

# University of Utah College of Social Work

## Policies and Procedures

### Distance Education M.S.W. Program 2003-2006 Handbook

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.

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[www.socwk.utah.edu](http://www.socwk.utah.edu)

	COLLEGE OF	SOCIAL WORK
	UNIVERSITY OF UTAH	ESTABLISHED IN 1937

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College of Social Work

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# **I. The College of Social Work**

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## **A. History and Purpose**

The M.S.W. 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 social research, human behavior, social policy, and theoretical frameworks underlying methods of intervention. The second year provides students a concentration of practice, research, administration/supervision and policy within one of four areas: Criminal Justice, Health, Mental Health and Public Services. Additionally, the second-year curriculum encourages increased autonomy in practice experience. Both years include practicum assignments to allow students to utilize what they have learned in the classroom. Throughout, the M.S.W. program is grounded in the social work profession's values and ethics, emphasizing a commitment to honor diversity and establish social justice.

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

## **B. Mission and Goals**

The University of Utah College of Social Work mission was reaffirmed in the Fall of 2000 along with the core values that undergird the mission. The statement is as follows:

The University of Utah College of Social Work contributes to shaping social institutions, policies, services, and interventions to prevent and alleviate human suffering, enhance individual, family, community, and global well-being, and to promote social and economic justice. This mission is achieved through:

- Preparation of students for social work practice.
- Contributing to the development of social work knowledge through research and practice interventions.
- Active service to the community.

The core values of the School are freedom of inquiry and open debate, inclusion and shared leadership, respect for self-determination and the need for accountability, and the affirmation and promotion of human diversity.

Objectives for the first-year foundation and second-year domain courses are included in *Appendix A: M.S.W. Curriculum Objectives*.

## **C. 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 School. Each degree program is administered by a Director.

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

### **1. Standing Committees of the School**

The School 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 ASSW coordinating student appointments.

### **2. Student Governance (ASSW)**

Students are an integral part of the College of Social Work community. All students become members of the ASSW upon their admission into the college. ASSW provides students the opportunity to organize in their own interest. The ASSW organizes social functions, fund raising activities, the annual Diversity Conference and convocation ceremonies. The Student Council is elected in the spring of students' first year and elected officers serve during their second year of studies. The co-presidents have full voting rights on the School Council and M.S.W. 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 at the University level.

*The Student Governance Board for 2003-2004*

Co-President .....	Amy Earle
Co-President.....	Joy Wawrzyniak
Secretary .....	Melanie Jackson
NASW Representative .....	Amie Anger
Academic Coordinator .....	Martha Burkett
Communications Coordinator .....	Jen Ballard
Finance Coordinator .....	Robyn Jones
SAC Representative .....	Ann Erickson
Historian .....	Camille Kennard
Social Co-Chairperson .....	Robyn Start
Social Co-Chairperson .....	Heather Vance
Member at Large .....	Dan Onteveros
Member at Large.....	Meg Wilson
Member at Large.....	Tori Yeates
Diversity Conference Liaison .....	Kim Sorensen
Alumni Association Liaison.....	David Harris

3. Program Descriptions

a. American Indian Program

Program Director: E. Daniel Edwards, D.S.W.

This program was established in 1970 to prepare American Indian students for careers in social work practice. The program offers academic counseling, scholarships, special workshops, and social and cultural activities.

b. Distance Education M.S.W. Program

M.S.W. Program Director: Larry, L. Smith, Ph.D.

Title IV-E Program Coordinator: Norma Harris, Ph.D.

Distance Education Coordinator: Scott Sorensen, M.S.W.

Through agreements with Utah's Department of Human Services, federal funding (Title IV-E) provides alternative program delivery for students who are disadvantaged by distance or the constraints of full-time employment. The distance education delivery of the M.S.W. program began in 1992. The fifth cohort will begin their studies in Fall 2003 and complete the program in the Spring of 2006.

This technology assisted, distance education program is offered on weekends through a combination of traditional classroom study and distance technology, including interactive television (EDNET) and Internet communication. All EDNET broadcasts originate from the University of Utah in Salt Lake City, and connect to sites in Cedar City and Brigham City. Students in this program are enrolled through a separate admissions process than students in the full-time program. Because the programs

function independently, students are not permitted to cross over from one program to another.

- c. Bachelor of Social Work Program (B.S.W.)  
Program Director: Grafton Hull, Ed.D.

The College of Social Work's B.S.W. Program began in Fall 2001. Details of this program are available in the B.S.W. office: SW 322; phone 581-3571.

- d. Doctor of Philosophy Program (Ph.D.)  
Program Director: Joanne Yaffe Kjosness, Ph.D.

