterm. Students must be in good standing to participate. Participation in an international experience course may necessitate a delayed graduation date if the course is taken in the student’s final quarter of enrollment.

International experience courses are billed a travel fee at the time of registration. Dropping an international experience course more than 30 days prior to the beginning of the term may result in a $300 cancellation fee.

Please also remember that all international experience courses are contingent upon University approval. The University determines the safety of international destinations based on worldwide risk factors. These courses may be canceled at any time if the University deems the intended destination to be unsafe for students and faculty.
ACADEMIC CERTIFICATES

Three academic certificate programs are offered to MSW students in the concentration year at GSSW. These certificates allow students to pursue in-depth knowledge in a particular social work specialty. Students may pursue no more than one academic certificate granted by DU as part of their MSW program. However, students may combine the Certificate in Couples and Family Therapy (granted by the Denver Family Institute) with a DU academic certificate.

- The Social Work with Latinos/as Certificate*
- The Animal-Assisted Social Work Certificate
- The Certificate in Couples and Family Therapy (offered through a cooperative program with the Denver Family Institute)*

Overall Requirements for Admission to Certificate Programs
Students who wish to be considered for admission to any one of the four academic certificate programs must:
- Successfully complete the foundation curriculum at GSSW or be admitted to the MSW program as an advanced standing student.
- Be in good standing in both academics and field.
- Declare intention to complete certificate on Course Planning Worksheet according to established deadlines *
- Be willing and able to attend all classes required for the certificate at the time those classes are offered.
- Be willing and able to meet all academic requirements for their concentration as well as for the certificate program.
- Pay any additional tuition or fees as required.
- Meet any additional eligibility requirements listed within the individual certificate descriptions on the following pages.

*Both the Social Work with Latinos/as Certificate and the Certificate in Couples and Family Therapy require an online application process and interview.

Students admitted to a certificate program who decide, for any reason, not to complete the requirements of a certificate program must notify the GSSW Registrar in writing.

Social Work with Latinos/as Certificate
The Social Work with Latinos/as Certificate program has been designed to address the critical need for bilingual and culturally responsive social workers who can effectively serve individuals and families of Mexican and Latin American origin. The program includes an intensive Spanish language summer immersion course (taught collaboratively with the Department of Languages and Literatures) and a field placement offering the opportunity to work with Latino/a clients and use Spanish at least 30% of the time.

Students who complete the Social Work with Latinos/as Certificate program will have an understanding of Latino/a difference from a cognitive perspective (through coursework) and practical experience (through fieldwork), and they will be linguistically equipped to intervene in the Spanish language.

Admission Requirements
Students who wish to be considered for admission to the Social Work with Latinos/as Certificate program must meet all of the general requirements for admission to certificate programs listed in the introductory section. In addition, the Social Work with Latinos/as Certificate program requires:
- The ability and willingness to complete the intensive Spanish language immersion course (SOWK 4750 – Critical Perspectives on the Latino Context) during the summer preceding the concentration year. Advanced standing students must complete this course during their first summer of enrollment.
- The ability and willingness to complete SOWK 4757 – Social Work & Latin American Cultures: An Intensive Practice and Spanish Immersion Course.* This is an international experience course. Two-year students will register for this course with their Spring course load in the foundation year, with travel occurring in the summer. Advanced standing students will register for this course as part of their Summer course load.
- A minimum score of “Intermediate” on the nationally standardized Spanish language placement test, given by a university Spanish department. This test is also offered at GSSW for applicants to the certificate.
*Please note: Due to the nature of international travel, circumstances may arise that inhibit our best travel intentions. In the event that travel is not possible, the faculty will develop an alternative experiential course that may include other relevant domestic travel.

Field Internship Requirements

Students enrolled in this certificate program are required to complete fifteen hours of concentration year field internship (five in each of three quarters) in a program or agency offering the opportunity to work with Latino/a clients and use Spanish at least 30% of the time. Students must include a plan for integrating the specific requirements of the certificate into those of the internship on the Individualized Field Education Plan (IFEP). The internship must fulfill the requirements of the concentration practice track, as well as those of the certificate.

Course Requirements

Within their course of study, Social Work with Latinos/as Certificate program students must include the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 4750 – Critical Perspectives on the Latino/a Context</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4757 – Social Work &amp; Latin American Cultures</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4753 – Social Development in Latin America</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4749 – Social Work Interventions with Latinos/as</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4970 – Concentration Field Internship</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

For more information about the Social Work with Latinos/as Certificate program, contact Clinical Assistant Professor Stephen von Merz at Stephen.vonMerz@du.edu or 303.871.4605.

Animal-Assisted Social Work Certificate

The Animal-Assisted Social Work (AASW) Certificate program allows GSSW students to experience a new and exciting aspect of social work practice. Participants explore the therapeutic use of animals in multiple social work settings and a variety of practice applications. Students will learn to develop, implement and evaluate AASW programs, to select animals appropriate for particular therapies and to properly care for the animals in accordance with nationally recognized standards. The program offers students theoretical and application competencies in animal-assisted social work practice, utilizing nationally endorsed, empirically supported and best practice standards.

The AASW Certificate adds three specialized courses to the MSW curriculum. It also includes a field internship offering opportunities for AASW practice.

Admission Requirements and Coursework

Students who wish to be considered for admission to the Animal-Assisted Social Work Certificate program must meet all of the general requirements for admission to certificate programs listed in the introductory section. In addition, they must complete the introductory course (SOWK 4795) prior to taking the SOWK 4796 and SOWK 4797 and they must attend a series of scheduled experiential AASW activities to be considered for the certificate.

Field Internship Requirements

Students enrolled in this certificate program are required to complete 15 hours of concentration year field internship (five in each of three quarters) in a program or agency that either offers animal-assisted social work or is interested in developing it. Students must include a plan for integrating the specific requirements of the certificate into those of the internship on the Individualized Field Education Plan (IFEP). The internship must fulfill the requirements of the concentration practice track, as well as those of the certificate.
Course Requirements
Within their course of study, AASW Certificate program students must include the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 4795</td>
<td>Integration of Animals into Therapeutic Settings</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4796</td>
<td>Animal-Assisted Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4797</td>
<td>Evidence-Supported Animal Assisted Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4970</td>
<td>Concentration Field Internship</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

For more information about the Animal-Assisted Social Work Certificate program, contact program coordinator Clinical Professor Philip Tedeschi, LCSW (303.871.3833 or ptedesch@du.edu)

Certificate in Couples and Family Therapy
Concentration year students may begin work toward a Certificate in Couples and Family Therapy through a cooperative program with the Denver Family Institute (DFI). Students take 10 quarter hours of coursework at DFI, completing their first year of work toward the certificate while still at GSSW. After obtaining their MSW, they complete an additional year of coursework, and one to two years of post master’s degree supervision and clinical contact hour requirements. The program offers students:

- advanced learning and direct clinical training and practice with families, couples and individuals in a strong, supportive, systemic, strengths-based clinical community;
- state-of-the-art, intensive, often experiential training with experienced clinicians, enabling students to become skilled practitioners;
- the opportunity to develop a clinical specialty that adds to clinical confidence, professional identity, and enhances future job searches;
- clinical supervision (live and video) for licensure and the opportunity for dual licensure in both social work and marriage and family therapy (clinical supervision and clinical hours count towards both the LCSW and LMFT licenses).

Accredited by the Commission on the Accreditation of Marriage and Family Therapy (COAMFTE), a division of the American Association for Marriage and Family Therapy (AAMFT), the Denver Family Institute offers the Rocky Mountain region’s most extensive training in marriage and family therapy. Many of the supervisors are both LCSW and AAMFT approved.

Classes are held on Wednesday evenings (first year) and Monday evenings (second year), and every effort is made to accommodate students’ class and employment schedules. Supervision is arranged between students and faculty at mutually convenient times. Additional trainings and an annual relational conference are also offered at an additional cost, but at a reduced rate for students in the program.

Admission Requirements
Students who wish to be considered for admission to the Certificate in Couples and Family Therapy must meet all of the general requirements for admission to the certificate programs listed in the introductory section. In addition, they must apply directly to the Denver Family Institute. DFI reserves space for GSSW students each year, but openings are limited. The program only accepts applications from students who will complete the entire certificate program including the post-graduate coursework, supervision and clinic hours. A strong sense of self and social work values, interest in couples and family therapy work, and the desire to be part of a clinical community are also a plus. Applications are accepted in the Spring for admission in Fall Quarter. Limited additional spaces in the program are reserved for advanced standing students.

Field Internship Requirements
A limited number of internship placements for concentration year and advanced standing students are made available each year at DFI for GSSW students. All DFI field internship students must also enroll in, and complete, the Couples and Family Therapy Certificate Program. However, students in this certificate may also complete their field internships elsewhere.
Course Requirements
Couples and Family Therapy Certificate students in the Families Systems concentration will take a Theory for Practice course and two Methods/Skills courses at DFI. These courses are taken in place of the Theory for Practice and Methods/Skills courses that GSSW requires within the Families Systems concentration (SOWK 4320, SOWK 4420, and choice of 3rd Methods/Skills). However, in order to receive credit for these courses at GSSW, students must register at GSSW for the equivalent DFI courses, in addition to registering for these courses at the Denver Family Institute. Students will earn ten hours of GSSW credit for courses taken at DFI. As a result, most students participating in this program graduate with a minimum of 91 credit hours.

At GSSW, students will complete all other remaining course requirements for the concentration.

Students in other concentrations also may participate in the certificate program, completing all required courses for their concentration and taking DFI courses as 10 hours of their electives.

Fees
The Denver Family Institute charges tuition, payable at the beginning of each quarter. This fee is in addition to GSSW tuition, but it is less than half of what non-GSSW students are charged. The reduction in fees is given to GSSW students attending DFI as a scholarship contingent upon graduation from the Couples and Family Therapy Certificate program. For current fee information, please contact the Denver Family Institute.

Post-Graduate Coursework and Tuition
After MSW graduation, certificate students are required to complete additional supervision and coursework at DFI, for which DFI charges additional tuition. Each quarter, full-time students receive 10 hours of group supervision with an emphasis on live case presentations, and six hours (seven in the fall) of individual supervision emphasizing taped session reviews. There is one evening of coursework per week for one year.

Following MSW graduation, certificate students are required to have 500 clinical client contact hours. Of the 500 required hours, 125 hours may include observation of colleagues’ sessions at the DFI Clinic. The observation culture is strongly encouraged in the program. The remaining 375 of the 500 hours must be direct client contact hours, half of which must be relational hours working with couples and/or families. Some students complete the program within one year after MSW graduation. Others need additional time to meet the supervision, clinic, and client contact requirements.

For more information, please contact Clinical Associate Professor Dave Blair (303.871.3499 or David.Blair@du.edu).
EDUCATIONAL POLICIES AND PROCEDURES

Academic Classification of Students
Students are classified at the time of admission as either regular or conditional status.

Regular Status: A student unconditionally approved for graduate study enrollment holds regular status. Regular status is required for advancement to degree candidacy.

Conditional Status: A student holds conditional status for up to one quarter from the time of admission if any required documents are missing at the time of admission (e.g., final transcript with degree posted). All documents must be received prior to registration for the second quarter of enrollment, or the student will not be permitted to register and/or may be terminated from the MSW program.

Students admitted with conditional status are informed of their entry status at the time of acceptance into the program. They must sign a contract stating they are aware of their status and the policy at the time of admission.

REGISTRATION

Beginning with the second quarter of enrollment, priority registration for subsequent quarters typically occurs on Wednesday of the eighth week of the current quarter. For example, students will priority register for Winter Quarter on Wednesday of week eight in Fall Quarter. Registration times are assigned by credit hours, so students who are closest to completing degree requirements are allowed to register first. Registration times take into account credit hours earned (courses that are completed and for which the student has received a passing grade), credit hours in progress (courses for which students are currently registered), and credit received as transfer credit from other institutions.

However, due to the format of our curriculum, many students have the same number of hours earned and hours registered in any given quarter. As a result, once times are assigned by credit hours, registration groups will further be divided alphabetically according to the first letter of the student’s last name. The letter that receives the earliest time will be randomly assigned by the DU Registrar’s Office and will change each quarter to ensure that the registration process is fair. Students who have a documented disability may be assigned an early registration time accommodation. Please contact Lisa Ingarfield for more information about early registration status. For the best course selection, it is recommended that students register at their assigned time whenever possible. If you have an unavoidable conflict at your assigned registration time, please notify the GSSW Registrar’s Office (gsswregistrar@du.edu).

Student Class Load
Full-time graduate students usually take from 12 to 18 credit hours each quarter, which corresponds with the University’s flat-rate tuition. A student load in excess of 18 credit hours will incur additional tuition, is subject to the student’s satisfactory work during the previous quarters, and requires the approval of the student’s adviser and the Associate Dean for Academic Affairs. Students may not enroll for more than 20 hours per quarter. Students taking fewer than 12 hours per quarter will be charged at the current hourly tuition rate. Each credit hour taken in excess of 18 hours will also be charged at the current hourly tuition rate.

Considerations Regarding Class Scheduling and Field Instruction
One of the unique benefits of a social work education is the opportunity to combine classroom instruction with applied field instruction. It is important to remember our agency partners may have schedules that do not always correspond with our class schedule.

GSSW makes every effort to schedule classes in a way that affords our students as much flexibility as possible, but given the complexity of our curriculum and the varied schedules of our agencies, some time conflicts between classroom and field instruction are inevitable.

It is imperative that students be mindful of the needs of their field agencies when planning their class schedules. If you are having difficulty planning your course schedule given the requirements of your internship, please contact your academic adviser for guidance.
Add/Drop

Beginning at their priority registration time, students can drop 10-week courses via MyWeb through the first five business days of the first week of the quarter. Courses dropped through the first five business days of a quarter (Monday–Friday, summer session excluded) are deleted from the student’s record. Tuition will be reversed through this time period (first 10% of the term), if applicable. GSSW follows University policies and deadlines related to add/drop and tuition refunds. Students are responsible for knowing this information prior to dropping courses. Add/drop deadlines and tuition refund information is available online at www.du.edu/registrar.

Following the first week of the quarter, students may drop 10-week courses via MyWeb through week six of the quarter. A grade of “W” will be recorded for courses officially dropped during the second through the sixth week of the quarter. A grade of “W” is not calculated in the student’s GPA and is not punitive in any way. Students dropping courses after the first week of the quarter should check for refund information prior to dropping at www.du.edu/registrar or by contacting GSSW Registrar’s Office.

A grade of “W” can be assigned after the sixth week of the quarter only when the student’s withdrawal was caused by reasons beyond his or her control and when the student’s work at the time of withdrawal was passing. The instructor and the Associate Dean for Academic Affairs must approve any course dropped after the sixth week of the quarter. Students are not permitted to withdraw from courses after the eighth week of the quarter.

Students should review specific add/drop policies for summer courses at www.du.edu/registrar. Summer intensive courses may not be dropped once the course has begun.

As a professional courtesy, students are required to notify instructors of their intention to drop. When dropping a required course, students are also encouraged to review published class schedules and/or consult with an adviser prior to dropping the course to ensure that they are able to meet all requirements for graduation.

No Credit (NC)

To register and take a course for no credit, the student must obtain the written permission of the instructor and forward this approval to the GSSW Registrar. Permission can only be granted if there is space available in the course and no students on a waitlist at the time of the request. Tuition is charged and the course appears on the student’s transcript with “NC” being recorded instead of a grade. In addition, the student and instructor must design a learning contract setting forth course expectations, including attendance, actual participation, and completion of assigned readings. An instructor may require a student who does not adhere to the learning contract to withdraw from the course. “No credit” approval will not be granted by the DU Registrar until after the first class session for that quarter. A “NC” cannot be changed back to credit once registered. The “NC” approval must be granted before the end of the sixth week of the quarter.

Auditing

DU students who are registered for eight credit hours in a quarter may, with the approval of the instructor, audit a course. No tuition is charged and no record of the course is made. Approval for auditing privileges is granted only after the formal registration period, only where space is available, and at the discretion of the instructor.

Waitlists

Waitlists are created and maintained at the discretion of the GSSW Registrar. If a waitlist exists, students are able to add themselves to the waitlist on-line upon receiving the message that the course is closed. Students for whom a course is required will be given priority on the waitlist, regardless of their initial position on that waitlist. Students will be notified of an open seat for a waitlisted class via an automated e-mail and need to respond within 24 hours. After the 24 hour window, if the notified student has not registered for the available seat, that seat will be offered to the next student on the waitlist. Students are asked to please be considerate of your colleagues and drop waitlisted courses if you no longer need or want them.

