The College of Social Work MSW Program Handbook is the official document of policies, procedures, and resources governing the MSW program. All students must be familiar with its contents. Every effort will be made to continuously provide students accurate and current MSW Handbook information, but the College of Social Work reserves the right to change, without notice, policies, procedures, programs, and other matters as circumstances dictate. Further, MSW curriculum and program policies are evaluated regularly. As a result, changes will be made to the curriculum or policies as recommended by the MSW Advisory Committee and the College Council. Every effort is made to notify students when these occur.

Current policies, procedures, and standards of the MSW Handbook apply to all current students regardless of their matriculation date. The University of Utah Student Code and the NASW Code of Ethics are also integral policies and professional standards in establishing expectations for the MSW program, administration, faculty, and students.

The University of Utah, College of Social Work is fully committed to policies of nondiscrimination and equal opportunity and seeks to provide equal access to its programs, services and activities for people with disabilities.

College of Social Work
395 South 1500 East
Salt Lake City, Utah 84112-0260 (801) 581-6192
https://socialwork.utah.edu/msw/
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MSW Program Contact Information

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395 South 1500 East, Room 317
socialwork.utah.edu/advising

Practicum Office
College of Social Work Building
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MSW Program Office
College of Social Work Building
395 South 1500 East, Room 331
Salt Lake City, UT 84112
801-581-8053
MSWDirector@utah.edu
socialwork.utah.edu/msw
1. **The College of Social Work**

1.1. **History and Purpose**

The MSW program at the University of Utah exists to prepare students for advanced social work practice. The first-year curriculum is designed to provide a generalist perspective of social work knowledge in evidenced-based practice, ethics, human behavior in the social environment, diversity and self-reflexive practice, macro practice, and clinical practice which includes theoretical frameworks underlying methods of intervention. In the second year, students are provided the opportunity for specialization in advanced generalist practice. Students can select an area of focus which includes; Forensic Social Work, Health, Mental Health, Child Welfare, International Social Work, Aging, and Substance Abuse. In addition, students directly practice classroom knowledge in the field through practicum placement. In the first year, students complete 450 practicum hours and in the second year they complete 600 hours. Throughout, the MSW program is grounded in the social work profession’s values and ethics, emphasizing a commitment to honor diversity and establish social justice.

The College of Social Work was founded in the fall of 1937 with a one-year certificate program designed to prepare students for work in social service agencies. This program was expanded to a two-year Master of Social Work program (MSW) in 1949. The MSW program is accredited by the Commission on Accreditation of the Council on Social Work Education, and was last reaffirmed in 2010.

1.2. **Mission and Goals**

The University of Utah College of Social Work is dedicated to providing outstanding education and training to the professional social workers of tomorrow. Through education, research, and community engagement, the College of Social Work advances the transformation of policies, practice, and interventions to alleviate human suffering, enhance well-being, and promote social justice.

Similarly, the mission of the MSW Program is to:

“Prepare students to address the primary mission of the social work profession, which is to enhance the well-being of all people, with particular attention to the needs and empowerment of those who are vulnerable, oppressed, and living in poverty. Our graduates are trained to think critically about issues of power, oppression and privilege with respect to enhancing individual and community well-being. Upon completion of the MSW, they are prepared to apply the full range of professional social work skills to develop and expand individuals’ capacity to address their own needs and increase the responsiveness of organizations, communities, and social institutions to human needs and social problems.”
The following six MSW program goals reflect the intent of the CSW and MSW missions:

Table 1. MSW Goals & Relevance to Mission.

<table>
<thead>
<tr>
<th>MSW Goals &amp; Relevance to Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal One: Recruit and train diverse cohorts of students who are aware of and committed to the mission and ethics of social work.</td>
</tr>
<tr>
<td><strong>Relevance to mission:</strong> The mission statement emphasizes training students to think critically about issues of power, privilege, and oppression. As identity factors form the daily reality for individuals, families, groups, and communities, it remains tantamount to focus upon how oppression, marginalization, or alienation can create privilege or power. Developing a diverse student body and awareness of diverse identity factors for all students leads social workers to work with individuals, families, groups, multi-disciplinary teams, and community organizations to enable change.</td>
</tr>
<tr>
<td>Goal Two: Deliver a professional curriculum that emphasizes critical thinking skills, is grounded in the liberal arts, and includes both evidence- and theory-based content.</td>
</tr>
<tr>
<td><strong>Relevance to mission:</strong> MSW curriculum is structured to support critical thinking and problem-solving among students through collaborative work in classroom and field education settings. A liberal arts education empowers learners to deal with change, complexity, and diversity by providing exposure to society, science, and culture (AACU, 2017). Grounded in the liberal arts, the MSW program offers opportunities to explore local and global cultures and traditions, develop analytical skills, and apply knowledge and skills about policies, services, and interventions to real-world settings. Through skill-building and engaging with evidence-based and theory-based content, students develop interventions that enhance individual, family, community, and global well-being. These interventions can lead to the prevention and alleviation of human suffering.</td>
</tr>
<tr>
<td>Goal Three: Provide students with the knowledge, skills, and ethical foundation necessary for entry into advanced social work practice.</td>
</tr>
<tr>
<td><strong>Relevance to mission:</strong> MSW curriculum provides students with a breath of activities including providing direct services, evaluating program outcomes, and measuring practice effectiveness. With guidance from experienced faculty, field faculty, and field instructors, activities can lead to developing, analyzing, advocating, and providing direction for ethical policy and service provision, which promotes the development of more socially just agency policies and/or federal, state, or local laws. The MSW program provides important educational content through both didactic and experiential learning activities and student exercises as beginning social workers to prepare for leadership and specialist roles within the profession. The program provides seven distinct areas of area of focus to prepare students for advanced social work practice in Aging, Child Welfare, Forensic Social Work, Global Social Work, Health, Mental Health, and Substance Abuse.</td>
</tr>
</tbody>
</table>
### MSW Goals & Relevance to Mission

**Goal Four:** Prepare students to work with vulnerable and marginalized individuals, couples, families, groups, organizations, and communities with respect, knowledge, skill, and humility.

**Relevance to mission:** All students are required to grapple with issues of identity and culture and process the ways they impact vulnerable and oppressed populations. The MSW curriculum also seeks to recognize the significant contributions to practice, research, and teaching communities made by indigenous people, people of color, people with disabilities, lesbians, gay, bisexual, and transgendered individuals. By these means, the curriculum celebrates diversity locally, nationally, and globally both explicitly and implicitly.

**Goal Five:** Prepare students to recognize and to influence the dynamics of power, oppression, and privilege.

**Relevance to mission:** Students are prepared to become critically conscious and reflexive practitioners in a global and multi-cultural world with emphasis on deeper cultural awareness and humility. Students participate in didactic and experiential curricular components that prepare them to work with diverse populations and experience the dynamics of power, oppression, and privilege.

**Goal Six:** Prepare students to contribute to innovative and responsive programing that will strengthen social work practice; enhance social policies; and promote social, economic, and environmental justice.

**Relevance to mission:** Students are prepared to conceptualize innovative policies and interventions that seek to improve quality and access to a range of services and supports targeted to diverse populations, individuals, families, groups, organizations, and communities.
1.3. **Core Values**

The College of Social Work programs are guided and directed by the following values and principles:

- Freedom of inquiry and open debate
- Inclusion and shared leadership
- Respect for self-determination and the need for accountability
- The affirmation and promotion of human diversity
- The individual and collective empowerment of clients and client systems with respect to the decisions that affect their life chances and opportunities
- The application of critical thinking and development of self-awareness and reflexivity.

(Approved by CSW College Council, May 2012)

1.4. **Administrative Structure and Governance**

The College of Social Work operates as a semi-autonomous professional college in the University under a College Charter approved by the University Senate. The Dean is responsible for the overall administration of the College. Each degree program is administered by a director.

The College Council serves as the legislative body in formulating curricula, programs and policies of the College of Social Work. Membership of the College Council consists of the Dean, full-time and part-time faculty members, student representatives and a staff representative. Individuals with adjunct, visiting and clinical faculty appointments participate as non-voting members. The College Council meets monthly. Any student may participate in the College Council by suggesting items to be included on the Council agenda. Such requests are coordinated through the co-presidents of the Master of Social Work Student Association (MSWSA).

The student co-presidents are designated as the official representatives of the student body to the College Council. As a part of the University of Utah, the College of Social Work, its faculty, staff and students are subject to the regulations and policies of the University of Utah and specifically the University’s Graduate School.

1.5. **Standing Committees of the College**

The College Council has established a number of standing committees to implement the College of Social Work programs and policies. Membership on these committees is open to students, with the MSWSA coordinating student appointments.

1.6. **Student Governance (MSWSA)**

Students are an integral part of the College of Social Work community. All students become members of the Master of Social Work Student Association (MSWSA) upon their admission into the College. MSWSA provides students the opportunity to organize in their own interest. The MSWSA organizes social and support functions. The Student Council holds elections annually according to their Constitution, which is approved by the Associated Students of the University of Utah.
(ASUU) governing body. Positions are available to both first-year and second-year students. The co-presidents have full voting rights on the College Council and MSW Advisory Committee. In addition to opportunities to serve in student governance, student representatives have voting privileges on a number of the College of Social Work faculty committees. Students may also serve on University-level committees.
2. MSW Program Options

The College of Social Work offers several options for an MSW degree, including three joint-degree programs. Admission criteria are the same for all programs, with additional requirements as indicated for Advanced Standing and the two DCFS Title IV-E funded programs. Program options include:

- **Full-Time MSW Program**, full-time two-year 60 credit hour program offered on the University of Utah campus and also video-streamed to a small number of students at the University of Utah facility in St. George, Utah. Recruitment for the St. George two-year cohort occurs every other year, with application due date November 1 in even years for potential admission fall semester of odd years. Classes are held during regular daytime, weekday hours, as is practicum in most cases. The MSW program will begin offering a fully-online MSW in Fall 2020.

- **Three-Year Evening Program**, a three-year 60 credit hour program offered on the University of Utah Salt Lake City campus. Classes are held during Thursday and/or Friday evenings during fall, spring and summer semesters. Practicum hours are completed typically during the day on weekdays at community agencies.

- **Advanced Standing MSW Program**, open to applicants with a BSW degree from a CSWE accredited program. In this program, students complete 45 credit hours over three semesters. This program is also video-streamed to a small number of students in St. George, Utah. Recruitment for the St. George Advanced Standing cohort occurs every other year, with application due date September 30 in odd years for potential admission summer semester of even years.

- **DCFS Evening Program**, held on the University of Utah campus for DCFS approved employees. The program consists of 60 credit hours over three years. Applications are solicited every three years, contingent on Title IV-E funding.

- **DCFS Distance Program**, video-streamed to select locations across Utah for DCFS approved employees. A small number of non-DCFS applicants may be considered. The program consists of 60 credit hours over three years. Applications are solicited every three years, contingent on Title IV-E funding.

- MSW/Master of Public Health joint degree (three years of study)
- MSW/Master of Public Administration joint degree (three years of study)
- MSW/Juris Doctorate (law) joint degree (four years of study)

Full descriptions and planning guides for each option can be found at [https://socialwork.utah.edu/msw programas/index.php](https://socialwork.utah.edu/msw/programs/index.php).
3. **MSW Program Start to Finish**

### 3.1. **Program Goals**

The following MSW program goals reflect the mission of the College:

- To prepare students for entry into advanced professional social work practice with the most current knowledge and skills drawn from various disciplines.
- To prepare students to be aware of their ethical responsibility to clients, the profession, their employer, and society as specified in the NASW Code of Ethics.
- To promote continuous professional development in students, faculty, staff, and practitioners.
- To provide a professional curriculum undergirded by a liberal arts perspective emphasizing critical thinking and communication skills in a global context.
- To provide creative and responsive educational programs, research, and services that strengthen social work practice, enhance social service policies, and promote social and economic justice.
- To develop and utilize instructional and practice-relevant technology in research, teaching and service activities.
- To contribute to the development, testing, and validation of social work knowledge and theory through research and scholarship.
- To develop and nurture reciprocal relationships with social work practitioners, groups, organizations, agencies, and communities.
- To work collaboratively with other professionals, agencies, and organizations to enhance the quality of social work education and social work policy and practice.
- To prepare students to work with individuals, families, groups, organizations and communities without discrimination and with the respect, knowledge, and skill for practice with populations-at-risk.
- To prepare students for roles in prevention that promote social and economic justice, well-being, and social functioning.
- To contribute to the development and mission of the University of Utah.

### 3.2. **Curriculum Design**

The curriculum for the MSW program is organized to provide a generalist perspective during the first year and a concentrated area of study in the second year. Students are provided an advanced generalist area of focus within the second year with the ability to choose an area of focus including: Aging in Social Work, Child Welfare in Social Work, Forensic Social Work, Global Social Work, Health in Social Work, Mental Health in Social Work, and Substance Use in Social Work. The MSW program does not grant credit for life experiences, previous work experience, or previous academic work towards program requirements. This curriculum was put into place in fall of 2013 and modified based on evaluation results in fall 2014.
3.2.1. First Year

During the first year, students are required to complete a series of foundation courses outlined in Table 1 below. Courses in these core subject areas provide a foundation for social work practice and prepare students to enter their second-year coursework in the practice area of focus(s) of their choice. Since much of the course work is experiential, students are expected to attend class and participate in exercises and role-plays designed to develop their practice skills. The attendance/absence policy is found in IV. Academic Policies, Section B. Table 1 provides the course number, title, credit hours, and a course description for the first-year foundation courses.

Table 2. College of Social Work first-year MSW Course Descriptions.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 6001</td>
<td>Practice I</td>
<td>3</td>
<td>Students who take this required MSW class will study basic skills, knowledge, and values in social work practice assessment, engagement, intervention, and evaluation.</td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 6002</td>
<td>Practice II</td>
<td>3</td>
<td>Students study basic skills, knowledge, and values in social work assessment, engagement, intervention, and evaluation.</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 6030</td>
<td>Human Behavior and the Social Environment (HBSE)</td>
<td>3</td>
<td>In this course, students learn lifespan development from early childhood through the end of life. Bio-psycho-social-ecological, and cultural theories and factors are examined along with micro, mezzo, and macro influences. Ethics, knowledge, values, and skills are also explored.</td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 6040</td>
<td>DSM</td>
<td>3</td>
<td>This course reviews all the chapters in the DSM, focusing particularly on those diagnoses which social workers are most likely to see. Students are trained in the 5-axis system utilized in the DSM, as well as the political and social contexts of the DSM. The course also explores the roots of diagnoses, as well as risk and protective factors for each. Using case material during class sessions, students will be given hands-on experience with diagnosing Some time will also be devoted to evidenced-based treatments for each diagnosis. Students will leave the course with a solid understanding of DSM diagnoses, the ability to diagnose clients, and an understanding of research-proven treatments for each disorder.</td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 6140</td>
<td>Social Justice, Human</td>
<td>3</td>
<td>This is the first of a two-course sequence of courses in the Macro sequence of the MSW Program. It focuses on substantive areas and skills related to community</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course #</td>
<td>Title</td>
<td>Credits</td>
<td>Description</td>
</tr>
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<td>--------------</td>
<td>-----------------------------------------------------</td>
<td>---------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SW 6511</td>
<td>Rights and Macro Social Work I</td>
<td>1</td>
<td>organizing, advocacy, and community development. A history of US social movements and social change is presented with the goal of strengthening students' commitment to the profession's value for social justice. Through the development of agency and/or community-based projects, students will collaborate to promote changes to enhance individual, family and community well-being.</td>
</tr>
<tr>
<td>SW 6110</td>
<td>Field Practicum I</td>
<td>3</td>
<td>Field Practicum applies theoretical knowledge and models of social work to agency practice with diverse populations at risk. Students apply generalist perspective to develop ethically competent practice in micro, mezzo and macro areas of social work under the supervision of an approved clinical instructor. Students gain skills in maintaining working relationships, developing multi-dimensional assessment, utilizing a lifespan perspective, differentially applying intervention strategies taking into account the unique attributes of each client system, and conducting appropriate evaluations of practice interventions. Ethics, knowledge, values and skills.</td>
</tr>
<tr>
<td>SW 6110</td>
<td>Research for Social Work Practice</td>
<td>3</td>
<td>This 3-credit course will prepare students to ask practice-relevant questions, and to access, critique and appraise literature in order to find best evidence-based solutions. Students will learn about strategies to communicate effectively with stakeholders and clients, for the purpose of implementing best practices. Students also will learn how to conduct program evaluations including needs assessments, process evaluations and outcome evaluations. Concepts around implementation science and its impact/practicality will be explored. Ethics and sensitivity to research with various groups will be emphasized.</td>
</tr>
<tr>
<td>SW 6120</td>
<td>Diversity &amp; Social Justice: Reflexive &amp; Ethical Social Work Practice I</td>
<td>3</td>
<td>The goal of this course is to lay the foundation for and to create the context in which students can become critically conscious, reflexive practitioners in a global, multicultural world. Multi-cultural competence is defined as a process of ongoing self education, including the development of deeper awareness and humility, about our epistemological reach, troubling our funds of knowledge. In this course, students will be introduced to the multi-faceted sociopolitical,</td>
</tr>
<tr>
<td>Course #</td>
<td>Title</td>
<td>Credits</td>
<td>Description</td>
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<tr>
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<td></td>
<td></td>
<td>economic, historical, and institutional processes that have shaped and continue to influence the ways in which race, religion, culture, gender, class, and sexualities have become integral aspects of dominant power and discourse in the United States.</td>
</tr>
<tr>
<td>SW 6240</td>
<td>Social Justice, Human Rights and Macro Social Work Practice II</td>
<td>3</td>
<td>This is the second of two required 3-credit courses in the Macro sequence of the MSW Program. Successful completion of the first course in the sequence is required. This course develops social workers’ knowledge of social policies and programs that affect individuals and communities, with a focus on federal and state provisioning to support impoverished and marginalized populations. Students examine various phases of policy development, and practice skills related to advocacy and policy analysis.</td>
</tr>
<tr>
<td>SW 6512</td>
<td>Field Practicum II</td>
<td>3</td>
<td>Field Practicum applies theoretical knowledge and models of social work to agency practice with diverse populations at risk. Students apply generalist perspective to develop ethically competent practice in micro, mezzo, and macro areas of social work under the supervision of an approved clinical instructor. Students gain skills in maintaining working relationships, developing multi-dimensional assessment, utilizing a lifespan perspective, differentially applying intervention strategies taking into account the unique attributes of each client system, and conduct appropriate evaluations of practice interventions. Ethics, knowledge, values, and skills.</td>
</tr>
</tbody>
</table>