Doctoral studies have been offered since 1970. The Doctor of Social Work degree was offered until 1986, at which time it was changed to a Ph.D. degree. The newest development in doctoral studies at the College of Social Work is the Technology Enhanced Doctorate (TED), which is designed for students who are geographically-bound and who otherwise would not be able to study at the doctoral level. Details of doctoral studies are available in the Ph.D. office: College of Social Work, room 313; phone 585-5979.

## **II. E-Mail Account (Electronic Mail)**

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In order to facilitate communication among students, faculty, staff, and administration, **ALL STUDENTS ARE REQUIRED TO ESTABLISH A UNIVERSITY E-MAIL ACCOUNT.** If students don't have their own email account, they may request a free account from the University's NetCom department.

### **A. Setup for Free Email Account**

Free e-mail accounts are available to University students, faculty and staff. To get an account through NetCom you must do the following:

- Your personal information needs to be submitted electronically from one of the open access labs via Internet Explorer or Netscape. In the URL (Address) box type in <http://webmail.utah.edu> . then click on Network ID Tools. Have your University card with ID number ready.
- After establishing your account if you have problems with your PIN or password, you'll need to call the NetCom Help Desk, 581-4000.

### **B. Using Your E-Mail Account**

You can send or receive e-mail from a departmental computer, through a modem in your home/office, or at one of the open-access labs on campus. Go to the University's home page and at Search type in open-access labs to get a current list. Each lab has different software

applications. If you're faculty or staff, your computer resource person in your department can advise you as to availability. In labs a lab consultant can assist you.

### **C. E-Mail Addresses**

Like conventional mail addresses, e-mail addresses are unique. Both sender and receiver must know each other's correct address. One typical form of an e-mail address at the University of Utah is: [username@department.utah.edu](mailto:username@department.utah.edu). Notice there are no blank spaces, and there is no period at the end. Also, be aware that the U is moving to use UNID (University Network ID number) as the user name. Some Internet addresses are case-sensitive, so respect upper-lower case characters.

### **D. Passwords**

Protecting your Internet account is an important responsibility, not only for your own protection, but for the safety and security of the information and data stored on computers throughout the Internet. Please keep the following tips in mind:

- Keep your password secure, not sharing it with friends, etc.
- Change your password frequently .
- Do not use family names, birth dates, addresses, pet names, etc. or any word which can be found in a dictionary. Combining letters, numbers and characters gives added security to the password.

### **E. Campus E-Mail Directory**

The easiest way to find a campus e-mail address is to go to the University's home page and click on Campus Directory, then select Student or Employee or Department and follow directions from there.

### **F. Faculty and Class Mail Lists**

NetCom offers mailing lists for University classes. Professors and their students may interact via electronic mail through specific group mailing lists. For information on setting up a class mailing list, send an e-mail message to: [list-info@lists.utah.edu](mailto:list-info@lists.utah.edu).

### **G. Acceptable Use Policies**

Access to and use of University of Utah information and network resources are covered by the Information Resources Policy (**PPM 1-15**) This policy includes these specific provisions:

“Users shall respect the privacy and access privileges of other users...” (V.C.1)

“...Users shall not access files or documents belonging to others without proper authorization...” (V.C.1.a)

“Users must respect the integrity of computing systems and networks.... and must not do any of several specifically proscribed behaviors such as : damage resources, use another’s UserID, harass or intimidate others, waste computing resources, make, store, transmit, or use illegal copies of software, or attempt circumvention of normal security measures.” (V.C.3)

“A violation of the provisions of this policy or departmental policy is a serious offense that may result in the withdrawal of access, and, in addition, may subject the User to disciplinary action or academic sanctions consistent with University policies and procedures.” (V.D.1)

Additional policy follows:

## **University of Utah Student Computing Facilities Acceptable Use Policy**

### **I. INTRODUCTION**

The University of Utah Student Computing Labs are intended to be used for educational purposes and the legitimate business of the University in a manner consistent with the public trust.

This policy establishes guidelines for appropriate use of student-fee funded Student Computing Facilities.

### **II. REFERENCES**

University of Utah Policy and Procedures:

1-15: Information Resources Policy <http://www.admin.utah.edu/ppmanual/1/1-15.html>

2-32: Discrimination and Sexual Harassment

<http://www.admin.utah.edu/ppmanual/2/2-32.html>

2-6A: Sexual Harassment and Consensual Relationships

<http://www.admin.utah.edu/ppmanual/2/2-6a.html>

8-10: Code of Student Rights and Responsibilities

<http://www.admin.utah.edu/ppmanual/8/8-10.html>

8-12: Code of Faculty Rights and Responsibilities

<http://www.admin.utah.edu/ppmanual/8/8-12-1.html>

2-9: Staff Disciplinary Actions and Dismissal

<http://www.admin.utah.edu/ppmanual/2/2-9.html>

### **III. ACCESS TO STUDENT COMPUTING LABS**

- A. Student computing labs are funded primarily from student computing fees and are for the use of University of Utah students, faculty and staff. Others may use these labs as participants in University sponsored activities. Labs may develop procedures to issue temporary passes to participants in University sponsored activities.
- B. Individuals using the facilities may be asked to verify their University status by showing a University ID or by logging into computer systems. Individuals not authorized to use

the facility may be required to leave.