CLASS ATTENDANCE AND RELIGIOUS ACCOMMODATION POLICIES

Attendance is a matter of professional behavior. Students are expected to attend all meetings of a class, including the scheduled hours for field instruction, for which they are registered. Instructors are expected to establish attendance requirements for their classes and may, at their discretion, use class attendance as one factor in assigning a grade for a class.
Participation in official University activities, personal emergencies, and major religious observances (see below) are all considered valid reasons for absence.

Please visit http://www.du.edu/studentlife/religiouslife/ for more information about excused absences for religious observance. Students who miss more than two class sessions may not be allowed to pass that course. *It is the responsibility of the student to check with the instructor regarding any absence from class and to make arrangements regarding the work missed.* The responsibility for completing all work in the course rests with the student.
**GRADES AND GRADING**

**Grading Policy**

Grades are based on competence. **Letter grades** are used as follows for all instruction other than field instruction:

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100</td>
<td>A</td>
<td>94-100 A (4.0) (An A+ cannot be given.) 91-93 A- (3.7)</td>
</tr>
<tr>
<td>81-90</td>
<td>B</td>
<td>88-90 B+ (3.3) 84-87 B (3.0) 81-83 B- (2.7)</td>
</tr>
<tr>
<td>71-80</td>
<td>C</td>
<td>78-80 C+ (2.3) 74-77 C (2.0) 71-73 C- (1.7)</td>
</tr>
<tr>
<td>70 and below</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria** are as follows:

- A – Excellent work (91-100)
- B – Good work – meets course expectations (81-90)
- C – Poor work – minimally meets course expectations (71-80)
- F – Failing work (70 and below)

Expectations concerning objectives, attendance, examinations, and evaluation of student performance will be stated in each course syllabus and discussed during the first class session of each course. Grades of “Pass” or “No Pass” are not given, except in field internship. No “D” grades are given as final grades.

Grades of “Pass” or “No Pass” are assigned for field internship (SOWK 4950 and SOWK 4970). These grades are not included in computing the student’s GPA. Grading criteria for field internships are set forth in the *GSSW Field Manual*. A grade of “No Pass” will automatically result in a formal student review or termination hearing. Please see below for information about repeating the course.

**Grade Reports**

Students may view their grades online via MyWeb. Grades are available via MyWeb approximately 10 days after the close of the quarter. If a hardcopy report is needed, students must submit a request in the Fall Quarter at [http://www.du.edu/registrar](http://www.du.edu/registrar).

**Repetition of Courses**

A student receiving a grade of “F” or “NP” in a required course or internship is required to repeat that course. A course in which a student has a passing grade cannot be repeated. When a course is repeated in which a grade of “F” or “NP” was received, the student pays the current tuition rate and the course will be counted as part of the total quarterly course load. The “F” or “NP” grade, and the new grade for the repetition of the course, will both be counted in the total grade point average, if applicable. A student may only repeat a required course or internship once, and a student who fails a required course or internship twice will be terminated from the program. A student receiving a grade of “F” in a non-required course may earn the credit hours lost by enrolling in other elective courses.

**Incomplete (I)**

A grade of Incomplete may, at the discretion of the instructor, be assigned for a quantitative deficiency in the completion of requirements for a course if the deficiency is due to illness or other excusable conditions beyond the control of the student. It may not be used to allow a student with poor performance to retake an examination or complete additional work to enhance the quality of the student’s performance.
According to University policy:
*A grade of incomplete “I” is a temporary grade which may be given at the instructor’s discretion to a student only when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term.*

**Incomplete grades may only be given in the following circumstances:**
- The student’s work to date is passing;
- Attendance has been satisfactory through at least 60% of the term;
- An illness or other extenuating circumstance legitimately prevents completion of the required work by the due date;
- The required work may reasonably be completed in an agreed-upon time frame;
- The incomplete is not given as a substitute for a failing grade;
- The incomplete is not based solely on a student’s failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time;
- The student initiates the request for an incomplete before the end of the academic term;
- The instructor and student complete the “Application for Incomplete Grade” form (available from GSSW Registrar) before the end of the academic term.

Appropriate grades must be assigned in other circumstances. A failing grade and last date of attendance should be recorded for students who cease attending class without authorization from the instructor and the GSSW Registrar. Students who are unable to complete a course and who do not meet these circumstances should consider dropping the course.

**The following provisions for Incomplete grades apply:**
- The “Application for Incomplete Grade” form may be obtained on the web at [www.du.edu/registrar](http://www.du.edu/registrar) or from the GSSW Registrar.
- Instructors must submit a copy of this form to the GSSW Registrar when the incomplete grade is assigned.
- The instructor will also enter the deadline date for the completion of work in the grading system, as well as a default grade.
- The default grade is the grade that the student will earn if the deadline determined by the instructor passes and no additional work is submitted by the student.
- **GSSW policy requires that the papers or projects necessary to make up an incomplete be submitted to the instructor by the fourth Wednesday of the next quarter unless the instructor has stipulated a different date for completion of work.** Per University policy, incompletes cannot extend beyond one academic year.
- If the outstanding assignments are submitted by the deadline, the instructor will submit the grade change via MyWeb.
- The student will be notified that the final grade has been posted via PioneerWeb.
- An incomplete grade may not be considered passing for purposes of determining academic standing, financial aid eligibility, or other purposes.
- Notation of the original incomplete status of the grade remains on the student’s transcript along with the final grade.
- An incomplete should not be assigned when it is necessary for the student to attend additional class meetings in order to complete the course assignments. Students who receive an incomplete grade in a course must not reregister for the course in order to remove the incomplete.
- Incompletes are not assigned for field practicum.

A student with outstanding incomplete(s) must consult with his or her adviser. Students having more than one incomplete may not, at the discretion of the adviser, register for a full academic course load. The number of hours for which such a student may enroll will depend on the number of incomplete grades, the length of the incompletes, the balance of the student’s academic record, and other pertinent factors.

*Markers of Withdrawal, Incomplete or Failing grades on a student’s transcript may impact their satisfactory academic progress for determining federal aid eligibility. Contact the Financial Aid office for further information.*

**In Progress (IP)**
Only SOWK 4950, SOWK 4970, and international experience courses may remain in progress (IP) beyond the final day of the academic term. Typically, the field internship remains in progress when a student has not completed the required number of clock hours in a given quarter, but may also occur for other reasons as set forth in the *GSSW Field Manual.* When an
An internship course remains in progress, it will be changed to either a “Pass” or a “No Pass” when the circumstances resulting in the “IP” are resolved. Unlike the case when a grade of “I” is assigned, the “IP” does not remain on the student’s record, and the student does not need to submit a form to change the grade. At the discretion of the Director of Field Education, students may not be registered for subsequent terms of field until IP is resolved. An IP in field may affect the student’s tuition refund and/or eligibility for financial aid in subsequent quarters.

Change of Grade
Grades turned in by instructors at the end of the quarter are final and are not subject to change by reason of revision of judgment on the part of the instructor. The instructor of a course is the only one who can change a grade for a student in that course and only if such change is warranted due to errors in computation. Grades cannot be changed on the basis of a second trial, such as a new examination or additional work undertaken or completed after the grade report has been turned in. In the event of grade error, the faculty member must initiate a Correction of Error in Grading through the Faculty tab in PioneerWeb. The request requires the electronic approval of the Dean and will be copied to the GSSW Registrar for informational purposes. Any correction of the grade must take place no later than the quarter following the one in which the grade was given.

Grade Appeal Process
First Level: Appeal to the Faculty Member
A student will, where possible, attempt to resolve the issue informally with the professor before filing a written grievance. Should attempts at informal resolution fail, the student may wish to file a formal grade appeal. After receiving a formal appeal, the faculty member shall assure that a written decision with express reasons is available or delivered to the student within 30 calendar days. Should the student fail to take further action within seven calendar days after receiving the faculty member's decision, that decision shall stand. If the student is dissatisfied with the decision or does not receive a response from the faculty member within 30 calendar days, the appeal may proceed to the second level.

Second Level: Appeal to the Department Chair/Program Director
If the student elects to continue the appeal, the appeal goes to the chair of the department or program director if there is no chair. The chair or director shall assure that a written decision or recommendation about the appeal is available or delivered with express reasons within 30 calendar days after receiving the appeal.

If the student is dissatisfied with the decision or does not receive a response from the chair or director within 30 calendar days, the appeal may proceed to the third level. Should the student or faculty member fail to take action on the chair's decision or recommendation within seven calendar days following its receipt, the accepted recommendation of the faculty member or new decision by the department chair shall be final.

Third Level: Appeal to Dean
If the student elects to continue the appeal after the chair's decision or recommendation has been received, the appeal may be taken to the dean of the appropriate academic unit (or the dean's designee) within seven calendar days. The dean shall ascertain within 30 calendar days whether the appeal procedures at the first and second levels have been duly followed; if they have not, the dean will require that they be followed before taking further action. The appeals committee shall consist of three faculty members chosen by the dean or the dean’s designee. The dean or designee shall serve on the appeals committee as chairperson without vote. All deliberations of the committee will be closed and confidential.

Faculty from the same department as the faculty member involved in the case may not serve on the appeals committee. The appeals committee should meet as soon as possible, but no later than 30 calendar days after a written, dated request for appeal at this level has been received and the Dean has ascertained that appeal procedures at the first and second levels have been duly followed. The presence of all eligible committee members (the three faculty members and the dean or designee) shall constitute the quorum.

A written recommendation shall be furnished by the appeals committee and transmitted through the office of the dean to all affected parties within seven calendar days after the conclusion of the committee's deliberations.

The decision of the appeals committee is final.
Leave of Absence/Withdrawing From the Program
A student who decides to take a leave of absence or withdraw from the program should discuss the decision with his or her adviser. If the student does decide to take a leave or withdraw, the student must notify the GSSW Registrar and complete the required paperwork immediately, as there may be consequences regarding transfer of credit and/or financial implications. In addition, the student must officially drop all courses currently enrolled. An instructor may not give approval to drop if the student is failing the course. A leave of absence cannot exceed three consecutive quarters or the student will be formally withdrawn and required to submit an application for readmission (see below).

If the leave of absence is for medical reasons, please see the procedures for a Medical Leave of Absence located here: http://bulletin.du.edu/graduate/academicpoliciesandprocedures/studentwithdrawlfromtheuniversity.

Readmission to the Program
Students returning from a leave of absence need to notify the GSSW Registrar of their intended return as early as possible. All degree requirements, including completion of the degree within four years of first admission, must still be met. Students not enrolled in the program for four consecutive quarters, including summer, must submit a readmission application to the GSSW Registrar.

If the student is readmitted, the following steps must be taken as soon as possible:
1. Meet with the Director of Field Education and the academic adviser.
2. Submit the online course planning worksheet indicating the student’s choice of concentration (if entering the concentration year) and the student’s intended course plan.
3. Provide a written plan to both the academic adviser and the field team that includes:
   a. What has the student learned from the time they left GSSW to the time that they are returning?
   b. What does the student need for a successful internship search?
   c. What is the time-line for obtaining an internship?

If the student’s absence from the program exceeds 5 years, students must re-apply to the program through the office of Admission. Course credit from terms previously attended may be transferred on a case-by-case basis.

If the student chooses to reapply to a program after being terminated, the time limit to complete the degree may not automatically be reset and there is no guarantee a student will be readmitted, even if s/he reapplies.

GRADUATE CREDITS

Transfer of Credit from another Institution
A student may transfer graduate credit earned from another accredited institution of higher education prior to enrollment in GSSW to meet MSW degree requirements at DU.

A student should request transfer of credit at the time of admission, since decisions concerning transfer of credit will affect academic planning from the time of enrollment. To begin the process, students should request a Transfer of Credit Request Form from either the Office of Admission or the GSSW Registrar. The following policies and procedures apply to transfer of credit earned prior to enrollment in GSSW.

1. Transfer of credit toward the MSW degree at the University of Denver is limited to:
   • A maximum of 45-quarter credit hours or their equivalent for courses, including field instruction, taken at another graduate school of social work accredited by CSWE, or
   • A maximum of 10-quarter credit hours or their equivalent for graduate credits earned in another field that may be applicable toward either required or elective courses in GSSW’s program

2. Any credit to be transferred must meet the following requirements:
It must have been earned as graduate credit at a regionally accredited college or university and be accepted as having direct relevance to the social work degree

It must have been earned within a 5-year period preceding enrollment at GSSW

It must carry a minimum grade of “B-” (2.7) providing the average of all graduate transfer credit from the college or university at which the B- was received is “B” (3.0) or better. The University of Denver will not accept for transfer credit any class with a grade of “Pass” or any grade that only signifies completion of a course. The only exception is for field internship that was awarded a grade of “Pass” at an accredited school of social work

It must not have been applied toward a degree earned at either another university or the University of Denver

3. The request for transfer of credit must be initiated by completion of a Transfer of Credit Request Form (available from the Admission Office or the GSSW Registrar). Requests for transfer must be made no later than the student’s first quarter. In either case, the request must be accompanied by the following documentation:

- An official transcript showing that the requirements set forth in point #2 have been met, and
- A copy of the course syllabus

No request will be approved without the required documentation.

4. The Associate Dean for Academic Affairs will review all requests, including the required documentation, and determine whether to accept transfer of credit and whether such credit is to be applied toward the satisfaction of a required course or courses or is to be considered as elective credit. In doing so, the Associate Dean may consult with faculty, admission staff, and/or the GSSW Registrar. Two decisions will be made. The first is the number of hours to be accepted for transfer; the second is which courses offered by GSSW will be waived, if any, based on courses already completed.

5. Upon approval by the Associate Dean for Academic Affairs, appropriate paperwork along with the official transcript to be included in the student’s record will be submitted to the Office of Graduate Studies for final approval. Once approved by Graduate Studies, the University Registrar will post the credit to the student’s transcript. The GSSW Registrar will provide a copy of the transfer to the student and the student’s adviser. A separate form will be prepared to document courses to be waived based on the credit transferred and, again, a copy will be provided to the student and the student’s adviser.

6. Grades accepted for transfer of credit for courses taken other than at the University of Denver are not included in the computation of the grade point average (GPA) at the University of Denver.

7. Any student who transfers credit must earn a minimum of 45 credit hours at GSSW in order to earn the MSW degree from the University of Denver.

8. Students who request transfer of credit will be required to adhere to the degree requirements in effect at the time of their first enrollment. Due to differences in the way schools of social work organize and sequence required courses, transfer students may be required to take courses in the foundation curriculum and/or may be given credit for courses in the concentration curriculum. In addition, the number of transferred credit hours, when combined with the credit hours earned for required courses within the School, may result in a total exceeding the minimum required for the master’s degree at the University of Denver.

Credit for Courses Taken in other Departments at University of Denver (Cognate Courses)
With the exception of dual and cooperative degree students, students may earn a maximum of 10-quarter credit hours or their equivalent in courses taken outside GSSW. The 10 quarter hours include (a) any graduate courses taken at another
school of social work, (b) graduate courses taken in other departments at the University of Denver, and (c) graduate courses taken at another regionally accredited university.

In order to receive credit for courses taken outside the Graduate School of Social Work after enrollment other than as part of a dual or cooperative degree:

1. A student must initiate in writing, using a form obtained from the GSSW Registrar, a request for approval of outside courses, prior to actually enrolling in the course. The request must be approved first by the student’s adviser and then by Associate Dean for Academic Affairs. Once approved, the GSSW Registrar will place documentation of the request and its approval in the student’s file with copies to the student and the student’s adviser.

2. The credits earned through outside courses (a) must be from a regionally accredited graduate level program; (b) not be “Pass” or any other grade simply signifying completion of course requirements; (c) carry a minimum grade of “B” (3.0); (d) not have been applied toward a degree earned at another university or the University of Denver; and (e) at the graduate level. If a course is taken at an institution other than the University of Denver, the student must provide the GSSW Registrar with an official transcript showing completion of the course and the grade earned.

Please note that University College and the Sturm College of Law follow different tuition and refund policies and different academic calendars than other graduate schools on campus. As a result, students taking classes from University College and the Sturm College of Law may be assessed additional tuition (classes may not apply to the DU flat rate) and students should pay close attention to course meeting dates, add/drop deadlines, and refund policies for these courses.

Course Waiver/Substitution
Request must be made in writing (forms available from the GSSW Registrar) and approved by the Associate Dean for Academic Affairs and the adviser prior to the quarter in question.

Independent Study
Independent study is offered by GSSW as a means of individualizing the learning interests or needs of the student. The following policies and procedures govern independent study:

1. The student must initiate a request for independent study by completing a form that is obtained from the GSSW Registrar. The request must be submitted to and approved by the sponsoring faculty member, the student’s adviser, and the Associate Dean for Academic Affairs prior to the first day of the quarter in which it is to be undertaken. Independent studies may not be taken to replace a regularly offered university course.