### 3.2.2. Second Year

Students must choose one area of focus within the advanced generalist area of focus. All students are required to take a Practice class in an area of focus other than their primary area. This may be a Practice II course, even if the student has not taken the Practice I. class in that area of focus. Students can take other electives as follows: 1) as required or recommended in their area of focus(s); 2) as chosen from a list of general electives; or 3) use a required core course from another area of focus as an elective course. Students wishing to do a graduate certificate in Women’s Health must meet with the chair of the certificate to discuss the logistics of their choices prior to turning in their selection forms. The area of focus choice(s) guides the student’s second-year practicum placement. Students work with their practicum coordinators to identify practicum placements that match their choice(s).
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 6220</td>
<td>Diversity &amp; Social Justice: Reflexive &amp; Ethical Social Work Practice II</td>
<td>3</td>
<td>Students will learn the theoretical frameworks and analytical tools to apply critical diversity paradigms, such as whiteness theory, to social work practice. In particular, we will continue to examine social positionality, the ways in which it may be reinforced or undermined by social structures, and how both shape our development as social worker practitioners. Students will learn to analyze and deconstruct their practice interactions and experiences to render visible the influences of social categories, particularly their own, in the process. This will be accomplished through readings and examples worked through in the classroom and in small groups, and through the analysis of verbatim segments from their practice.</td>
</tr>
<tr>
<td>SW 6521</td>
<td>Advanced Field Practicum I</td>
<td>4</td>
<td>Students apply advanced roles, models and theories of social work within an agency placement that supports their second-year domain of study. Under the supervision of an approved clinical instructor, students build upon the generalist perspective and increase their skills in ethical, culturally-competent, multi-modal social work practice.</td>
</tr>
<tr>
<td>SW 6522</td>
<td>Advanced Field Practicum II</td>
<td>4</td>
<td>Students apply advanced roles, models and theories of social work within an agency placement that supports their second-year domain of study. Under the supervision of an approved clinical instructor, students build upon the generalist perspective and increase their skills in ethical, culturally-competent, multi-modal social work practice.</td>
</tr>
<tr>
<td>SW 6523</td>
<td>Advanced Field Practicum III</td>
<td>2</td>
<td>For DCFS Evening cohort only. Students apply advanced roles, models and theories of social work within an agency placement that supports their second-year domain of study. Under the supervision of an approved clinical instructor, students build upon the generalist perspective and increase their skills in ethical, culturally-competent, multi-modal social work practice.</td>
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</tbody>
</table>
Table 3. College of Social Work second-year MSW course descriptions arranged by area of focus.

<table>
<thead>
<tr>
<th>Area of focus</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AGING IN SOCIAL WORK AREA OF FOCUS</td>
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<tr>
<td>Requirements: The Aging Emphasis consists of core courses to total 7 credit hours. Students are also required to take an additional Practice class in any other area of focus. Students are also encouraged to enroll in a second area of focus in Health or Mental Health.</td>
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<tr>
<td>Aging Fall Semester</td>
<td>SW 675 0</td>
<td>Aging Practice I: Social Work with Older Adults</td>
<td>3</td>
<td>This specialized course builds on generalist practice to prepare students for gerontological social work practice. It focuses on knowledge, values, and skills needed to work effectively across micro, mezzo, and macro levels of practice with and on behalf of older adults and their constituencies (informal &amp; formal support systems). The student who successfully completes this course will be able to: Appraise and address personal and societal values and biases regarding aging. Recognize demographic changes and societal trends affecting aging-focused policies, programs, and practice. Discuss the strengths, resilience, and contributions of older adults to families, communities, and societies and promote older adults right to dignity and self-determination. Establish and maintain strong relationships with older clients and their constituencies for the purpose of working toward mutually agreed upon goals. Plan and implement engagement strategies, assessments, interventions, and evaluations that reflect older adults diverse life courses, strengths, challenges, and contexts Select, modify, and/or translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations Conduct evidence-informed assessments and interventions that incorporate a strengths-based, person/family-centered focus, while recognizing issues related to losses, changes, and transitions over the life cycle. Understand and articulate the significance of inter-professional collaborative practice with and on behalf of older adults and their constituencies. Identify major U.S. policies that affect older adults (e.g., Medicare, Medicaid, Older Americans Act), and link them to relevant local resources Advocate for policies</td>
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<tr>
<th>Area of focus</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>Aging Spring Semester</td>
<td>SW 675 1</td>
<td>Aging Practice II: Chronic Illness in Older Adults</td>
<td>3</td>
<td>Nearly half of all older adults live with a chronic condition (e.g., diabetes, Alzheimer’s disease, cardiovascular disease) and a third live with 3 or more. Many have co-occurring mental health conditions (e.g., depression, anxiety, substance use disorders) that are under-assessed and under treated. This specialized practice course examines factors that impacts these conditions in older adults and highlights relevant emerging and evidence-informed person-and family-centered care models. The student who successfully completes this course will be able to: Identify leading chronic health conditions that impact older adults in society. Demonstrate knowledge of basic concepts of geriatric mental health and mental illness. Relate social work perspectives and relevant theories to evidence-informed geriatric mental health practice. Characterize social work roles and contributions in settings serving older adults with chronic health and mental health conditions. Respect diversity and engage in ethical decision making with older adults who have chronic health and mental health conditions and their families. Conduct comprehensive geriatric psychosocial/mental health assessments and plan and implement appropriate interventions. Describe unique challenges and evaluate clinical strategies for working with these older adults and their caregivers. Explain the impact of culture and socio-economic factors in older adults and their constituencies in relation to chronic conditions and disability.</td>
</tr>
<tr>
<td>Aging Spring Semester</td>
<td>SW 675 4</td>
<td>Interdisciplinary Aging Seminar</td>
<td>1</td>
<td>Addressing the diverse needs of an aging population is a societal challenge in terms of health care and social services, policy directives, and social cultural issues. This specialized course addresses the complexities of the aging experience from the perspectives of multiple disciplines and identifies tools to integrate and synthesize intersecting scholarly perspectives on</td>
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<tr>
<td>Area of focus</td>
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<tr>
<td>Child Welfare</td>
<td>SW 630 1</td>
<td>Child Welfare Practice I: Evidenced-based Practice and empirically supported interventions for trauma in children and families</td>
<td>3</td>
<td>Through this course, students learn to understand the developmental impact of trauma and adverse childhood events on children and families and the evidence base for protective factors and developmental resilience. Students also learn to recognize the pervasive symptomatology of complex developmental trauma that includes physiological, behavioral and emotional dysregulation – which may result in various DSM diagnoses, including failure to thrive, insecure attachment, problems with attention and focusing, depression, anxiety, speech and learning delays, disruptive or oppositional behavior and vulnerability to substance abuse and addiction. Students learn the Attachment, Self-Regulation and Competency Treatment Framework (ARC) and how to translate these evidence-based practice principles into clinical skills across community practice settings with children, youth and families.</td>
</tr>
<tr>
<td>Child Welfare</td>
<td>SW 630 2</td>
<td>Child Welfare Practice I: Trauma focused intervention across ages, cultures, and</td>
<td>3</td>
<td>Using an inquiry-based approach to learning, course engages students in analysis of case vignettes, which reflect circumstances, cultures and exposure to trauma. Students apply advanced trauma assessment, intervention and evaluation of practice skills with children, youth and families in their communities and develop knowledge and skills in using the Trauma</td>
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<td>Area of focus</td>
<td>Course</td>
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<td>settings Required Course</td>
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<td>Systems Treatment approach.</td>
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<tr>
<td>Child Welfare</td>
<td>SW 630</td>
<td>Leadership: Developing a Trauma Informed Child Welfare System; offered and Required only for IVE program students.</td>
<td>3</td>
<td>This course Leadership: Developing a trauma-informed child welfare system is a three credit course intended to prepare social workers for positions of leadership in human service organizations, particularly in child welfare agencies. The course addresses key issues in the human services arena. Child Welfare Agencies across the country are becoming trauma-informed and building systems which are also trauma-informed. Child Welfare and other agencies deal extensively with families, children and adolescents who have experienced trauma. Dealing effectively with trauma is a key responsibility for all of the agencies that are part of the child welfare system. A trauma informed system is one in which all parties involved recognize and respond to vary impacts of traumatic stress on all those involved in the system. It is important that programs and organizations within the child welfare system infuse the knowledge, awareness and skills to deal with trauma into their cultures, policies and practices. An effective trauma-informed system acts in collaboration using the best science to facilitate and support resilience and recovery for every child, adolescent and parent/caretaker in the system. Becoming trauma-informed requires strong leadership.</td>
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<tr>
<td>Spring Semester</td>
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<tr>
<td>FORENSIC SOCIAL WORK AREA OF FOCUS</td>
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<tr>
<td>Requirements: The Forensic area of focus consists of 2 core courses, totaling 6 credit hours. Students are also required to take an additional Practice class in any other area of focus. Students are not required to take any other elective courses, but may choose electives from a list of highly recommended classes by the Area of focus.</td>
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<tr>
<td>Forensic SW Fall</td>
<td>SW 670</td>
<td>Forensic Practice I: Theory &amp; Direct Practice</td>
<td>3</td>
<td>This foundational forensic practice course prepares student to work directly with adult and juvenile offenders as well as victims of crime. The course provides an overview of common court, community treatment, and correctional settings. Students will learn best practices when working with offenders and victims of crime across a range of institutional and</td>
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<tr>
<td>Semester</td>
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<tr>
<td>Area of focus</td>
<td>Course</td>
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<td></td>
<td>SW 670</td>
<td>Forensic Practice II: Evidence based practice models</td>
<td>3</td>
<td>This required course provides in-depth training in specific evidence-based treatment modalities commonly used to treat criminal and juvenile offenders, families involved in the child welfare system, and victims of crime. The course uses an inquiry-based learning process to identify learning goals unique to student interest, community need, and evolving evidence base. The course stresses experiential learning, observation, feedback, and conscious use of self in developing practical clinical skills. Students rely heavily on cognitive and behavioral models and learn to implement interventions that emphasize social learning, skill development, and interdisciplinary collaboration in both community and institutional treatment settings. Students learn effective techniques for treating individuals, groups, and families who have been victims of crime or are involved in the criminal justice or child welfare system.</td>
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</tbody>
</table>

**GLOBAL SOCIAL WORK AREA OF FOCUS**

*Requirements:* The Global Social Work area of focus requires the completion of two three-credit hour
<table>
<thead>
<tr>
<th>Area of focus</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>Global Social Work</td>
<td>SW 6350</td>
<td>Global Social Work Practice I: Global Perspectives in Social Work</td>
<td>3</td>
<td>Completion of this class fulfills one of the requirements of the Global Social Work Area of focus. The purpose of this course is to enhance student preparation for (a) professional social work practice within the context of global interdependence, (b) social work abroad and (c) practice with multicultural populations in the United States. Students will gain knowledge of social work issues and develop skills in micro to macro change strategies by studying social work practices of various cultures/countries around the world.</td>
</tr>
<tr>
<td>Global Social Work</td>
<td>SW 6351</td>
<td>Global Social Work Practice II: Practice with Immigrant &amp; Refugee Communities</td>
<td>3</td>
<td>This practice course applies a global to local lens to understand and work with issues related to immigration. Students will learn about the diverse experiences of immigrants and refugees, their migration pathways, relevant social systems, and models of direct practice. Students will develop skills in clinical practice policy analysis and advocacy to promote healthy adjustment and integration of individuals and communities. Completion of this class fulfills one the practice requirements of the Global Social Work Area of focus.</td>
</tr>
<tr>
<td>Global Social Work</td>
<td>SW 6352</td>
<td>Global Issues in Women’s Health</td>
<td>3</td>
<td>In this three-credit course, students consider issues linked to women’s health and mental health on a global scale. Discussions include an examination of global and local contexts, as well as a consideration of different aspects of macro practice in a variety of professional fields, e.g., social work, nursing, public health, anthropology, etc. By comparing different theoretical models, students enhance social work skills for understanding our clients. The course begins by exploring the trends in health and mental health for women in different regions of the world.</td>
</tr>
<tr>
<td>Global Social Work</td>
<td></td>
<td>Additional Electives</td>
<td></td>
<td>Elect to engage in a study abroad experience which includes 1 offered summer semester -- Mongolia, Thailand/Burma (not offered every year), and Mexico; offered spring semester, Ghana. These are 3 credits.</td>
</tr>
</tbody>
</table>

*core courses in addition to three hours of approved optional electives for a total of 9 credit hours, as outlined in the Program of Study. Students are encouraged to take Global Issues in Women’s Health. Students are also required to take an additional Practice class outside their area of focus.*
HEALTH IN SOCIAL WORK AREA OF FOCUS

Requirements: The Health area of focus consists of two core course (totaling 6 credit hours) plus a minimum of 3 credit hours from a list of approved electives for a total of 9 credits to complete the area of focus. Students are also required to take an additional Practice class outside the Health area of focus.

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<tr>
<th>Area of focus</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>Health</td>
<td>SW 620</td>
<td>Health Practice I: Role of Social Workers</td>
<td>3</td>
<td>This 3-credit practice course builds on first-year HBSE content, and explores the person in environment from a bio-psycho-social perspective across the life span as one encounters challenges to one's physical health. Knowledge of specific major health/illness issues such as diabetes, cancer, disability, and pain management are presented from acute, chronic, and terminal condition perspectives. The accompanying psychological impact of these conditions on individual and family systems is discussed within a framework of cultural and ethnic diversity. The realities of SW practice in interdisciplinary health care settings (hospital, rehab, long-term care, home health/hospice and community-based care) are explored, as well as the impact of public health policy (Medicare, Medicaid, managed care) on social work practice and the role of prevention in health care. Social work values and ethics (e.g., confidentiality, self-determination, locus of responsibility) and their application to practice in health settings are addressed.</td>
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<td>in Health Settings</td>
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<td>Required Course</td>
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<tr>
<td></td>
<td>SW 620</td>
<td>Integrated Behavioral Health Practice</td>
<td>3</td>
<td>During the past 3 decades, the provision of health care services in the U.S. has changed dramatically due to many factors, including changes in patients' health care needs and demographics (e.g. increasingly older patient populations with chronic rather than acute illnesses), an increase in the complexity of the psychosocial determinants of health impacting these patients (including disparities), changes in the health care industry as care moves from inpatient to more community-based settings, and the evolution of continuum-based models of payment for health care services. With the bio-psycho-socio-spiritual perspective of the patient and his/her support system,</td>
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<td>Required Course</td>
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Health

Fall Semester

Spring
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<th>Area of focus</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>Health</td>
<td></td>
<td>Electives</td>
<td></td>
<td>Students choose a minimum of 3 credit hours from a list of approved electives found in the Program of Study guide.</td>
</tr>
</tbody>
</table>

**MENTAL HEALTH IN SOCIAL WORK AREA OF FOCUS**

*Requirements: The Mental Health area of focus consists of two core courses (totaling 6 credits) and a minimum of 4 credit hours elective credits. One elective class must be a practice class outside the Mental Health area of focus. These requirements total 10 required credits to complete the area of focus.*

