



Social Work

UNIVERSITY OF COLORADO
COLORADO SPRINGS

Practicum Instructor Training

Overview, Expectations, and Assignments

Academic Year 2026-27

In this PDF you
will find

MEET THE FACULTY AND
INSTRUCTORS

UCCS STUDENT REQUIREMENTS

PRACTICUM SITE REQUIREMENTS

ASSIGNMENTS & DELIVERABLES

TECH SUPPORT

CONTACT INFORMATION & THANK
YOU

Meet the team: Full-time faculty

BSW Practicum
Director: Professor
Ila DeBose

MSW Practicum
Director: Dr.
Monica Furey

Assistant
Practicum
Director: Professor
Andrew Rivera

Practicum
Professor: Dr. Zean
Dunbar

Practicum
Professor: Professor
Michelle Moar

Meet the team: part-time faculty

Practicum
Professor:
Courtney Lopez,
LCSW

Practicum
Professor: Jim
Hinkle, LCSW

Practicum
Professor: Mari
Moxley, MSW

Practicum
Professor: Dr.
Bianca Brandon

Practicum
Professor: Jeannie
Metz, MSW

Practicum Education

The purpose of the practicum internship is to guide the student in the ***acquisition and integration*** of social work practice knowledge, values, skills and cognitive and affective processes.

Practicum Site Requirements

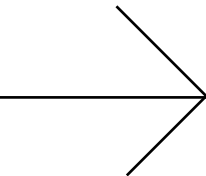


Key Criteria for Practicum Sites

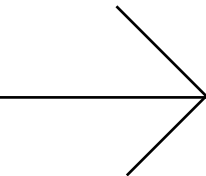
The practicum setting **must provide a learning environment that allows the student to demonstrate all nine core competencies** outlined in the Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE).

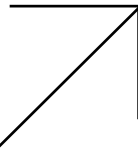
The practicum setting must provide direct **weekly supervision** with a social worker who holds a BSW degree from an accredited institution (for BSW students) or an MSW degree from an accredited institution (for MSW students).

In rare situations in which an agency is unable to provide student supervision by an instructor who holds the required CSWE-accredited social work degree, the practicum setting must provide a Task Supervisor to supervise the student in the setting in close collaboration a Practicum Liaison who provides additional supervision to the student from a social work perspective.



Although students are to be involved in doing the work of the agency, the agency must recognize that **practicum is a learning experience** and must agree to view **work expectations and workloads for students differently from those of staff.**





The practicum setting must allow the *necessary time* for the practicum instructor to adequately supervise students, meet with the faculty liaison and/or the Director of Practicum Placement, attend trainings, and prepare student evaluations as required.

Hour totals for the academic year

Minimum Hour requirements per year

400 hours (200 Fall/200 Spring) - BSW & MSW 1st year

500 (250 Fall/250 Spring) - MSW 2nd year and Advanced Standing

Hours at Practicum by weeks

typical weekly commitment:

BSW Final year: approximately **13.5 hours for 15 weeks**

Generalist year: approximately **13-14 hours for 15 weeks**

Specialized year: approximately **15 hours for 15 weeks**

Working with Adult Learners!

Adult learners

- have a need to be self-directed.

Adult learners

- prefer to learn through experience rather than passively.

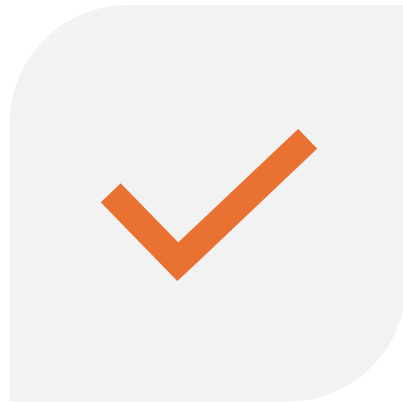
Adult learners

- are motivated to learn what they perceive to have real value and applicability in their lives.

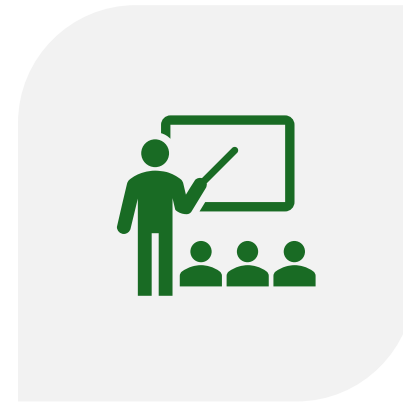
Adult learners

- must have immediate opportunities to practice.