2. The guidelines for determining the amount of credit to be earned are roughly equivalent to the guidelines for determining amount of credit to be earned for regular classes, that is, approximately 10 hours of work for each credit hour divided between faculty and student contact time, reading, and learning activities.

3. No more than six independent study credit hours may be applied toward the degree.

4. Unless special circumstances exist, no outside learning experience or work done under the direction of anyone other than an appointed faculty member at GSSW will be approved as independent study.

5. Under special circumstances only, a student may be allowed to register for a GSSW course as a directed study, in the event that the course is not offered during the quarter in which it must be taken. Students pursuing a course as directed study must follow the syllabus for the catalog course to the extent that the individualized study format permits. For more information about directed studies, please contact the GSSW Registrar. Directed studies require the same approvals as independent study, and may be denied at the discretion of the Associate Dean for Academic Affairs.

ACADEMIC STUDENT SUPPORT RESOURCES

Academic Advising
Soon after the student enters the program, a faculty member will be assigned by the GSSW Registrar as your academic adviser. Changes in concentration or student/faculty status may necessitate a change of adviser. Students who are part-
Students who wish, for any reason, to have a change in adviser should contact the GSSW Registrar.

The adviser is responsible for helping the student plan her/his course schedule in concert with program requirements, field internships, and the student’s professional experience and interests. In addition, the adviser may be formally or informally involved in resolving any serious concerns that may arise concerning the student’s performance in the classroom or the field.

Students can benefit greatly from becoming acquainted with their adviser and using their adviser’s knowledge, expertise and experience; and students are encouraged to meet with their advisers throughout the academic year. Advisers are expected to keep regular weekly office hours and to post these hours on their doors and/or online. Advisers are available extended hours during what is termed “academic advising week,” the two weeks prior to registration for classes for the next quarter. Students must meet with their adviser during advising week to review and revise, if necessary, their academic plan. Failure to do so may result in a hold being placed on the student’s registration.

**Students with Disabilities**

According to the Americans with Disabilities Act (ADA), a person with a disability has a physical or mental impairment that substantially limits one or more major life activities. Short-term, non-chronic conditions are not included under this Act. Any student having a documented disability as defined by ADA guidelines has the right to reasonable accommodations, unless those accommodations impose an undue hardship on the University, alter programs, or compromise the integrity of the pursued degree. Essential components of academic course objectives or essential functions of the GSSW internship experience cannot be altered.

Students who have disabilities or a medical condition and who want to request accommodations should contact the Disability Services Program (DSP):

1999 E. Evans Ave. (4th floor of Ruffatto Hall)
303-871-2372 or 303-871-2278

The *Handbook for Students with Disabilities* is available online at [www.du.edu/studentlife/disability/dsp](http://www.du.edu/studentlife/disability/dsp). The Handbook provides guidance on DU policy and procedures concerning students with disabilities. If you have questions about the process you can contact Lisa Ingarfield, Director of Student and Career Development for GSSW students. Lisa is located in Craig Hall Room 369, email Lisa.Ingarfield@du.edu, phone (303) 871-3841.

It is the responsibility of the student to contact the Disability Services Program (DSP) to initiate the request for accommodations, make his/her needs known, and provide appropriate expert documentation regarding the disability before accommodations can be granted.

**DU Policy Statement:**

1. Students requesting accommodations must register with DSP through a disclosure process that includes providing appropriate documentation.
2. Instructors should only implement accommodations approved by DSP. Written notice of approved accommodations will be provided by DSP.

After DSP has determined and notified the student of the accommodation(s) to be afforded, the student must contact his or her instructors concerning how the accommodation(s) will be implemented. **Please note that accommodations cannot be granted retroactively.** Accommodations are approved and must be used in the term during which they are requested and for future terms. Faculty may grant only those accommodations approved by DSP, shown in a DSP Faculty Letter. Additional accommodations, or modifications to existing ones, may be requested at any time.

Undiagnosed or undocumented disabilities cannot be the basis for grade appeals. Students cannot petition grades received as a result of not using accommodations or following appropriate procedures to request accommodations. Documentation must be current and also meet current University guidelines, which can be obtained from DSP.

**Informal Arrangements – Not DSP Accommodations**
Instructors may require appropriate medical documentation from students requesting a minor arrangement such as a make-up exam or assignment extension for a temporary, minor illness or injury (e.g., colds/flu, broken hand/arm). Note: An arrangement is not considered an accommodation. Only DSP can grant official accommodations.

The GSSW Director of Student and Career Development is the liaison with DSP. Any questions or concerns about this process can be directed to Lisa Ingarfield.

**The Writing Center**
The Writing Center supports and promotes effective student writing across the University of Denver campus. In a non-evaluative collaborative setting, consultants help DU students with all kinds of writing projects: class assignments, personal writing, professional writing, and multimedia projects. The Writing Center serves any student affiliated with the University and welcomes students in all classes, at all levels of writing ability, and at any stage of the writing process.

During 45-minute collaborative consultations, consultants can help with any writing assignment or project at any stage, from brainstorming to final revisions. The Writing Center encourages the development of writers by providing a supportive environment, populated by friendly, knowledgeable peers.

To make an appointment you can call the Writing Center at 303.871.7456 or you can request an appointment online through MyWeb. For more information on the services of the Writing Center and their hours, visit [http://www.du.edu/writing/writingcenter/index.html](http://www.du.edu/writing/writingcenter/index.html).

**Veteran Services Coordinator**
Michael Shay is the Veterans Services Coordinator at DU. He serves as the primary contact for veterans on campus related to benefits and or military service related issues. His office is in Driscoll south, on the lower level next to the ID office. He can be reached at 303. 871.2074 or [Michael.Shay@du.edu](mailto:Michael.Shay@du.edu), or find him on the web at [www.du.edu/veterans](http://www.du.edu/veterans).

**Director of Student and Career Development**
The Director of Student and Career Development provides a wide range of student support services. Services include, but are not limited to, providing students with a listening ear, assisting students to develop time management strategies, providing referrals to community counseling resources, assisting students with writing and/or transition to graduate school concerns, providing career advice and career workshops, and supporting the Graduate Student Association and other student organizations. Please note, that the Director of Student and Career Development is not a confidential resource, however is able to talk privately with you about any stressors impacting your time on campus and at GSSW.

You can make an appointment with Lisa Ingarfield by calling 303.871.3841, emailing [Lisa.Ingarfield@du.edu](mailto:Lisa.Ingarfield@du.edu) or stopping by her office, located opposite the student kitchen (Room 165).

**Standards of Academic, Professional, and Ethical Behavior**
The goal of the GSSW is to prepare students for the professional practice of social work. The faculty has the responsibility for determining whether students have demonstrated the required level of achievement—academic performance, professional behavior, and ethical behavior—sufficient to interact positively with client systems. Faculty therefore also have the responsibility to identify students who are not meeting acceptable standards of academic, professional, and ethical conduct and seek, when possible, a way to remedy problems that are identified.

Just as faculty has the right to expect the highest standards of professional and ethical behavior in students, students have the right to expect the highest standards of professional and ethical behavior in the faculty, including appointed faculty, adjunct faculty, and field liaisons.
STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT CONCERNS REGARDING COURSES AND/OR INSTRUCTORS

If a student has a concern regarding a course or an instructor, it is the student’s responsibility to follow this specific process that demonstrates professionalism in voicing that concern:

1. The student should speak directly with the instructor.
2. If the concern is not alleviated by this discussion, the student should meet with his/her adviser who can act as a mediator.
3. If the problem persists, the student should immediately contact the Associate Dean for Academic Affairs.

STUDENT PAPERS AND PROJECTS

Instructors may require students to submit assignments electronically. It is the student’s responsibility to maintain a record of electronic assignments and to ensure that papers submitted electronically are received by the instructor.

Papers will be returned to students in one of the ways listed below unless the student specifically requests an alternative option (e.g., specifically requests that an instructor give a classmate a paper to give to the student):

- Handed directly to the student in class
- Handed directly to the student in the instructor’s office
- Placed in the student mail folder in an envelope with the student’s name on the envelope
- Placed in the student mail folder, folded over, and stapled or taped on three sides, with the student’s name on the outside
- Mailed to the student in a stamped, self-addressed envelope

Projects and papers in student mail folders will be discarded approximately 30 days following students’ graduation.

SCHOLARLY LANGUAGE AND WRITING (APA)

The GSSW faculty acknowledges the importance of non-exclusionary language in recognition of gender equity. The faculty therefore is committed to the use of non-exclusionary language in written documents and in the classroom. Students are urged to commit themselves to the use of non-exclusionary language in the classroom and written assignments.

Formal papers must be prepared in accordance with the American Psychological Association (APA) style of reference and citation. Students should refer to either the Publication Manual of American Psychological Association (6th edition) or The Concise Rules of APA Style (also published by the APA). Handbooks specific to writing within the social work profession include The Columbia Guide to Social Work Writing, edited by Warren Green and Barbara Levy Simon and Writing with Style: APA Style for Social Work by Lenore T. Szuchman and Barbara Thomlison. Students who have questions or concerns about using APA are encouraged to contact the University Writing Center at 303.871.7456.

DISCLOSURE OF STUDENT INFORMATION

The University of Denver complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the “Buckley Amendment.” Students have a right to inspect their educational records at the University and to request amendment to those records if they believe them to be inaccurate. The FERPA law and its implementing regulations may be reviewed in the Office of the Registrar, University Hall, Garden Level. Additional information is also available at www.du.edu/privacy.

Directory Information

The law provides that “Directory Information” may be released without the consent of the student unless she/he has specifically asked that prior consent be obtained. The University of Denver designates the following student information as “Directory Information:”
The student’s full name, address (local and home/permanent), telephone number, campus electronic mail address, digitalized I.D. photograph, date and place of birth, major field of study, full-time or part-time status, class, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, anticipated date of graduation, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Students who want their directory information withheld from public disclosure must annually submit to the Office of the Registrar a Request to Withhold Information form, available from the Office of the Registrar. This form must be completed each year by October 1.

University of Denver Disclosure Policies
Academic and administrative offices at the University with a “legitimate educational interest,” as defined by FERPA, may receive all student data, including mailing labels, regardless of any restrictions. In addition, a student’s record may be released in compliance with a court order or subpoena, and student information may be released for health or emergency reasons.

University selection committees, which sometimes include students as committee members, will select students for membership in honor societies or for other awards or recognition. Students may request that students on selection committees not view academic record information.

Graduate School of Social Work Disclosure Policy
GSSW will not provide third parties with home addresses or telephone numbers of social work students. Response to requests, either by telephone or in person, will be, “I can take your name and number and ask the student to call you.” The same policy holds true for faculty and staff, unless they have authorized disclosure of this information. Students should be aware, however, that while GSSW will not disclose home addresses or telephone numbers of students, the University may do so. Students who do not want this information disclosed must submit the Request to Withhold Information form referenced above.

Student Role in Program Assessment
In order to ensure that the MSW program continues to meet the highest standards of excellence while meeting the needs of our students, as well as the community we serve, GSSW takes the student role in program assessment very seriously. Students will be required to participate in program assessment throughout their degree program by completing surveys and submitting papers for review by faculty and staff who are not assigning course grades. No identifying information is considered or retained.

COMMUNICATION WITH UNIVERSITY AND THE GRADUATE SCHOOL OF SOCIAL WORK

Using E-mail as Official University Communication (Per University Policy)
The University assigned email account shall be an official means of communication with all students, faculty, and staff. Students are responsible for all information sent to them via their University assigned email address. Students are responsible for ensuring that all information, including attachments, is transmitted in its entirety to the preferred account.

All faculty, staff, and students are required to maintain an @du.edu e-mail address. The University sends much of its correspondence solely through email. This includes policy announcements, emergency notices, meeting and event notifications, course syllabi and requirements, and correspondence between faculty, staff, and students. Such correspondence is mailed only to the @du.edu address.

Faculty, staff, and students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Faculty, staff, and students have the responsibility to recognize that certain communications may be time-critical.

Contact Information
It is very important that students maintain their mailing address and phone number on MyWeb. Please also be sure to provide emergency contact information on MyWeb in the event that an emergency occurs while you are on campus.
The Office of Equal Opportunity/ADA Compliance

The Office of Equal Opportunity/ADA Compliance exists to assure that the university complies with our policies on discrimination, harassment, and retaliation and to promote full compliance with all federal, state, and local discrimination laws.

The Office of Equal Opportunity/ADA Compliance can assist you with:

- Consultation concerning issues of possible discrimination, harassment or retaliation,
- Filing a formal or informal complaint of discrimination harassment and/or retaliation,
- Assistance assessing and correcting a disability access problem,
- Reasonable accommodations for participants in university programs or activities,
- Assistance with religious accommodations
- In conjunction with the Center for Multicultural Excellence, activities to improve the climate for diversity in your department or organization.

If you think you have experienced discrimination and would like to speak to the Office of Equal Opportunity you can contact them at 2199 S. University Blvd. Denver, Colorado 80208, 303.871.7436. For more detailed information on DU’s anti-discrimination policies, please visit: http://www.du.edu/deo/.

DU HONOR CODE

It is important to remember that the Graduate School of Social Work is a member of the larger University of Denver community. The DU Honor Code and relevant policies follow. All GSSW students are bound by the policies below and are held accountable both by GSSW and the University. The full text of the DU Honor Code can be found here: http://www.du.edu/studentlife/studentconduct/honor_code_2013-2014.pdf.
ACADEMIC STANDING

Academic Probation
Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.0 at all times. If at the end of any quarter a student’s cumulative GPA is less than 3.0, the student will have one quarter to raise the cumulative GPA above 3.0. If the student’s cumulative GPA is less than 3.0 for two consecutive quarters in which he or she is enrolled, the student will be terminated from the program.

The GSSW Registrar will notify students in writing at the end of any quarter in which their cumulative GPA falls below 3.0. The notification, with a copy to the student’s adviser, the Director of Field Education and the Associate Dean for Academic Affairs, will state:

1. The cumulative GPA
2. The fact that, if the student’s cumulative GPA is not above 3.0 at the end of the next quarter in which the student is enrolled, the student will be terminated from the program, and
3. That the student must contact his or her adviser to develop a plan designed to remedy the student’s academic deficits.

A student whose cumulative GPA is less than 3.0 for two consecutive terms in which he or she is enrolled will be notified in writing by the GSSW Registrar of termination from the program and the right to appeal the termination. The student may not register for, or attend, any additional classes or internship while an appeal, if any, is pending. Please note: If the GPA falls below 3.0 as a result of fulfillment of requirements for incomplete grades from prior terms which results in two or more terms on the transcript with a GPA below 3.0, the student may not receive a warning that he/she has been placed on probation and may instead be terminated immediately at the time the grades are posted. If a student takes a leave of absence while on probation, the probationary status will remain in place upon the student’s return from leave.

Academic and Professional Standards of Performance

Criteria for Satisfactory Progress, Evaluation, and Review

The University of Denver Graduate School of Social Work (GSSW) is committed to a program of excellence; therefore, students in our program must possess and demonstrate certain personal characteristics, abilities, competencies and behaviors necessary for success in the GSSW program. Students are expected to meet the standards below, both in the classroom, the community, and in their field internships.

The following academic and professional expectations serve as a guide to everyday professional and ethical conduct for students at the University of Denver’s Graduate School of Social Work (GSSW). The expectations describe skills and qualities needed to be both a successful student and social worker. Students are automatically moved forward to the next quarter and should consider themselves as making satisfactory progress concerning these expectations unless they are informed otherwise. Student progress is evaluated in the classroom courses, the community and in field internship based on assignments, examinations and observations made by faculty members and internship instructors that evaluate knowledge, skills, values/ethics, and professional behaviors of students. The criteria for student satisfactory progress are outlined below.

Academic and professional standards are explicitly stated in this guide; fieldwork standards are explicitly stated in the GSSW Field Manual; and the Code of Ethics of the National Association of Social Workers (NASW) is the
reference point for determining professional and ethical conduct of GSSW students. Social work students are social workers and are to be held to the same standards of behavior as graduate professionals. In addition to the NASW Code of Ethics as a reference point, the following competencies and behaviors are necessary to successfully continue in the program. Any student who does not demonstrate competencies in one or more of the following areas will be evaluated through GSSW's Student Review Process or may be terminated from the program.

**Academic and Professional Standards of Performance - Students must**

- **Demonstrate capacity for academic success**
  - Maintain a 3.0 GPA and a “pass” (P) in field internship.
  - Successfully complete required internship hours and demonstrate positive progress on the field competencies.
  - Successfully secure a field internship with no more than three post-interview rejections by potential field agencies.

- **Demonstrate Sensory Motor Abilities**
  - Have sufficient sensory motor abilities to attend and participate in classes and field internships.
  - Be able to acquire, integrate, and apply knowledge through the use of their senses.
  - Be able to navigate transportation to attend field and classroom requirements in a timely manner.