<p>| Mental Health | SW 6401 | Mental Health Practice I: Children and Adolescents Required Course | 3 | What mental health challenges do children and adolescents currently face, and how can social workers help empower them? Students who take this class learn how to engage in, assess, intervene in, and evaluate mental health practice with children and adolescents, and with their families and communities. A social work perspective is taken, that includes the strengths perspective, multi-cultural competency, eclectic practice, and ecological theory. Students study DSM diagnoses of children and adolescents, through the lens of social work values and theory. This course also considers the interrelationship between mental health and such issues as addictions, criminal behavior, physical health, and evolving local and global conditions. Students will learn to assess the common mental disorders of children and adolescents from an Eco-biopsychosocial-spiritual perspective and to select intervention strategies that differentially fit the needs identified in those assessments. Students will learn to develop and utilize their conscious-use-of-self in establishing effective helping relationships. |</p>
<table>
<thead>
<tr>
<th>Area of focus</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td>SW 640 2</td>
<td>Mental Health Practice II: Adults and Aging</td>
<td>3</td>
<td>This course is the second of a sequence of two required practice courses taken by all students in the Mental Health Domain of the second year of the MSW program. This class provides knowledge, skills, and a value base for Social Work practice with adults and the aging in their families and communities. In this course, students concentrate their studies on the assessment and promotion of mental health for adults and the aging in the context of their families, institutions, and local and global communities. Students will learn to assess the common mental disorders of adults and the aging from an Eco-biopsychosocial-spiritual perspective and to select intervention strategies that differentially fit the needs identified in those assessments. Clients will be viewed as typically having multiple-problem challenges (e.g., in mental health, school learning, physical health, substance abuse, family environment, etc.) that are best approached by multi-disciplinary teams of professionals and other community members. Students will learn to develop and utilize their conscious-use-of-self in establishing effective helping relationships.</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Electives</td>
<td>Electives: Students must take a minimum of 4 credit hours of practice-oriented electives. One class must be a practice class in another area of focus. The remaining elective credits can be general electives that are practice, theory, and skills focused.</td>
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</table>

**SUBSTANCE USE IN SOCIAL WORK AREA OF FOCUS**

*Requirements: The Substance Use Emphasis area of focus consists of 3 core courses, totaling 9 credit hours. Students are also required to take an additional Practice class outside the Substance Use area of focus.*

<table>
<thead>
<tr>
<th>Substance Use</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall Semester</td>
<td>SW 674 0</td>
<td>Substance Use Practice I: Substance Use Disorders: Evidence-based principles and therapeutic</td>
<td>3</td>
<td>This course is designed to provide students with principles and skills in developing a therapeutic alliance as a foundation for implementing evidence-based treatment programs such as MI, DBT, and CT which are the focus of Practice II. In Practice I, students learn to recognize and assess substance use disorders (SUD) in the bio-psychosocial context of the disease. They also learn to understand client behaviors...</td>
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<tr>
<td>Area of focus</td>
<td>Course</td>
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<td>alliance</td>
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<td>associated with SUDs building on their knowledge from other courses of developmental issues, human behavior and diversity in the social environment. Students learn basic principles of understanding co-occurring mental health disorders in the context of SUD including medications that can be effective with this population. They develop relational fundamental practice skills in working with individuals, families and groups in the context of the values and ethics that apply to the treatment of SUDs in social work practice.</td>
</tr>
<tr>
<td>Substance Use Fall Semester</td>
<td>SW 674 1</td>
<td>The Use and Misuse of Psychoactive Medications and their Effects</td>
<td>3</td>
<td>This course is designed to inform social work students about psychoactive medications. Both the use and misuse of psychoactive medications are discussed. Basic neurochemistry as it relates to psychoactive drug use is discussed. Basic actions of the drugs, expected effects and unwanted effect of the medications are also described. The concepts of tolerance, dependence, abuse and addiction is differentiated. Additional information is provided about the use of medications to treat addiction.</td>
</tr>
<tr>
<td>Substance Use Spring Semester</td>
<td>SW 674 5</td>
<td>Substance Use Practice II: Assessment, Motivators, &amp; Therapy Models</td>
<td>3</td>
<td>This course is designed to provide a working knowledge of the evidence based practices and therapeutic relationship skills that are fundamental to working successfully with individuals with substance use disorders (SUD). Students learn, within the bio, psycho, social elements of the effects of SUD, to recognize and accurately assess SUD, to enhance motivation to change, and how to intervene using specific individual, group, and family therapy models. Implications for micro, mezzo and macro practices will be explored throughout the semester. Students build on their knowledge of developmental issues, human behavior, and the social environment, generalist social work practice skills, values/ethics, and knowledge of diversity gained from previous MSW courses.</td>
</tr>
</tbody>
</table>

**Graduate Certificate Women’s Health**

Students interested in a graduate certificate should consult the MSW website and the Program of Study found at [https://socialwork.utah.edu/certificates/womens-health.php](https://socialwork.utah.edu/certificates/womens-health.php).
3.3. Joint Degrees

The MSW Program has three joint degree program options:

- MSW/Master of Public Health joint degree (three years of study)
- MSW/Master of Public Administration joint degree (three years of study)
- MSW/Juris Doctorate (law) joint degree (four years of study)

Students wishing to complete one of the three joint degree programs must apply to both programs at the same time, be accepted into both in the same year, and must (by University policy) graduate from both at the same time. Students in joint degree programs graduate from both programs at the same time even if requirements for one program are completed prior to requirements for the second. If a joint degree student opts to withdraw from one of the two programs or does not complete the requirements within the University four-year degree term limit policy, the student will have to complete all the courses in the regular two-year program of study in the remaining degree program.

3.4. Academic Advising

The Academic Advising office at the College of Social Work supports students by providing comprehensive advising to promote students’ academic, personal, and professional success. Prospective and current students can connect with Social Work academic advisors via email, phone, instant message, videoconference, or in person. The Academic Advising office offers drop-in and appointment options. Students can visit https://socialwork.utah.edu/advising to contact academic advisors or make an appointment.

3.4.1. Advisement of Prospective MSW Students

Academic advisors work with prospective students who are exploring social work as a possible career and area of study. They meet with prospective students one-on-one as well as hold MSW program information sessions and application workshops. Academic advisors can answer students’ questions about the MSW program application, prerequisite classes, program options, and opportunities for creating a truly signature experience at the University of Utah.

3.4.2. Orientation and Transition

The College of Social Work Academic Advising office assists newly admitted students with orientation and transition. Academic advisors are available to answer new students’ questions about next steps such as enrollment, applying for financial aid and scholarships, and creating a semester-by-semester course plan. The Academic Advising team collaborates with MSW program faculty and staff, as well as with campus partners, to provide students with a comprehensive orientation to the program. Students learn about program features and course options, meet faculty and staff, and learn about University resources such as our Counseling Center, Center for Disability and Access, and our research librarian. They are also introduced to opportunities for campus involvement and student leadership. New students are introduced to the MSW Handbook, which is available online and provides detailed information regarding
grading, attendance, reporting of grievances, and other policies that impact the student experience. Key policies are also explicitly taught during the program orientation.

3.4.3. Advisement of Current Students through Graduation

Current MSW students should meet with their Social Work academic advisor regularly, to ensure they are on track for graduation, as well as making the most of their many resources and opportunities at the University of Utah. Academic advisors can help students navigate academic struggles, petitions, and other complex situations. They also connect students with valuable opportunities, such as learning abroad options, career preparation events, and more. Our advisors work with partners such as our state’s NASW representative, as well as the state’s Department of Occupational and Professional Licensing, to help answer a variety of questions that prospective students have regarding the social work profession and licensing.

MSW students may visit with their academic advisor for a number of reasons, including:

- Course plan and degree requirements
- Class permission code requests
- Transfer credit evaluation
- Academic concerns
- Information and clarification about University and MSW Program policies
- Petitions for consideration of exception to policy
- Information and referrals to a wide variety of campus resources, such as
  - Veterans Support Center
  - LGBT Resource Center
  - Women’s Resource Center
  - Counseling Center
  - Victim advocates
  - American Indian Resource Center
  - Dream Center
  - Graduate School Diversity Office
  - Center for Disability and Access
  - Career and Professional Development Center
  - Center for Childcare and Family Resources
  - Marriott Library Resources (research tools, etc)
  - Feed U Pantry
  - Writing Center and E-Tutoring
- Referrals for emergency funding
- Learning abroad
- Community engagement opportunities
- Scholarship information
- Graduate and professional certificates
- Applying for graduation
- Leave of absence requests
Apart from one-on-one advising interactions, CSW Academic Advising also hosts a variety of workshops, events, and group advising sessions. For example, CSW Academic Advising collaborates with the Utah NASW and the University’s Career and Professional Development Center each year to put on our Social Work Career Prep Series. This series of events includes a Social Services Career Expo, featuring local employers who are hiring our graduates. The Career Prep Series also includes monthly workshops that cover a variety of topics, including:

- Social work licensing
- Networking
- Salary Negotiation
- Trends in social work profession and jobs outlook
- MSW program alumni panel discussions
4. Graduation Requirements

4.1. Academic Requirements

A minimum of 60 semester credits are required for graduation from the MSW program (45 for Advanced Standing students). To graduate and be listed on the convocation program, all pending Incompletes, “T” grades and practicum hours must be completed by the end of the semester in which graduation is desired. Students are strongly encouraged to meet with a College of Social Work academic advisor regularly to ensure they are on track for graduation. Students themselves are ultimately responsible for assuring that all requirements for graduation are met, including the completion of all courses in the sequences prescribed by the faculty of the College of Social Work. Failure to complete the required first-year and second-year courses as outlined in Tables 1 and 2, in the order and time sequence established, may result in delayed graduation.

Students who do not satisfactorily complete the requirements for admission to the MSW Program (such as completion of undergraduate graduation, completion of prerequisite courses, or completion of practicum for BSW students) will be not allowed to begin their MSW program of study. Such students must then reapply for the following year, following all appropriate application guidelines and deadlines. Readmission is not guaranteed.

4.1.1. Graduation: Application for Admission to Candidacy (Degree)

All graduate students must apply in advance for graduation to receive a degree from the University of Utah. Before applying to graduate, students should meet with their assigned academic advisor and review the degree requirements set by the Graduate School.

4.1.2. On-Time Applications:

To apply on or before the graduation due date simply click on the “Graduation” tile on your Student Homepage in Campus Information Services (CIS) and follow the instructions. Note: This link does not become active until your Supervisory Committee has been entered into Grad School Tracking. A separate Application for Graduate Degree is required for each major in which you are applying.

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEADLINE TO APPLY</th>
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<tbody>
<tr>
<td>Fall Graduation (December)</td>
<td>July 1</td>
</tr>
<tr>
<td>Spring Graduation (May)</td>
<td>November 1</td>
</tr>
<tr>
<td>Summer Graduation (August)</td>
<td>April 1*</td>
</tr>
</tbody>
</table>

*Students who submit their applications for graduation by March 1st will have their names included in the Spring Convocation Program.
4.1.3. Late Application/Reapplication:

A Late/Reapplication for Graduate Degree is required in the following cases:

- Applicants who missed the deadline to apply on time.
- Candidates denied graduation in a previous semester.
- Candidates who have already applied for graduation and need to reapply to a future semester.

Failure to apply on time may delay your graduation. Reapplications should be submitted no later than the last day of classes of the graduating term. Reapplications will not be accepted more than one year in advance.

A Late/Reapplication for Graduate Degree may be submitted as an attachment in an email from your Umail account to graduation@utah.edu.

All graduate students must adhere to the Graduate School's policies and procedures in order to graduate. Please select the appropriate link below to view the deadlines for the above mentioned Graduate School requirements.

4.1.4. Master’s Candidates

In the fall semester of the student's second year of the program, each student should complete the College of Social Work Application for Admission to Candidacy for the Master of Social Work Degree (found on MSW community Canvas page) and submit the form to the College’s Academic Advising office. The student must also apply for graduation with the University Registrar’s Office (see above).

4.1.5. Alternative Graduation

Students may extend their program requirements or practicum during summer semester with a graduate date of August instead of May. Students wishing to participate in commencement and convocation with their peers by submitting an exception to policy petition (College of Social Work Petition for Alternative Graduation Participation, found on the MSW Community Canvas page) to the MSW Director. If the petition is granted, all requirements must be completed (including practicum) by the end of the summer semester following commencement exercises. The degree is not conferred until all program requirements are met.

4.2. Credit for Life Experience

The MSW program does not grant social work credit for life experience, previous work experience, or courses applied to another degree.
4.3. **Practicum Requirements**

4.3.1. **Field Placement Criteria and Processes**

All students admitted into the MSW Program will be considered for field placement by the College of Social Work Practicum Office. Detailed information regarding admission criteria for the MSW Program is located at [https://socialwork.utah.edu/msw/msw-admissions-application-requirements/](https://socialwork.utah.edu/msw/msw-admissions-application-requirements/).

For the first-year practicum, students receive their packet of information after admission to the MSW Program, usually in April, which helps to guide the field placement process. After conducting their research of agencies, M.S.W. students complete a practicum application and bring a resume to an in-person or a virtual interview with an assigned practicum coordinator. During this interview, the coordinator will review and discuss the student’s interests and educational needs and answer questions related to the practicum. Students are then asked to make an appointment with the agency field instructor to discuss learning opportunities and mutual expectations. The student must take their updated résumé to the meeting with the agency supervisor.

If students are accepted by the agency, then the agency is expected to complete the Field Placement Agreement form and sign along with student. Each student is responsible for returning this form, as soon as possible, to the Field Practicum Office to confirm the field placement. Each student also has the responsibility to notify their practicum coordinator as soon as possible, if they were not selected for the field practicum position, so that the coordinator can assist the student in pursuing another option. Failure for the student to meet with the Field Instructor/Task Supervisor by the assigned deadline can jeopardize placement for that academic semester.

If students are unable to be placed after three interviews, then the CSW Practicum Office will delay placement until an evaluation is completed by the Practicum Office. The evaluation may include a student interview with the Practicum faculty, student response to written questions posed by the practicum coordinator, and/or the gathering of additional information by the Practice Office. The Practicum Office may make a determination that practicum should be delayed or halted. This determination may be appealed to the MSW Director. The University of Utah’s Student Code spells out the process for appeals of academic actions: [https://regulations.utah.edu/academics/6-400.php](https://regulations.utah.edu/academics/6-400.php)

Each student applies for admission to the field sequence in the semester prior to the onset of the field placement, including newly admitted students. Full-time students are typically enrolled in Field Practicum concurrent with other coursework during the Fall and Spring semesters of both the Generalist and Advanced years. Practicum is sometimes completed as a summer semester block following Fall and Spring coursework. The practicum coordinator and academic advisor consistently monitors student progress each semester to ensure progression through the field course sequence. In order to be admitted formally to the MSW Generalist Practice and Advanced Generalist Practice Field Practicum sequences, a student must adhere to the
following policies:

- Currently enrolled students must maintain a minimum overall GPA of 3.0 prior to enrollment in Field.
- All students must adhere to student behavioral guidelines in the University of Utah MSW Handbook and outlined by the National Association of Social Workers (NASW) Code of Ethics.
- Students enrolled in the Generalist (foundation) year must complete all ten Generalist foundation courses with a grade of C+ or better in order to matriculate to the Advanced Year Field Sequence. Those courses include: SW 6001, SW 6030, SW 6040, SW 6240, SW 6511, SW 6002, SW6110, SW 6120, SW 6140, and SW 6512.
- Students enrolled in the Advanced Standing program must successfully complete the following summer bridge courses with a C+ or better in order to matriculate to the Advanced Year Field Sequence: SW 6040, SW 6200, and SW 6121.
- Field courses must be taken sequentially and each student must successfully pass each course before moving forward in the sequence. For example: SW 6511 (Field Practicum I) precedes SW 6512 (Field Practicum II) and SW 6521 (Advanced Field Practicum II) precedes SOW 6522 (Advanced Field Education II).
- Each student must complete a field application form each year of the field practicum. The application with an updated resume must be turned in prior to the established and advertised deadline. Students are instructed to submit the application via IPT or email on or before the application deadline date. All applications are reviewed by the Field Practicum faculty. Incomplete applications are returned to the student for completion. Students will not be allowed to interview at any agency until all the required paperwork is complete.
- If the student wants to be considered for placement in her/his place of work, then the student should also state this request in such a way that the employment-based placement is clearly noted. The student will then complete an application for employee-based placement.
- Students must pass all background and screening check outlined by field agencies (See MSW Handbook). Students must also successfully complete health screening and provide any necessary immunization documents to the agency directly prior to the start of the placement.
- All students must complete a campus-based orientation conducted by the MSW Field Practicum Office prior to beginning practicum and logging any hours at the practicum site.

4.3.2. Practicum Process

All students must complete two practicum placements by meeting the learning objectives, social work practice skills and clock hours (450 hours first year, 600 hours second year) as outlined in the practicum evaluation forms. Practicum dates correspond with the semester dates. Students are not permitted to continue practicum hours after the end of the semester without prior approval from their field instructor AND practicum coordinator. Students who receive a grade
of “no credit” for any segment of the practicum will be required to meet with their practicum coordinator and the Director of Field Education. In serious circumstances, the student may be referred to the Associate Dean and potentially the appropriate behavior committee, which may result in termination from the program.

First-year students usually complete practicum during Fall and Spring Semesters at the rate of 15 hours per week, concurrent with first-year course work. Alternatively, students may choose to complete practicum in a block placement format during Summer Semester following first-year course work. Students who do not enroll in concurrent practicum may run into difficulties in relation to class assignments that draw upon practicum experiences. **All students must complete first-year practicum before beginning second-year coursework and practicum.**

### 4.4. Student Ratings of MSW Courses and Professors

Students rate the effectiveness of each course and the teaching effectiveness of faculty at the conclusion of each semester. Students can access Student Course and Teaching Ratings for previous semesters through the University of Utah CIS system. These ratings are taken very seriously by faculty and administration. Students should take the time to constructively rate each course with care and integrity, keeping in mind their aggregate responses are published to a larger audience. Faculty can only improve when they are able build on the input they receive from students. Those students who feel negatively about a course or an instructor are encouraged to communicate their concerns in a professional manner and to provide specific suggestions for improvement.

