



Master of Social Work Program
College of Social Work

THE UNIVERSITY OF UTAH

**MSW Program
Handbook**
(Policies and Procedures)

Revised August 1, 2020

College of Social Work
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<https://socialwork.utah.edu/msw/>

Introduction

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 of Student Rights and Responsibilities and the NASW Code of Ethics are also integral policies and professional standards in establishing expectations for the MSW program, administration, faculty and students.

CSW Nondiscrimination and Equal Opportunity Statement

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.

CSW Anti-racism Statement

The College of Social Work commits to the long-term work of anti-racism; that is, recognizing and dismantling racism and interrelated oppressions in its curriculum, programs, organizational practices, processes and outcomes. Antiracist Social Work education supports us in doing the important work of reshaping social work practice, programs, and policies for an equitable and inclusive society. It explicitly highlights, critiques, and challenges all forms of racism – individual, interpersonal, institutional, and structural - by addressing how racist beliefs and ideologies structure lived experiences, personal and professional relationships, education and employment opportunities, and physical and emotional health. It also examines and challenges how programs and institutions, such as education, health care, housing, food access, justice, and social provisioning, among others, support and maintain disadvantages and advantages along racial lines. We engage the work of anti-racism in order to prepare social workers who will contribute to building a just, equitable, and peaceful society.

CSW Civility Statement

The College of Social Work is strongly committed to the values and ethics of the social work profession as indicated by the National Association of Social Workers. The NASW core values include: service, social justice, the dignity and worth of the person, the importance of human relationship, integrity, competence, human rights, and scientific inquiry. The College of Social Work is an inclusive environment that does not discriminate against applicants, students, or employees on the basis of age, class, color, creed, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, political orientation, race, religion, sex, or sexual

orientation. We expect all social work staff, faculty, and students to endeavor to provide an affirming environment that is anti-oppressive and supports individuals' diversity and lived experiences, including the use of preferred names and pronouns.

CSW Land Acknowledgement

The College of Social Work acknowledges that the land the University of Utah occupies has always belonged to Indigenous Peoples. The erasure of the relationship between Native Peoples and their traditional lands is an insidious form of ongoing settler colonialism and we must be mindful of its continuing impact and work to mitigate it. We recognize and honor the deep history of these sovereign communities, as well as the enduring relationship that exists between Indigenous Peoples and their traditional territories. As social workers, we are obligated to past and future indigenous communities to hold our College accountable to the hopes and needs of Native American and Indigenous Peoples.

Lauren's Pledge

I will listen and believe you if someone is threatening you.

University of Utah Nondiscrimination and Equal Opportunity Statement

The University does not discriminate on the basis of sex in the education programs or activities that it operates, as required by Title IX and 34 CFR part 106. The requirement not to discriminate in education programs or activities extends to admissions and employment. Inquiries about the application of Title IX and its regulations may be referred to the Title IX Coordinator, to the Department of Education, Office for Civil Rights, or both.

If you or someone you know has experienced sexual misconduct, including sexual harassment, we encourage you to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action:

Sherrie Hayashi
Title IX Coordinator/Director
Office of Equal Opportunity and Affirmative Action (OEO/AA)
135 Park Building
Salt Lake City, UT 84112
801-581-8365
oeo@utah.edu
Online reports may be submitted at oeo.utah.edu.

For further information, please see:
<https://www.utah.edu/nondiscrimination/>
<https://regulations.utah.edu/general/1-012.php>
<https://regulations.utah.edu/general/1-011.php>

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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. The MSW program is grounded in the social work profession's values and ethics, emphasizing a commitment to honor diversity and establish social justice.

Founded in the fall of 1937, the College of Social Work consisted of 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

MSW Goals & Relevance to Mission
<p>Goal One: Recruit and train diverse cohorts of students who are aware of and committed to the mission and ethics of social work.</p>
<p>Relevance to mission: 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.</p>
<p>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.</p>
<p>Relevance to mission: 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.</p>
<p>Goal Three: Provide students with the knowledge, skills, and ethical foundation necessary for entry into advanced social work practice.</p>
<p>Relevance to mission: 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.</p>

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. College Council membership 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. College Council meets monthly. Any student may participate in College Council by suggesting items to be included in 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 degree in Fall 2020.
- Three-Year Evening Program, a three-year 60 credit hour program offered at both the University of Utah Salt Lake City campus and St. George Graduate Center. Classes are typically held during Wednesday and/or Thursday 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 two 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/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 2 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 2 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

Course #	Title	Credits	Description
SW 6001 Fall Semester	Practice I	3	Students who take this required MSW class will study basic skills, knowledge, and values in social work practice assessment, engagement, intervention, and evaluation
SW 6002 Spring Semester	Practice II	3	Students study basic skills, knowledge, and values in social work assessment, engagement, intervention, and evaluation.
SW 6030 Fall Semester	Human Behavior and the Social Environment (HBSE)	3	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.
SW 6040 Fall Semester	DSM	3	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. 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.
SW 6140 Spring Semester	Social Justice, Human Rights and	3	This is the second 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 organizing, advocacy, and community development. A

Course #	Title	Credits	Description
	Macro Social Work I		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.
SW 6511 Fall Semester	Field Practicum I	3	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.
SW 6110 Spring Semester	Research for Social Work Practice	3	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.
SW 6120 Spring Semester	Diversity & Social Justice: Reflexive & Ethical Social Work Practice I	3	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, economic, historical, and institutional processes that have shaped and continue to

Course #	Title	Credits	Description
			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.
SW 6240 Fall Semester	Social Justice, Human Rights and Macro Social Work Practice II	3	This is the first 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.
SW 6512 Spring Semester	Field Practicum II	3	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 conduction appropriate evaluations of practice interventions, ethics, knowledge, values, and skills.