C. Computer Accounts are assigned to control access to some computing resources.

1. Users are responsible for all uses of the Computer Account. User IDs and passwords must not be shared with other users. Users must log out at the end of each session.
2. Knowingly using a Computer Account assigned to another person is a violation of University policy.

IV. USE OF STUDENT COMPUTING LABS

- A. Appropriate use of computing resources, which are supported by student fees, include academic study, instruction, and independent study or research. University related work by departments and recognized student and campus organizations of the University are acceptable.
- B. Inappropriate uses include interfering with the work of others, wasting resources, using the resource for private economic purposes, gambling, and any activities that involve the violation of state or federal laws and University policies and procedures. During peak times when computer workstations are in demand, recreational use such as playing games may be disallowed.
- C. The University of Utah endorses and promotes intellectual and academic freedom principles and encourages access to information. While users generally have the right to read and view materials of their choice, this right is balanced by the rights of others to work in a setting free of intimidation, harassment, or hostility. Child pornography and obscenity are illegal. Activities that create a hostile and/or intimidating environment for others are prohibited under University of Utah Policy and Procedure 2-6A and 2-32.

V. ACADEMIC ENVIRONMENT

- A. Users are expected to respect the rights of other users to create an environment suitable to academic pursuits. The following activities are prohibited.
  1. Activities that disrupt the work of others, including but not limited to unnecessary noise.
  2. Activities that encroach on others' legitimate expectations of privacy.
- B. Users are expected to behave in ways that enhance the environment for others and promote the reliable operation of laboratory computer systems.
  1. Eating or drinking in the labs is prohibited.

2. Users must cooperate with the staff of the computing facility and behave in a respectful manner to them.
  3. Users must not abuse laboratory computer systems or other equipment.
  4. Users should report problems with computer lab equipment.
- C. Parents are responsible for their minor children's behavior, safety, and the content of information resources viewed or accessed by them in University facilities. Children who are not University of Utah students or participants in University sponsored activities must not be allowed to use lab systems or interfere with the work of others. Children must not be left unattended in lab facilities.

## VI. COPYRIGHT PROTECTION

Users must not make or use illegal copies of copyrighted or patented materials, information, or software, or to store such copies on University systems, or to transmit such information and software over University Networks.

Almost all forms of original expression that are fixed in a tangible medium are subject to copyright protection, even if no formal copyright notice is attached. Written text, video, recorded sound, digital images, and computer software are some examples of works that are usually copyrighted.

For more information regarding copyrights please refer to the following site:  
<http://www.lib.utah.edu/circ/copyrightpage.htm>

## VII. USE OF STUDENT COMPUTING LAB HARDWARE AND SOFTWARE

- A. Some lab systems are configured for specific applications such as image scanning, video editing, teleconferencing, or similar purposes. Users who require the specific resources provided by these systems have priority.
- B. Users are required to use the lab computer in a manner that does not have a detrimental impact on the stability and functionality of the systems or networks. The following activities are specifically prohibited.
  1. Changing system or software configurations
  2. Installing any software without prior permission from lab staff.
  3. Disconnecting hardware, installing hardware, or changing hardware configurations.
  4. Engaging in any activity intended to compromise system security, compromise the privacy of other users, or obstruct the work of others. This includes but is not

limited to port scanning, network sniffing, keystroke logging, using remote control software, password cracking, and similar activities.

5. Using lab systems to attack, interfere with the proper operation of, or compromise the security of other computer or network systems.
  6. Using lab systems to send forged e-mail, send bulk mail, send unsolicited commercial e-mail, or to fraudulently misrepresent the users identity in any communication.
  7. Using lab systems to initiate any communication intended to intimidate, coerce, harass, or threaten others.
  8. Using lab systems to distribute or develop viruses, worms, or similar software.
  9. Illegally sharing copyrighted materials with others.
  10. Installing any server software such as FTP, telnet/ssh, Web, SMTP, file sharing, and game servers. This includes but is not limited to "peer to peer" file sharing software such as KaZaA, Gnutella, or similar programs.
  11. Some labs permit attachment of FireWire and USB devices such as cameras and camcorders for course-related work. Other labs impose more restrictive rules. Check with laboratory staff for specific information regarding these uses.
- C. Laptops may only be connected to network jacks specifically provided for this purpose. Disconnecting lab systems to connect laptop computers is prohibited. Connecting laptops to unused network jacks is also prohibited. All use of laptops in University computing facilities is governed by University policies and state and federal law.