Seminar has two main components



PRACTICUM SITE
REQUIREMENTS



COURSE ASSIGNMENTS
& IN CLASS CONNECTION

UCCS Academic Calendar

Important dates

Fall 2026

First day of classes, August 24, 2026

Labor Day, September 07, 2026 (no classes)

Fall Break, November 23 – 28, 2026 (no classes)

Final evaluation due, December 7, 2026

Last day of classes, December 11, 2026 (end of semester)

Spring 2027

Martin Luther King Jr Day, January 19, 2027 (no classes)

First day of classes, January 19, 2027

Spring Break, March 22 – 26, 2027 (no classes)

Last day of classes, May 7, 2027

Commencement, May 14, 2027



Social Work

UNIVERSITY OF COLORADO
COLORADO SPRINGS

Social Work Practicum Education Handbook

Contact Information:

Primary Contact Information:

swrk@uccs.edu

719.255.4048

800.990.8227 ext 4993

2026-2027

(Revised May 2026)

Mailing Address:

College of Public Service

University of Colorado

Colorado Springs

1420 Austin Bluffs Pkwy

Colorado Springs, CO 80918

PRACTICUM HANDBOOK

Use for any questions you have about hours, requirements, and other important details.

Practicum Interns are required to:

BSW & Generalist Practicum:

- Complete 200 hours by end of each semester.
- Attend Practicum weekly for a minimum of 13.5 hours for 15 weeks.

Specialized Practicum:

- Complete 250 hours by end of each semester.
- Attend Practicum weekly for a minimum of 16.5 hours for 15 weeks.





Practicum Interns are required to:

- ☐ Record their hours using the Experiential Learning Cloud (ELC) formally known as TEVERA.
- ☐ Sign their hours in ELC.
- ☐ Submit their hours to their Supervisor in ELC.
- ☐ Attend weekly supervision.
- ☐ Complete all course requirements for the seminar.
- ☐ Submit signed copies of the Learning Contract and Final Assessment in ELC.

Conduct of Supervision

Negotiate	negotiate mutually agreeable goals, responsibilities, and time frames
------------------	---

Provide	provide regular feedback to students on their progress toward these goals
----------------	---

Establish	establish a method for resolving communication and other problems in the supervision sessions so that they can be addressed
------------------	---

Identify	identify feelings students have about their field experience that can interfere with or limit the process of learning
-----------------	---

Obligate	have an obligation to protect and keep the supervisory process confidential and only release information as required by the UCCS BSW program/field program or if necessary, for disciplinary purposes
-----------------	---

Council on Social Work Education (CSWE)