3.2.2. Second Year

Students must choose one area of focus within the advanced generalist specialization. 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 3: College of Social Work second-year MSW course descriptions for required core courses for all areas of study

Course #	Title	Credits	Description
SW 6220 Fall Semester	Diversity & Social Justice: Reflexive & Ethical Social Work Practice II	3	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.
SW 6521 Fall Semester	Advanced Field Practicum I	4	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.
SW 6522 Spring Semester	Advanced Field Practicum II	4	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
SW 6523 Spring Semester	Advanced Field Practicum III	2	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.

Table 4. College of Social Work second-year MSW course descriptions arranged by area of focus

Area of focus	Course	Title	Credits	Description
<p>AGING IN SOCIAL WORK AREA OF FOCUS</p> <p><i>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.</i></p>				
<p>Aging Fall Semester</p>	<p>SW 6750</p>	<p>Aging Practice I: Social Work with Older Adults Required Course</p>	<p>3</p>	<p>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 & 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 and services that promote well-being of older adults</p>

Area of focus	Course	Title	Credits	Description
				and their constituencies and encourage use of research and evaluation to enhance effectiveness and sustainability
Aging Spring Semester	SW 6751	Aging Practice II: Chronic Illness in Older Adults Required Course	3	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.
Aging Spring Semester	SW 6754	Interdisciplinary Aging Seminar Required Course	1	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

Area of focus	Course	Title	Credits	Description
				aging. The student who successfully completes this course will be able to: Describe interdisciplinary approaches to geriatric care. Recognize and interpret age-related demographic transitions. Discuss the contributions of multiple disciplines (biology, social work, sociology, psychology, medicine, humanities, etc.) to the study of aging. Identify major policies and services that affect older adults and their families. Understand the aging experience as psychologically, socially, and culturally constructed.
CHILD WELFARE IN SOCIAL WORK AREA OF FOCUS				
<i>Requirements: The Child Welfare area of focus is comprised of core classes, totaling 6 credit hours. Students are also required to take an additional Practice class in any other area of focus. Students are also highly encouraged to take an additional class in secondary trauma and another in substance use disorders as general electives.</i>				
Child Welfare Fall Semester	SW 6301	Child Welfare Practice I: Evidenced-based Practice and empirically supported interventions for trauma in children and families Required Course	3	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.
Child Welfare Spring Semester	SW 6302	Child Welfare Practice I: Trauma focused intervention across ages,	3	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

Area of focus	Course	Title	Credits	Description
		cultures, and settings Required Course		Systems Treatment approach.
Child Welfare Spring Semester	SW 6303	Leadership: Developing a Trauma Informed Child Welfare System; offered and Required only for IVE program students.	3	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.
<p>FORENSIC SOCIAL WORK AREA OF FOCUS</p> <p><i>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.</i></p>				
Forensic SW Fall Semester	SW 6701	Forensic Practice I: Theory & Direct Practice	3	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

Area of focus	Course	Title	Credits	Description
				<p>victims of crime across a range of institutional and community-based settings. The course emphasizes the intersections of race, poverty, substance abuse, and mental illness with the justice system and prepares students to work effectively with the courts, correctional & child welfare system, law enforcement, and victim services to promote human treatment and social justice. Forensic social workers are tasked with intervening in complex clinical cases that require an understanding of mental health, substance abuse, cognitive disability, violence, and trauma. After an initial emphasis on clinical and risk assessment this course introduces students to major evidence-based treatment models for treating offenders and victims of crime like Restorative Justice, the Risk-Need-Responsivity model, Risk and Protective factors, and victimology. Students explore ethical issues unique to forensic social work and develop skills in evaluating programs and practice.</p>
<p>Forensic SW</p> <p>Spring Semester</p>	<p>SW 6702</p>	<p>Forensic Practice II: Evidence based practice models</p> <p>Required Course</p>	<p>3</p>	<p>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.</p> <p>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.</p>

Area of focus	Course	Title	Credits	Description
<p>GLOBAL SOCIAL WORK AREA OF FOCUS</p> <p><i>Requirements: The Global Social Work area of focus requires the completion of two three-credit hour 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.</i></p>				
Global Social Work Fall Semester	SW 6350	Global Social Work Practice I: Global Perspectives in Social Work Required course	3	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 multi-cultural 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.
Global Social Work Fall Semester	SW 6351	Global Social Work Practice II: Practice with Immigrant & Refugee Communities Required course	3	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.
Global Social Work Spring Semester	SW 6352	Global Issues in Women’s Health Recommended Elective	3	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