### 4.5. Email Requirements

All students are expected to establish a UMail email account. All messages from the University, such as emergency closures, critical incidents, student specific information such as registration holds, etc., and all messages from the College of Social Work will be sent via email to students using the UMail account address. If students forward their UMail messages to other email accounts, they must ensure that those accounts do not fill, resulting in rejection of messages. Students must check their UMail account regularly (weekly) for important information. Students will not be given consideration for any accommodations they seek due to non-receipt or not reading email sent to the UMail account.
5. Academic Policies

5.1. Residency Requirements

University policy requires at least 24 credit hours must be in resident study at the University of Utah. This policy does not refer to or fulfill State Residency Requirements for tuition purposes.

MSW students are required to complete one year of study in full-time residency. The College of Social Work defines full-time residency as two consecutive semesters with a minimum enrollment of fifteen (15) credit hours per semester for the full time MSW Program and the Advanced Standing Program. In cases of extenuating circumstances, the MSW Director may approve a reduction in credit hours, to a minimum of 9 credit hours per semester, thus extending the student’s program.

These requests can only be considered only after a student has completed one full semester at 15 credit hours (see section IV-K, Sequencing of Courses policy). In some cases a leave of absence may be granted (see section IV-L, Leaves of Absence policy and IV-F of this manual).

5.2. Registration

Registration is the first responsibility for entering students. Students can access detailed registration instructions, tutorials and information at http://registrar.utah.edu/register/index.php. Admitted students need to be aware that after they receive the acceptance notice from the MSW program, it can take up to 4 weeks for the admission process to the University of Utah Graduate School to be completed. Students are not able to register until the University of Utah Admissions Office has processed the application and sent the applicant the official admission to the University.

To register, students access the secured Campus Information System at www.cis.utah.edu. They use their student ID number, which is provided in a letter from the Graduate Admissions Office, and a password to access the information. The MSW program cannot provide the student with his/her student ID number. If the student is new to the university, the initial password will be date of birth (month, day and year, e.g. 01011992).

The College of Social Work supplies new students with class information for registration. Each course has a class number, which is necessary for computer-based registration. Students must use the list of courses given to them by the MSW program. There are several sections listed for most courses. Register for only ONE section of each course. Information is updated on the web if classes are cancelled or day/times/locations change, however, the course numbers that are needed to register always remain the same as on the schedule which is provided by the MSW program.

Practicum registration: The Practicum office notifies students via email which practicum section to register for, using the name of each student’s practicum coordinator.
All students who remain in good standing are eligible to register each school term as long as they maintain continuous enrollment (except summer semester). If classes are full, they are strongly encouraged to check the web often for seating availability. Class enrollments change constantly, right up to the end of the first week of the semester. Permission codes to exceed classroom caps are rarely given and students are encouraged to fill their schedules with those sections that have openings. A late fee is assessed by the University if registration occurs later than dates printed in the University of Utah Academic Calendar for each semester. Students are provided with a registration appointment time by the University. This and other fees can change at any time without notification, so students should regularly check the University of Utah’s website.

According to University policy, no candidate for a graduate degree is permitted to register for more than sixteen (16) credit hours in any single semester. Students seeking to take 17 or 18 credit hours in one semester will require approval from the MSW Director prior to registration. The Registrar’s office will automatically prevent registration for more than 16 credit hours without prior approval. In exceptional cases, student may take more than 18 credit hours in any one semester with approval from both the MSW Director and the Dean of the Graduate School.

5.3. Attendance/Absences

Once a student is officially enrolled in a course, the University holds the student accountable for tuition, if the student does not withdraw properly from the class(es). A student may drop a class through the CIS system during the first ten (10) calendar days of the term without tuition charges. After the deadline to drop passes, a grade of “W” is placed on the course. The “W” grade does not affect the GPA. However, Income Accounting assesses tuition after the tuition due date. Any student withdrawing after this day will not have tuition refunded.

In all MSW courses, full attendance is expected, as much of the learning experience is experiential and the result of classroom discussion and dialogue. Most syllabi will have an attendance requirement as part of classroom participation points towards the final grade. Students who are unable to attend class due to illness are expected to notify their instructors prior to their absence from class. In this case, instructors are encouraged to make alternative assignments available to the student. Students who miss more than four classes (for any reason) may not be able to pass that course. Students who can anticipate absences (such as scheduled surgeries, planned trips, etc.) are expected to meet with the academic advisor to discuss options available to them, such as extending their program or taking a leave of absence. (See also, Section VI. General Guidelines, section C.)

The College adheres to the University of Utah’s policies regarding accommodation of absences for explicitly listed and other compelling reasons. University policy regarding bereavement is as follows:

The University recognizes that students may experience times of grief and bereavement due to the loss of someone close. In the unfortunate event that a student experiences the loss of a parent, guardian, sibling, spouse, roommate or other person close to them,
such that they will need to be absent from classes, they should notify – or have a friend or family member notify – the Dean of Students. Subsequently, the student is responsible for providing documentation of the death or the funeral service they attended. Documentation may include, but is not limited to, a memorial service program or a newspaper/website obituary notice. Given proper documentation, instructors are encouraged to excuse the absence and make reasonable adjustments, modifications or adaptations, as described in the guidelines above. (Version 2.0, July 2016, Guidelines for Accommodating Absences for Explicitly Listed and Other Compelling Reasons, Under Policy 6-100-IIIO Attendance Requirements.)

5.4. **Tuition Payments and Failure to Pay Tuition by Deadline**

Students can find options to pay tuition at [http://fbs.admin.utah.edu/income/ tuitioninfo/tpo/](http://fbs.admin.utah.edu/income/ tuitioninfo/tpo/). Students are responsible for officially dropping any classes for which they are registered but not attending by the deadlines outlined in the University Academic Calendar. Students who do not pay tuition by the due date will have their class(es) cancelled. **Classes cannot be reinstated by paying tuition after the deadline, which will result in the student not being able to continue in his/her program until the following year, as courses are sequential.**

If a student has paid tuition, or has entered into a payment agreement with Income Accounting, class(es) will not be automatically cancelled for non-attendance or for failure to pay tuition as agreed upon in the payment agreement. The student will continue to be held responsible for tuition, even if never attending the course(s), unless the student officially withdraws from the course(s) by the appropriate deadline. Deadlines are found in the University Academic Calendar at [http://registrar.utah.edu/academic- calendars/index.php](http://registrar.utah.edu/academic- calendars/index.php). Contact the Income Accounting & Student Loan Services with questions regarding tuition at income@utah.edu (email) or by calling (801) 581-7344.

5.5. **Withdrawal Policies**

Students may withdraw from a course without penalty or permission by meeting University deadlines to do so. These dates are found on the University Academic Calendar. **Dropping classes after the deadline will result in obligation of the student to pay full tuition, and tuition will typically not be refunded.** In addition, University policy states students may withdraw from classes after the University deadline only through a written request and for good cause with the permission of the instructor and upon meeting any criteria established by the College. **Good cause** includes but is not limited to (1) failure to inform students of course requirements and grading methods prior to the end of the open withdrawal period; (2) the student’s extended illness; or (3) serious injury. **Good cause** shall not include the anticipation of an undesirable grade in and of itself. The student may appeal the decision of the instructor to the Dean’s Office. All withdrawal procedures must be completed before the last day of class.

A student may withdraw from all of his/her courses and from the University upon the recommendation of the Dean. When a student is withdrawing from a course or from the University, the student must meet with the MSW Director to explore options, such as a revised
Program of Study or leave of absence. For extraordinary reasons approved by the Dean and the Registrar’s Office, the grade of “W” may be given after the end of the “W” period. “Application to Withdraw” forms for dropping courses are available at the Registrar’s Office located in the Student Services Building. Students withdrawing after the current term mid-point must pick up a petition for consideration of exception to the withdrawal policy from the Dean’s office.

Students should not assume that departments will automatically initiate a drop for nonattendance. Unless a “W” shows up on the grade sheet, an “EU” (unofficial withdrawal) is automatic. An “EU” is considered the same as an “E.”

5.6. **Proof of Immunization**

All new and transfer students born after December 31, 1956 are required to submit proof of immunity for measles, mumps, and rubella (MMR). Please submit the dates and a copy of your immunization records through the [Student Health Patient Portal](#) to avoid a registration hold.

Please contact the [Student Health Center](#) at 801-581-5804, if you have questions or concerns regarding the Immunization requirement or for assistance with fulfilling this requirement.

5.7. **Registration Holds**

If a hold has been placed on a student's record, it may affect his/her ability to register for classes. A hold is placed on a student’s record for non-payment of debt (parking tickets, library fines, tuition payments, etc.), scholastic standards, failure to meet immunization requirements, required academic advising, or non-compliance with other University regulations/obligations. A hold on the record can impact one or more of the following:

- Enrollment
- Receiving a transcript
- Disbursement of financial aid
- Refund from Income Accounting

To check on existing holds, log into the [Campus Information Services](#) and click on "View Holds" under the "Student Records" heading.

5.8. **Academic Workload**

According to University policy, no candidate for a graduate degree is permitted to register for more than sixteen (16) credit hours in any single semester. The Registrar’s office will automatically inform students that they cannot register for 17 or 18 credit hours without the MSW Director’s prior permission. Students wishing to exceed 18 hours must seek approval from the MSW Director and the Dean of the Graduate School.

The full time MSW program is designed to be completed in two years (4-5 semesters) with an average of 15 credit hours per semester. A schedule of nine (9) credit hours is considered by the University as a full load to meet registration requirements for Masters and doctoral degree
candidates in extenuating circumstances, such as extended programs or joint degree programs.

5.8.1. Minimum Continuous Registration

All MSW graduate students must be enrolled in at least one class of graduate level course work from the time of formal admission through completion of all requirements for the degree they are seeking unless granted an official leave of absence (see Leave of Absence section, below).

Students not on campus and not using University facilities are not expected to register for summer term. Students must, however, maintain minimum registration status of three credit hours during summer term if they are taking examinations or defending theses/dissertations. If students do not comply with this continuous registration policy or do not obtain an official leave of absence, they will be automatically discontinued from graduate study. In this case, the student must reapply for admission to the University through Graduate Admissions upon approval of the home department. Note: maintaining continuous registration status may differ from full-time enrollment status. Please see Academic catalog.

Continuous registration refers only to registration during the regular academic year and is not terminated or interrupted by non-registration during summer term. Although most students in the MSW program do not choose a thesis or comprehensive exam, occasionally someone in a joint degree will chose this option. In this case, students must be registered for a minimum of three credit hours during the semester they complete their capstone, thesis, or take their comprehensive exam.

CSW students who are University of Utah employees and are eligible for tuition benefits may need to enroll for additional credits in order to maintain eligibility for tuition benefits. Please refer to the University of Utah Graduate School website for specific policies regarding this status: www.gradschool.utah.edu

5.9. Audit or Electing CR/NC

With the exception of Practicum, all courses taken to fulfill graduation requirements for the MSW degree must be taken for a letter grade. After completion of all graduation requirements, students can receive permission for CR/NC or audit status from the MSW Director.

The University has the following policy on audited courses: An audit grade (V) can be elected in credit courses when no grade is desired. A student may audit a class if it is not available to be taken as non-credit, and/or if he/she wants to attend the class for his/her own personal benefit. Students auditing a course are not held responsible for completed course work or tests during the class. An audited course will show on a student transcript with a 'V' grade and '0.00' as the awarded number of credit hours. Audited courses are not included in the student's GPA calculation. Tuition and fees are assessed at the same rate as classes taken for credit. Students indicate their desire to audit a class at the Registration Division either in person or by phone until the fourteenth calendar day of the term. https://registrar.utah.edu/handbook/index.php.
5.10. Credit for Courses Taken Outside the College of Social Work

Students may not apply more than four (4) credit hours of credit taken outside the College of Social Work to the MSW unless specifically approved by the MSW Director to fulfill requirements for special programs, such as graduate certificates. However, students in the MSW St. George program are not permitted to take classes outside the College of Social Work.

Courses taken by correspondence or home study are not eligible for graduate credit in the MSW program. Credit is not accepted for special institutes, workshops and conferences unless they are part of a previously-approved independent study course. (Please see Section O “Independent Study.”)

Only graduate level courses numbered 6000 or above will be considered for MSW credit. Students wishing to appeal this policy must meet with the MSW Director prior to registration. Proposed courses must be semester-long courses and involve academic requirements and classroom experiences that are comparable to courses in the MSW program. Courses taken outside the College of Social Work and applied to the MSW degree must have direct relevance to social work and to the student’s career objectives. Course content may not substantially duplicate content offered in required or elective courses offered by the College of Social Work.

To seek credit for a course completed outside the College, a student should complete a Request for Non-College of Social Work Graduate Credit form (found on the MSW Community Canvas page) and follow the procedures as outlined below. The student should attach an official syllabus of the course being considered to the form and make sure to provide a rationale that describes the relevance to the student’s educational goals. A separate form should be used for each request. Courses taken outside the College of Social Work during the MSW program must be approved in advance.

Graduate level courses taken while a student is in an undergraduate program may not be applied to the MSW degree.

5.10.1. Elective Credit

The MSW Program of Study includes elective credits which are part of the second-year curriculum. Regardless of their program option (including joint degree programs), MSW students may not take elective classes to count towards their graduate requirement until they have completed all first-year coursework (including practicum). Any exceptions to this policy must be approved in advance by the MSW Program Director. No more than four credit hours from another U of U college/program may be approved to fill the MSW elective requirements. For additional information, see IV section K, Course Sequencing.
5.10.2. Transfer Credits

University policy prohibits transferring more than six (6) graduate credit hours from another university into a Master’s degree program. As a result, the College of Social Work cannot admit students wishing to transfer from another MSW program. In unusual circumstances, a request to transfer into the U of U MSW program can be granted if the person seeking transfer: 1) has successfully finished his/her first-year curriculum including practicum, 2) provides a letter of good standing from their program Dean, 3) certifies that the courses have not been used to meet requirements for a previous degree from the University of Utah or another institution of higher education, and 4) agrees to complete all the requirements of the CSW Advanced Standing program, with the understanding that only 6 credits from their previous program will be applied towards elective requirements. Transferred courses must have a letter grade of “B” or higher.

5.11. Degree Time Limits

All students must complete their degree requirements within four years of admission to the College of Social Work MSW program in order to receive their diploma and to meet requirements of the Graduate School. Students must receive permission from the MSW director to extend their program beyond two years, either through alternate practicum arrangements or part-time or revised programs of study (see IV-A-2 Residency Requirements).

Candidates for the MSW are expected to complete the degree through continuous enrollment. Failure to enroll during any semester following admission (excluding summer) shall result in termination from the MSW program unless a leave of absence has been granted. The MSW program is designed to be completed in two years through full-time enrollment.

Failure to return to studies after completion of a leave absence may result in termination from the program. In this case, the student must reapply to the University Graduate School and the Program.

5.12. Grading

All classes will carry a letter grade with the exception of Field Practicum. Credit/no credit grades are not included in the computation of grade averages.

The University Graduate School requires students to maintain a 3.0 or higher GPA in course work listed on the Program of Study for the master’s degree. A grade below C+ is not accepted toward the MSW degree. Those students completing a joint MSW/JD degree must maintain B grades for a course to apply towards graduation.

Each master’s program requires a distinct, complete set of course work. Course work used to meet the requirements of one master’s program may not be used to meet the requirements of another, except in Board of Regents approved joint degree programs.

Students must maintain a cumulative grade point average (GPA) of 3.0 to qualify for graduation.
Students must also pass all required classes with a grade of C+ or better.

5.12.1. Grade-Related Problems

The ability to successfully complete the MSW program hinges on a student’s success in both class and practicum. Every effort is made to detect academic problems early and to intervene before they become serious. For that reason, a student who receives a final grade of “C” or lower in any class is required to meet with their academic advisor to develop a plan for academic remediation.

If a student’s cumulative GPA in the MSW program falls below 3.0, the student will be notified that he/she is on academic probation and will be required to work with the MSW Director to develop a remediation plan, which will be monitored on a regular basis. If required improvement is not made, the student will be referred for dismissal from the MSW program.

Under rare circumstances a student may be dismissed from the MSW program for failing to demonstrate the required competencies in class and/or practicum. These include:

- Failure to maintain a 3.0 average for two semesters;
- Receipt of a failing grade in the same course twice; and
- Receipt of a no-credit grade in practicum.

In these cases, the student will be dismissed from the MSW Program. In extraordinary circumstances, a student may be exempt from this policy with consent from the MSW Director, the Field Director, and the Associate Dean for Academic Affairs.

Students may appeal academic actions taken by the MSW Director by following the procedures spelled out in the University of Utah Student Code, Section V: Student Academic Conduct (http://regulations.utah.edu/academics/6-400.php).