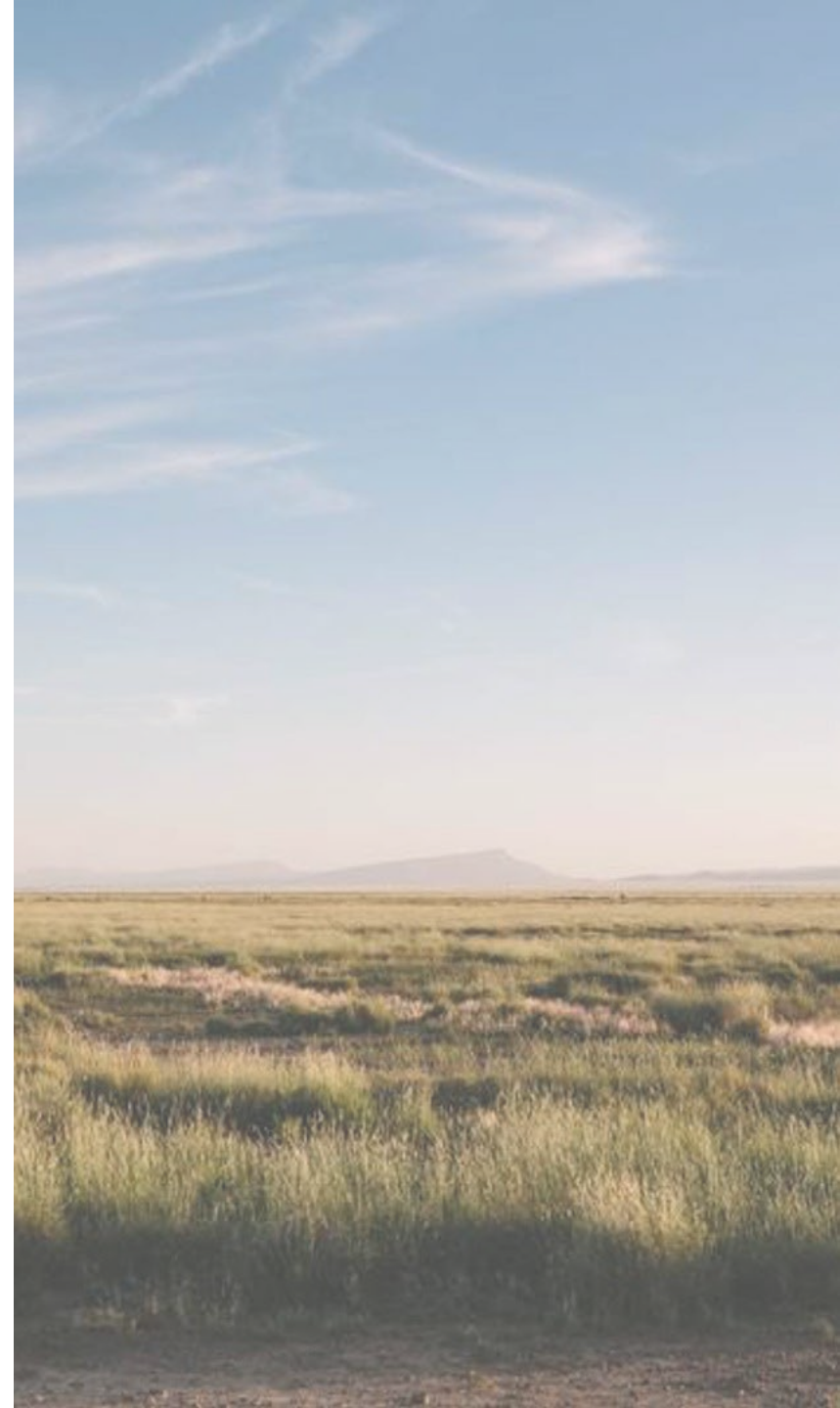
Nine Competencies

Comp. 1	Demonstrate Ethical and Professional Behavior	Comp. 6	Engage with Individuals, Families, Groups, Organizations, and Communities
Comp. 2	Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Comp. 7	Assess Individuals, Families, Groups, Organizations, and Communities
Comp. 3	Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Comp. 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
Comp. 4	Engage in Practice-Informed Research and Research-Informed Practice	Comp. 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Comp. 5	Engage in Policy Practice	Ethics	NASW Code of Ethics

Lets discuss...

Supporting students & knowing when to reach out to UCCS.

- Supervision related issues.
- Professional behavior & norms at your site.
- Conflict with students.
- Reinforcing ethics.
- When to keep a student and when to ask to leave.



The image features two white telephone receivers, one positioned above the other, against a solid blue background. Each receiver is connected to a coiled white cord that extends horizontally towards the left and right edges of the frame. The receivers are oriented with their earpieces facing outwards. In the center, between the two receivers, the text "Tech Support (ELC)" is displayed in a black, sans-serif font.

Tech Support (ELC)

Experiential Learning Cloud formerly TEVERA

<https://uccs.tevera.app/>



University of Colorado
Colorado Springs

University of Colorado - Colorado Springs Login

Use the email address and password you
setup when you registered for this site.

User name

Password

Login

[Forgot password?](#) | [Register](#)

[Go to mobile site](#)

Your Experiential Learning Cloud DASHBOARD

The screenshot shows a web browser at the URL `uccs.tevera.app/#/env/practice_focus/faculty/home`. The page header includes the Tevera logo, a dropdown menu showing "Program Management | Supervision", and navigation icons for email, notifications, a user profile (AD), help, and a share icon. A left sidebar contains icons for a dashboard, graduation cap, building, folder, book, person, and line graph. The main content area is titled "Home" and features four cards: "Welcome, Annie Zean" with a "Learning space" button, "Program Tasks" with a "View program tasks" button, "Assignments", and "Documents".

uccs.tevera.app/#/env/practice_focus/faculty/home

Tevera Program Management | Supervision

AD ? Help

Home

Welcome, Annie Zean

Welcome to the Learning Space! This workspace hosts all the learning materials you need, including Tevera tutorials and resources from your school.