Area of focus	Course	Title	Credits	Description
				women in different regions of the world.
Global Social Work		Additional Electives		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 each. Human Trafficking is also an approved elective
HEALTH IN SOCIAL WORK AREA OF FOCUS				
<i>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.</i>				
Health Fall Semester	SW 6201	Health Practice I: Role of Social Workers in Health Settings Required Course	3	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 psycho-social 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.
Health Spring	SW 6203	Integrated Behavioral Health Practice		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

Area of focus	Course	Title	Credits	Description
		Required Course		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, the health care social worker as a member of the medical team is uniquely equipped to address these increasingly complex patient characteristics as the patient moves through an episode of care within the various setting of the health care continuum. This 3 credit practice course will equip 2nd year MSW students with the knowledge skills and values needed to practice within the changing health care industry, and will prepare students in the competencies which health care settings increasingly require as they themselves adapt to these changing conditions.
Health		Electives		Students choose a minimum of 3 credit hours from a list of approved electives found in the Program of Study guide.
MENTAL HEALTH IN SOCIAL WORK AREA OF FOCUS				
<i>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.</i>				
Mental Health Fall Semester	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

Area of focus	Course	Title	Credits	Description
				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.
Mental Health Spring Semester	SW 6402	Mental Health Practice II: Adults and Aging Required Course	3	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.
Mental Health		Electives		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.
SUBSTANCE USE IN SOCIAL WORK AREA OF FOCUS				
<i>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.</i>				
Substance Use	SW 6740	Substance Use Practice	3	This course is designed to provide students with principles and skills in developing a therapeutic

Area of focus	Course	Title	Credits	Description
Fall Semester		I: Substance Use Disorders: Evidence-based principles and therapeutic alliance Required Course		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 associated with SUD s 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.
Substance Use Fall Semester	SW 6741	The Use and Misuse of Psychoactive Medications and their Effects Required Course	3	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.
Substance Use Spring Semester	SW 6745	Substance Use Practice II: Assessment, Motivators, & Therapy Models Required Course	3	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

Area of focus	Course	Title	Credits	Description
				diversity gained from previous MSW courses.
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 .				

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. Admission Criteria

All MSW applicants must have earned a bachelor's degree from a regionally accredited institution. Applicants are also required to have a bachelor's cumulative grade point average (GPA) of 3.0 (per requirement of the Graduate School), though lower GPAs may be considered on a case-by-case basis. Any applicant with a cumulative GPA below 3.0 is advised to meet with a pre-admission advisor prior to applying. Applicants with a cumulative GPA below 3.0 are also required to submit a GPA Appeal Petition as part of their Autobiographical Statement.

3.4.1. Prerequisites

Admitted students must complete the following prerequisite classes before beginning the Program:

- Human Development across the Lifespan (birth through end of life) or Human Behavior in the Social Environment
- Research Methods (must be a social and behavioral sciences class)

In order for the class to qualify as a prerequisite, the student must have averaged a "B" grade

across the two courses. No grade lower than a “C” in either class will be accepted.

3.4.2. Application Requirements

The MSW application requests the following documents:

- Resume
- Transcript(s)
- Four professional recommendations
- Personal Statement
- Clinical & Ethical Case Study Analysis
- Timed Social Issues Essay
- Cumulative GPA of 3.0 or higher
- GPA Appeal Petition (only if GPA is below a 3.0)

Those applicants seeking admission who do not have a cumulative 3.0 GPA or higher are considered only upon submission of the GPA Appeal Petition. For all applicants with a GPA below 3.0, the GPA for the most recent 60 credit hours is calculated. If that GPA is also below 3.0, the application may still be considered. The Graduate School allows for admission of students whose GPA is below University requirements, but the MSW Admissions Committee must make a strong case regarding special circumstances. The MSW Admissions Committee takes the following into consideration when evaluating applications with GPAs under 3.0:

- Length of time since degree was earned
- Explanation and ownership of undergraduate performance, as stated in the GPA Appeal Petition (and often in the Personal Statement)
- Grades in completed prerequisite courses
- Overall strength of application

3.5. Application Evaluation Process

Evaluation Criteria

Applications are evaluated by the MSW Admission Committee using the following criteria:

- Cumulative or most recent 60 credit hours’ GPA
- Recommendations
- Personal statement
- Clinical & ethical case study analysis essay
- Timed social issues essay
- Social service experience
- Writing ability

Additional consideration is also given for diversity, defined as follows:

- Primary diversity, which includes: disability, first generation college student, LGBTQ, low socioeconomic status, veteran, or racial/ethnic minority
- Secondary diversity, which includes: non-traditional students, out of state applicants, or bilingual individuals

In reviewing each applicant, a total of 30 points can be given across the following criteria:

- GPA contributes up to five points
- Recommendations contributes up to four points
- Personal statement contributes up to three points
- Clinical and ethical case study analysis essay contributes up to four points
- Timed social issues essay contributes up to three points
- Social service experience contributes up to five points
- Writing ability contributes up to three points

An additional two points can be given for primary diversity, one point for secondary diversity.