Students in the MSW/JD program must complete their courses with a passing “B” grade or better; Students in the MSW/MPA and MSW/MPH programs must complete their courses with a “C+” grade or better. Students in the MSW Program must complete their coursework with “C+” or better to earn credit towards the MSW degree. Students will not earn credit for any grade of “NC.” If a student receives a grade below C+ in one of the required courses, the student must re-take the course unless another course is approved by the MSW Director.

Students must also maintain a minimum 3.0 cumulative GPA to be in good academic standing. Students may not advance in any series of sequenced courses if the student has a grade below C+ or a grade of incomplete in any of the courses required for that sequence. Students may not begin second-year course work until first-year course work (including first-year Practicum) is complete. Similarly, Advanced Standing students may not take fall and spring coursework unless all Bridge classes are passed with a grade of C+ or better. Exceptions may be made under unusual circumstances if approved by the MSW Director.

To reach candidacy for graduation from the MSW program, a student must have achieved an
overall grade point average of 3.0. A student who has not established a 3.0 GPA by the end of
the first-year may not begin second-year coursework except under special circumstances and
the approval of the MSW Director. Work on a research project may be given a grade of “T” to
reflect incomplete work in process. A “T” remains in the student record until the work is
completed and a letter grade is reported to the Registrar. A student may not graduate until “T”
grades are removed and a grade of completion is submitted to the Registrar’s office.

5.12.2. Posting of Grades

According to University policy, faculty can post grades in canvas for individual assignments and
tests throughout the semester. Students access their final grades for all classes at the end of
the semester through their CIS account. Those who complete course evaluations early are
given access to final grades in advance of the regular posting date for all University classes. If
students wish to have their graded papers and examinations mailed to them, they must
provide a stamped, self-addressed envelope to the professor for that purpose. All
papers/exams placed in student boxes must be in confidential envelopes.

5.12.3. Incomplete Grades

In accordance with policies of the University of Utah, an incomplete grade may be given only
when “circumstances beyond the student’s control” have interfered with the student’s capacity
to complete course requirements (i.e., death, serious illness or accident). The grade of “I” must
be used only for a student who is passing the course, and who needs to complete 20% or less of
the requirements of the course.

An “I” grade may not be used in a way that will permit a student to retake a course without
paying tuition. If a student needs to attend a course (during a subsequent semester), the student
must be registered, either as a regular student or for audit. If an incomplete can be made up
without attending the course a second time, re-registration is not necessary. All incompletes
require completion of a Contract for Incomplete Grade (found on the MSW Community Canvas
page). University policy states incompletes must be removed within one year or they are
automatically recorded as an “E.” A student may not graduate until “I” grades are completed
and a grade is submitted to the Registrar’s office.

5.13. Independent Study and Independent Research

Independent Study credits and opportunities to engage in independent research are offered to
provide learning experiences for students with interests in content not included in the required
MSW program curriculum. Students may take 1-2 credit hours of independent study in any given
semester, up to a maximum of four credit hours that may be applied to their MSW Degree.

The faculty member who supervises the Independent Study should be selected on the basis of
the professor’s expertise in the topic of study. The student and the faculty member must
develop a 15-week syllabus for the course the student is proposing. This should be modeled on
a regular course syllabus, and must include: course description, course objectives, week-by-week
learning activities, assignments, and methods of evaluation/grading. Note: The student must articulate how the study or research applies to the field of social work and will enrich the student's knowledge and skills. Independent study will not be approved if the material is covered elsewhere in the curriculum.

Independent study and independent research requires a total 45 clock hours per credit hour. This equals 3 hours spent per week for a one-credit independent study/research and 6 hours per week spent for a 2-credit independent study/research. The independent study and research should also contain regular consultation with the faculty sponsor throughout the semester. This is accomplished through documented work time on the study and regularly scheduled meetings with the instructor to provide opportunities for discussion and integration of the material studied as documented on the syllabus and independent study contract.

The proposal and contract form for either independent study or independent research must be approved by the faculty person who agrees to supervise the study and the MSW Director. Students wanting to do independent study or independent research must complete either the Contract for Independent Study or the Contract for Independent Research (found on the MSW Community Canvas page). Expected standards of student performance for independent study are comparable to those of required courses. Performance measures may include: a written paper, an annotated bibliography, an oral examination and/or another assignment. These must be clearly outlined in the proposal syllabus.

5.14. Course Sequencing

Students completing any program option, including joint degrees, must take courses in the sequence outlined in the appropriate Program of Study. Students are not allowed to register for any second-year classes (including electives), until all first-year courses, including practicum, are completed. Students seeking an exception to this policy must secure the approval of the MSW Director. For additional information see IV, section E, Elective Credit.

5.15. Leaves of Absence

In the College of Social Work, leaves of absence are granted for up to one year for students who encounter significant extenuating circumstances, which may include:

- a serious health condition of the student or family member,
- parental leave to care for a newborn or newly adopted child,
- a call to serve in military or other national service, and
- other compelling reasons in which the College agrees that a leave is the best interests of both the student and the University.

An individual seeking a leave of absence must have completed a minimum of one semester (12-15 hours) with a GPA of 3.0 or above. A written request for a leave of absence must be submitted to the MSW director. This request should provide the following: (1) reason for request; (2) period of absence requested; (3) description of academic work completed and (4) a
proposed plan for completion of additional work required for graduation. It should be accompanied by the University's Graduate School's approval form for leaves of absence (http://registrar.utah.edu/handbook/leave.php).

5.15.1. Retroactive Leaves of Absence

Leaves of absence are not granted retroactively. The form requesting a leave of absence for a current semester must be completed by the last day of classes of the semester before the proposed leave will take effect. Students must officially withdraw from classes in any semester for which a leave is granted; failure to formally withdraw results in the reporting of E or EU grades for all classes and may result in the student being responsible for any unpaid tuition.

5.15.2. Length of Time Allowed for Leaves of Absence

Leaves are granted for a maximum of one year. The period during which a leave of absence is granted does not count toward the period allowed to complete the degree (please see Section K, above). The leave of absence will be void if a student registers for classes in a semester for which a leave has been granted.

5.15.3. Returning to the MSW Program after Leave of Absence

To return to the MSW program after a leave of absence, the student must register for the semester immediately following the leave (excluding summer semester). If a student fails to register at the end of the approved leave, they will automatically be dropped from the MSW program. In this case, the student will be required to reapply to the program should they wish to return (See Section R, below).

5.15.4. International Students

International Students on a F1 or J1 visa taking a vacation semester must obtain permission from the International Student and Scholar Services Office prior to requesting a Leave of Absence. Leaves for international students will only be approved for one semester. See: http://registrar.utah.edu/handbook/leave.php

5.15.5. Reapplication

If a student does not return to their program of study immediately following a leave of absence, the student must reapply for admission to both the Graduate School of the University of Utah and the College of Social Work through the ApplyYourself program. Such applications must meet the College of Social Work application deadlines. A complete ApplyYourself application is required. For guidance in this process, the student should contact the MSW Admission Coordinator to determine the deadline for the reapplication as well as expectations for application materials.
5.16. University Policies and Transcripts

Students are responsible for complying with all University regulations and deadlines. Pertinent information regarding registration policies, procedures, deadlines, and changes can be found online in the Student Handbook and Academic Calendars. The University is also obligated to ensure the integrity of the transcript as an historical document. Therefore, the transcript must reflect the actual history of a student's experience at the University. Students are responsible for ensuring the accuracy of their class schedule each term via the Campus Information Services.

An exception to University policy is warranted only in cases involving unusual or extenuating circumstances that would normally not be faced by other students. Modification of the record for sake of appearance does not constitute a justification for exception to policy. Petition requests must be submitted within three years of the affected term(s) or prior to graduation from the University, whichever comes first. See: http://registrar.utah.edu/handbook/exception.php
6. Students’ Rights and Responsibilities

6.1. Student Code

The University of Utah Code of Student Rights and Responsibilities contains important information about students’ rights and responsibilities, including:

- Mission of the University of Utah
- Student Bill of Rights
- Student Standards of Academic Performance
- Student Standards of Behavior
- Student Records

Students are encouraged to read the Code carefully and refer to it often. In order to protect students’ rights and ensure due process, the College of Social Work adheres to the policies and procedures outlined by the University of Utah Code of Student Rights and Responsibilities. Please note that the University website contains the most recent version of policy at any point in time. Students are expected to be familiar and comply with the most recent version of the code.

6.2. Student Behavior Guidelines

The University of Utah College of Social Work Master of Social Work Program (MSW) is accredited by the Council on Social Work Education (CSWE) and, as such, is mandated by CSWE to foster and evaluate professional behavioral development for all MSW students. The College of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who exhibit the knowledge, values, and skills of the profession of social work to the level of their education. The values and ethics of the social work profession are codified in the NASW Code of Ethics. The developmental process of MSW students begins with the admissions process and continues throughout all aspects of the educational program until graduation so that those seeking credentialing into the profession are ready to serve in all the capacities for which they have been trained.

Because of the nature of professional social work practice, the College of Social Work has particular expectations of its students. Candidates for the MSW degree must be able to engage in their education in ways that prepare them to practice a demanding profession which requires commitment to a life of service and dedication to continuous learning. In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations at micro, mezzo and macro levels, the College of Social Work evaluates the academic performance of its students in the following areas:

- scholastic performance
- ethical and professional skill development
- personal and social development
Meeting the criteria for scholastic achievement is necessary, but not sufficient to ensure continued enrollment in the MSW program. All three areas (scholastic performance, ethical and professional skill development, and personal and social development) comprise the program’s academic standards. These three areas pertain to the aspects of student performance and behavior intended to safeguard the rights of students, the well-being of clients/consumers, and the integrity of the profession.

Student behavior that is contrary to the ethics of the profession will be reviewed at the appropriate level to determine the student’s appropriateness for continuance in the program. Behaviors that warrant such a review are based on the NASW Code of Ethics (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English) and the University of Utah Student Code (http://www.regulations.utah.edu/academics/6-400.html). All students are expected to exhibit the standards of behavior described in these policies. Attention to these standards will be paid by faculty responsible for assessing course performance, field coordinators, field instructors, administrators, and others with whom students interact within the College of Social Work community. Students are responsible for familiarizing themselves with all MSW student policies including those outlined in the College of Social Work MSW Student Handbook.

6.2.1. Guidelines

Candidates for the MSW degree must demonstrate values, ethics and behaviors consistent with the following guidelines.

Table 4. Values, Ethics, and Behaviors Required of MSW Candidates.

<table>
<thead>
<tr>
<th>Values, Ethics, and Behaviors Required of MSW Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsibility and Accountability Behaviors</strong></td>
</tr>
<tr>
<td>• Understand that becoming a social work professional is a privilege, not a right.</td>
</tr>
<tr>
<td>• Adhere to the NASW Code of Ethics and demonstrate identification with the profession’s values, including integrity and congruence between professional and personal behavior.</td>
</tr>
<tr>
<td>• Use appropriate channels of communication and procedures for addressing problems and concerns at the College of Social Work as outlined in this handbook;</td>
</tr>
<tr>
<td>• Demonstrate an awareness of the importance of communicating directly with the involved personnel and through the prescribed medium;</td>
</tr>
<tr>
<td>• Demonstrate an ability to provide timely feedback and/or information in a process wherein such is requested, i.e. respond to requests for communication (such as emails, phone calls, and meeting requests) with faculty, advisors, and administrators in a proactive and timely manner.</td>
</tr>
<tr>
<td>• Attend classes and turn in assignments, including field placement documentation, in a proactive and timely manner.</td>
</tr>
<tr>
<td>• Participate in group activities and assignments appropriately.</td>
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</tbody>
</table>
## Values, Ethics, and Behaviors Required of MSW Candidates

### Social and Interpersonal Behaviors

- Demonstrate the emotional health required for the appropriate utilization of intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities attendant to education including practicum, and for the development of effective relationships with colleagues and clients.

- Monitor personal emotional and physical health and understand when it is necessary to seek or return to appropriate self-care measures in a proactive manner.

- Develop appropriate, sensitive, and professional relationships with individuals of all genders, gender expressions, ages, races, lifestyles, political beliefs, sexual orientations, religious beliefs or practices, and cultural backgrounds, as well as with their families, with other health and mental health care providers, and with members of the learning and working community.

- Respect and support client self-determination.

- Identify and seek to resolve ethical dilemmas as they arise.

### Self-Awareness Behaviors

- Critically examine areas of potential conflict between personal and/or professional values, making changes where necessary to ensure these values are congruent.

- Express ideas and feelings clearly, demonstrating a willingness and an ability to listen to others (speaking and listening to understand, not judge).

- Exhibit knowledge of how one’s own values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.

- Understand the effects of personal statements and behaviors on others and demonstrate the ability to modulate one’s behavior to promote a productive professional environment and appropriate relationships.

- Exhibit a willingness to examine and change behavior when it interferes in working with administrators, faculty, peers, and others in the social work community;

- Accurately assess personal strengths, limitations, and suitability for professional practice

- Show awareness of self and how one is perceived by others.

- Exhibit openness to new ideas, differing opinions and feedback from others, integrating these into professional and student roles/performance.

- Demonstrate a commitment to critical thinking, self-evaluation, and lifelong learning.

### Communication and Respect for Others

- Exhibit the ability to communicate professionally, effectively and sensitively with administrators, faculty, peers, and with treatment teams and clients in practicum settings. Communication includes not only speech or face-to-face communication but also non-verbal and written communication.

- Show respect and non-discrimination for those different from self, demonstrating effective
### Values, Ethics, and Behaviors Required of MSW Candidates

- Do not engage in imposition of personal religious, sexual, and/or cultural values on others
- Seek knowledge and experiences to become an ally to diverse individuals, families and groups.
- Uphold a classroom atmosphere which is conducive to learning, including interacting with instructors and peers in a considerate and cooperative manner.
- Resolve conflicts in a manner that respects the dignity of every person involved.
- Understand that engaging in demeaning or aggressive behavior such as heckling, bullying, or intimidating anyone in the college community, is unacceptable and against the Student Code at the University of Utah ([http://www.regulations.utah.edu/academics/6-400.html](http://www.regulations.utah.edu/academics/6-400.html)).

### Honesty

- Practice law-abiding behavior and be free of criminal charges and/or convictions for behaviors that are contrary to professional practice. If a criminal charge occurs while in the program, the student must disclose this information to the MSW Program Director immediately.
- Demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; do one’s own work; give credit for the ideas of others; and provide proper citation of source material.
- Appropriately credit ideas developed and work done by others, including information from group presentations. Understand that, in most circumstances, submitting research or any materials to fulfill requirements in more than one class is dishonest and violates the University of Utah’s Student Code. A fuller explanation can be found in the Student Code: [http://www.regulations.utah.edu/academics/6-400.html](http://www.regulations.utah.edu/academics/6-400.html).

### Confidentiality

- Maintain reasonable privacy as it relates to all aspects of the program, including classroom activities, personal information shared in the milieu of the College.
- Maintain confidential any personal information shared in class, dyads or smaller groups within the College or field practicum.
- Use good judgment in self-disclosing information of a personal nature in the classroom. Class time is not to be used as therapy or treatment.
- Refrain from using names or identifying information in any setting which may lead to someone else potentially identifying the client or other individual(s) being discussed in the classroom or in written assignments.
6.2.1.1. **Consequences and Process**

The College of Social Work MSW program may take actions, up to and including termination of a student's participation in the program, on the basis of professional non-suitability if the college's administration determines that a student's behavior does not meet the expectations of the NASW Code of Ethics, the MSW Handbook, the University of Utah Student Code, and/or the behavioral standards listed here. Problems with professional academic expectations may include, but are not limited to:

- Failure to meet or maintain academic grade point requirements as established by the University and the College of Social Work MSW program.
- Inability to be successful in field practicum placement.
- Cheating, lying, or plagiarism.
- Behavior judged to be in violation of the NASW Code of Ethics.
- Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice.
- Inappropriate or disruptive behavior toward colleagues, faculty or staff (at the College or in the field placement).
- Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
- Misuse of substances such as alcohol or drugs that can impair judgment and the candidate’s ability to provide services to others.
- Documented evidence of criminal activity occurring during the course of study.
- Violation of any of the behavioral standards listed above.

The profession of Social Work operates on a strengths-based approach to problem solving with the belief that people can change and grow. As a result, the level and range of intervention may take the form of remediation, probation, withdrawal, or termination from the program. All student cases are addressed on an individual basis by faculty and administrators at the College of Social Work. To assure due process, the steps and time limits of this process are spelled out in the University of Utah Student Code Section V: Student Academic Conduct (http://regulations.utah.edu/academics/6-400.php). Students who engage in behavioral misconduct may be subject to University discipline for violations of the student code under Student Code Section III: Student Behavior and/or Student Code Section VI: Student Professional and Ethical Conduct (http://regulations.utah.edu/academics/6-400.php).
6.3. University of Utah Academic Misconduct Policy

Excerpted here from the University of Utah Student Code is policy regarding Academic Misconduct:

- “Academic misconduct” includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.
  - “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.
  - Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.
  - Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
  - Fabrication or falsification includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.
- “Academic sanction” means a sanction imposed on a student for engaging in academic or professional misconduct. It may include, but is not limited to, requiring a student to retake an exam(s) or rewrite a paper(s), a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student's degree or certificate. It may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.
- “Arbitrary and capricious” means that there was no principled basis for the academic
action or sanction.