[Learning space](#)

Program Tasks

Check back here for any outstanding tasks that need to be completed that are not related to assignments.

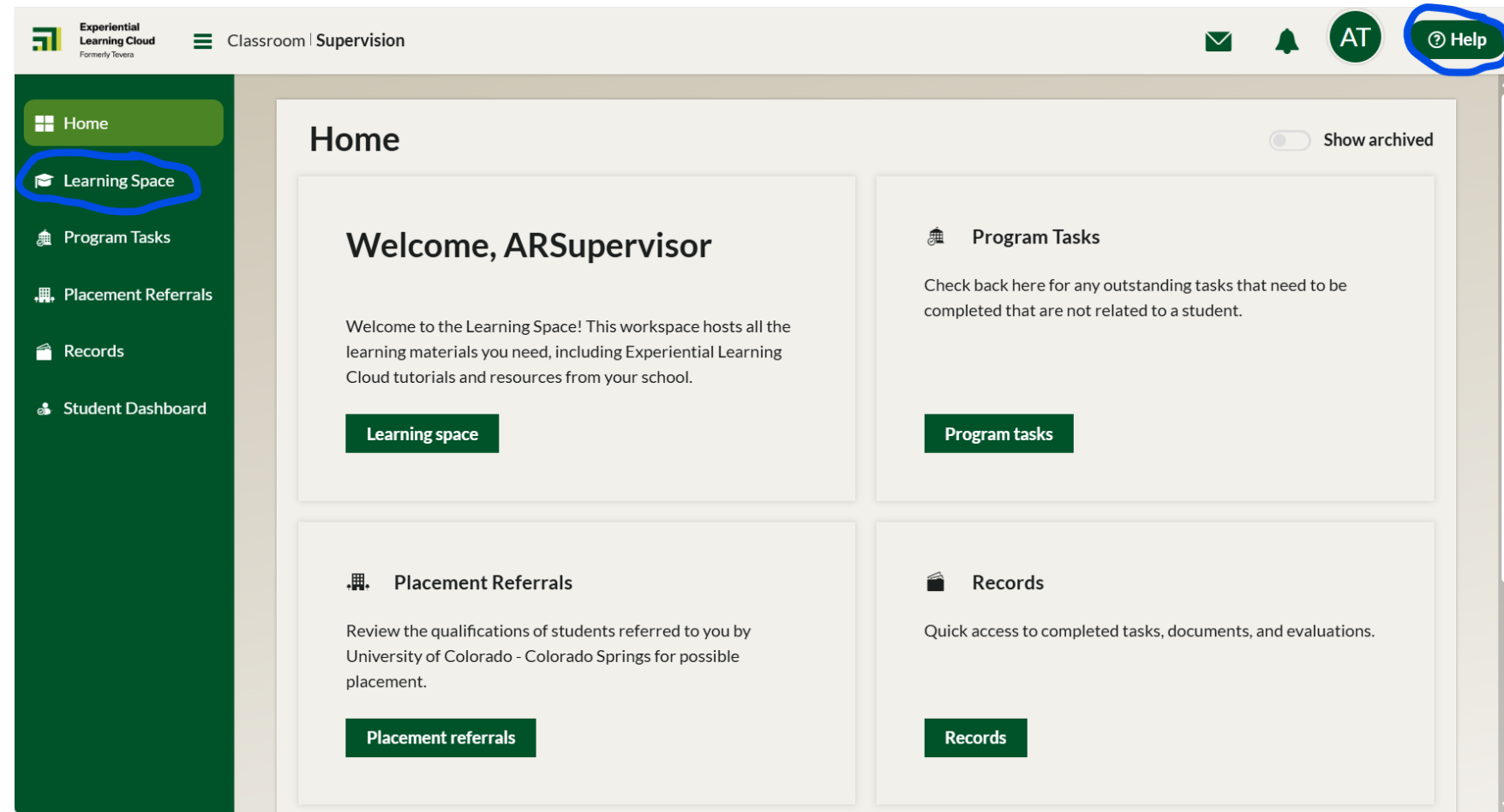
[View program tasks](#)

Assignments

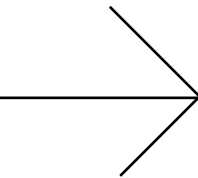
Documents

Have a question about ELC?