3.5.1. Admissions Committee Composition

All members of the MSW Advisory Committee also serve on the MSW Admissions Committee. Currently, there are tenure-track, career-line faculty and community members (previous and current practicum supervisors) who serve on the committee. The Admissions Committee is broken into three sub-committees and each has a standing monthly meeting during the admissions cycle in which all applications that require discussion are decided upon. In some cases, personal interviews with applicants are conducted by at least two members of the Admissions Committee to clarify aspects of the application that are unclear to committee members.

3.5.2. Notifying Applicants

The MSW Director informs applicants of their admissions status in writing, via email (u-mail is acceptable). Priority applicants are notified within four to six weeks after submitting their applications. All Advanced Standing applicants are notified between the months of November, December, and January. All other applicants are notified in March or April. Strong applicants who were not admitted may be added to a wait list and notified if a spot opens up prior to the program start date. Applicants who have not been admitted are notified of the option to contact an MSW Advisor for feedback on how to strengthen a future application.

3.5.3. Contingent Decisions

Contingent offers of admission are made in cases where students have not yet completed a bachelor's degree by the time of admission. The contingency is made clear in the offer of admission, via the acceptance email (u-mail is acceptable). Students must provide proof of degree attainment by submitting a transcript to the University Admissions Office prior to the start of the academic semester in which they plan to enroll.

3.6. *Advanced Standing Application*

Advanced Standing applicants are reviewed by the MSW Admissions Committee in the same manner as all other Program applicants. Graduate applicants to the University are students who have completed the equivalent of a four-year bachelor's degree (for Advanced Standing this degree must be in social work) at either a regionally accredited U.S. institution or an institution recognized by the Ministry of Higher Education in their home country. Students must have earned the undergraduate social work degree within eight years prior to entry into the Program. The Office of International Admissions will determine if applicants with international degrees meet the Graduate School's requirement of a recognized bachelor's degree with an undergraduate GPA of 3.0 or higher weighted mean on a 4.0 scale. If the undergraduate GPA is below 3.0, a GPA will be calculated for the last two years attended (if schooling was done at a foreign institution), and the last 60 semester hours (90 quarter hours; if the student attended a U.S. institution). Advanced Standing applications are reviewed in the months of October, November, and December. Students are notified of their admissions status by the end of December, so that admitted applicants can attend new student orientation in mid-January. All Advanced Standing students are waived from first year courses and begin their MSW program in the summer. The summer programs consists of three bridge courses, which cover content that is included in the first year of the Program but is not generally covered in undergraduate courses. This includes content on the Diagnostic and Statistical Manual, the theoretical framework of major interventions, and reflexive work.

3.7. *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.

3.7.1. *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.

3.7.2. *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 the Counseling Center, Center for Disability and Access, and the 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.

3.7.3. 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 host the Social Work Career Prep Series. This series of events includes a Social Services Career Expo, featuring local employers who are hiring 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 2 and 3, 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.

TERM	DEADLINE TO APPLY
Fall Graduation (December)	July 1
Spring Graduation (May)	November 1
Summer Graduation (August)	April 1*

*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 email 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/apply/index.php>.

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, MSW 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 resume 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 the 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 of 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>

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 checks 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 the 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. Students use their student ID number (uNID), 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 uNID. 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 often until 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 Graduate School Dean.

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 their 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-IIIIO 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/>. 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>. 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 Graduate School Dean.

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, student 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 Code of Student Rights and Responsibilities](#), Section V: Student Academic Conduct.

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.

Student 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 an 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 University of Utah Graduate School 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 5. Values, Ethics, and Behaviors Required of MSW Candidates

Values, Ethics, and Behaviors Required of MSW Candidates
Responsibility and Accountability Behaviors
<ul style="list-style-type: none"> • Understand that becoming a social work professional is a privilege, not a right.
<ul style="list-style-type: none"> • Adhere to the NASW Code of Ethics and demonstrate identification with the profession’s values, including integrity and congruence between professional and personal behavior.
<ul style="list-style-type: none"> • Use appropriate channels of communication and procedures for addressing problems and concerns at the College of Social Work as outlined in this handbook;
<ul style="list-style-type: none"> • Demonstrate an awareness of the importance of communicating directly with the involved personnel and through the prescribed medium;
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Attend classes and turn in assignments, including field placement documentation, in a proactive and timely manner.
<ul style="list-style-type: none"> • Participate in group activities and assignments appropriately.

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

and nonjudgmental relationships, providing assistance and services regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation/identity/expression and/or cultural/value systems.

- 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>.

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>.

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 Program 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 ensure 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 (uemail 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 (uemail 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.