- “Behavioral misconduct” includes acts of misconduct as further defined in Section III A.
- “Behavioral sanction” means a sanction imposed on a student for engaging in behavioral misconduct. It may include, but is not limited to, a written reprimand, the imposition of a fine or payment of restitution, community service, probation, or suspension or dismissal from the University.

In alignment with University of Utah policy, academic units such as the College establish their own policies in several areas, including academic misconduct. The following College of Social Work policy on Academic Misconduct was approved by the College Council in April 2014.

### 6.4. College of Social Work Academic Misconduct Policy

Because of the importance of professional and ethical behavior in Social Work, and its emphasis in our educational programs, academic misconduct is not tolerated in the College of Social Work (CSW). Students and faculty are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities (“Student Code”) (Policy 6-400), as well as the NASW Code of Ethics. Students involved in any form of academic misconduct, including, but not limited to, cheating, plagiarism, misrepresentation of work, and inappropriately collaborating, may be subject to sanction. The College of Social Work will maintain a database of all cases of documented academic misconduct; a prior history of misconduct may be considered in the recommendations for sanctions.

It is important for faculty, staff, and students to be aware that when instances of academic misconduct occur they are dealt with using procedures that uphold the high standards of professional and ethical behavior in the College. Accordingly, instructors are encouraged to share and discuss this information with students, cite the Student Code (including definitions of misconduct) in the syllabus, and document all instances of academic misconduct. Students are strongly encouraged to approach instructors with any questions they may have regarding potential misconduct.

In cases of suspected academic misconduct, students are afforded careful due process, whereby they are given notice (UMail is acceptable) of an allegation made against them, informed of their right to grieve a determination and sanction for academic misconduct, and informed of their right to appeal if not satisfied with the outcome of the grievance procedures. For the purposes of this policy, due process means the student must be notified in writing (UMail is acceptable) of the proposed sanction for academic misconduct in a timely fashion, given an opportunity to be heard, and granted an unbiased review. These steps are outlined below in the Faculty/Instructor Responsibilities section of the policy.

If an instructor or other individual believes a student has engaged in academic misconduct, the process proceeds according to the rules found in the Student Code, University Policy 6-400(V). According to that policy, after meeting with the student, the instructor must determine whether academic misconduct has, in fact, occurred, using the preponderance of evidence standard, which is that the alleged misconduct is “more likely than not” to have occurred.
A Summary of Steps to be Taken

The steps outlined below should be followed when academic misconduct is suspected:

- Within no more than 20 business days after the complaint or the discovery of the alleged misconduct, the instructor must make reasonable and timely documented efforts to discuss the alleged misconduct with the student and give the student an opportunity to respond.
- The student's verbal or written (UMail is acceptable) response, if any, must occur within the 20 business days herein granted above in step 1.
- Within 10 business days after receipt of the student's response indicated above (or at the end of the 20 day period if no response is provided) (step #2), the instructor will complete the review, and give the student written notice of the academic sanction (UMail is acceptable), if any, and copy the written notice to the Dean in the College of Social Work. This can be accomplished by copying the Dean on the written notice of academic sanction given to the student (see sample letter below); if the instructor recommends a failing grade in the course, the Senior Vice President for Academic Affairs must also be notified in writing. If the instructor determines that academic misconduct has occurred, the documented sanction(s) recommended by the instructor or subsequent review levels may include:
  - verbal or written warning,
  - requiring the student to revise and resubmit work,
  - a grade reduction on the assignment,
  - a grade reduction for the course,
  - failing grade for the assignment, or
  - a failing grade for the course.
- If the instructor believes the academic misconduct also warrants an academic sanction of probation, suspension or dismissal from the CSW or the University of Utah, the instructor will prepare a complaint and recommendation and refer the matter to the Dean or Dean's designee within 30 business days of discovery of the misconduct. The instructor will also notify the student of the complaint and recommendations at that time. The case then follows the procedures outlined in Policy 6-400(V)
  [http://regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php).
- A student who receives written notice of the instructor's sanction for academic misconduct may appeal that decision to the CSW Academic Appeals Committee within fifteen (15) business days of receiving the written notice of the academic sanction.
- A student appeal, or a faculty member's written complaint for greater sanctions, shall proceed before the CSW Academic Appeals Committee as specified in Policy 6-400(V)(C). Within ten (10) business days of the completion of the ACA hearing, the ACA shall prepare and submit its written findings and recommendations to the Dean.
- The Dean shall issue a final decision within ten (10) business days of receipt of the ACA findings and recommendations. Notice of the decision shall be communicated to the parties, to the chair of the ACA, and to Senior Vice President for Academic Affairs.
- Any party may appeal the Dean's decision to the Senior Vice President for Academic
Affairs within ten (10) business days of the Dean’s decision.

6.4.2. Faculty/Instructor Responsibilities

The faculty or instructor’s responsibilities in this situation include:

- If the instructor determines that no academic misconduct has occurred, the instructor will document that the student is not responsible for any academic misconduct; this documentation will be shared only with the student.
- If the instructor determines that academic misconduct has occurred and, after meeting with the student, the instructor and the student agree on the resolution of the situation, the instructor must document the misconduct and the steps taken, along with the resolution, and send the documentation to the student and the Program Director. Such a resolution may only be used and approved when the Dean or Dean’s designee knows the current misconduct is the only instance of misconduct documented in the student’s file. If the resolution includes failure of the course, the instructor will also notify the Senior Vice President for Academic Affairs.
- If the instructor and the student do not agree on a resolution of the situation, the student may initiate an appeal with the CSW Academic Appeals committee. The Academic Appeals Committee (AAC) of the CSW will convene a hearing as required by Policy 6-400(V)(C) to determine whether academic misconduct has occurred and make a recommendation to the Dean. The Chair of the AAC will check the CSW database of academic misconduct maintained in the Dean’s office to ascertain if the student has a prior history of academic misconduct. If this is the first documented instance in which the student has been alleged to have engaged in academic misconduct, the Academic Appeals Committee will recommend to the Dean the appropriate sanction, which can be up to a failing grade for the course, and will notify the student, the instructor and the Dean in writing. If the sanction includes failure of the course, the AAC will also notify the Senior Vice President for Academic Affairs. The sanction will be noted in the resolution of the case along with the student’s right of appeal as specified in Policy 6-400: http://regulations.utah.edu/academics/6-400.php.
- The materials submitted to the Academic Appeals Committee must document the evidence for and meet at least one of the following criteria:
  - Policies and procedures were not followed in the previous review;
  - There is new evidence that was not considered at a previous level of review;
  - There is a specific case that can be made for the decision and/or sanction being biased or baseless.

All documents submitted for the appeal or review at any level may only contain information germane to the appeal, with documented evidence to support each claim. The Chair of the CSW Academic Appeals Committee will review the materials to be sure they comply with these requirements. Cases that do not meet these standards will be sent back to the instructor/student submitting them. The review will continue according to the process put forth in Policy 6-400(V) http://regulations.utah.edu/academics/6-400.php.
• If the Academic Appeals Committee determines academic misconduct has occurred, and the student has previously been sanctioned for an act of academic misconduct, the CSW may follow the process to recommend failure of the student for the course. If the prior sanction was failure of the course, the student’s new act of misconduct may result in failure of the course and the CSW may also follow the process to seek the student’s dismissal from the program and the University. These procedures are outlined in the Student Code, http://regulations.utah.edu/academics/6-400.php.

6.5. College of Social Work Social Media Guidelines

Please know that inappropriate use of social media can negatively impact students’ educational and career opportunities. To avoid these negative impacts, students should adhere to the following guidelines:

• Post content that reflects positively on you, your peers, and the University of Utah administration, faculty, and staff. Be aware not only of the content that you post, but of any content that you host (e.g., comments posted by others on your site). Content you host can have the same potential negative effect on you as content you post yourself.
• Though you may only intend a small group to see what you post, a much larger group may actually see your post. Be aware that your statements may be offensive to others, including classmates or faculty members who may read what you post.
• Employers sometimes use social media to evaluate job applicants. Choosing to post distasteful, immature, or offensive content may eliminate job or other opportunities.

Once you have posted something via social media, it is out of your control. Others may see it, repost it, save it, forward it to others, etc. Retracting content after you have posted it is virtually impossible.

When posting to social media, do not identify yourself in a manner that indicates you represent the University of Utah or the College of Social Work. You may state online that you are a student in the program, but please make sure that you note in your online postings that all information you post is your own opinion.

Make sure the content you post reflects the values presented in the NASW Code of Ethics and follows MSW program policies. The NASW Code of Ethics is binding on students and professional working in the field, whether individuals are NASW members or not. Violations in this area may result in negative consequences in your academic program, your practicum placements, and your chosen profession.

In the MSW Program, information shared often involves an expectation that it will be kept confidential. Social work students must be cognizant of appropriate standards of privacy and confidentiality that are maintained in each context. Further, students must refrain from posting identifiable client information online. You may face academic action for inappropriate disclosures of confidential information.
Realize that you may be subject to academic and/or behavioral action for posting or promoting content that substantially disrupts or materially interferes with University and College of Social Work activities or that might lead University authorities to reasonably foresee substantial disruption or material interference with University and/or College activities. This can include, but is not limited to, complaints or accusations about administrators, faculty, staff, program peers, with the intent to create dissension; using social media to obtain advice or services centering on practicum clients, etc. If College of Social Work students interact with clients on the Internet (including email), they must maintain appropriate boundaries of the provider/client relationship in accordance with professional ethical guidelines just as they would in any other context. To maintain appropriate professional boundaries, social work students are advised to separate personal and professional content online. Online interactions with clients should not cross over to the personal, such as accepting “friend” requests or answering questions that are personal in nature.

When social work students see content posted by classmates or peers that appears unprofessional, they have a responsibility to bring that content to the attention of the individual who posted it, so that s/he can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to the MSW Director.

Social work students must recognize that actions online and content posted may hurt their reputations among clients/patients and colleagues, may have consequences for their future careers, and can undermine public trust in the social work profession itself. Social workers are advised to be conscious about the creation of their online identities by actively participating in the formation of their online persona. Social workers are advised to regularly monitor and evaluate their online identities in order to make sure that they are appropriately representing themselves, their practices, and the social work profession.

6.5.1. Utah Chapter, National Association of Social Workers

6.5.2. Use of Social Media in Client-Based Services

#knowtheNaswCode

These are the areas in the code that can be compromised through indiscreet use of social media:

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibility.

1.07 (a) Privacy and Confidentiality

Social workers should respect clients’ right to privacy. Social workers should not solicit private
information from clients unless it is essential to providing services or conducting social work evaluation or research.

1.06 (c) Conflicts of Interest

Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client.

1.3 (e) Informed Consent (remote or electronic communication) Social workers who provide services via electronic media should inform recipients of the limitations and risks associated with such services.

Please consider the following points when establishing a social media policy (some of these ideas adapted from Keely Kolmes, PsyD):

- **Friending:** Let clients know that you do not accept friend or contact requests from current or former clients. Friending has the potential to compromise confidentiality and blurs professional/personal boundaries.
- **Fanning:** If you have a “Fan page” on Facebook, let clients know your policy regarding accepting “friend/fan” requests. If you share articles on this page, you can, as an alternative, encourage clients to join via an RSS feed, so it does not appear that a client is endorsing your practice publicly.
- **Following (Twitter):** If you maintain a twitter feed, encourage clients to create a username that disguises their identity, for example: @ethicsguy instead of @johnsmith.
- **Location-Based Services (LBS):** Discourage clients from “checking-in” from your office, and make it clear that your office is not a “check-in point” for Foursquare, Swarm, Gowalla, etc. Make clients aware of the risks of compromised privacy if intentionally checking-in or if they have a passive LBS-app enabled on their phone.
- **Email:** Let clients know that email correspondence is maintained in the logs of internet service providers. Some email platforms like @hushmail are encrypted, but most can be viewed by system administrators and are therefore not private interactions. Limit email correspondence to administrative functions like scheduling, etc.
- **Facebook Disclaimer Example:** Please Note: In compliance with Utah law and the ethical standards of my profession, I cannot accept friend requests from or engage in a social media relationship with individuals with whom I have had a previous therapeutic relationship. Also, the views expressed on my personal Facebook reflect my views and not the views of my employer.
6.6. Student Records – University Policy

6.6.1. General

The privacy and confidentiality of all student records shall be preserved as outlined in relevant federal and local laws (i.e. The Family Educational Rights and Privacy Act (20 U.S.C.A. §1232g) and the Government Records Access Management Act (U.C.A. §63-2-101)). University interpretation of the Family Educational Rights and Privacy Act as it pertains to University of Utah students is available from the office of the vice president for student affairs. Students with questions can obtain information regarding their Privacy Rights/FERPA/Student Information by visiting http://registrar.utah.edu/handbook/ferpa.php.

Official student records shall be maintained only by members of the University staff employed for that purpose. Separate record files may be maintained under the following categories: (i) academic, academic counseling, financial aid, and placement; (ii) disciplinary; (iii) medical, psychiatric, and health counseling. When justified by legitimate law enforcement needs, the campus security agency may maintain confidential records relating primarily to its investigative function.

6.6.2. Access and Challenge of Accuracy of Records

Access to the student’s official records and files is guaranteed every student subject to the limitations set forth in relevant federal and local laws (i.e. The Family Educational Rights and Privacy Act (20 U.S.C.A. § 1232g) and the Government Records Access and Management Act (U.C.A. §63-2-101)). Students with complaints, inquiries, or requests for review of official records are directed to the vice president for student affairs.

6.6.3. Matters Prohibited in Official Records

Except as required by law or governmental regulations or as authorized by written consent of the student involved, official student records will not contain information regarding a student's race, religion, disability, political opinions, social opinions, or membership in any organizations other than honorary and professional organizations directly related to the educational process. Except as required by law or applicable governmental or University regulations, information regarding marital status shall not be included in the official student records of any student who has filed a written objection to the inclusion of that information in his/her records and has not filed a subsequent written revocation thereof.

6.6.4. Official Disciplinary Records

Records of behavioral or academic sanctions imposed by the Student Behavior Committee, by the Academic Appeals Committee, or by any authorized official of the University shall be maintained in the Office of the Dean of Students and/or the Office of the Registrar. Records of behavioral, academic, or professional misconduct may also be maintained in the official files of a department or program, and by the Senior Vice President for Academic Affairs or Senior Vice
President for Health Sciences. No notation of behavioral or academic sanctions shall be entered or made on the student's academic transcripts except in the following circumstances:
1) when the student is suspended from a program or from the University for academic or professional misconduct; 2) when the student is dismissed from a program or from the University for behavioral, academic or professional misconduct; or 3) when the student’s degree or certificate has been revoked. In a case of dismissal, suspension, or revocation, the entry on the transcripts of the student shall merely state: "Dismissed from the University for Behavioral Misconduct" or “Dismissed/Suspended from the [program]/University for Academic/Professional Misconduct” or “Degree/Certificate Revoked for Academic/Professional Misconduct” and the date of such action. Notices of dismissal or revocation shall not be removed from the student’s academic transcripts. Notices of suspension shall be entirely removed from the student’s academic transcripts after the student is reinstated in the program or at the University. If the student is not reinstated due to his/her failure to fulfill the conditions of the suspension, the notice shall be removed five (5) years after the suspension is first imposed. [See Procedure 6-400-Sec.VII #1]

6.6.5. Confidential Character of Student Records

The University must conform to the requirements of the statutes referred to in Subsection A "General" and Subsection B "Access to and Challenge of Accuracy of Records" forbidding the release of personally identifiable student education records or files, or personal information contained therein, without the written consent of the student. Subject to applicable legal requirements, it is the policy of the University that: Members of the administration and the instructional staff have access to student records for legitimate purposes such as student advising, administrative planning and statistical reporting.

Directory information, such as the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities or sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, current semester class schedule, and other similar information may be disclosed to an inquirer unless the student specifically withholds permission to do so.

Authorized representatives of federal and state governments may have access to student records to the extent necessary for audit and evaluation of federally supported education programs or of compliance with federal legal requirements relating to such programs, and subject to the limitation that personally identifiable data shall not be disclosed except to the extent specifically authorized by federal law.

The right of access to a student's records without the consent of the student is not extended to the parents of the student unless the student has been established as a “dependent” as defined in Section 152 of the Internal Revenue Code of 1954.

Records created or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in that capacity, which are created, maintained, and used only in
connection with treatment of a student are not available for review except by an appropriate professional of the student's choice, or in compliance with an order from a court of competent jurisdiction.

6.6.6. Treatment of Official Records Following Graduation or Withdrawal

Upon graduation or withdrawal from the University, the official records of former students shall continue to be subject to the provisions of the University Code of Student Rights and Responsibilities.

6.7. Appeals of Grades and Other Academic Actions

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

The College of Social Work adheres to the policies and procedures for appeals of grades and other academic actions set forth by the University Code of Student Rights and Responsibilities. That policy is restated below.

Faculty members are qualified as professionals to observe and judge all aspects of a student’s academic performance, including demonstrated knowledge, technical and interpersonal skills, attitudes and professional character, and ability to master the required curriculum. An academic action may be overturned on appeal only if the academic action was arbitrary or capricious.