- 1) The Learning Space has tutorials on the essentials
- 2) The Help button takes you to a database of support articles
- 3) Email Andy Rivera at ariver37@uccs.edu with any ELC-related questions or concerns



Deliverables & Assignments



Purpose of the Learning Contract



Approved Contract is required for credit

Documents a three-way agreement between student, agency and University

Defines how the student will learn to apply social work theories through practice

Documents understanding that practicum activities must relate to Practicum Learning Objectives

Clarifies the professional competencies to be achieved under each learning objective

Stimulates discussion of student strengths, goals, and learning styles

Defines individualized, behaviorally specific activities to build competencies

Learning Contract (*SMART* *Goals*)

Group Example



Specific



Measurable



Achievable



Relevant



Time bound

Learning Contract format in Experiential Learning Cloud

Students must type in one SMART goal for each competency.

If there is not a task for each competency, student must type in not applicable in order to submit the Learning Contract.

Once complete, the student and their supervisor will approve and sign the Learning Contract.

Evaluation and Assessment scores will be based on the tasks and goals outlined in the Learning Contract each semester.



BSW Learning Contracts

BSW Learning Contract

Student:

Semester:

Year:

Agency:

Agency Address:

City:

State:

Zip Code:

Agency Phone:

Field Instructor:

Field Instructor email address:

This document will serve as the Learning Contract for Social Work students who are enrolled in undergraduate field practicum/internship. Each competency and the practice behaviors for each competency are to be demonstrated in field are to be met by all students graduating with a BSW or MSW degree from all CSWE accredited programs.

The student, working with the Field (Agency) Instructor, will complete the education contract by listing tasks that are to be accomplished by the student at the practicum/agency site during the designated semester of study. A minimum of one task will be listed for each practice behavior. Students are encouraged to identify and list 2 tasks for each practice behavior. Tasks are dependent on the setting of the agency and the population served in relation to the level of the student. Tasks should demonstrate specific activities and opportunities available at the agency. The University Faculty Field Liaison must approve the Learning Contract.

The Field (Agency) Instructor should ensure that he tasks on the learning contract are appropriate for students working under supervision. Evaluation of the student activity is based on task accomplishment and is not related to course grading criteria. In the even a student is graded at level 5 for all tasks relating to one objective at midterm, new activities/ tasks may be developed for the remainder of the semester.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in inter-professional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as

appropriate to the context;

Task(s):

1.

2.

b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

Task(s):

1.

2.

c. use technology ethically and appropriately to facilitate practice outcomes; and

Task(s):

1.

2.

d. use supervision and consultation to guide professional judgment and behavior.

Task(s):

1.

2.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

Task(s):

1.

2.

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Task(s):

1.

2.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual

MSW Generalist Learning Contracts

MSW Generalized Learning Contract

Student:

Semester:

Year:

Agency:

Agency Address:

City:

State:

Zip Code:

Agency Phone:

Field Instructor:

Field Instructor email address:

This document will serve as the Learning Contract for Social Work students who are enrolled in undergraduate field practicum/internship. Each competency and the practice behaviors for each competency are to be demonstrated in field are to be met by all students graduating with a BSW or MSW degree from all CSWE accredited programs.

The student, working with the Field (Agency) Instructor, will complete the education contract by listing tasks that are to be accomplished by the student at the practicum/agency site during the designated semester of study. A minimum of one task will be listed for each practice behavior. Students are encouraged to identify and list 2 tasks for each practice behavior. Tasks are dependent on the setting of the agency and the population served in relation to the level of the student. Tasks should demonstrate specific activities and opportunities available at the agency. The University Faculty Field Liaison must approve the Learning Contract.