- **Demonstrate Cognitive Skills**
  - Demonstrate the ability to acquire knowledge and understanding through thought, experience and the senses, including short- and long-term memory necessary for the integration, deconstruction, synthesis and summary of new knowledge.
  - Engage in class both verbally and in writing.

- **Demonstrate Ethical Conduct**
  - Demonstrate honesty and integrity as prescribed in the National Association of Social Workers (NASW) Code of Ethics.
  - Abide by the University of Denver Honor Code.
  - Have an understanding of and professionally apply the NASW Code of Ethics in all interactions with clients, peers, staff, regular and adjunct faculty, field instructors, and all other members of the University community. Specifically students must demonstrate that they meet the criteria of the following two sections of the NASW Code of Ethics (Section 4.05):
    - Social Workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility.
    - Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments to workload, terminating practice, or taking any other steps necessary to protect clients and others.
  - Demonstrate responsibility and dependability by meeting deadlines on assignments and projects, keeping appointments, and being responsive to clients, supervisors, faculty, staff, and peers.
• **Demonstrate Empathy**
  o Demonstrate respect in their interactions with clients and client systems, fellow students, faculty, staff, agency staff and others.
  o Communicate understanding and empathy for clients and their situations.
  o Maintain appropriate professional boundaries with clients, supervisors, faculty, staff, and peers.

• **Demonstrate Integrity**
  o Demonstrate personal and professional integrity in both the academic and field internship settings.
  o Understand and practice academic honesty and fairness, and be willing and able to apply properly the rules of academic referencing and citation.
  o Demonstrate a commitment to and skill in self-care and self-evaluation of practice.
  o Adhere to the attendance policies of GSSW, their field agency and the individual class instructors.
  o Disclose any final criminal conviction or plea arrangement resulting from the commission or alleged commission of a felony or crime of moral turpitude in any jurisdiction (except ones that have been "sealed"), discipline by a state licensing board, or legal system malpractice judgments prior to admission to the program and before being placed in a field internship. Convictions for felonies and crimes of moral turpitude must be disclosed as part of the Colorado social worker license application process pursuant to Colorado Revised Statute section 24-34-110(4)(g).

• **Demonstrate Effective Interpersonal Communication Skills**
  o Demonstrate effective verbal, written and listening communication skills.
  o Demonstrate the ability to express ideas clearly, listen objectively and communicate effectively at a graduate professional level, in both academic and field internship settings.
  o Never use harmful or hateful language when communicating with clients, supervisors, staff, faculty and peers.

• **Demonstrate Self-Awareness and Reflective Thinking**
  o Be willing to engage in reflective thinking by analyzing, evaluating and making judgments about what has happened in a given situation.
  o Be able to clearly articulate beliefs, values, attitudes and feelings, and how past experiences affect thinking, behavior and interactions with others.
  o Be responsive to evaluation, testing, feedback, and criticism with appropriate modification of behavior.
  o Be willing and able to examine and change behaviors that interfere with student/client and other interpersonal relationships.

**GSSW Disability Statement**

GSSW does not discriminate on the basis of disability. It is the responsibility of the student with a disability, who believes he/she may need reasonable accommodations to meet any of the above standards, to contact the University of Denver's Disability Services Program (DSP)\(^1\) at 303.871.2372 (phone), dsp@du.edu (email), or 303.871.2248 (fax). Early contact by admitted students with the DSP is strongly encouraged to ensure the timely

\(^1\)The DSP website is at [http://www.du.edu/studentlife/disability/dsp/index.html](http://www.du.edu/studentlife/disability/dsp/index.html). The DSP is dedicated to giving students with disabilities an equal opportunity to participate in the University’s programs, courses and activities. DSP provides accommodations at no cost to any student who has a documented disability as required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Accommodations afford students equal opportunity to participate in the University’s programs, courses, and activities.
provision of reasonable accommodations to both the classroom and field internship. *Academic accommodations cannot be applied retroactively to previous quarters, assignments, exams, or field experiences.*

The DSP office can provide academic accommodations to eligible students to assist them with their academic success while they are in the program. Academic accommodations include but are not limited to extended time on examinations, alternate format books and handouts, or extended time on papers. More information is available from the DSP and in the *Handbook for Students with Disabilities.*

**Assessment of Progress: Process and Procedure for Reported Concerns**

The following process and procedures ensure a preventive and collaborative assessment process that identifies appropriate concerns in relation to the Academic and Professional Standards of Performance early and provides both support and guidance for the student's successful completion of the GSSW program. The process assures that each student maintains adequate progress in gaining the knowledge, skills, and professional behaviors required for graduation.

The identification, reporting, and resolution of an individual student concern in relation to the Academic and Professional Standards of Performance is necessary in order to maintain the integrity of the school's social work program and the integrity of the social work profession. All students, faculty, and staff have an obligation to report concerns they identify. Concerns may be identified and reported in the following manners:

- A student may self-identify and self-report a concern to a faculty or staff member;
- A fellow student may observe a concern with a student on or off campus and report the concern to a faculty or staff member; or
- An advisor, faculty member, staff, field supervisor, or field liaison, or other person may observe a concern with a student on or off campus and report it to an appropriate faculty or staff member.

This is a discussion of the four-step process followed when individual student concerns are identified in relation to the Academic and Professional Standards of Performance:

- **Step 1: Informal Student Concern Resolution**
- **Step 2: Student Review Process and Procedures**
- **Step 3: Termination Hearing**
- **Step 4: Appeal Procedures**

Contact your advisor if you have any questions or need additional information about this four-step process.

**Step 1: Informal Student Concern Resolution**

If there is a concern presented to faculty or staff that a student is not meeting one the academic or professional competencies outlined above, or if a student self-identifies a concern, an appropriate faculty or staff member should meet individually with the student to discuss the matter, in consultation with the Director of Student and Career Development. If the student identifies a potential disability or asks for an accommodation, the faculty or staff member should refer the student directly to the DSP and inform the Director of Student and Career Development.

If the student identifies any personal emotional or mental health concerns, the faculty or staff member will notify with the Director of Student and Career Development who will make a referral to Pioneers CARE. The Director of

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Student and Career Development will consult with the Associate Dean for Academic Affairs to determine if a Pioneers CARE report should be submitted. If this is determined appropriate, the Director of Student and Career Development will file the report and notify the student. If the GSSW faculty or staff member assess there is an imminent or immediate risk that a student will harm himself/herself or others; call 911, then Campus Safety at 303.871.3000 (See Pioneers CARE Red Folder). The Director of Student and Career Development should also be notified immediately and the Director will submit a report to Pioneers CARE. The Director of Field Education should also be notified if a Pioneers CARE report is filed.

All informal concerns and resolutions should be documented in writing by the faculty or staff who meets with the student, with a copy sent to all parties, and the original record maintained by the Director of Student and Career Development. If academic, behavioral, or ethical problems are not resolved informally to the satisfaction of all concerned, a faculty or staff member may initiate a review under Step 2 of the student’s performance at any time.

Note: A grade of No Pass in field will result in an automatic Student Review.

Step 2: Student Review Process and Procedures

Pursuant to the Student Review process, GSSW formally notifies a student in writing that he or she may not be performing successfully in relation to one or more of the academic and professional standards of performance. The Student Review evaluates the student’s performance, determines whether the student needs to remediate any concerns, and establishes a remediation plan.

1. Notification Process. Whenever a faculty or staff member has a concern regarding a student’s ability to meet the Academic and Professional Standards outlined above, and an informal resolution is not possible, the faculty or staff member shall immediately notify the Director of Student and Career Development and the Associate Dean for Academic Affairs in writing via email or in person. The Associate Dean for Academic Affairs will then notify the student in writing within 10 business days that a Student Review has been initiated. The student’s advisor, the GSSW Registrar, and the Director of Field Education will also be included in this notification.

a. The notification may be distributed electronically per University Policy:
   Proof that communication has been sent to a student’s official DU email address is proof that it has been received.

b. Within 10 business days of student notification, the Associate Dean for Academic Affairs will convene a Student Review Committee to meet with the student. This Committee includes the student’s advisor, if possible, the Director of Student and Career Development, the Director of Field Education, additional field team members (as appropriate), and other involved faculty to examine and understand the concern and develop a plan to address and remediate the concern. A GSSW staff member may also be present as a note taker, but will not be an active participant in the meeting.

c. The student may invite one support person to be present during the meeting.
   i. By doing so, the student understands that this support person will have access to those aspects of the student’s educational record (protected by the Family Educational Rights and Privacy Act) that are presented as part of the meeting. If the student intends to bring a

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3 Pioneers CARE website: http://www.du.edu/studentlife/studentsupport/pioneers_care/index.html
5 http://www.du.edu/studentlife/studentsupport/media/documents/red-folder-online.pdf
support person to the Review Committee, the student must complete and submit a “Release of Confidential Student Record Information” form to the GSSW Registrar at least 48 hours prior to the meeting.

ii. This is not a judicial proceeding, and therefore attorneys are not permitted to attend.

iii. The support person cannot be a current student in any GSSW program.

d. The Associate Dean for Academic Affairs will chair the meeting.

e. In the case of a Field Student Review, the Field Office will be responsible for providing a summary of events leading up to the initiation of the Student Review.

f. The note taker, typically the Program Coordinator for the Associate Dean of Academic Affairs, will record notes from the meeting.

g. All members present will be given the opportunity to share their perspective related to the concern.

h. If during the review hearing, a student discloses for the first time an issue that needs to be reported to Pioneers Care, the Director of Student and Career Development will submit the report and notify the student of the report filing.

i. If there is a perceived safety risk to campus personnel, Campus Safety will be notified by the Associate Dean of Academic Affairs or a designee.

j. If the student does not attend the Review Committee meeting, the meeting will continue without the student and a decision will be made in the student’s absence with the information available at that time. Non-attendance is not grounds for appeal.

k. Directly following the meeting, the student and the student’s support person, if any, will be excused, and the remaining participants will deliberate potential remediation plans.

l. Outcomes for remediation plans may include, but are not limited to, the following: no action needed, writing of a reflection paper, delayed field placement, or termination from the program. Based on the unique and particular circumstances of each Student Review, the Review Committee has the discretion to determine whatever outcome is most appropriate in the Committee’s judgment.

2. Remediation Plan. Based on the deliberation, the Associate Dean for Academic Affairs will compose a communication to the student within 10 business days of the Student Review Committee meeting (unless extenuating circumstances delay the process) that summarizes the meeting and presents a remediation plan or indicates that no action is needed. If a remediation plan is presented, the plan shall:

a. Be in writing.

b. Specify the conditions the student must meet in order to continue in the program.

c. Specify any further actions that will be taken by GSSW faculty related to the concerns that were expressed.

d. Specify the date by which the student must fulfill the requirements.

i. The plan must allow for a reasonable period of time for remediation, depending on the activities outlined in the plan. The remediation plan will be reviewed at the end of the quarter following the quarter in which the review took place.

ii. The student can request in writing to the Associate Dean of Academic Affairs a new timeframe to meet the conditions based on any extenuating circumstances that arise during the remediation plan.

The Associate Dean for Academic Affairs will distribute copies of the Remediation Plan to the GSSW Registrar, the student, the advisor, and, as appropriate, the Director of Field Education and the Director of Student and Career Development. The Director of Field Education will distribute copies to field supervisors and the field liaison.
If additional concerns arise before the Student Review Remediation Plan has been provided to the student, or during the remediation period, then the Student Review Committee will be re-convened to determine whether a new remediation plan should be developed or whether the concerns should be addressed in a termination hearing.

*Note: If a student takes a leave of absence, for any reason, during the period of a remediation plan, the remediation plan will be reviewed and amended, if necessary, upon the student's return.*

Upon deliberation of the Student Review Committee, if it is decided that a reasonable remediation plan cannot be developed due to the nature of the concern, termination will be considered and a decision made in consultation with the Dean of GSSW. The Office of Graduate Studies will be consulted as needed.

3. **Final Determination of the Student Review Process.** On or before the date specified in the plan for completion of the remediation, the Associate Dean for Academic Affairs, in consultation with relevant faculty and staff, shall decide whether or not the student remediated the concern(s) discussed during the Student Review. If the Student Review concern(s) is/are alleviated, the Associate Dean for Academic Affairs shall notify, in writing within 10 business days, all involved parties and the GSSW Registrar that the Student Review was resolved.

4. **Progress during remediation.** The Associate Dean for Academic Affairs shall notify a student who has an unresolved Student Review whether she or he may progress to the next quarter on a probationary basis. A student will not be advanced to candidacy or graduated if she or he is undergoing a Student Review or has not satisfied the terms of a remediation plan.

**Step 3: Termination Hearing**

A Termination Hearing is a formal process whereby the Associate Dean for Academic Affairs notifies a student that she or he has not met the School’s criteria for student progress as described above and therefore should be dismissed from the school. A Termination Hearing concerning a student’s performance is held in the following situations:

- A faculty or staff member has knowledge of serious misconduct in violation of the National Association of Social Workers Code of Ethics;
- A student has been found responsible of a violation of the University’s Honor Code; or
- The Student Review Process and/or the required remediation plan does not lead to a satisfactory resolution of identified concerns.

The Office of the Dean shall compose a written Notification of Termination Hearing and send it to the student, the student’s advisor, the Associate Dean for Academic Affairs, the Director of Field Education, and the Director of Student and Career Development (where applicable). The notification shall:

- Be in writing.
- Be sent within 10 business days of the Student Review Committee’s determination a Termination should be held or 10 business days from when the Associate Dean for Academic Affairs has been made aware of the concern.
- Specify ways the student has not satisfied expectations related to the Academic and Professional Standards listed above.
- State the date and time of the Termination Hearing and the procedure to be used by the Evaluation and Review Committee.
1. The Dean shall appoint an Evaluation and Review Committee to recommend to him or her whether or not the student should be terminated from the program. The Committee shall consist of the Associate Dean for Academic Affairs (chair) and three faculty members (including one faculty member representing field instruction) who have not had a faculty/student relationship with the student in the previous year. If the Associate Dean for Academic Affairs is the student’s advisor, then another person shall be appointed by the Dean to serve as chair. Also attending the meeting shall be the faculty or staff member who initiated the termination process, the student’s advisor, the Director of Field Education, The Director of Student and Career Development (where applicable), any relevant field representatives, and the student.

   a. The student may invite two people (non DU students) who have specific knowledge of the student’s behavior, which was cause for the hearing, to speak on his or her behalf.

   b. By doing so, the student understands that these people will have access to those aspects of the student’s educational record (protected by the Family Educational Rights and Privacy Act) that are presented as part of the meeting. A student who intends to invite anyone to the hearing should complete and submit a “Release of Confidential Student Record Information” form to the GSSW Registrar at least 48 hours prior to the meeting.

   c. Outside documents pertinent to the hearing may be submitted by the student to the committee. This is not a judicial proceeding and therefore attorneys will not be permitted to attend.

2. The Evaluation and Review Committee shall gather information from all relevant parties. It shall meet within 10 days of being convened by the Dean to:

   a. Hear the response of the student, hear from the person(s) speaking on behalf of the student, and discuss with the student’s advisor and other relevant persons earlier attempts to resolve the problem.

3. At the conclusion of the discussion, all persons shall be asked to excuse themselves from the room except the members of the Evaluation and Review Committee who shall then recommend to the Dean one of the following outcomes:

   a. In the case of a Student Review leading to a Termination Hearing, the student has provided satisfactory evidence that the remediation plan was completed and that the student therefore should not be terminated from the program;

   b. A return to the Student Review for further development of a remediation plan if it finds that procedural errors were made in the original Student Review Process.

   c. The student’s conduct did not warrant the recommendation of termination and therefore the student should not be terminated from the program; or

   d. The student should be terminated from program.

4. The Evaluation and Review Committee Chair shall write a report that summarizes the Committee’s deliberations and decision(s) and deliver it to the Dean with five (5) business days of the meeting.

   a. The Dean shall send written notification of his or her decision to the student within five working days of receiving the report of the Evaluation and Review Committee. A copy of the notification shall be sent to the Associate Dean for Academic Affairs, the Director of Field Education, the student’s advisor, all involved faculty and field personnel, and the GSSW Registrar.
Step 4: Procedures for Academic Grievances and Appeals

The Academic Grievance Process for graduate studies is outlined in the Graduate Student Manual available online (http://bulletin.du.edu/graduate/academicexceptions/proceduresforacademicgrievancesforgraduatestudents) through the Office of Graduate Studies.
GRADUATION AND COMMENCEMENT

GRADUATION REQUIREMENTS

Application for graduation must be made no later than the seventh calendar day of the quarter before that of the anticipated graduation date (e.g., students planning to graduate at the end of Spring quarter must apply by the end of the first week of Winter Quarter). Students can apply for graduation electronically under the “Student Records” link in MyWeb.