A student who believes that an academic action is arbitrary or capricious should discuss his or her complaint with the faculty member involved within 20 days of notification of the academic action and attempt to resolve the disagreement. If the student and faculty member are unable to resolve the disagreement, the student may appeal the academic action in accordance with the following procedures:

6.7.1. Appeal to the MSW Director

Within forty (40) working days of notification of the academic action, the student shall appeal the academic action in writing to and consult with the MSW Director regarding such academic action.

Within fifteen (15) working days of consulting with the student, the MSW Director shall notify the student and faculty member, in writing, of his or her determination of whether the academic action was arbitrary or capricious. The MSW Director shall take appropriate action to implement his or her decision unless the faculty member appeals the decision.
6.7.2. Appeal to Academic Appeals Committee

If either party disagrees with the MSW Director’s decision, that party may appeal to the Associate Dean for Academics, who will refer the appeal to the college’s Academic Appeals Committee within fifteen (15) working days of notification of the MSW Director’s decision. Further procedures are spelled out in the University of Utah’s Student Code.
7. General Guidelines

7.1. Cancellation of Classes

Individual faculty members are responsible for deciding whether or not to hold classes when school, university or community activities conflict with teaching schedules.

7.2. Student - Faculty Relations: A Guide to Informal Conflict Resolution

The University of Utah College of Social Work has a policy of Informal Conflict Resolution in order to create an opportunity to teach and practice making the distinction between having differences and disagreeing about something before the difference/disagreement becomes a conflict. In addition such a policy creates a 1) congruence between the College of Social Work’s stated values of honoring diversity, difference and affirmative action; 2) congruence between professional values and behavior. (cf. NASW Code of Ethics: Ethical Principles: importance of human relationships; social workers practice within their areas of competence and develop and enhance their professional expertise. Ethical Standards: Responsibilities as professionals, 4.01-4.08.); 3) Apply critical evaluative skills to professional relationship building; and 4) Enhance professional integrity by seeking congruence between values, ethical codes and personal conduct.

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

The goals of informal conflict resolution are: 1) to provide a strength-based approach for resolving student instructor differences by utilizing social work professional development values as a guide to action and 2) to provide students and faculty with an educationally sound opportunity to practice social work professional and ethical standards. Specifically, this approach to resolving differences on social work practice is based on social work values related to:

- Giving and receiving feedback.
- Checking perceptions before cementing assumptions.
- Being empathetic.
- Examining the data from multiple perspectives in the process of arriving at a mutually agreeable solution.

The following principles outline the process of conflict resolution: 2) Inform each other of the need to talk about the difference/disagreement/dilemma before it becomes a conflict; 2) Agree to meet; 3) Proceed to an agreement/understanding/resolution; and, 4) Inform each
other about what subsequent steps, if any, are to be taken, inclusive of proceeding to formal conflict resolution. In addition, the following behaviors help facilitate the process:

- Respect each other.
- Listen.
- Dialogue (remember, confrontation is okay).
- Respect Boundaries (avoid inappropriate personal disclosure). Dialogue (remember, confrontation is okay).
- Focus on issues, content and principles (not personalities).
- Try not to react defensively; be willing to acknowledge it if that is how the person is feeling.
- Use “I Statements;” focus on behavior change rather than changing the person. Be willing to listen to other views.

7.3. Pregnancy

Students who are expecting to be or become parents during their MSW program have options available to them, such as continuing full-time, moving to a part-time program, or taking a leave of absence. Such students are encouraged to meet with their academic advisor as soon as possible to explore their options.

Students who are expecting to be or become parents during the MSW program may apply for a leave of absence for one or two semesters (up to one year). This applies to parents who are expecting or have a newborn or a newly adopted child. Students who request a leave of absence should meet with their academic advisor prior to the approval of the leave in order to plan their modified program of study. Please keep in mind that missing one semester or a year will significantly delay progress in the program and graduation dates. Students should refer to the Leave of Absence policy in this MSW Handbook for guidelines regarding leave (see IV. Academic Policies, section C).

Students who are expecting to become parents or who are pregnant during their programs of study are encouraged to meet as soon as possible with their academic advisor to explore their options and develop an academic plan. This is particularly urgent if the student finds it necessary to miss four or more sessions of any class in a semester (see IV. Academic Policies, section B-2 regarding absence policy). Pregnant students and students who are breast-feeding should be aware that there are some resources to support them in the College, such as students‘ ability to access the lactation room to rest or breast-feed. Please see childcare.utah.edu for additional campus resources.

Students who experience a medical condition associated with their pregnancy and need accommodations recommended by their medical provider should contact the University’s Title IX Coordinator, who will work with the student, cognizant faculty, and administration to determine what accommodations are reasonable and effective.
7.4. **Children on Campus**

The following policy related to children on campus was adopted by the College of Social Work Council on May 6, 1996. It is intended to apply to regular, daily or prolonged presence of children in the College of Social Work. The guidelines seek to protect: the safety of children in the building during work and school hours; the professional work environment required to conduct university business; and the School’s compliance with child care policies of the broader University.

7.1.1 Policy: The College of Social Work is an educational and employment setting. Due to our nature and purpose, it is generally not in the child’s best interest to be unattended in this environment. There are no daycare services available at the College; however, day care facilities are located on campus, and a variety of public and private agencies are located in the area. Children are welcome to visit the College when parents are able to provide the direct supervision of their children and ensure that others are not disturbed or disrupted. There have been several concerns and potentially dangerous situations when children have been left unattended in the building. In addition when children are present in the classroom, the discussion of topics may not always be appropriate for young children. We acknowledge that emergencies and other situations may occur that are difficult to control. When your children are ill, or out of school for another reason, please take the time to make arrangements to have them supervised in an appropriate setting.

7.5. **Animals on Campus**

Rules for animals on campus are as follows:

- All animals on campus must be on a leash and under the constant supervision and control of their owner/guardian at all times.
- Except for service animals, no animals are permitted in University buildings or facilities.
- No animal may be left unattended at any time on campus. No animals may be tied or tethered to any University property, including, but not limited to buildings, railings, bike racks, fire hydrants, fences, sign posts, benches, and trees.
- Animals are not permitted in flower gardens/beds or fountains.
- Animals may not disrupt or interfere with University activities, including but not limited to teaching, research, service or administrative activities.
- Owners/guardians are responsible for cleaning up after their animals. Owners/guardians are strictly liable for any damage to property or injury to persons caused by their animals.
- Owners/guardians must comply with all state, county and city laws pertaining to animal control while on campus.
7.6. **Violations of Policy**

- Any person may contact the University Police dispatch to report a violation of this policy.
- Owners who violate this policy may be given a citation by University Police or Salt Lake City or Salt Lake County animal control officers and/or their animals may be impounded.
- Violation notices will be processed and settled through the offices of Parking and Transportation Services in accordance with the rules governing parking violation notices.
- Violation notice fees must be paid within seven (7) working days. After the seven-day period, additional fees or penalties will be invoked.
- Failure to settle violation notice fees by students may result in registration or transcript holds or referral to the Student Behavior Committee for appropriate disciplinary action.
- Unsettled violation notice fees may be withheld from the paychecks of faculty and staff. Faculty or staff who chronically or flagrantly violate this policy may be referred to the appropriate University committee or administration for disciplinary action.
- Failure to settle violation notice fees by non-university owners/guardians may result in civil or criminal penalties.
8. Field Practicum

Practicum is an integral part of the social work curriculum. All students are expected to complete the clock hours, learning objectives and social work practice requirements for first and second-year practicum placements. Students complete each field practicum in an approved community agency under the direct supervision of a qualified social work practitioner. Placements are assigned by the Field Education Director and Practicum Coordinators, taking into account the employment, volunteer and life experiences that provide the foundation for each student’s individual learning and professional development.

Each affiliated agency and social work field instructor has been evaluated by the College of Social Work. The agency mission, scope of services, funding sources, staffing, client populations, levels of supervision and learning opportunities are assessed in relation to professional accreditation standards established by the Council on Social Work Education. Concurrently, assessment is made of the credentials, experience, educator ability and professionalism of the MSW professionals who elect to directly supervise student learning as field instructors.

In order to understand the ways in which social work concepts and activities impact populations, students are expected to be in placement primarily during regular agency business hours when professional social workers and administrators are available for coordination, collaboration and supervision. It is also expected that all assignments and clock hours are completed at the practicum site (the defined practicum site may include multiple agencies and/or community home visits).

Students must maintain a minimum of 12 clock hours per week in the agency setting.

The Field Education Director, Practicum Coordinators, field instructors, students, other campus faculty and administrators work together in the educational process. Information regarding student needs and progress will be shared among these individuals as necessary to optimize student learning.

8.1. Objectives

The MSW program objectives are reflected in and consistent with the first and second-year field practicum objectives. Foundation year practicum objectives are identified in the First-year Field Practicum Assignments and Evaluation Tool. Area of focus year practicum objectives are identified in the second-year Field Practicum Assignment and Evaluation Tool.

8.2. Practicum Coordination

The Field Education Director and Practicum Coordinators are responsible for assigning all practicum placements. In collaboration with students, coordinators identify which placements will best serve to broaden and diversify a student’s professional exposure, experiences and skills to deepen the student’s professional identification and knowledge. A student’s placement assignment is based on careful consideration of the individual student’s previous experience,
identified learning needs, interests and goals, readiness for practicum, and available approved practicum sites. Practicum Coordinators may determine that a student is not ready to enter practicum. In this case, the Practicum Coordinator would work with the student to determine the appropriate learning plan.

Each student will be assigned to a Practicum Coordinator. The role of the coordinator is to assist the student in all areas of practicum, including the selection of practicum, answering practicum-related questions, resolving problems or concerns and making regular agency based site visits with the student and the field instructor. Each student is usually assisted by the same coordinator for the duration of his or her graduate school experience.

8.3. Field Instruction

Agency based instruction of the student is conducted by a field instructor, an agency based social worker who has been selected by the College of Social Work and received an appointment from the University of Utah as a Clinical Instructor to direct the student in his or her individual educational and professional development. The field instructor’s responsibilities include:

- Directing the student’s practicum education within an agency setting. This includes assessment of the individual student’s needs, selection of assignments which meet the student’s and school’s goals and objectives, and provision of ongoing supervision to evaluate the student’s educational progress within the agency setting.
- Facilitating agency and community resources to ensure the completion of student assignments. This may include the development of inter-and intra-agency coordination as well as providing space, supplies and staff support.
- Providing specialized educational content to ensure and enhance the student’s understanding and compliance with agency policies and procedures, as well as special client populations served by the agency.
- Collaborating with the student to develop a plan for achieving the practicum learning objectives.

8.4. Practicum Placement Process

The practicum faculty, students and agency personnel collaborate in the placement matching process. Students are referred by the practicum office to interview with an agency representative, at which time both agency personnel and the student can evaluate the fit of the placement. Usually, after students complete their agency interview, they will be offered an opportunity to complete a placement in the agency. In the unlikely event that additional interviews need to be scheduled, up to two other agencies will be selected. If personnel from three different agencies are unwilling to accept a student for placement, the student may be referred to the MSW Director to evaluate whether the student will be able to enroll in practicum. Failure to negotiate a practicum placement after a reasonable time may result in discontinuation from the program.

Once the student placement process is completed the Affiliation Commitment between the
Practicum Agency/University of Utah College of Social Work/Field Instructor and Student is signed by the student, field instructor, agency representative and Field Education Director. This is a written commitment which describes the general responsibilities of each party in assisting the student to complete educational requirements in the identified agency. Most agencies also have individual requirements of their own (e.g. immunizations, drug testing, Background Criminal Investigation check) for student placements. Students are to check with their practicum coordinator if they have questions about agency requirements.

8.5. Practicum Stipends

While some practicum placements provide financial stipends for students, many agencies do not provide any financial assistance. Each student is individually responsible for arranging resources sufficient to complete his or her graduate education. The referral to a practicum will be based on the student’s educational and professional development needs.

When an agency does provide stipends, the decision regarding who receives stipends and how the funds are disbursed is made by the agency. The stipend award and method of disbursement will be specified in the Affiliation Commitment between the Practicum Agency/University of Utah College of Social Work/Field Instructor and Student. The student is held responsible for payment of any taxes for social security as required by the Internal Revenue Service.

8.6. Professional Liability Insurance

Professional Liability Insurance is provided by the University of Utah. All students will be reasonably insured against negligent acts or omissions that may occur in the performance of their assigned duties in practicum. The university is a governmental entity as that term is defined in the Governmental Immunity Act, U.C.A. 1953, Section 63-30-1, and is bound thereby. Additionally, all students are practicing within an agency setting under the direct supervision of a licensed social worker. The student’s practice is an extension of his or her supervisor’s licensure. Supervision by a licensed professional is imperative to ensure liability protection. (Students anticipating placement outside of the state of Utah should refer to Section Q(3) for further information and requirements for purchase of supplemental insurance.)

8.7. Enhancing Safety/Minimizing Risk in Practicum

Social work practice contains inherent risks; therefore, agencies, field instructors and students are expected to collaborate to enhance safety and minimize risk in practicum. Agencies are expected to have written policies to address work situations that may entail risk. Such situations may include the following: home visits, services to clients outside the agency and/or at night or on weekends, services to clients who may become angry or violent, exposure to pathogens or toxic substances, and politically-sensitive services which may result in threats of violence. Field instructors are expected to orient students to their agency’s policies and practices regarding risk management and to assign students tasks which are consistent with the student’s level of competence. Students are expected to adhere to agency risk management policies and to promptly address any concerns about their safety with their field instructor. Students are
expected to comply with agency requirements regarding immunizations, drug testing and BCI (Background Criminal Investigation) checks in a timely manner.

8.8. First-Year Practicum

8.8.1. First-Year Practicum Policies & Procedures

First-year students fulfill their practicum requirements in agencies identified as first-year agencies. First-year students are required to complete a minimum of 450 clock hours and all of the social work practice requirements and learning objectives as identified in the First-Year Practicum Assignments and Student Evaluation Form in order to receive a grade of credit and begin second-year course work and practicum.

First-year students usually complete practicum during Fall and Spring Semesters at the rate of 15 hours per week, concurrent with first-year course work. Alternatively, students may choose to complete practicum in a block placement format during Summer Semester following first-year course work. Students electing a block placement should be aware that this will limit their ability to integrate practicum and course content and so some assignments will require adjustment. Further, some agencies are unable to provide block placements so their choices may be limited. 

In the first-year, practicum students are expected to diversify from their previous social work experiences to broaden their perspective of the profession. Every effort is made to ensure that the learning needs and interests of each student are met. First-year students receive placement materials by mail during the late spring preceding enrollment. These materials include information regarding practicum placement policies, procedures and sites.

All students complete an in-person or telephone interview with an assigned practicum coordinator. During this interview the coordinator will review and discuss the student’s interests and educational needs and answer questions related to the practicum. All interview information is carefully reviewed and utilized in the agency referral process. Students are expected to have acquired basic skills in developing rapport with others, conducting interviews, understanding problem solving models and processes, working as a team member, accepting and utilizing supervision, maintaining appropriate documentation and working with diverse populations at risk prior to entry into first-year practicum.

All practicum placements are assigned by the Field Education Director and/or Practicum Coordinators. Students and agencies are notified regarding the student’s referral to a specific agency. Students then interview at the agency to gain a more specific understanding of the agency setting and services. In the event that either the student or agency representative feels the student’s educational needs would not be met by the first agency explored, alternative options are discussed between the individual student and his or her coordinator, and a subsequent referral to another agency is made. When the placement process has been negotiated to the satisfaction of the school, agency, and student, the Affiliation Commitment is executed.
Students are not likely to receive a stipend in their first-year placement. Students who have financial needs are encouraged to apply for financial assistance through the University Financial Aid & Scholarship Office in 105 Student Services Building (801-581-6211).

8.8.2. First-Year Practicum Goals

First-year students complete practicum assignments which are designed to integrate learning from each sequence area of the first-year curriculum: policy, human behavior in the social work environment, research, and social work practice. Students in Field Practicum I and II apply theoretical knowledge and models of social work to agency practice. Students apply the generalist perspective to develop competence in micro, mezzo and macro areas of social work practice under the supervision of an approved field instructor. Students gain skills in taking into account the unique attributes of each client system while maintaining working relationships, developing multi-dimensional assessments, differentially applying intervention strategies, and conducting appropriate evaluation of practicum interventions.

Each practicum coordinator provides consultation and assistance to field instructors and students to maximize the students’ opportunities to meet all the learning objectives and social work practice requirements.

First-year learning objectives and social work practice requirements are delineated in the First-Year Practicum Assignments and Student Evaluation form.

All students must complete first-year practicum before beginning second-year course work and practicum.

8.9. Second-Year Practicum

8.9.1. Second-Year Practicum Policies & Procedures

Second-year students fulfill their practicum requirements in agencies identified as second-year agencies. Second-year students are required to complete a minimum of 600 clock hours and all of the social work practice requirements and learning objectives as identified in the Second-Year Practicum Assignments and Student Evaluation Form in order to receive a grade of credit.

Second-year students usually complete practicum during Fall and Spring Semesters at the rate of 20 hours per week, concurrent with second-year course work. Alternatively, students may choose to complete practicum in a block placement format during Summer Semester following second-year course work. Students selecting this option may petition the MSW Director to “walk through” graduation, and will receive their MSW degree at the end of the semester in which they have completed their practicum requirements.