6.4.1. 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
 - 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>.
- 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 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. Use of Social Media in Client-Based Services

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 profession 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 academic affairs, 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: 1) inform each other of the need to talk about the difference/disagreement/dilemma before it becomes a conflict; 2) agree

to meet; 3) proceed to an agreement/understanding/resolution; 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 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 considered the signature pedagogy of the social work curriculum. All students must complete practicum clock hours, learning objectives, and practice requirements. MSW students in the two-year program complete both generalist and advanced generalist practicum in the first and second years, respectively. Advanced Standing students complete advanced generalist practicum only. Part-time students begin their generalist practicum during their 2nd year in the MSW program. Students complete field practicum in approved community agencies under the direct supervision of a qualified practitioner. This practitioner serves as the student's "field instructor." Placements are assigned by the Director or Associate Director of Field Education or a designated Practicum Coordinator-- all of whom are CSW faculty members, instructors or lecturers.

All partnering agencies have been vetted by the College of Social Work to ensure alignment with professional accreditation standards established by the Council on Social Work Education (CSWE). Concurrent assessment is made of the credentials, experience, teaching ability and professionalism of agency field instructors.

In order to maximize teaching and supervision opportunities, students are expected to be in practicum primarily during regular agency hours when field instructors and other professional staff are available for coordination, collaboration and supervision. It is also generally expected that all requirements and clock hours are completed at the assigned practicum agency unless disrupted by extenuating circumstances such as natural disasters, health crises or national emergencies in which case, the office of field education in collaboration with the College of Social Work and CSWE, can amend this requirement.

Please note that unless otherwise indicated, students must maintain a minimum of 12 clock hours per week within their agency settings.

FERPA and Student Information

The student, field education director, associate director, practicum coordinators, field instructors, partnering agencies, academic advising and administrators work collaboratively in the educational process, and are considered University of Utah employees or extensions of the University of Utah with legitimate educational interests. Information and/or concerns regarding student needs, student performance and/or progress will be shared among these individuals as required to optimize student learning. Accordingly, the field education office may, in good faith, share practicum-related information, in compliance with the Family Educational Rights and Privacy Act (FERPA), with appropriate persons including the field education director, associate director, practicum coordinator, agency representatives, field instructors, partnering agencies, academic advising, MSW program directors and the Associate Dean and/or Dean of the College of Social Work. Practicum-related information is defined as information that may involve the field placement selection, clients, constituents, agency field instructors, staff, the student learning experience, evaluative information, concerns regarding student performance or school

and/or agency policies. Such information will be shared to facilitate and/or enhance the learning process, and/or to protect clients, peers and/or colleagues.

ADA Accommodations and the Center for Disability Access

Students are required to contact the [Center for Disability Access](#) (CDA) if they require special accommodations for field education. Please note that field education may require a CDA letter separate from classroom accommodations, and this process should be initiated as early as possible.

8.1. Objectives

The MSW program objectives are reflected in and consistent with the generalist and specialist practicum objectives. Generalist year practicum objectives are identified in the generalist practicum assignments and mid-year and final evaluations. Specialist year practicum objectives are identified in the specialist field practicum assignments and mid-year and final evaluations.

8.2. Practicum Coordination

The practicum team is 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 enhance students' 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 will work with the student to determine an appropriate 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 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. This process is required for field placement in all agencies. Students are prohibited from seeking a practicum placement independent of this process. Failure to abide by this process will result in practicum delays.

8.3. Field Instruction

Agency-based field instructors are responsible for the instruction and supervision of students. A field instructor is an agency-based social worker who has received an appointment from the University of Utah College of Social Work as a Clinical Instructor to direct students in their 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 student 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

Readiness for Field Education

The College’s placement of students in social work agencies carries with it a professional responsibility to our students and partnering agencies. Thus, students must demonstrate an understanding of and commitment to the ethical and professional standards required of social workers. These ethical and professional standards are defined in two places: [the NASW Code of Ethics](#) and the “Guidelines for Expected Student Behavior” in the MSW Student Handbook [See section 6.2] **Student access to field placement depends on meeting the expectations below.**

The practicum team will interview each student to gauge their readiness for field prior to placement. In order to prepare for this interview with the practicum coordinator, students should reflect on and be prepared to speak about the items below. Practicum coordinators will assess readiness for field based on the following:

- Students’ articulated learning objectives for field placement.
- Students’ knowledge of the NASW Code of Ethics, as well as their ability to explain how their field work is/will be aligned with the NASW Code of Ethics.
- Students’ awareness of the MSW Student Handbook’s “Guidelines for Expected Student Behavior,” as well as students’ ability to articulate how their professional behavior will comply with these guidelines.

The College’s Field Education team assigns students to field placements following a substantial amount of preliminary work. Final assignments are made only after an interview and assessment has been conducted first by the practicum coordinator and the students, and then between the selected field instructor and the prospective student.

Specialist (2nd year and Advanced Standing in field) students who are planning a summer or fall placement must have their interview with a practicum coordinator by February 28th.

Generalist (1st year in field) students who are planning on a fall placement must have their interview with a practicum coordinator by May 15th.

- Failure to interview with your practicum coordinator by the above dates may result in delay of practicum placement and/or adversely impact your status in the MSW program.
- There must be mutual agreement among the practicum coordinator, the assigned field instructor, and the prospective student that the field placement will be productive.
- Please refer to the Field Calendar found [here](#) for important dates.