Once a student submits their application, the GSSW Registrar’s Office will initiate a graduation check. Any changes made to the student’s schedule or transcript following the graduation check may change the students’ eligibility for graduation. Graduation may be after the Fall, Winter, Spring, or Summer Quarter, dependent upon when the student meets the following degree requirements:

- **Residency:** Students must be enrolled at GSSW for at least three quarters and earn a minimum of 45 credit hours at GSSW.
- **Grades:** Students must maintain a grade point average of 3.0 or higher, excluding field practicum grades.
- **Credit hours:** Students in the two-year program must earn 90 quarter hours, and those in the advanced standing program must earn 60 quarter hours; both requirements must be met within four years of the date of first enrollment.
- **Required courses:** Students must complete concentration and other course requirements.
- **Field internship:** Students must satisfactorily complete field internship requirements.
- **Advancement to candidacy:** Students must advance to candidacy no later than one quarter before the expected date of program completion. Advancement is based on enrollment as a regular-status student, as well as satisfactory progress in coursework and field internship. In addition, students must exhibit satisfactory progress in the areas of professional attitude and behavior and ethical conduct. Students for whom there is a student review pending will not be advanced until the satisfactory resolution of that concern.
- **Capstone:** Students must complete and receive a grade of Pass for the concentration capstone within established deadlines.
- **Application for graduation:** Students must apply for graduation no later than the seventh business day of the quarter preceding that of intended graduation.

Note: Students who receive an incomplete in their final quarter of enrollment automatically defer the certification of their degree to the following quarter.

Please note that, although degrees can be certified in any academic quarter, formal commencement ceremonies are only held following Spring (June) and Summer quarters (August). Students who complete degree requirements in the Fall or Winter quarter will be eligible to participate in commencement exercises the following Spring.

Students who fail to achieve a minimum cumulative GPA of 3.0 when degree certification is verified will be notified by the GSSW Registrar and will be allowed to register for no more than 6 credit hours of additional coursework at GSSW in order to raise the GPA to 3.0. If the cumulative GPA remains at less than 3.0 at the end of the next quarter in which the student is enrolled, the student will be terminated from the program. The GSSW Registrar will notify the student in writing of the termination and the right to appeal the termination. If the student chooses to appeal, he/she will not be allowed to register for additional classes until a decision is granted.

Graduation candidates must fulfill all degree requirements including course assignments and field hours no later than the last day of the term in which they intend to graduate. Faculty cannot extend deadlines for submission of coursework past the last day of the term.

The final responsibility for completing all graduation requirements lies with the student. Students should review their online transcript and APR (Academic Progress Report) each quarter to ensure progress towards completion of degree requirements.
A delay of graduation fee of $20 will be assessed for graduation candidates who do not graduate at the end of the academic term for which they applied. Students whose graduation term is delayed must submit a new application for graduation to be considered for the subsequent term.

**Advancement to Candidacy**
Advancement to candidacy must be accomplished no later than one quarter prior to the expected date of completion of requirements for the degree. The Associate Dean for Academic Affairs must approve any exceptions.

Following completion of the requirements of the foundation curriculum for two year students or, in the case of advanced standing students, the completion of the second quarter of study, the student is eligible for advancement to candidacy for the degree, based upon the following criteria:

- Enrollment as a regular status student
- Having a minimum cumulative grade point average of 3.0, and
- **Two-year students**: completion of foundation courses and foundation field internship  
  **Advanced standing students**: completion of SOWK 4132, 4299, at least one course required for the concentration, one elective, and five hours of field internship with a grade of “Pass”

Advancement to candidacy is not automatically made upon the completion of any required number of courses or hours of field. If a student fails to make satisfactory progress in the areas of academic performance, professional attitude or behavior, ethical conduct, and/or field performance, the GSSW Registrar may withhold advancement upon recommendation by the faculty.

**Capstone**
The Concentration Capstone is an opportunity for students to reflect on and integrate the social work competencies they have acquired during their time at GSSW. This zero or one credit self-directed, on-line course will involve students reflecting on how they have employed core social work behaviors in their social work practice. Students will document the integration of their educational experiences (classroom & field internship) and the core social work practice behaviors in three essays. An assigned faculty reader will review essays blindly. Detailed instructions, including essay questions and due dates for completion, will be provided to students in the fall quarter of their concentration year. The capstone must be completed in the student’s final quarter of enrollment at GSSW. A passing grade is required for graduation.

**Academic Progress Report (APR)**
It is the responsibility of the student to ensure that all degree requirements are met. Students are encouraged to track their progress on a regular basis using the Academic Progress Report (APR). For detailed instructions on using the APR, please see: [http://www.du.edu/registrar/records/APRGuide_student.pdf](http://www.du.edu/registrar/records/APRGuide_student.pdf). Questions regarding the APR should be directed to the GSSW Registrar.

**Participation in Commencement Ceremonies**
Commencement ceremonies at the University of Denver are held in June and August each year. GSSW students must complete all degree requirements before participation in commencement ceremonies.
In the following circumstances, students may request an exception to this policy:

1. The student has five or fewer credits of “In Progress” in SOWK 4970 that will be completed by the end of the quarter, including summer session, following the commencement ceremony, or

2. The student has registered for a block placement in SOWK 4970 and is within 200 clock hours (equal to five credits) of satisfactorily completing field, or

3. The student has registered for an international travel course which will remain in progress until travel occurs after the end of the academic term.

Students must submit a request for an exception to the Office of Graduate Studies: http://www.du.edu/media/documents/graduates/walking.pdf.

**Students should note that participation in commencement ceremonies does not, in and of itself, indicate completion of degree requirements.** The diploma will be conferred only after the GSSW Registrar certifies that all requirements for the degree have been completed.
PREPARATION FOR POST-GRADUATION

Preparation for Licensure
The Graduate School of Social Work and the University of Denver provide resources to students to assist them in the licensure and job search process.

- All job postings that are received by GSSW will be compiled and sent out in the Career Services E-Newsletter. To join this mailing list please refer to instructions on page 16 of this Guide.
- GSSW offers a variety of post-graduate continuing education offerings, including licensure preparation courses.

Licensure is governed by state law, and the requirements differ from state to state. For information about requirements in Colorado, visit the website for the Colorado Department of Regulatory Agencies.

The Colorado Chapter of NASW also has helpful information on licensure for social workers: http://www.naswco.org/displaycommon.cfm?an=6.

For information about licensing requirements and procedures in other States, visit www.aswb.org, the website for the Association of Social Work Boards.

All licensure applications needing signatures or requests for letters verifying graduation should be submitted to the GSSW Registrar.

*Please note: Students are strongly encouraged to save syllabi from all courses completed; these are often required by licensing boards in states other than Colorado, as well as by many prospective employers.*

PROVISIONAL SPECIAL SERVICES LICENSE FOR SCHOOL SOCIAL WORKERS

Persons who are school social workers in Colorado must hold a Provisional Special Services License for School Social Work in Colorado, awarded by the Colorado Department of Education. For information about the license, students should contact the GSSW Registrar or visit www.cde.state.co.us/index_license.htm, the website for the Colorado Department of Education.

Completion of either SOWK 4715—School Social Work Interventions Strategies or SOWK 4712—Law of Family & Child at the University of Denver Graduate School of Social Work is required in addition to completion of the MSW degree requirements. GSSW strongly recommends that students take both courses, if possible. It is additionally recommended (but not required) that students complete the Families Systems, Children and Youth, or Child Welfare concentrations and take clinical elective courses pertaining to children, youth and families such as Mental Health Interventions with Children (SOWK 4500), Building Resilience: Healthy Development in Childhood & Adolescence (SOWK 4315), and a field internship in school social work.

Additionally, students must have completed two field internships with children and/or youth (or be able to provide documentation of at least 900 supervised hours of work with children and/or youth).

Students interested in school social work in states other than Colorado are encouraged to familiarize themselves with the requirements specific to that state to ensure that requirements are met in their choice of courses and internship.
GUIDELINES ON MSW STUDENTS PERFORMING PRIVATE INDEPENDENT PRACTICE OF PSYCHOTHERAPY OR COUNSELING CONCURRENT WITH THEIR GRADUATE EDUCATION

Policy
GSSW strongly discourages masters-level students from engaging in private independent practice of psychotherapy concurrent with their graduate education. Students who choose to practice psychotherapy with private clients during their graduate education assume sole responsibility for the care and treatment of these clients. GSSW, its faculty and staff, and the University of Denver assume no responsibility for the care and treatment of students’ private practice clients. This policy statement and guidelines are not meant to prohibit or restrict students from agency employment in social work, mental health, or related human service organizations during their graduate education.

Definition of Terms
As used here, “private independent practice” refers to the delivery of psychotherapeutic services by a mental health practitioner on a fee-for-service basis, independent of a GSSW-approved agency structure, whether practiced as a sole endeavor or group enterprise, business partnership, or as an owner or employee of a professional service corporation. This includes private work done under the contract, auspices, and/or supervision of a psychotherapist or clinical social worker (whether licensed or unlicensed) in private practice.

Guidelines
For those MSW students who choose to see “private practice clients” while enrolled in GSSW, the following guidelines shall apply:

1. The Colorado State Board of Social Work Examiners regulates the practice of social work, including clinical social work and applied psychotherapy, clinical practice, and community practice. In addition, the Colorado State Mental Health Grievance Board regulates the practice of psychotherapy by unlicensed therapists. Students in private practice are expected to conform to all applicable Colorado laws and regulations [see C.R.S. 12-43-101 et seq.] and regulations of the Colorado State Board of Social Work Examiners and the Colorado State Mental Health Grievance Board. This includes registering in the Colorado database directory of unlicensed psychotherapists, taking a jurisprudence examination or workshop, using a mandatory disclosure form with clients, and practicing only within their competency and training and within generally accepted standards of care. In addition, students are expected to practice according to the NASW Code of Ethics and the clinical standards determined by the social work profession.

Note: The titles “social worker,” “registered social worker,” “licensed social worker,” “licensed clinical social worker,” and “licensed independent social worker,” and their abbreviations “RSW,” “LSW,” “LISW,” and “LCSW,” are legally restricted to only those persons who have successfully passed the state’s licensing or registration process. The practice of psychotherapy by social workers is restricted to persons holding an LCSW or an LSW who are being supervised by a LCSW.

2. The name of the University of Denver Graduate School of Social Work may not be stated in conjunction with “MSW candidate,” “social work candidate,” or “social work intern” for the purposes of representing a student’s competence or qualifications to engage in private practice, in advertising, or recruiting private practice clients.

3. Students are prohibited from using private practice clients to fulfill any GSSW academic course or field education assignment. Students’ private practice may not be used as a work site for field placement setting. GSSW faculty, staff, and field instructors will not supervise, either voluntarily or on a fee-for-service basis, students’ clinical work with private practice clients. Students are prohibited from transferring or referring clients seen in a field placement agency or setting to their own private practice.

4. In the event that a student receives a sustained violation of professional and ethical standards, legal violation, or judgment of professional misconduct or negligence which has occurred in the context of private psychotherapy practice, she or he shall notify the Associate Dean for Academic Affairs within five (5) working days of the determination that the complaint has merit. In the event the Associate Dean for Academic Affairs is absent or unavailable, the student shall notify his or her academic adviser and/or the Dean.

5. As defined here, a sustained violation is an allegation or complaint which has been duly investigated and been determined to have merit by a court of law, state regulatory body, agency or organization, or a professional
association’s ethics committee or peer review committee. Evidence that a violation has been sustained includes termination of employment by an agency for unprofessional and/or unethical behavior, malpractice suit, ethical sanctions imposed by a professional association (e.g., NASW) for unprofessional and/or unethical behavior, any judgment or disciplinary action taken by the State Board of Social Work Examiners or the State Mental Health Grievance Board, and conviction for violation of Colorado laws regarding the practice of mental health.
Appendix A

CORE COMPETENCIES FOR SOCIAL WORK PRACTICE
FOUNDATION YEAR

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

Practice Behaviors:

a. advocate for client access to the services of social work;
b. practice personal reflection and self-correction to assure continual professional development;
c. attend to professional roles and boundaries;
d. demonstrate professional demeanor in behavior, appearance, and communication;
e. engage in career-long learning; and
f. use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

Practice Behaviors:

a. recognize and manage personal values in a way that allows professional values to guide practice;
b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;3

c. tolerate ambiguity in resolving ethical conflicts; and

d. apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

Practice Behaviors:

a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
b. analyze models of assessment, prevention, intervention, and evaluation; and

c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

**Practice Behaviors:**

a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
c. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
d. view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

**Practice Behaviors:**

a. understand the forms and mechanisms of oppression and discrimination;
b. advocate for human rights and social and economic justice; and
c. engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

**Practice Behaviors:**

a. use practice experience to inform scientific inquiry and
b. use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

**Practice Behaviors:**

a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
b. critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

**Practice Behaviors:**

a. analyze, formulate, and advocate for policies that advance social well-being; and
b. collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

**Practice Behaviors:**

a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

Social workers

**Practice Behaviors:**

a. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
b. use empathy and other interpersonal skills; and
c. develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**

Social workers

**Practice Behaviors:**

a. collect, organize, and interpret client data;
b. assess client strengths and limitations;
c. develop mutually agreed-on intervention goals and objectives; and
d. select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**

Social workers

**Practice Behaviors:**

a. initiate actions to achieve organizational goals;
b. implement prevention interventions that enhance client capacities;
c. help clients resolve problems;
d. negotiate, mediate, and advocate for clients; and

e. facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**

**Practice Behaviors:**

a. Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2—Generalist Practice**

**Practice Behaviors:**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods.
Appendix B

EDUCATIONAL POLICIES

These educational policies apply to all courses and students at GSSW.

POLICY CONCERNING STUDENTS WITH DISABILITIES (in your syllabi)

Students who have a disability protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and want to request accommodations must make an appointment with the Disability Services Program (DSP) [303-871-2372], located in the Morgridge College of Education (Ruffatto Hall, 1999 E. Evans Ave.) on the 4th floor. The Handbook for Students with Disabilities is available online at http://www.du.edu/studentlife/disability/dsp/index.html and is also available from Lisa Ingarfield, Director of Career and Student Development for GSSW students. Lisa is located in Craig Hall Room 165, email Lisa.Ingarfield@du.edu, phone (303) 871-3841. The Handbook provides guidance on DU policy and procedures concerning students with disabilities.

After DSP has determined and notified a student of the accommodation(s) to be afforded, the student must immediately contact his or her instructors concerning how the accommodation(s) will be implemented, because accommodations cannot be offered retroactively.

ACADEMIC INTEGRITY AND ETHICAL CONDUCT

Students are expected to adhere to the NASW Code of Ethics, the criteria for student evaluation and review found in the Student/Faculty Guide to the MSW Degree program, and the University rules concerning academic dishonesty, also found in the Student/Faculty Guide to the MSW Degree Program. Students are expected to demonstrate professional behavior at all times, showing respect to peers, instructors, and diverse points of view.

The University defines “academic dishonesty” as:
1. Plagiarism – representation of another’s work or ideas as one’s own.
2. Cheating – actual or attempted use of resources not authorized by the instructor for academic submission.
3. Fabrication – falsification or creation of data, research or resources to support academic submission.
4. Aid of academic dishonesty – intentionally facilitating plagiarism, cheating, or fabrication by others.

All are grounds for disciplinary action, including course failure and dismissal from the University.

ACADEMIC WRITING


NAME AND PRONOUN USE IN THE CLASSROOM

Class rosters are provided to the instructor with the student’s legal name. The instructor will gladly honor your request to address you by an alternate name or gender pronoun. Please advise your instructor of this preference early in the quarter so that she or he may make appropriate changes to language use in the classroom.
TECHNOLOGY USE IN THE CLASSROOM

GSSW supports the use of technology for learning and advancing knowledge while at the same time respecting the classroom environment. In order to create and maintain an optimal learning environment, we ask that students use technology appropriately as directed by the instructor of the course. Work on laptops, cell phones, and other devices that is outside class assignments can disrupt fellow students and negatively hinder the shared learning of all participants.

GSSW courses may utilize audio and video recording, and you will be informed of the days and times when your voice and image may be recorded. By participating in recorded sessions, you consent to allow the University of Denver to reuse the recordings for educational purposes.

When using non-DU hosted services for school related work, DU cannot guarantee privacy and you are bound to the terms and agreements of any such service.

GSSW CLASS ATTENDANCE POLICY

Attendance is a matter of professional behavior. Students are expected to attend all meetings of a class, including the scheduled hours for field instruction, for which they are registered. Instructors are expected to establish attendance requirements for their classes and may, at their discretion, use class attendance as one factor in assigning a grade for a class. Participation in official University activities, personal emergencies, and major religious observances (see below) are all considered valid reasons for absence. Students who miss more than 2 class sessions may not be allowed to pass that course. It is the responsibility of the student to check with the instructor regarding any absence from class and to make arrangements regarding the work missed. The responsibility for completing all work in the course rests with the student.