A second-year Practicum Fair is held during Spring Semester for all first-year students. The purpose of the Fair is to orient students to the second-year practicum requirements and to introduce agencies that participate as second-year placements. After the Fair, students meet with their coordinators to begin making plans for the second-year placements. Many second-
year practicum agencies provide student stipends. However, agency placements are determined on the basis of meeting the educational objectives of each student.

8.9.2. Second-Year Practicum Goals

Students in Advanced Field Practicum I and II apply advanced roles, models and theories of social work within an agency placement that supports their second-year area of focus of study. Under the supervision of an approved field instructor, students build upon the generalist perspective and increase skill in ethical, culturally competent, multi-modal social work practice.

Each practicum coordinator provides consultation and assistance to field instructors and students to maximize the students’ opportunities to meet all the learning objectives and social work practice requirements.

Second-year learning objectives and social work practice requirements are delineated in the Second-year Practicum Assignments and Student Evaluation form.

8.10. Practicum Evaluation/Grading

Prior to the student’s practicum placement, evaluation forms for each semester will be distributed to field instructors and students. The forms are intended to assist the student and field instructor to plan learning experiences for the semester and to facilitate the on-going performance evaluation process. Practicum is graded on a Credit/No Credit format.

At the completion of each semester the field instructor and student participate in a formal evaluation conference. The forms should be used as a basis for discussion during the evaluation conference. The student and field instructor are encouraged to make written comments on the form. The evaluation form must be signed by the field instructor and the student and must be submitted to the Practicum office by the last day of class each semester. The student’s signature verifies that the student participated in the evaluation process. If an instructor expects to recommend a grade of “Incomplete” or “No Credit,” the coordinator should be notified as early as possible. Once concerns are identified, the instructor, student and coordinator will evaluate what actions should be taken. The student’s Practicum Coordinator, in consultation with the MSW Field Education Director, has the responsibility for assigning the final grade.

Students who do not meet the minimum expected learning objectives and social work practice requirements within the required number of clock hours will receive a grade of “Incomplete” or “No Credit” (see Section IV-I for more information about Incompletes). Students who receive a grade of “Incomplete” or “No Credit” are unable to continue in practicum until the grade has been reviewed by the Field Education Director and a decision is made regarding whether a student will be authorized to be referred to another placement or recommended to be discontinued from the MSW program.
8.11. Resolving Practicum Concerns

The field instructor and student should attempt to resolve concerns through openly discussing the issues and identifying changes which could alleviate the problems.

The practicum coordinator serves as a resource to assist the student and/or field instructor in resolving concerns. The practicum coordinator may use a variety of methods including joint and individual meetings and behavioral contracts to assist in resolving the problems. Potential solutions may include a change in field instructor or agency.

If the coordinator believes that the problem will best be resolved by a change of instructor or agency, the coordinator will evaluate the hours, learning objectives and social work practice requirements completed by the student. In collaboration with the Field Education Director, a decision will be made regarding the credit allowed for work completed prior to the change of instructor or agency.

If agreeable solutions are not found or the problem is not remedied after a trial period, the practicum coordinator will notify the Field Education Director that continuation of the practicum is in jeopardy and seek input. To initiate an administrative review, the practicum coordinator will prepare a written summary of the events leading to the review and provide copies to the student, Field Education Director and MSW Director.

In those cases where the problem appears to be questionable educational opportunities and/or professional practices on the part of the field instructor or agency, the Field Education Director and coordinators will evaluate whether the agency or instructor will continue to be utilized as an educational resource for the College. The Field Education Director may refer the matter to the Practicum Advisory Committee for review and may suspend the agency or field instructor during deliberations.

8.12. Dismissal of Students from Practicum

8.12.1. Termination from Practicum Placement

A student’s practicum placement may be terminated for the following reasons:

- The student’s level of performance or professional conduct is far below the standards expected of an MSW student. Expected MSW student behavior is spelled out in the “Guidelines for Expected Student Behavior” section of the MSW Handbook. However, specific examples of this in practicum could include: the student does not demonstrate reasonable progress in meeting the practicum learning objectives, the student demonstrates unprofessional behavior, or the student demonstrates lack of commitment to investing in the field placement’s learning opportunities.
- The student exhibits behaviors that are inconsistent or at odds with the NASW Code of Ethics or the “Guidelines for Expected Student Behavior” spelled out in the MSW Handbook. If there is an allegation of student professional misconduct, the CSW practicum office will initiate an administrative review.
• The student has un-excused and prolonged absences from the practicum setting.
• The student experiences unexpected life events that impair his or her ability to make successful progress towards meeting the learning objectives of the practicum.

8.12.2. Practicum Appeal/Review Process

The student review and academic appeal process discussed earlier in Section IV(P) is applicable to the practicum component of the curriculum.

8.13. Practicum Placements that Require Special Request

Practicum placements that are an exception to policy require the student to make a special request to their practicum coordinator. It is also suggested that the student inform their academic advisor. Each request is reviewed individually to evaluate the student’s educational development needs and will only be approved when the exception can assure educational integrity. The individual student’s professional growth and development opportunity must be equal to or greater than other placement options. Special request forms are available in the Practicum office. The following practicum placements require special requests:

8.13.1. Employment Based Practicum

The following policies have been established to ensure an educational focus for internships in the student’s agency of employment:

• A student may request only a second year practicum to take place in his/her agency of employment.
• The types of experiences and populations served must differ from those experiences assigned to the student as an employee.
• The practicum setting must be an approved setting and must be able to provide the educational experiences required by the College of Social Work.
• The agency placement must provide an educational experience that will match the student’s chosen area of practice.
• The student’s Field Instructor must be a different person than the student’s employment supervisor and be appointed as a Clinical Instructor for the College of Social Work.
• The student will be expected to interview at an alternative practicum site.
• The agency director and/or employee supervisor, in collaboration with the potential Field Instructor and student, must establish separate blocks of time from work assignments which are committed for uninterrupted practicum education.
• Practicum assignments may not exceed 20 clock hours per week.
• All required paperwork must be completed by the established deadlines for submission.
Final approval must be completed prior to the start date of the field placement.
8.13.2. Same Agency as the First-Year Placement

It is expected that students will utilize professional education to develop an understanding of the intervention, policy and research issues related to a variety of populations who are disenfranchised and under-served. This goal can be best achieved through the completion of two field placements in two different agency settings. In exceptional circumstances, most likely in large agencies that serve diverse populations, students may be able to complete a second-year practicum in a different service unit within the same agency system.

With these guidelines in mind, students may request permission to complete two placements within the same agency only under the following circumstances:

- The student is not and has not been employed by the agency.
- The student has not completed other internships in the agency.
- The agency experiences provide a professional development experience which equals or exceeds the student’s opportunity for growth in an alternative placement.
- The population served, administrative issues and potential research questions must be different for each placement. The field instructor will be different for each placement.

8.13.3. Out of State Placements

Students pursuing a practicum placement in an out of state agency must be placed in an approved agency with an approved field instructor. In addition, the agency may be required to fund at least one on-site visit by the College of Social Work Field Education Director. The student and/or agency may also be required to purchase additional professional liability insurance.

8.13.4. Optional Practicum Placements

Students who are interested in additional practice experience beyond the required first and second-year practicum placements may petition his/her coordinator to enroll in Optional Practicum. Optional Practicum placements may be used to expand and deepen a student’s understanding of a particular method, population, social problem, or intervention modality.

Optional practicum credit earned may be used towards the completion of elective credits in accordance with the College of Social Work policies. Students need to receive authorization from their practicum coordinator prior to beginning the optional practicum clock hours and assignments. Each credit hour represents 75 clock hours in a practicum placement.

8.13.5. Nonstandard Practicum

Students may request an alternative practicum format in the following situations:

- The health of the student or student’s immediate family member precludes the student from completing practicum under the standard schedule.
- The student has a disability, verified by the University of Utah Office Of Disability, and requires an accommodation to the practicum format. Reasonable prior notice is needed.
to arrange accommodations.
- The student has international student status and requires an alternative practicum format.
- The student has been accepted into a specific MSW program that includes alternative patterns for course work and practicum.

Students who do not meet the criteria but feel that there are other extenuating circumstances that preclude them from completing the practicum in a standard format may petition the practicum office to consider an alternate plan for completion of practicum requirements.

8.14. Practicum Advisory Committee

The mission of the College of Social Work Practicum Advisory Committee is to assist the College of Social Work with matters pertaining to field education. The purposes of the Practicum Advisory Committee are to:

- Advise the College of Social Work faculty about practicum policies and procedures, field education curriculum and evaluation of students in field education.
- Assess field instructor training needs and promote ways to assist field instructors to enhance their performance in the supervision and training of students.
- Assist the College of Social Work in keeping abreast of developments in social work agency-based practice and recommending improvements to the College’s operations and programs to support the needs of educating students in the field.

8.15. Field Education Satisfaction

Student feedback is critical to assisting the Field Education Director and coordinators in monitoring the quality of practicum. Student input enables us to enhance current student experiences and to help make future improvements in field education. Students who feel they need help at any time during their practicum are encouraged to contact their practicum coordinator and/or the Field Education Director.

8.16. Professional Licensing

Professional licensing in social work is a function of state agencies and national professional organizations. Licensing laws vary from one state to another and different professional organizations have different criteria for licensing and membership. Students should consult specific states and/or organizations to determine the specific requirements for licensure in areas of their interest. Some forms of licensure may require special consideration in planning academic programs. Professional licensing laws protect certain titles for the professionals who have met educational and licensing criteria. In Salt Lake City, the secretary in charge of social work at the Division of Occupational and Professional Licensing may be reached at 801-530-6162. The licensing web pages can be found at www.dopl.utah.gov. In general, the following forms of licensure are available in Utah for individuals with an MSW degree:
9. State Licensure, Certification, and Memberships

9.1. Certified Social Worker

Open to all graduates of MSW programs who produce satisfactory evidence of good moral character and successfully complete an examination in social work under the rules and regulations of the board. The earliest possibility for taking the CSW exam is during the student’s final semester. Transcripts must be sent to DOPL within 30 days after taking the exam. Transcripts must show degree completion. Candidates have the option of taking the intermediate or clinical exam. If a candidate passes the clinical exam, it is not necessary to retake it for the LCSW. Tests are administered Tuesday through Saturday at the West Town Center: 2964 West 4700 South, Suite #108. Call the candidate Information line of Assessment Systems Incorporated (ASI) at 1-888-579-3926 14 days in advance of the test to register.

Additionally, the candidate must pass the Utah Laws, Rules, and Ethics exam. The test is administered by Experior and takes place every half hour, 8:30 a.m. to 2:00 p.m. Monday through Friday at 5486 South 1900 West, Suite C. Call 801-355-5009 to register. In effect beginning April 2014, individuals seeking approval to take the ASWB exam will not submit a social worker (SSW, CSW, LCSW) license application to DOPL until AFTER they receive an email from ASWB confirming their official passing score on the appropriate exam. DOPL will no longer pre-approve candidates for ASWB examinations. To be pre-approved for the ASWB exam, candidates must complete an online application at the following link on ASWB's website: http://www.aswb.org/utah/. More information about the process to apply for a license AFTER taking and passing the ASWB exam is found at http://www.dopl.utah.gov/licensing/social_work.html. Upon a candidate's submission of an online exam pre-approval application to ASWB, an additional fee of $60 is charged beyond the regular examination fee.

9.2. Licensed Clinical Social Worker

A graduate from an accredited MSW program with a major in clinical/direct practice is eligible to take the exam for licensure as a clinical social worker after two year’s post-master’s practice and approved supervision by a licensed clinical social worker. In terms of clock hours, the licensing criteria specify that the licensee has accrued at least 1,000 hours of direct, face-to-face, supervised, clinical practice experience, 100 hours of supervision, and 4,000 hours of employment as a certified social worker. A clinical social work license is required for unsupervised or private clinical practice and for direct, third-party insurance payments.

9.3. School Social Worker Certificate

An applicant for the Basic School Social Worker Certificate must have:

- Completed an approved program for the preparation of School Social Worker, including an MSW degree from an accredited institution. The MSW degree must be obtained and posted before submitting the School Social Worker application. CEU credits that are
given for workshops and conferences are not applicable to certification.

- Acquired and/or demonstrated competence as specified in the “Standards for Approval of Programs for the Preparation of School Social Workers” adopted by the Utah State Board of Education. (These standards are taught as part of the MSW curriculum.)
- Completed an approved school social work internship in a school setting or in an agency which includes, as part of the practicum, a minimum of 300 hours at a school site. All school social work internships must receive prior approval from the practicum department. If the applicant has not completed an approved school social work internship, he/she must complete an optional practicum as part of the MSW program or post-master’s. This internship must be completed at an approved practicum site and the applicant must complete a minimum of 4 semester credits/300 clock hours.
- Been recommended by an institution whose program of preparation for social workers has been approved by the Utah State Board of Education (the University of Utah College of Social Work is a state-approved program).

School Social Worker Certificate applicants must submit the following to Diane Buck at the CSW Practicum Office:

- Certificate Application packet, available in the practicum office. The packet includes clear directions/instructions regarding the process, the statistical information form and the field education form.
- Results of Background and Fingerprint Check – forward email from Stephanie Ferris to Diane Buck at the CSW Practicum Office.
- Official Transcripts from each university/college attended for both undergraduate and graduate degrees (MSW degree must be posted on the transcript).
- Non-University of Utah student – Include Resume or Vita.
- Non-University of Utah student – Include written and signed documentation from practicum director or site supervisor of completed practicum in a school setting. Written documentation must verify that at least 300 hours were completed, the name of the school placement and the academic year it was completed.

The Basic School Social Worker Certificate is valid for 3 years. After submitting the application, getting the certification takes approximately 3-14 weeks (depending on whether the background check and fingerprinting were already completed prior to obtaining the application).

An applicant for the Level 2 Standard School Social Worker License area of area of focus shall have: (1) completed at least three years of successful experience as a school social worker under a Level 1 School Social Worker License area of area of focus or its equivalent; and (2) been recommended by the employing school district with consultation from a teacher education institution.
9.4. **Professional Certification in Addition to State Licensure**

9.4.1. **Academy of Certified Social Workers (ACSW)**

Open to all MSW graduates from CSWE accredited institutions following two years of paid, full-time, post-MSW practice or equivalent amount of part time professional practice. NASW membership, three professional references, and successful completion of the ACSW examination.

9.4.2. **Registered Clinical Social Worker**

Open to all MSW graduates who have obtained certification by the Academy of Certified Social Workers (ACSW). Must have a minimum of two years or 3,000 hours of supervised post-master’s clinical social work practice, and a minimum of two years or 3,000 hours of direct clinical practice within the last ten years.

9.4.3. **Diplomate**

Must be eligible for listing in the NASW Register of Clinical Social Workers, plus three years additional clinical experience and an examination.

9.4.4. **National Association of Social Workers (NASW)**

The professional organization for social workers is the National Association of Social Workers (NASW). The State of Utah has an active chapter that sponsors an annual program meeting for all social workers and friends of social work. Students are encouraged to join NASW as student members with reduced student rates that entitle them to the publication, *Social Work*, as well as other benefits of being a member of a professional organization. Students may serve as the University of Utah or MSW student representative to the Utah State Board. The Utah chapter’s branch of NASW is housed in the College of Social Work (SW 229), and students are invited to stop by, get acquainted and pick up membership applications. More information is available by calling 801-583-8855 or at [www.utnasw.org](http://www.utnasw.org).

The profession of social work has developed a Code of Ethics for social workers’ conduct and comportment. It represents standards of ethical behavior for social workers in professional relationships with those served, with colleagues, with employers, with other individuals and professions, and with the community and society as a whole. Students in the College of Social Work are expected to comply with the NASW Code of Ethics. The Division of Professional Licensing uses the NASW Code of Ethics as the standard in all its business concerning social workers.

9.5.  **Phi Kappa Phi Honorary Scholastic Society**

The honorary scholastic society of Phi Kappa Phi extends membership each year to outstanding undergraduate and graduate students. Phi Kappa Phi membership has generally been given to the top ten percent of the graduating social work class, through recommendation from the Dean of the College of Social Work through the MSW Director. Students are notified by the MSW office when they are nominated to Phi Kappa Phi. The student then receives information from Phi Kappa Phi with instructions on how to become a member, which includes a fee. Application deadlines are firm. Students cannot wear Phi Kappa Phi honors at graduation unless becoming a member. Students may receive other invitations to join honorary societies; however, the Phi Kappa Phi Scholastic Society is the only Honor Society where nominations are forwarded by the College of Social Work.
10. Educational Policy and Accreditation Standards

The Commission on Accreditation of the Council on Social Work Education (CSWE) is responsible for establishing standards and conducting accreditation reviews that stimulate improvement in professional social work education, encourage significant graduates to meet the changing demands of professional practice.

In keeping with those responsibilities, the Commission issues the Educational Policy and Accreditation Standards (EPAS) which “promotes academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond the basic requirements of EPAS, individual programs focus on areas relevant to their institutional program goals and objectives” (Educational Policy and Accreditations Standards Preamble, 2001). Information on CSWE and the EPAS is found at http://www.cswe.org.