After all placement interviews are conducted the practicum coordinators will then collaborate with agencies to place students in pre-approved agencies. Students will receive an agency referral via email from the practicum office instructing them to schedule an interview with the agency representative, at which time both agency personnel and the student can evaluate the fit of 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 or Associate Director of Field Education as well as the MSW Director to evaluate whether the student will be able to enroll in practicum. Students who fail to negotiate a practicum placement may experience delays in academic progression. Exemptions will be granted to students where delays are due to agency displacement or dissolution.

Important: To ensure fairness and equity for all students, compliance with this process is required. It is unacceptable for students to establish placements outside of this process and doing so may result in placement delays.

It should also be noted that students will only be assigned to one agency at a time.

Once a placement is confirmed, the *Affiliation Agreement between the Practicum Agency/University of Utah College of Social Work/Field Instructor and Student* is signed by the student, field instructor and/or agency representative and practicum coordinator. This is a written commitment describing the general responsibilities of each party. Most agencies also have agency specific requirements (e.g. immunizations, drug testing, background investigation, etc.). Students are encouraged to consult with their practicum coordinator and/or field instructor if they have questions regarding these agency requirements. Please be advised that students may be required to incur the cost of the background check, drug test, and required immunizations and/or boosters. Please discuss any concerns if these costs are potentially prohibitive during the practicum interview process.

8.5. Practicum Stipends

A limited number of agencies provide stipends for students. Practicum placement is based primarily on student educational and professional development. 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).

When an agency does provide stipends, decisions regarding who receives them and how they are disbursed are made exclusively by the agency. The stipend award and method of disbursement will be documented in the Affiliation Commitment between the Practicum Agency/University of Utah College of Social Work/Field Instructor and Student. The student is responsible for all payroll taxes 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 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. All students practicing within an agency setting under the direct supervision of a licensed mental health practitioner are eligible for liability protection. A student's practice in field education is an extension of the supervisor's licensure, and the supervisor is an extension of the University of Utah. In accordance with Section U.C.A. 1953 Section Q (3), if you live outside of Utah, or are referred to an agency outside of Utah, you will be required to have supplemental insurance through the NASW (www.socialworkers.org) or another professional malpractice entity.

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 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. Generalist Practicum

8.8.1. Generalist Practicum Policies & Procedures

Generalist students fulfill their practicum requirements in agencies that offer opportunities to complete generalist competencies. All generalist 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 Generalist practicum assignments and Student Evaluation Forms in order to earn a

grade of C+ or better and begin second-year course work and practicum.

Generalist students usually complete practicum, working an average of 15 hours per week across two semesters, often concurrent with generalist course work. Alternatively, students may choose to complete practicum in a block format during Summer Semester following generalist course work. Students electing a block placement should be aware that 1) summer block placement options are very limited; 2) summer block placements may limit the integration of concurrent practicum and course content; and 3) due to the consolidated (12-week) summer semester, summer block placements require a full time (approx. 40 hours per week) commitment.

In the generalist year, practicum students are expected to build upon previous social service experiences and broaden their perspectives of the profession. Every effort is made to ensure that the learning objectives and interests of each student are met. Generalist students receive placement materials by email during the spring preceding enrollment. These materials include information regarding practicum placement policies, procedures, and sites. All students will participate in in-person or video interviews with their assigned practicum coordinator. During this interview, the coordinator will review and discuss student interests and educational goals, special considerations and readiness for field education. All interview information is carefully reviewed and utilized in the practicum placement process. Students are expected to have basic skills in developing rapport, interviewing, understanding problem solving models and processes, working as a team member, accepting feedback, utilizing supervision, maintaining appropriate documentation, working with diverse populations, demonstrating professional behavior and readiness to comply with the NASW Code of Ethics prior to entry into practicum. Please refer to section 8.4 of this handbook for more information regarding readiness for field education requirements.

*Minimum required hours may be adjusted due to public health emergencies, natural disasters or other extenuating circumstances. Please stay apprised of changing circumstances affecting this requirement.

8.8.2. Generalist Practicum Goals

Generalist students complete practicum assignments via the Canvas platform. These assignments are designed to integrate learning from each sequence area in the generalist curriculum: policy, human behavior in the social work environment, research, and social work practice. Students in Field Practicum I and II (6511 and 6512, respectively), apply theoretical knowledge and social work models to agency practice. Students apply a 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.

Generalist learning objectives and social work practicum requirements are delineated in

generalist practicum assignments, the student learning plan and mid-year and final evaluations.

Each practicum coordinator will provide consultation and assistance to field instructors and students in meeting learning objectives, competencies and practicum requirements.

All students must complete generalist practicum before beginning specialist coursework and practicum.

8.9. Specialist Practicum

8.9.1. Specialist Practicum Policies & Procedures

Specialist students fulfill practicum requirements in agencies that offer opportunities to complete specialist competencies. Specialist 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 specialist practicum assignments and mid-year and end of year in order to receive a passing letter grade of C+ or better.

*Minimum required hours may be adjusted due to public health emergencies, natural disasters or other extenuating circumstances. Please stay apprised of changing circumstances affecting this requirement.