Please review your course syllabus for attendance expectations specific to each course.

UNIVERSITY OF DENVER RELIGIOUS ACCOMMODATION POLICY

Rationale:

The University of Denver community is enriched by individuals of many faiths that have various religious observances, practices and beliefs. In affirming this diversity, it is university policy and practice to provide religious accommodations for students and employees unless the accommodation would create an undue hardship.

Many of these religious observances are related to holy days, or days of observance. Faculty, staff, student organizations and other programming groups are strongly urged to be mindful of major holy days in their scheduling. A list of the most-frequently observed religious holidays can be found at: http://portfolio.du.edu/religiouslife. Please note that this list is meant to be inclusive, and that religious holidays have no official status at DU.

Religious Accommodation Policy:

University policy grants students excused absences from class or other organized activities for observance of religious holy days, unless the accommodation would create an undue hardship. Faculty are asked to be responsive to requests when students contact them IN ADVANCE to request such an excused absence. Students are responsible for completing assignments given during their absence, but should be given an opportunity to make up work missed because of religious observance.

Once a student has registered for a class, the student is expected to examine the course syllabus for potential conflicts with holy days and to notify the instructor by the end of the first week of classes of any conflicts that may require an absence (including any required additional preparation/travel time). The student is also expected to remind the faculty member in advance of the missed class, and to make arrangements in advance (with the faculty member) to make up any missed work or in-class material within a reasonable amount of time.
Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment due dates; releasing a graduate assistant from teaching or research responsibilities, etc. The student must be given the opportunity to do appropriate make-up work that is equivalent and intrinsically no more difficult than the original exam or assignment. Faculty should keep in mind that religion is a deeply personal and private matter and should make every attempt to respect the privacy of the student when making accommodations (for example, it is not appropriate to announce to the class that a student is doing a presentation or making up an exam at a later date because of their religious observance).

If a student and course instructor cannot agree on an accommodation, the student may bring the matter to the Associate Dean for a decision. Additional resources in resolving disagreements over accommodations include the University Chaplain, the Center for Multicultural Excellence, and the Office of Diversity and Equal Opportunity. If there is still no agreement, the student may bring the matter to the school or college dean’s office, where a final decision will be made. Students who believe they have been discriminated against on the basis of religion by the denial of a requested religious accommodation may contact the Office of Diversity and Equal Opportunity to learn about filing a discrimination complaint.
Appendix C

Aging Practice and Policy
Advanced Competencies and Practice Behaviors

2.1 Identify as a professional social worker and conduct oneself accordingly.
Gerontological social workers, through self-reflection and critical evaluation, continue to assess and address their ageist values, building knowledge to dispel myths regarding aging, and stereotypes of older persons. Gerontological social workers play a key role in interdisciplinary teams to assess and plan for older adults’ care, to facilitate access to services, to promote an integrated practice as a professional social worker, and to respect the contribution of each discipline.

Practice Behaviors
a. Understand and explain the role of a social worker in specialized fields of practice and cross-disciplinary settings.
b. Demonstrate reflective practice and use of supervision to identify and correct potential values and biases, including those related to working with persons with limited decisional capacity.

2.1.1 Apply social work ethical principles to guide professional practice.
Gerontological social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, relevant law, and frameworks for analysis and practice to promote social and economic justice. Social workers at the advanced level of practice can provide supervision from an ethics-based perspective.

Practice Behaviors
a. Recognize and manage personal biases and values to practice ethical social work in service of the clients’/constituents’ interests.
b. Apply standards of the profession when making ethical decisions involving clients'/constituents and their families with special attention to those who have limited decisional capacity and to marginalized populations.

2.1.2 Apply critical thinking to inform and communicate professional judgments.
Gerontological social workers are able to integrate multiple forms of evidence into their integrated practice and their professional roles. This information will include theoretical perspectives and research findings, such as evaluation of their own practice, assessment data, and evaluations from colleagues in other disciplines. In addition, advanced gerontological social workers have the ability to communicate psychosocial, clinical, and evaluative data to older clients, their families, professional colleagues, and community stakeholders.

Practice Behaviors
a. Critically evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply theoretical perspectives to client/constituency situations.
b. Demonstrate effective communication, such as preparing presentations and writing synthesis reports for diverse audiences (i.e., clients/constituents, social workers, and the community at large).
2.1.3 Engage in diversity and difference in practice.
Gerontological social workers develop knowledge about diversity, power, privilege and oppression that increases their expertise and ability to effectively engage in multicultural responsive practice with older clients. Gerontological social workers recognize that no single solution will work equally well for all older adults and thrive on the ability to seek and integrate many facets of difference in planning and practice across policy, clinical, and other settings.

Practice Behaviors
a. Demonstrate the ability for independent investigation of diversity and difference and apply this knowledge to building relationships with and responsiveness to clients/constituents.
b. Respect, incorporate and respond to the cultural, spiritual, and personal values and beliefs of clients and their families.

2.1.4 Advance human rights and social and economic justice.
Gerontological social workers advocate for the inclusion of older adults and convening of stakeholders to plan and develop the programs, policies, and laws related to serving older adults and their families. To effect advocacy and needed change, gerontological social workers communicate effectively with multiple audiences in the community.

Practice Behaviors
a. Recognize and understand the mechanisms of oppression, discrimination, unsustainable actions and bias and advocate for change with clients/constituents.
b. Respect and promote clients’/constituents’ right to dignity and self-determination.

2.1.5 Engage in research informed practice and practice-informed research.
Gerontological social workers engage in evidence-informed practice to inform research; employ evidence-based interventions; evaluate their own practice; and use research findings to improve practice, policy, and social service delivery for older persons and their care providers. Gerontological social workers can conduct community needs assessments that include the needs of older persons. Gerontological social workers can complete literature reviews of the evidence base.

Practice Behaviors
b. Evaluate the effectiveness of practice and programs in achieving intended outcomes for clients/constituents.

2.1.6 Apply knowledge of human behavior and the social environment.
Gerontological social workers synthesize new and existing knowledge about the human condition into their work with older adults and the multi-systems with which they interact.

Practice Behaviors
a. Synthesize and differentially apply theories of human behavior and the social environment to guide practice at the micro, mezzo, and macro level.
b. Identify issues related to losses, changes, and transitions over the life cycle that can influence the design and use of interventions.

2.1.7 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Gerontological social workers know the history and current structures of social policies and services that affect older adults, and they understand the role of policy in service delivery. Gerontological social workers analyze, formulate, develop, advocate, collaborate, and provide education regarding policies that advance social and economic justice and social well-being. Throughout this work, they collaborate with colleagues and clients for effective policy action with and on behalf of older adults.

Practice Behaviors
a. Analyze the historical and current impacts of policy to enhance and advocate for social and economic justice in the delivery of effective social work practice.
b. Manage individual and multi-stakeholder processes at the community, interagency, and intra-agency levels to leverage power and resources for optimizing services.

2.1.8 Respond to contexts that shape practice.

Gerontological social workers are familiar with the history and current trends in public service delivery systems for older adults. Advanced practitioners are familiar with specific aspects of relevant services and provide leadership to promote sustainable changes in the service delivery system and practice to meet the needs of a growing aging population.

Practice Behaviors
a. Discover, appraise and respond to the evolving and systemic contexts that influence clients/constituents and communities.
b. Advocate and organize with clients/constituents, service providers, community organizations, policy makers, and the public to meet the emerging trends and needs.

2.1.9 Engage, assess, intervene, and evaluate with individual, families, groups, organizations and communities

Gerontological social workers integrate both theoretical and empirical knowledge into engaging, assessing, intervening, and evaluating practice with diverse older adults, families, groups, organizations, and communities in integrated social work practice. Social workers practice collaboratively with as well as independent of other practitioners in aging. Social workers use advanced-practice interpersonal interviewing skills to mutually engage diverse older populations. Advanced-level professionals understand the strengths and limitations of extant assessment methods of physical, mental, cognitive, social, and biopsychosocial functioning and needs of diverse older adults and their families. Social workers in aging are familiar with resources and can match them to the needs of older adults when implementing interventions. They seek to advance social and economic justice and build the capacity of older adults and their families from the beginning to the end of interventions. Social workers use research skills to analyze, monitor, and evaluate interventions that are implemented across contexts, and they communicate and disseminate evaluation results to intended audiences.
Practice Behaviors

a. Engagement:
   i. Demonstrate culturally responsive interpersonal skills to engage effectively with clients/constituents and communities.
   ii. Use empathy and rapport to engage older adults and their families to use strengths in collaboration.

b. Assessment:
   i. Conduct comprehensive and multidimensional assessments of clients/constituents and systems.
   ii. Administer and interpret standardized assessment and diagnostic tools that are appropriate for use with older adults.

c. Intervention:
   i. Select and appropriately modify interventions based on best practices, cultural responsiveness and various practice contexts to effectively address the concerns identified by clients/constituents.
   ii. Provide care management to link older adults and their families to resources and services.

d. Evaluation:
   i. Contribute to the ongoing development of knowledge in the social work profession through practice-based research and program evaluation.
   ii. Reevaluate and adjust service plans for older adults on a continuing basis.

Child Welfare

Advanced Competencies and Practice Behaviors

2.1.1 Identify as a professional social worker and conduct oneself accordingly.

Through self-reflection and critical evaluation, child welfare social workers continually assess and address their own perceptions and values related to child abuse and neglect and the families they serve. They know and understand the historical roots of social work and child welfare practice and recognize the role of the social worker in child protection. They promote and demonstrate professional behavior in the community and across organizational and systemic settings at local, state, and national levels. They promote and actively use supervision and consultation as a means of reflection and critical analysis of their professional self.

Practice Behaviors

a. Understand and explain the role of a social worker in specialized fields of practice and cross-disciplinary settings.

b. Adhere to professional behaviors and boundaries through professional use of self and supervision and consultation.

2.1.2 Apply social work ethical principles to guide professional practice.

Child welfare social workers are knowledgeable about the legal and ethical issues that impact the delivery of services from a multisystemic perspective. They promote the values and ethics of the social work profession in
the decision-making processes and recognize that this multisystemic approach often generates conflicting priorities and ambiguities that require professional value based judgments. They recognize the impact their own personal biases and values has on the delivery of services and actively address and manage these personal biases and values during the decision making process; privileging the best interest of the children and families they serve.

**Practice Behaviors**

a. Recognize and manage personal biases and values to practice ethical social work in service of the clients’/constituents’ interests.

b. Demonstrate use of sound ethical judgments in child welfare practice.

### 2.1.3 Apply critical thinking to inform and communicate professional judgments.

Child welfare social workers use the principles of scientific inquiry, critical thinking and creativity to address the complex issues facing the children and families they serve. They approach intervention and case-planning using reasoned theoretical frameworks for analysis and synthesis. They understand the strengths and weakness of various theoretical approaches to child maltreatment as they apply to diverse populations. Child welfare social workers recognize the significant role communication plays in working across systems/disciplines and are able to effectively communicate in both written and verbal format.

**Practice Behaviors**

a. Critically evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply theoretical perspectives to client/constituency situations.

b. Communicate professional judgments to other social workers and to professionals from other disciplines in both verbal and written format.

### 2.1.4 Engage in diversity and difference in practice.

Child welfare social workers understand how diversity and intersectionality characterize and shape the human experience and the role this plays in the presenting problem(s) of the children and families they serve. They demonstrate knowledge and understanding of the client’s unique cultural background through culturally responsive engagement with the client in both assessment and intervention. They recognize and acknowledge the power differential inherent in the service to involuntary clients and make every effort to diminish the impact of this differential in the delivery of services.

**Practice Behaviors**

a. Demonstrate the ability for independent investigation of diversity and difference and apply this knowledge to building relationship with and responsiveness to clients/constituents.

b. Demonstrate knowledge of client’s unique cultural experiences, beliefs, behaviors in assessment and intervention.

### 2.1.5 Advance human rights and social and economic justice.

Child welfare social workers understand the challenging effects of economic, social and cultural factors on client systems and promote social justice at the micro, mezzo and macro levels of practice. They are knowledgeable of the effects of oppression, discrimination, and historical trauma on the populations served and use this knowledge to inform and guide case planning and intervention.
Practice Behaviors
a. Recognize and understand the mechanisms of oppression, discrimination, unsustainable actions and bias and advocate for change with clients/constituents.
b. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide case planning and intervention.

2.1.6 Engage in research informed practice and practice-informed research.

Child welfare social workers understand the importance of evidence based practice and seek knowledge to improve service delivery across the child welfare continuum. They understand and promote research-informed and practice-informed practices. They engage in multiple sources, including research evidence, to support and inform decision making related to both assessment, intervention and policy making.

Practice Behaviors
b. Engage with multiple sources of evidence, including research evidence, to guide practice.

2.1.7 Apply knowledge of human behavior and the social environment.

Child welfare social workers understand the importance of application theories of human behavior and the social environment in service delivery, supervision, and policy-making. They are able to use their knowledge of developmental and change theories in the development of assessments, confirmation of diagnoses, and implementation of interventions.

Practice Behaviors
a. Synthesize and differentially apply theories of human behavior and the social environment to guide practice at the micro, mezzo, and macro level.
b. Develop informed assessments, confirm diagnosis, and implement interventions based on developmental theories for children and families

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Child welfare social workers know and understand the history of child welfare policy and societal influences that shape child welfare policy. They advocate for change through a social and economic lens. They are able to educate and communicate effectively with the public and community stakeholders the implications child welfare policies and proposed changes to policy has on the lives of the children and families served.

Practice Behaviors
a. Analyze the historical and current impacts of policy to enhance and advocate for social and economic justice in the delivery of effective social work practice.
b. Educate and communicate with community stakeholders regarding the implications of child welfare policies and policy change in the lives of clients.

2.1.9 Respond to contexts that shape practice.

Child welfare social workers are proactive and resourceful in responding to emerging trends and systemic contexts that influence child welfare practice. They recognize the importance of the collaboration across systems and a multidisciplinary approach to intervention.
Practice Behaviors
a. Discover, appraise and respond to the evolving and systemic contexts that influence clients/constituents and communities.

b. Use knowledge in collaboration with case relevant systems, to advocate for interventions that positively impact clients and client systems.

2.1.10 Engage, assess, intervene, and evaluate with individual, families, groups, organizations and communities.

Child welfare social workers understand the importance of culturally responsive and relationally based engagement with the children and families they serve. They assess risk and protective factors using their knowledge of evidence based practices on an ongoing basis throughout the life of a case. This assessment acknowledges the cultural, social and environmental factors impacting the client system. They select and coordinate interventions based on best practice guidelines and in collaboration with multisystemic and multidisciplinary teams. They use feedback from supervision and in consultation with other case related professionals to monitor and evaluate client progress and make recommendations for modification of interventions and/or case plan goals. They contribute to the child welfare knowledge base of social work by participating in ongoing initiatives and demonstration projects designed to build the evidence base for child welfare practice.

a. Engagement:
   i. Demonstrate culturally responsive interpersonal skills to engage effectively with clients/constituents and communities.
   ii. Establish a relationally based process that encourages clients to be equal participants in the establishment of case plan goals and expected outcomes.

b. Assessment:
   i. Conduct comprehensive and multidimensional assessments of clients/constituents and systems.
   ii. Assess risk and protective factors based in evidence based practice methods, with attention to social, environmental and cultural factors.

c. Intervention:
   i. Select and appropriately modify interventions based on best practices, cultural responsiveness and various practice contexts to effectively address the concerns identified by clients/constituents.
   ii. Implement child welfare interventions and collaborate with other professionals to coordinate interventions.

d. Evaluation:
   i. Contribute to the ongoing development of knowledge in the social work profession through practice-based research and program evaluation.
   ii. Use feedback from service providers, supervisors and clients to monitor and evaluate progress and outcomes.
**Children and Youth**  
*Advanced Competencies and Practice Behaviors*

### 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

Social workers practicing with children and youth, through self-reflection, critical thinking and respect for person in environment, continue to assess and grow in their knowledge, values and beliefs related to the work throughout their careers. Children and youth social workers continue to develop their professional roles and relationships across multiple systems with strengths-based focus on the person-in-environment.

**Practice Behaviors**
- Understand and explain the role of a social worker in specialized fields of practice and cross-disciplinary settings.
- Demonstrate professional use of self and develop therapeutic relationships with children, youth and families.

### 2.1.2 Apply social work ethical principles to guide professional practice.

Advanced social work practice with children and youth requires a good understanding and integration of the NASW code of ethics in practice activities especially with children and youth who are often marginalized and vulnerable.