The Field (Agency) Instructor should ensure that he tasks on the learning contract are appropriate for students working under supervision. Evaluation of the student activity is based on task accomplishment and is not related to course grading criteria. In the even a student is graded at level 5 for all tasks relating to one objective at midterm, new activities/ tasks may be developed for the remainder of the semester.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in inter-professional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as

appropriate to the context;

Task(s):

1.

2.

b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

Task(s):

1.

2.

c. use technology ethically and appropriately to facilitate practice outcomes; and

Task(s):

1.

2.

d. use supervision and consultation to guide professional judgment and behavior.

Task(s):

1.

2.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

Task(s):

1.

2.

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Task(s):

1.

2.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual

MSW Specialized Learning Contracts

Learning Contract

Student learning contracts, when developed between the student and field instructor, are particularly valuable tools in planning for a successful internship experience for both the student and the site. These agreements help to **provide structure and clarity** and can be of great assistance in guiding the evaluation process for field instructor.

It is the expectation of the Social Work Program that these agreements will be developed through a **collaborative** process, in which the student's learning needs (or wants) are being considered along with the site's ability to make those opportunities available.

Student Name:

Practicum Site:

Practicum Instructor:

Practicum Liaison:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Behaviors	Anticipated Completion	Activities/Tasks	Comments
Recognize trauma reflective ways to improve ethical decision making.			
Combine the use of self-reflection, professional supervision, and self-care practice to prevent secondary trauma and improve service delivery.			
Show professional demeanor when outcomes of trauma and violence are exhibited by individuals, families, groups, organizations, and communities.			
Select current evidence -			

Informed approaches and technologies when working with individuals, families, organizations, and communities who experienced violence, victimization, systemic oppression, abuse, and other personal and collective traumatic experiences.			
--	--	--	--

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Behaviors	Anticipated Completion	Activities/Tasks	Comments
Identify and work to remedy human rights, social, economic, racial, and environmental injustices that result from or perpetuate trauma.			
Select practices that advance social, economic, racial, and environmental justice for individuals, families, groups, organizations, and communities impacted by trauma and violence.			

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers

Moving from the Learning Contract to the Final Evaluation

It is the student's responsibility to keep track of their hours in ELC.

Practicum Instructors and Task Supervisors are required to sign off weekly hours to attest the student is meeting their expected hourly requirements.

Students are responsible for keeping track of their Learning Contract goals.

Moving from the Learning Contract to the Final Evaluation



You are there to support Learning Contract goals and help discuss in Supervision.



You **MUST** sign off on Learning Contract to complete a final evaluation.



You may evaluate students at the midterm (if you would like to elicit a conversation about their effort to date).



You **MUST** complete and sign the final evaluation for students to receive credit for their practicum hours.

Final assessment/evaluation continued

Based on your interns Learning Contract goals, the Practicum Instructor or Task Supervisor will evaluate whether the student met the expectations for the goals they designated under each competency.

If they do not accomplish one goal in the Fall they can matriculate it to the Spring semester.

Each competency will receive a final score between 1-5

social work. Social workers understand the role of other professionals when engaged in inter-professional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

Task(s):	Midterm Rating	Final Rating
1.		
2.		

b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

Task(s):	Midterm Rating	Final Rating
1.		
2.		

c. use technology ethically and appropriately to facilitate practice outcomes; and

Task(s):	Midterm Rating	Final Rating
1.		
2.		

d. use supervision and consultation to guide professional judgment and behavior.

Task(s):	Midterm Rating	Final Rating
1.		
2.		

Competency Midterm Overall Score:

Competency Final Overall Score:

Midterm Comments:

Final Comments:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices

Final Evaluation score and what they mean

5= Professional level activity, equivalent to employee

4=Competent level activity, with indirect supervision

3=Meets expectations, with direct supervision

2= Beginning level activity only

1=Attempted but failed due to engage in this task

N/A=List task deferred at this time

Practicum Director Contact Information

Ila DeBose, LCSW

Clinical Associate Professor &
BSW Practicum Director

(719) 255-4399

idebose@uccs.edu

ACAD 107
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918

Monica Furey, Ph.D., MSW

Clinical Assistant Professor &
MSW Practicum Director

(719) 255-8531

mfurey@uccs.edu

ACAD 107
1420 Austin Bluffs Pkwy
Colorado Springs, CO 80918

Thank you and welcome
to Academic Year 26-27!