Specialist students usually complete practicum, working an average of 20 hours per week across two semesters, often concurrent with specialist course work (6521 and 6522, respectively), taught via the Canvas platform. Alternatively, students may choose to complete practicum in a block placement format during summer semester following second-year course work; however, please be advised that summer block placements are limited.

Students selecting this option may petition the MSW Director to “walk” at graduation but the MSW degree is conferred at the conclusion of the semester in which they successfully complete all practicum requirements.

Spring Practicum Week: Field Education Practicum Expo and School Social Work Career Path Orientation

Field Education Practicum Expo

All generalist students should plan to attend the Field Education Practicum Expo, held early in spring semester. The purpose of the practicum expo is to orient students to specialist-year practicum requirements and introduce specialist placement agencies.

School Social Work Career Path Orientation

For students interested in meeting Utah requirements for certification as a school social workers, the school social work career path orientation, also held during spring semester, will provide an overview of school social work requirements.

Subsequent to the practicum expo and school social work career path orientation, students will interview with their assigned practicum faculty to identify specialist-year practicum placements. All interviews for specialist and advanced standing students must be completed by February 28th. As previously stated, there are a limited number of second-year practicum agencies that provide stipends. Agency placements are based primarily on the educational objectives of each student and the need/requirements of our partnering agencies. Students must also complete a formal application process to be admitted to the School Social Work Career Path in order to enroll. Formal details are provided via the MSW Canvas site annually along with deadlines and expectations.

8.9.2. Specialist Year Practicum Goals

Students in specialist practicum apply advanced roles, models and theories of social work in an agency that supports their specialist area of focus. Under the supervision of an approved field instructor, students build upon the generalist perspective and increase skills in ethical, culturally aware, 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.

Specialist year learning objectives and social work practice requirements are delineated in the specialist year practicum assignments and mid-year and end of year evaluations.

8.10. Practicum Evaluation/Grading

Beginning summer semester 2020, MSW practicum is a **graded** course. Letter grades are based on submission of ALL Canvas course assignments by the due date, attendance at mandatory class webinars, and mid-year, and end of year evaluations. Evaluations focus on the nine core competencies and 31 generalist, and 28 specialist behaviors established by the Council on Social Work Education (CSWE) and the University of Utah College of Social Work.

Agency field instructors and students participate in two formal evaluation meetings. The first meeting occurs at the midpoint of the practicum (typically mid-year or mid-summer) and the second meeting occurs at the completion of all hours and requirements. Students begin the evaluation process by accessing the appropriate evaluation form in IPT, and reporting the following:

1. The dates of supervision
2. Progress on requirements
3. Hours completed to date, as verified by field instructor
4. General observations/concerns (if any)

Students sign and save the form which will automatically “send it” to the field instructor.

The field instructor will then meet with the student to complete the evaluation process, and report on the following:

5. Supervision dates, progress on requirements and competencies addressed
 6. Performance ratings as defined in evaluation form, and reported on a Likert scale of 1 – 5:
 - a. 5 – Exceptional Performance
 - b. 4 – Strong Performance
 - c. 3 – Average Performance
 - d. 2 – Marginal Performance/Needs Improvement
 - e. 1 – Unsatisfactory/Failing Performance
 - f. 0 – Not Observed
- B. General observations/concerns (if any)

Field instructors will sign and save the form which will automatically “send it” to the practicum coordinator for final review and signing.

Input from student and the field instructor is a key element in the social work practicum evaluation. Periodic assessment and feedback are responsibilities shared by the field instructor, the student, and the practicum coordinator. This process requires team effort; the practicum coordinator utilizes multiple evaluative data points (see above) and is responsible for assigning the grade earned by the student.

8.11. Resolving Practicum Concerns

Agency field instructors and students should resolve concerns through open and direct communication utilizing solution-focused approaches. If initial efforts to resolve concerns are unsuccessful, the practicum coordinator will assist the student and/or field instructor in addressing and resolving concerns. The practicum coordinator may use a variety of methods including joint and individual meetings and/or a Practicum Success Plan. Students are responsible for alerting practicum coordinators and/or the director or associate director of field education to concerns as soon as possible.

If the practicum coordinator believes that the concerns merit 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 and/or Associate Director, a decision will be made regarding the credit allowance for hours earned prior to the change of instructor or agency.

If concerns are not remedied after a trial period, the practicum coordinator will notify the Field

Education Director that the continuation of practicum is in jeopardy and request 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 Program Director.

ADA Accommodations and the Center for Disability Access

Students are required to contact the [Center for Disability Access](#) (CDA) if they require special accommodations for field education. Please note that field education may require a CDA letter separate from classroom accommodations, and that this process should be initiated as early as possible.

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 does not receive a passing grade (C+ or better) in practicum
- The field instructor and/or practicum coordinator have observed and documented student behavior(s) that are inconsistent with the [NASW Code of Ethics](#), agency policies or expectations, or the "Guidelines for Expected Student Behavior" in the MSW Handbook and the [University of Utah Code of Student Rights and Responsibilities](#). If there is an allegation of student misconduct, the CSW practicum office will initiate an administrative review.
- The field instructor and/or practicum coordinator have observed and documented that the student has un-excused and prolonged absences from the practicum setting.
- Non-compliance with the Practicum Success Plan.