**Practice Behaviors**
- Recognize and manage personal biases and values to practice ethical social work in service of the clients’/constituents’ interests.
- Understand how the NASW code of ethics applies to and guides decision making when specifically to children and youth.
- Use the NASW code of ethics to be an advocate for children and youth.

### 2.1.3 Apply critical thinking to inform and communicate professional judgments.

Evaluating information and making appropriate professional decisions requires a complex set of critical thinking skills. Practitioners should have critical thinking skills and be able to integrate such skills in routine decision-making processes involving child and youth populations.

**Practice Behaviors**
- Critically evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply theoretical perspectives to client/constituency situations.
- Collaborate and provide professional assessment and feedback to multiple representatives of systems involved with clients.

### 2.1.4 Engage in diversity and difference in practice.

Advanced social work practice with children and youth requires critical evaluation and self-/awareness of the influence of power, privilege and oppression on identity formation, the helping relationship, client systems, intervention efficacy, and collegial relationships. Advanced practitioners know that there are disparities in access to high quality social services and other resources in support of healthy development, related to age,
race, ethnicity, class, gender, sexuality, religion, ability, and national origin. As a result, they avoid blaming young clients for their circumstances and emphasize youths’ strengths and resiliencies.

**Practice Behaviors**

- Demonstrate the ability for independent investigation of diversity and difference and apply this knowledge to building relationship with and responsiveness to clients/constituents.
- Adapt assessment and intervention strategies to be responsive to young clients’ unique cultural experiences, beliefs and behaviors.

### 2.1.5 Advance human rights and social and economic justice.

Drawing on the person-in-environment perspective, advanced practitioners understand that the well-being of youth, their families and their communities depends on the protection of human rights and advancement of social and economic justice at the micro, mezzo and macro levels. Beyond confronting their own biases, advanced social workers also use their critical thinking skills to examine the root causes of social and economic injustice, challenge deficiency discourses and punitive policies targeting young people, and support efforts at multiple levels that aim to build youths’ developmental assets.

**Practice Behaviors**

- Recognize and understand the mechanisms of oppression, discrimination, unsustainable actions and bias and advocate for change with clients/constituents.
- Acknowledges and addresses the unique opportunities and challenges faced by young people due to their social and economic location in treatment planning and intervention development.

### 2.1.6 Engage in research informed practice and practice-informed research.

With a commitment to furthering social and economic justice in a multicultural society, children and youth social workers commit to providing effective interventions and learn to use multiple sources of evidence, including research evidence, to inform their practice. Social workers continue to build their skills in evidence informed practice by evaluating their practice approaches.

**Practice Behaviors**

- Critically evaluate and contextualize evidence-based interventions, best practices, and the evidence-based research process.
- Engage with multiple sources of evidence, including research evidence, to develop specific guidelines for practice with children and youth.

### 2.1.7 Apply knowledge of human behavior and the social environment.

Children and youth are in the process of continual development. It critical that an advanced practitioner know how to assess where the client is located in her/his developmental trajectory, and where the practitioner could intervene to support enhanced development.

**Practice Behaviors**

- Synthesize and differentially apply theories of human behavior and the social environment to guide practice at the micro, mezzo, and macro level.
- The advanced practitioner should be able to assess a child or youth in regard to her/his moral, social, cognitive, physical, emotional, language, and identity development using assessment
strategies using a resilience framework of development to reduce risk factors in the child or youth environment that are impeding healthy development.

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Effective policies are critical to improving well-being and preventing a range of adverse outcomes among children and youth. Advanced practitioners must be knowledgeable of salient policies affecting child and youth populations.

Practice Behaviors

a. Analyze the historical and current impacts of policy to enhance and advocate for social and economic justice in the delivery of effective social work practice.

b. Collaborate with colleagues and clients for effective policy action and education through multi-stakeholder processes at the community, interagency, and intra-agency levels to leverage power and optimize services for children and youth.

2.1.9 Respond to contexts that shape practice.

Children and Youth Social workers, through clinical assessment and systemic collaboration, will work to gather relevant knowledge about social factors that shape their interventions with children, youth, and families including contexts that focus on risk and protective factors as well as healthy development. In addition, Children and Youth Social Workers will work to integrate this knowledge into providing socially relevant interventions that enhance clients’ interactions with their social environment.

Practice Behaviors

a. Discover, appraise and respond to the evolving and systemic contexts that influence clients/constituents and communities.

b. Assess the impact of a client’s relationship with their social environment including but not limited to societal trends, technology, setting, and services related to children and youth and utilize that knowledge to create interventions.

2.1.10 Engage, assess, intervene, and evaluate with individual, families, groups, organizations and communities.

Practice Behaviors

a. Engagement:

Children and Youth Social Workers, with consideration of interpersonal dynamics and context, will work with children, youth, and families to develop a culturally competent therapeutic relationship that encourages a strengths-based focus on the mutual development of treatment goals and objectives.

i. Demonstrate culturally responsive interpersonal skills to engage effectively with clients/constituents and communities.

ii. Develop a relationship with the client that reflects a consideration of the cultural context of development and risk and protective factors including the role played by race, ethnicity, gender, sexual orientation, and ability/disability.
b. Assessment:
Social workers have the knowledge and skills to identify and use culturally relevant, multifaceted assessment tools for identifying youths’ strengths and service needs. Advanced-level practitioners not only understand and implement a multipronged approach to assessment that may include observation, standardized assessment tools, diagnostic criteria, and self report narrative information, but also understands the benefits and drawbacks of using each approach. Advanced-level social workers select assessment tools based on the tool’s empirical support as well as the tool’s relevance to their clients’ characteristics, and then make modifications or adaptations as necessary to provide initial and ongoing assessment.

i. Conduct comprehensive and multidimensional assessments of clients/constituents and systems.
ii. Conduct a multipronged child or youth assessment by collecting and interpreting information from standardized assessment tools, diagnostic criteria, and biopsychosocial interviews with children, youth, family members, and other relevant stakeholders (teachers, mentors, coaches) that identify clients’ strengths and service needs.

c. Intervention:
Advanced social workers should integrate empirical evidence, theoretical knowledge, and knowledge of specific client characteristics in selecting and implementing interventions with children, youth and their families. Interventions should be provided at multiple levels, including individual, family, organizational (school, juvenile justice, nonprofit), and community contexts. To do so, advanced practitioners must be familiar with primary approaches to addressing specific client needs as well as have skills necessary for searching, identifying and appraising existing approaches in areas where they are new to practice. Advanced practitioners, whether aiming to prevent or treat youth problems, should demonstrate the ability to build client and family strengths, resources, and skills while and reducing risk factors.

i. Select and appropriately modify interventions based on best practices, cultural responsiveness and various practice contexts to effectively address the concerns identified by clients/constituents.
ii. Implement empirically-supported interventions or best practices that are culturally responsive to a child or youth client and their family.

d. Evaluation:
Advanced children and youth social workers continue to build their evaluation skills by carrying out and critically analyzing an evaluation of a practice intervention.

i. Contribute to the ongoing development of knowledge in the social work profession through practice-based research and program evaluation.
ii. Use client centered, engagement based processes to evaluate the outcomes of interventions that promote mental, emotional, physical spiritual, social and or environmental wellness for children and youth.
2.1.1 Identify as a professional social worker and conduct oneself accordingly.

Practice Behaviors
a. Understand and explain the role of a social worker in specialized fields of practice and cross-disciplinary settings.
b. Demonstrate professional use of self within a person-in-environment (family systems), strengths based perspective.

2.1.2 Apply social work ethical principles to guide professional practice.

Practice Behaviors
a. Recognize and manage personal biases and values to practice ethical social work in service of the clients'/constituents’ interests.
b. Identify and use knowledge of relationship dynamics, including power differentials in ethical decision making.

2.1.3 Apply critical thinking to inform and communicate professional judgments.

Practice Behaviors
a. Critically evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply theoretical perspectives to client/constituency situations
b. Communicate professional assessments from a strengths based perspective to the various systems involved with families.

2.1.4 Engage in diversity and difference in practice.

Practice Behaviors
a. Demonstrate the ability for independent investigation of diversity and difference and apply this knowledge to building relationship with and responsiveness to clients/constituents.
b. Utilize the cultural, spiritual, and personal values and beliefs of clients and their families.

2.1.5 Advance human rights and social and economic justice.

Practice Behaviors
a. Recognize and understand the mechanisms of oppression, discrimination, unsustainable actions and bias and advocate for change with clients/constituents
b. Apply knowledge of the effects of oppression, discriminations, trauma, and historical/current effects of oppression on client systems to guide treatment planning and intervention with presenting problems

2.1.6 Engage in research informed practice and practice-informed research.

Practice Behaviors
a. Critically evaluate and contextualize evidence based interventions, best practices, and the evidence based research process.
b. Apply the best of evidence and practice informed research to family systems therapy in order to develop appropriate and culturally relevant practice interventions.

c. Utilize practice based feedback and current family systems research to evaluate the effectiveness of interventions with individuals and families.

2.1.7 Apply knowledge of human behavior and the social environment.

Practice Behaviors

a. Synthesize and differentially apply theories of human behavior and the social environment to guide practice at the micro, mezzo, and macro level.

b. Use current and appropriate family systems theoretical frameworks for assessment, treatment planning, and intervention.

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors

a. Analyze the historical and current impacts of policy to enhance and advocate for social and economic justice in the delivery of effective social work practice.

b. Advocate for changes in policies and practices that disadvantage or negatively impact individuals and families and promote policies that enhance the well being of others.

2.1.9 Respond to contexts that shape practice.

Practice Behaviors

a. Discover, appraise and respond to the evolving and systemic contexts that influence clients/constituents and communities.

b. Work collaboratively with others to effect sustainable systemic change that is sustainable.

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

Engagement:

i. Demonstrate culturally responsive interpersonal skills to engage effectively with clients/constituents and communities.

ii. Establish a relationally based and collaborative process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Assessment:

i. Conduct comprehensive multidimensional assessments of clients/constituents and systems.

ii. Conduct a family assessment by utilizing current systemic evaluation tools.

Intervention:

i. Select and appropriately modify interventions based on best practices, cultural responsiveness and various practice contexts to effectively address the concerns identified by clients/constituents.
ii. Demonstrate the use of variety of effective family systems intervention strategies appropriate to the presenting problem.

Evaluation:

i. Contribute to the ongoing development of knowledge in the social work profession through practice-based research and program evaluation.

ii. Use supervisory and client feedback to evaluate the process and outcomes of family systems practice.

**Concentration: Health and Wellness**

**Advanced Competencies and Practice Behaviors**

**2.1.1 Identify as a professional social worker and conduct oneself accordingly.**

Health and wellness social workers, through self-reflection and critical evaluation, continue to assess and address their own perceptions and values related to health and wellness; building knowledge and awareness of various health, medical, integrated health, and wellness frameworks. Health and wellness social workers play a key role in systems and interdisciplinary teams in a variety of settings, to facilitate care and access to appropriate services.

**Practice Behaviors**

a. Understand and explain the role of a social worker in specialized fields of practice and cross-disciplinary settings.

b. Demonstrate professional use of self in both institutional and community based health and wellness settings.

**2.1.2 Apply social work ethical principles to guide professional practice.**

Health and wellness social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Health and wellness social workers are knowledgeable about the value base of the profession, its ethical standards, relevant law, and frameworks for practice to promote social and economic justice even in the face of other systems and frameworks which may have different goals.

**Practice Behaviors**

a. Recognize and manage personal biases to practice ethical social work in service of the clients’/constituents’ interests.

b. Effectively represent social work values and standards in resolving ethical conflicts across disciplines and settings.

**2.1.3 Apply critical thinking to inform and communicate professional judgments.**

Health and Wellness social workers are able to integrate multiple forms of evidence into their practice and their professional roles. In addition to knowledge of relevant research, advanced health and wellness social workers have the ability to communicate psychosocial, clinical, related medical and evaluative data to individuals, families, professional colleagues, and community stakeholders.

**Practice Behaviors**

a. Critically evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply theoretical perspectives to client/constituency situations.
b. Demonstrate professional oral and written communication skills appropriate for the setting.

2.1.4 Engage in diversity and difference in practice.

Health and Wellness social workers develop knowledge about diversity, power, privilege and oppression that increases their expertise and ability to effectively engage in responsive multicultural practice with people of all ages and systems that impact health and wellbeing. Advanced practitioners pay special attention to health disparities and to addressing the institutional and environmental barriers encountered in health systems.

Practice Behaviors

a. Demonstrate the ability for independent investigation of diversity and difference and apply this knowledge to building relationship with and responsiveness to clients/constituents.
b. Address the cultural, spiritual and ethnic values and beliefs of clients and respectfully collaborate with diverse perspectives of colleagues.

2.1.5 Advance human rights and social and economic justice.

Health and wellness social workers advocate for and convene stakeholders to plan and develop the programs, policies, and laws related to providing medical and preventative care to promote the health and wellbeing of all people. Advanced practitioners pay special attention to the cost of health and preventative care, and work to ensure that programs and treatment plans are sensitive to different health populations. The role of the environment is considered in evaluating the health needs of individuals, families, and communities.

Practice Behaviors

a. Recognize and understand the mechanisms of oppression, discrimination, unsustainable actions and bias and advocate for change with clients/constituents.
b. Demonstrate awareness of health disparities and actively address institutional and environmental barriers encountered in health care systems

2.1.6 Engage in research informed practice and practice-informed research.

Health and wellness/prevention social workers engage in evidence-informed practice to guide research; employ evidenced based interventions; evaluate their own practice and use research findings to improve health practice, policy and service delivery for all people groups. Health and Wellness/prevention social workers can conduct community needs assessments that emphasize health equity and pay special attention to health disparities which also include critical reviews of the evidence base.

Practice Behaviors

b. Demonstrate implementation of evidenced informed research to evaluate and enhance the effectiveness of social work practice in health, integrated health, and wellness services.

2.1.7 Apply knowledge of human behavior and the social environment.

Health and wellness social workers synthesize existing and new knowledge about human development and the systems of the social environment into their work with clients and communities. Advanced practitioners
pay special attention to differentiating and understanding the cultural, bio-psycho-social, spiritual and environmental factors impacting the health of clients, systems and communities.

Practice Behaviors
a. Synthesize and differentially apply theories of human behavior and the social environment to guide practice at the micro, mezzo, and macro level.
b. Identify issues related to developmental life cycle, multicultural processes, and related holistic perspectives in designing interventions.

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Health and wellness social workers know the history and current structures of social policies and services that affect individuals, families, and communities. They understand the role of policy and stakeholders in health care, and their impact on service delivery and outcomes. Advanced practitioners analyze, formulate, develop, advocate and collaborate for policies that advance the health and wellness of all people, with particular attention to oppressed populations and communities with historical health disparities.

Practice Behaviors
a. Analyze the historical and current impacts of policy to enhance and advocate for social and economic justice in the delivery of effective social work practice.
b. Research evidenced-based and practice informed policy and develop policy education and advocacy that advance health and wellbeing.

2.1.9 Respond to contexts that shape practice.

Health and wellness social workers develop knowledge of physical and behavioral health services and understand changing demographics of client populations. Social workers are informed and resourceful with practice in responding to evolving organizational, community and societal contexts at all levels. In addition social workers are informed of technological advances and influences that shape the profession.

Practice Behaviors
a. Discover, appraise and respond to the evolving and systemic contexts that influence clients/constituents and communities.
b. Discover, appraise and attend to changing health and wellness trends, patterns, and epidemiology.

2.1.10 Engage, assess, intervene, and evaluate with individual, families, groups, organizations and communities.

a. Engagement:
Social Workers integrate theoretical and empirical knowledge in engaging clients in health and wellness settings. Social Workers practice across the lifespan incorporating current knowledge, including integrated health care and wellness practices.
   i. Demonstrate culturally responsive interpersonal skills to engage effectively with clients/constituents and communities.
   ii. Establish a relationship and collaborative process with clients that assist clients in understanding their own health and wellness patterns and treatment options.

b. Assessment:
Health and Wellness social workers integrate theoretical and empirical knowledge in assessing and evaluating practice with clients navigating health and wellness services. Social workers use advanced practice interpersonal and motivational interviewing skills to mutually engage diverse populations. Working independently, collaboratively and across disciplines, social workers advance the care of all people, with particular attention to populations with historic health disparities.

i. Conduct comprehensive and multidimensional assessments of clients/constituents and systems.

ii. Effectively use assessment tools and strategies that are culturally grounded, with consideration of medical and mental health conditions of clients/communities.

c. Intervention:
Health and Wellness social workers critically evaluate, select and apply best practices and evidenced based interventions across a variety of settings and divisions of health care. Social workers are familiar with resources and can match them to the needs of clients when implementing interventions. They seek to advance social and economic justice, build capacity and account for environmental factors from beginning to end in interventions.

i. Select and appropriately modify interventions based on best practices, cultural responsiveness and various practice contexts to effectively address the concerns identified by clients/constituents.

ii. Implement culturally conscious best practices and strengths based interventions that promote health and wellness for client systems.

d. Evaluation:
Health and wellness social workers integrate both theoretical and empirical knowledge into engaging, assessing, intervening, and evaluating practice with individuals, families, organization and communities. Social workers practice collaboratively as well as independent of other practitioners in health and wellness/prevention settings.

i. Contribute to the ongoing development of knowledge in the social work profession through interdisciplinary collaboration.

ii. Develop clear, timely, practice based, culturally grounded research that enables social workers to re-evaluate and adjust health and wellness interventions on a continuing basis.

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**Mental Health**

**Advanced Competencies and Practice Behaviors**

2.1.1 Identify as a professional social worker and conduct oneself accordingly.

**Practice Behaviors**

a. Understand and explain the role of a social worker in specialized fields of practice and cross-disciplinary settings.

b. Demonstrate professional use of self and develop therapeutic relationships with clients in mental health settings using a person-in-environment and strengths perspective. HBSE?
2.1.2  **Apply social work ethical principles to guide professional practice.**

**Practice Behaviors**

a. Recognize and manage personal biases and values to practice ethical social work in service of the clients'/constituents’ interests.

b. Apply ethical decision making skills to clinical social work in mental health, substance use and trauma.

c. Identify and use knowledge of relationship dynamics between client, social worker, and agency, and the power differentials that exist, to guide professional practice.

2.1.3  **Apply critical thinking to inform and communicate professional judgments.**

**Practice Behaviors**

a. Critically evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply theoretical perspectives to client/constituency situations.

b. Demonstrate understanding of the spectrum of functioning seen in clients served, from optimal mental health to severe impairment.

c. Communicate professional judgments with other professionals on behalf of clients

2.1.4  **Engage in diversity and difference in practice.**

**Practice Behaviors**

a. Demonstrate the ability for independent investigation of diversity and difference and apply this knowledge to building relationship with and responsiveness to clients/constituents.

b. Demonstrate knowledge of clients’ unique cultural experiences, beliefs, behaviors and strengths in mental health practice

2.1.5  **Advance human rights and social and economic justice.**

**Practice Behaviors**

a. Recognize and understand the mechanisms of oppression, discrimination, unsustainable actions and bias and advocate for change with clients/constituents.

b. Advocate for change and equity for mental health clients.

c. Actively counter mental illness stigma through using person-first language and disrupting negative labeling and stereotypes.

2.1.6  **Engage in research informed practice and practice-informed research.**

**Practice Behaviors**


b. Ensure appropriate application of evidence-based practice findings to diverse and under-served communities and cultures.

2.1.7  **Apply knowledge of human behavior and the social environment.**

**Practice Behaviors**

a. Synthesize and differentially apply theories of human behavior and the social environment to guide practice at the micro, mezzo, and macro level.
b. Identify issues related to developmental, life cycle, and multicultural processes in designing and implementing interventions.

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors
a. Analyze the historical and current impacts of policy to enhance and advocate for social and economic justice in the delivery of effective social work practice.
b. Collaborate with colleagues and constituents for effective policy action and education.

2.1.9 Respond to contexts that shape practice.

Practice Behaviors
a. Discover, appraise and respond to the evolving and systemic contexts that influence clients/constituents and communities.
b. Understand current trends in the integration of mental health, health, and behavioral health.

2.1.10 Engage, assess, intervene, and evaluate with individual, families, groups, organizations and communities.

a. Engagement:
   i. Demonstrate culturally responsive interpersonal skills to engage effectively with clients/constituents and communities.
   ii. Establish a relationship and collaborative process with clients that helps them understand their mental health needs and treatment options.

b. Assessment:
   i. Conduct comprehensive and multidimensional assessments of clients/constituents and systems.
   ii. Combine an understanding of both the DSM and of other forms of assessment (cognitive, emotional, behavioral, cultural, and biopsychosocial) to guide collaborative planning for treatment with clients.
   iii. Identify and address the potential for personal and cultural bias in the process of assessment and diagnosis.

c. Intervention:
   i. Select and appropriately modify interventions based on best practices, cultural responsiveness and various practice contexts to effectively address the concerns identified by clients/constituents.
   ii. Utilize clinical social work skills to work toward shared goals with clients.

d. Evaluation:
   i. Contribute to the ongoing development of knowledge in the social work profession through practice-based research and program evaluation.
   ii. Use supervisory and client feedback to evaluate the process and outcomes of clinical social work practice with individuals, families, and groups.
Organizational Leadership and Policy Practice
Advanced Competencies and Practice Behaviors

2.1.1 Identify as a professional social worker and conduct oneself accordingly.
Advanced macro social workers, through self-reflection and critical evaluation, continue to assess and address their own perceptions and values related to building knowledge. They know the historical roots of social work in organizational and community practice and acknowledge this history in current practice. Advanced Practitioners in macro social work recognize the importance the role of social work in addressing macro systems change. They promote the profession, and demonstrate professional behavior in community and organizational settings in local, national and international settings.

Practice Behaviors:
- Understand and explain the role of a social worker in specialized fields of practice and cross-disciplinary settings.
- Demonstrate professional use of self in community and organizational practice.

2.1.2 Apply social work ethical principles to guide professional practice.
Advanced macro practitioners in social work are knowledgeable about legal and ethical issues that have an impact on the profession and the delivery of social work services and programs in local, national and international entities. They promote the values and ethics of the profession in decision making processes and understand that work within complex systems can generate conflicting priorities and ambiguities that require professional value based judgments.

Practice Behaviors:
- Recognize and manage personal biases and values to practice ethical social work in service of the clients’/constituents’ interests.
- Apply the Code of Ethics and ethical decision making skills to the complex issues of policy and macro practice to make principled decisions on behalf of client systems.

2.1.3 Apply critical thinking to inform and communicate professional judgments.
Advanced macro practice social workers use the principles of scientific inquiry, critical thinking and creativity to address the complex social problems that face communities in the twenty first century. They approach community and organizational problem solving using reasoned frameworks for analysis and synthesis toward intervention. They understand the strengths and weaknesses of multiple social change theories as they apply to diverse communities. Advanced macro social workers use logic and creativity in written, electronic and oral communications with the public.

Practice Behaviors:
- Critically evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply theoretical perspectives to client/constituency situations.
- Communicate effectively professional social work perspectives across professional disciplines, complex systems and communities, in both written and oral formats.

2.1.4 Engage in diversity and difference in practice.
Advanced macro practice social workers understand how diversity and intersectionality characterize and shape the human experience and how communities, organizations and policies respond to diverse populations. They engage and ensure participation of diverse and marginalized community and organizational constituents and utilize the strengths of differing experiences to build inclusive communities and multicultural organizations.

**Practice Behaviors:**

a. Demonstrate the ability for independent investigation of diversity and difference and apply this knowledge to building relationship with and responsiveness to clients/constituents.

b. Analyze and integrate concepts of power, privilege and oppression as manifested in policies, organizations and community structures.

### 2.1.5 Advance human rights and social and economic justice.

Advanced macro practice social workers understand the challenging effects of economic, social and cultural factors on client systems and promote social justice practices in community, organizational and policy institutions. They are knowledgeable of the global interconnections of oppression, and theories and strategies to promote social justice and human rights. Advanced macro practitioners provide leadership to advocate for human and civil rights, individually and collectively and work towards improved well-being in social, economic, political and environmental realms.

**Practice Behaviors:**

a. Recognize and understand the mechanisms of oppression, discrimination, unsustainable actions and bias and advocate for change with clients/constituents.

b. Design and implement policies, programs and community interventions that mitigate or ameliorate injustices.

### 2.1.6 Engage in research informed practice and practice-informed research.

Advanced macro practitioners understand the importance of evidence based practices and promote research-informed practice and practice informed research in the development of community, organizational and policy practices and programs. They integrate members of communities and organizations in the process and outcome evaluations of macro system interventions and advance research that is participatory.

**Practice Behaviors:**


b. Use trans-disciplinary research and the evidence based practice process to inform organizational and program development and evaluation, community practice and interventions and policy analysis and development.

### 2.1.7 Apply knowledge of human behavior and the social environment.

Advanced macro practitioners understand the importance of application of theories of human behavior and the social environment in the work of organizational development, leadership, supervision, community practice and the policy process. They recognize the central importance of human relationships and embed an understanding of micro, mezzo and macro interactions and systems created to respond to human needs.

**Practice Behaviors:**

a. Synthesize and differentially apply theories of human behavior and the social environment to guide practice at the micro, mezzo, and macro level.
b. Critically apply change theories to develop organizational, community and policy proposals that are responsive to understanding political, economic, social and cultural systems, context and history.

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Advanced macro practitioners engage in policy practice to advance social and economic well-being on a local, national, and international level and recognize the inter-relationship between client systems, practice and organizational, community and public policy. They recognize that social work is a non-partisan political profession and that political processes and policies affect the social, economic and environmental well-being of social systems. Advanced macro practitioners can analyze policy from multiple perspectives and power contexts and present policy positions congruent with the values and ethics of social work.

**Practice Behaviors**

a. Analyze the historical and current impacts of policy to enhance and advocate for social and economic justice in the delivery of effective social work practice.

b. Engage in persuasive oral and written communication skills and advocacy strategies that can effectively influence policy process and decisions.

2.1.9 Respond to contexts that shape practice.

Advanced macro practitioners are informed, resourceful and proactive in responding to social issues and problems in evolving local, national and international organizational, community and societal contexts. Advanced macro practitioners understand the dynamic nature of societal change and respond proactively to these changes. They acknowledge and respond to the changing landscape of public, non-profit and for profit organizations and provide leadership in responding to social change efforts.

**Practice Behaviors:**

a. Discover, appraise and respond to the evolving and systemic contexts that influence clients/constituents and communities.

b. Promote the development of interventions and services that have the potential to contribute to systemic change in organizational, community and policy settings.

2.1.10 Engage, assess, intervene, and evaluate with individual, families, groups, organizations and communities.

Advanced macro practitioners engage, assess, intervene and evaluate with communities and organizations and the groups, families and individuals who are a part of these macro systems. They use leadership and interpersonal skills to engage, assess, intervene and evaluate in organizational, community and policy practice contexts. Understanding that macro change involves multiple constituencies, advanced macro social workers promote commitment, ownership and sanction in a culturally responsive manner.

a. **Engagement:**
   i. Demonstrate culturally responsive interpersonal skills to engage effectively with clients/constituents and communities.
   ii. Engage diverse constituent groups in collaborative and mutually empowering relationships that promote problem solving and policy analysis in community, organizations and policy systems.

b. **Assessment:**
   i. Conduct comprehensive and multidimensional assessments of clients/constituents and systems.
ii. Assess the use of power, power dynamics, levels of power and leadership to inform understanding communities, organizations and policy systems

c. Intervention:
   i. Select and appropriately modify interventions based on best practices, cultural responsiveness and various practice contexts to effectively address the concerns identified by clients/constituents.
   ii. Provide leadership, collaborate, coordinate, or negotiate to design and implement community, policy and organizational change.

d. Evaluation
   i. Contribute to the ongoing development of knowledge in the social work profession through practice-based research and program evaluation.
   ii. Apply principles of program evaluation to improve human services programs and policy.

### Sustainable Development and Global Practice

**Advanced Competencies and Practice Behaviors**

#### 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They will understand the relevancy of the social work profession in global communities and recognize the emerging global social work agenda. Social workers commit themselves to the growth of the profession and to their own professional conduct and growth.

**Practice Behaviors**

a. Understand and explain the role of a social worker in specialized fields of practice and cross-disciplinary settings.

b. Advocate for planetary health and the resilience of social and ecological systems.

c. Practice personal reflection and self-correction in diverse cultural settings to assure continual professional development.

#### 2.1.2 Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers preparing to practice in global communities are knowledgeable about the importance of ethics guiding culturally accurate practice principles. Social workers will understand and learn to tolerate divergent ethical principles across global communities and cultures.

**Practice Behaviors**

a. Recognize and manage personal biases and values to practice ethical social work in service of the clients’/constituents’ interests.

b. Make ethical decisions according to NASW Code of Ethics, the Universal Declaration of Human Rights, and, as applicable, the IFSW/IASSWE Ethics in Social Work, Statement of Principles, and the United Nations Sustainable Development Goals and other relevant guidelines and tolerate ambiguity in resolving ethical conflicts.
2.1.3 Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned
discernment and the application of translational knowledge. They use critical thinking augmented by
creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant
information.

Practice Behaviors
a. Critically evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially
   apply theoretical perspectives to client/constituency situations.
b. Distinguish, appraise, and integrate multiple sources of knowledge, including formal and informal
   knowledge.

2.1.4 Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical
to the formation of identity. Social workers who are properly oriented to global diversity will
understand the intersectionality of multiple factors including age, class, color, culture, disability,
ethnicity, gender, gender identity and expression, immigration status, political ideology, race,
religion, sex, sexual orientation, oppression, poverty, marginalization, and alienation, privilege and
power within the context of practice.

Practice Behaviors
a. Demonstrate the ability for independent investigation of diversity and difference and apply this knowledge
to building relationships with and responsiveness to clients/constituents.
b. View themselves as learners and engage those with whom they work as informants and actively promote
   and engage in co-learning environments.

2.1.5 Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety,
privacy, an adequate standard of living, health care, and education. Social workers understand the
global interconnections of oppression and are knowledgeable about theories of justice and strategies
to promote human and civil rights. Social workers build and model effective strategies for social justice
practices in organizations, institutions, and society to ensure that these basic human rights are
distributed equitably and without prejudice.

Practice Behaviors
a. Recognize and understand the mechanisms of oppression, discrimination, unsustainable actions and bias
   and advocate for change with clients/constituents.
b. Advocate and engage in practices that advance human rights and social, environmental and economic
   justice.

2.1.6 Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions,
evaluate their own practice, and use research findings to improve practice, policy, and social service
delivery. Social workers comprehend quantitative and qualitative research and understand scientific
and ethical approaches to building knowledge. Social workers will use participatory research principles
"that equitably involve all partners in the research process" to support and strengthen global communities (W. K. Kellogg Foundation, 2001).

Practice Behaviors
b. Use trans-professional and trans-disciplinary practice and research to inform scientific inquiry and practice.

2.1.7 Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers critically analyze and apply trans-disciplinary theories toward consilience of biological, social, cultural, psychological, and spiritual knowledge.

Practice Behaviors
a. Synthesize and differentially apply theories of human behavior and the social environment to guide practice at the micro, mezzo, and macro level with a focus on sustainable development.
b. Utilize advanced theoretical frameworks in sustainable development and global practice to guide the processes of assessment, intervention, and evaluation in and on behalf of global settings.

2.1.8 Engage in policy practice to advance social, economic and environmental well-being and to deliver effective social work services.
Social workers apply knowledge of the history and current structures of societies to develop policies that support the development of more sustainable communities and improve service delivery.

Practice Behaviors
a. Analyze the historical and current impacts of policy to enhance and advocate for social and economic justice in the delivery of effective social work practice.
b. Analyze, formulate, and advocate for policies that advance social well-being and ecological sustainability.
c. Collaborate across systems for effective policy action at various levels from local to global.

2.1.9 Respond to contexts that shape practice.
Social workers recognize and respond proactively to evolving organizations, communities, societies and environmental systems. Social workers recognize changing contexts of practice, and use knowledge and skills to respond effectively.

Practice Behaviors
a. Discover, appraise and respond to the evolving and systemic contexts that influence clients/constituents and communities.
b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of interventions.
2.1.10 (a-d)-Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Social work practice involves the dynamic and integrated processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers apply skills to practice across socio-ecological systems by identifying, analyzing, and implementing evidence-based interventions to achieve sustainable goals that promote social, economic and environmental justice. Social workers evaluate program and intervention outcomes, effectiveness and sustainability.

Practice Behaviors
2.1.10a  Engagement:
   i. Demonstrate culturally responsive interpersonal skills to engage effectively with clients/constituents and communities.
   ii. Establish collaborative relationships for the integrity and well-being of complex social ecological systems.

b. Assessment:
   i. Conduct comprehensive and multidimensional assessments of clients/constituents and systems.
   ii. Need a second practice behavior

c. Intervention:
   i. Select and appropriately modify interventions based on best practices, cultural responsiveness and various practice contexts to effectively address the concerns identified by clients/constituents.
   ii. Need a second practice behavior

d. Evaluation:
   i. Contribute to the ongoing development of knowledge in the social work profession through practice-based research and program evaluation.
   ii. Need a second practice behavior
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