8.12.2. Practicum Appeal/Review Process

The student review and academic appeal process discussed in [The University of Utah Code of Student Rights and Responsibilities](#), Section IV B is applicable to the practicum component of the MSW curriculum.

8.12.3 Incomplete (I) Grades

University Policy states that an Incomplete grade may only be given in a circumstance "beyond the student's control" (i.e., a death in the family, a serious accident, or a serious illness) when the student has completed 80% of the course requirements. An instructor must note the reason for an incomplete grade at the time grades are entered. The Incomplete Request Form must be completed jointly by the practicum coordinator and student, and forwarded to the MSW Academic Advisor. Please note that an "Incomplete" grade in a sequenced course such as practicum will prevent continuation in that sequence (i.e., student cannot enroll in specialist coursework/practicum until successful completion of generalist practicum). Furthermore, a

grade that remains incomplete one year from the date it is assigned will automatically be changed to an "E" (failing) grade, pursuant to [University policy Section III G. 2.](#)

8.13. Practicum Placements that Require Prior Approval

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 a specialist-year practicum in their agency of employment, and in certain extenuating circumstances during their generalist-year.
- 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 focus.
- The student's field instructor must be approved by the field education team and the College of Social Work. In order to be approved, a field instructor must have a Master's degree in social work and at least two years post-master's experience. Licensed mental health professionals from other disciplines (marriage and family therapy, mental health counseling or psychology) may be granted a waiver on a case by case basis.
 - A field instructor must have interest and time to fulfill teaching responsibilities of social work trainees.
- All required paperwork must be completed by the established deadlines. Final approval must be obtained prior to the start date of the field placement.

8.13.2. Consecutive Year Practicum Placements

In exceptional circumstances, students may be able to complete a second-year practicum within the same agency system.

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

- The student is not and has not been employed by the agency.
- The student has not completed internships in the agency prior to entering the MSW program.
- The agency offers experiences that support growth and professional development in required competencies.

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. The student and/or agency are also 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 request an 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. Non-standard 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 Center for Disability Access and requires an accommodation to the practicum format. Reasonable prior notice is needed to arrange accommodations, and the student must coordinate through the [University Center for Disability Access](#) 801-581-5020
- Extenuating circumstances due to public health emergencies and/or natural disasters

8.14. 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.

8.15. Professional Licensing

Professional licensing in social work is administered by state regulatory in consultation with national professional organizations. Licensing laws vary from one state to another so it is imperative that students consult with the regulatory agency in the state they intend to become licensed. Some state licensing standards may require special consideration in planning academic programs and practicum hours. Students should orient themselves to these standards. In Utah, the regulatory agency in charge of social work licensing is the Division of Occupational and Professional Licensing (DOPL). Questions regarding licensing should be directed to DOPL at 801-530-6162. You can also visit the DOPL website at [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 (CSW)*

- The intermediate **Certified Social Work** license is **required** for practice in Utah and is open to all graduates of accredited MSW programs who successfully pass the ASWB Master's Level examination. All social work exams are administered through the [Association for Social Work Boards \(ASWB\)](#).
- Current details regarding social work exams, including the process for preapproval can be found [here](#).
- Once students' pass the ASWB Master's Level Examination, they must apply for a CSW license through the [Utah Department of Occupational and Professional Licensing \(DOPL\)](#).
- There are fees associated with both the ASWB exam and CSW licensure. Please visit the [ASWB](#) and [DOPL](#) websites for current fee schedule.

9.2. *Licensed Clinical Social Worker (LCSW)*

- A CSW is eligible to become an LCSW after obtaining 4000 hours of post-master's supervised clinical experience obtained in no less than two years, and passing [the ASWB Clinical examination](#). Please visit the [DOPL](#) website for updated instructions, rules and regulations regarding the LCSW license.
- There are fees associated with both the ASWB exam and LCSW licensure. Please visit the [ASWB](#) and [DOPL](#) websites for current fee schedule.

9.3. *School Social Worker License*

An applicant for the School Social Worker **license** 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.
- 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 practicum in a school setting which includes, as part of the practicum, a minimum number of hours at a school site. All school social work practicum must receive prior approval from the office of field education.
- School Social Worker **license** applicants should contact [Diane Buck](#) in the field education office for further instructions.
- Requirements change so please refer to the [Utah State Board of Education](#) for updated licensing requirements <https://www.schools.utah.gov/curr/licensing>

The College of Social Work may have a limited number of spaces available for students to complete the School Social Work Career Path. All students interested in the School Social Work Career Path must submit an application and be formally admitted to the program in addition to the aforementioned criteria. The dates and information about the application process are posted to the MSW Community Canvas.

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 of Clinical Social Work (DCSW)

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. Students may serve as the University of Utah or MSW student representative to the NASW Chapter Board. The Utah chapter's branch of NASW is housed in the College of Social Work, 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.

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.

Non-compliance to the Code is grounds for dismissal from the program. A copy of the Code of Ethics is found at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>. Students and professionals are encouraged to read the Code carefully and refer to it often.

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>.