## VIII. POLICY ENFORCEMENT

A violation of the provisions of this policy may result in the withdrawal of access and may subject the user to disciplinary action or academic sanctions consistent with University policies and procedures.

All criminal activities will be referred to University Police, State and/or Federal agencies.

Rev. 7/26/02

Reviewed by University of Utah Office of Legal Counsel July, 2002.

## H. Computer Lab, Help, Questions and Answers

Your first source for help with e-mail should be a local or departmental computer resource person. Additional help can be obtained from the following:

NetCom Help Desk 581-4000

Dial-In-Modem/15-Minute Limit (801) 924-0639

Dial-In=Modem/60-Minute Limit(801) 924-0783

### **College of Social Work Computer Lab**

Located in room 210 of the Social Work building.

Computer Lab Hours:

**Fall 2003 and Spring 2004**

Monday - Thursday 8am - 7pm

Friday 8am - 5pm

Closed Saturday and Sunday

**Summer Schedule**

Monday - Friday 8am - 5pm

Closed Saturday and Sunday

For extended evening hours and weekends the Marriott Library is available. They have PC's and Macintosh computers. They also offer short courses (two hours) in a number of popular software applications as well as basic computer and Internet use. These courses are free to registered students, \$15 for faculty, staff and their spouses. See their current listing at <http://www.lib.utah.edu/instruction/schedule.html>.

The lab is also unavailable when classes are scheduled in it. Postings will be made prior to classes whenever possible for your planning.

*\*We observe all University holiday closures\**

### **College of Social Work Lab Rules and Policies**

- This lab adheres to the University's Acceptable Use Policy- PLEASE READ.
- Absolutely NO food or drink in the lab.
- DO NOT install ANY programs on computer lab machines. If you need a program installed please ask a Lab Assistant for help.
- All Printing must be done double sided, NO EXCEPTIONS!
- Only one copy may be printed. NO DUPLICATES ALLOWED. THE PRINTER IS NOT A

COPY MACHINE. If multiple copies are required there is a copy machine on the first floor

**These policies are required to cut the extremely high cost of printing and to prevent us from charging students for printing.**

This student computer lab is supported by student computing fees and the College of Social Work and is intended for the use of University students, faculty and staff.

If there are any questions regarding these rules and policies please ask the Lab Assistant. If further discussion is wanted please see the College of Social Work Systems Manager in room 104 or the Associate Dean in room 107.

### **III. Distance Education M.S.W. Program**

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#### **A. Program Goals**

The following M.S.W. program goals reflect the mission of the School:

1. To prepare students for entry into advanced professional social work practice with the most current knowledge and skills drawn from various disciplines.
2. 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.
3. To promote continuous professional development in students, faculty, staff, and practitioners.
4. To provide a professional curriculum undergirded by a liberal arts perspective emphasizing critical thinking and communication skills in a global context.
5. 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.
6. To develop and utilize instructional and practice-relevant technology in research, teaching and service activities.
7. To contribute to the development, testing, and validation of social work knowledge and theory through research and scholarship.
8. To develop and nurture reciprocal relationships with social work practitioners, groups, organizations, agencies, and communities.
9. To work collaboratively with other professionals, agencies, and organizations to enhance the quality of social work education and social work policy and practice.

10. 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.
11. To prepare students for roles in prevention that promote social and economic justice, well-being, and social functioning.
12. To contribute to the development and mission of the University of Utah.

## B. Curriculum Design

The curriculum for the M.S.W. program is organized to provide a generalist perspective in the foundation courses and then a concentrate expertise in one of four domains Criminal Justice, Health, Mental Health, and Public Services.

The Curriculum for the distance education M.S.W. Program is focused in the Public Service Domain. Students are required to complete a series of foundation courses in the following five core subject areas: (1) Human Behavior in the Social Environment (HBSE); (2) Social Welfare Policy and Services (SWPS); (3) Social Work Methods of Practice; (4) Research; and (5) Field Practicum. Courses in these core subject areas provide a generic foundation for social work practice and a generalist perspective for the domains of practice. Since much of the clinical course work is experiential, students are expected to attend class and participate in exercises and role-plays designed to develop direct and indirect practice skills. **Table 1** provides the course number, title, credit hours, prerequisites, and a course description for the foundation courses you will enroll in. See *Appendix A: M.S.W. Curriculum Objectives* for the foundation curriculum objectives.

**Table 1: College of Social Work 2003-2006 Foundation Course Descriptions**

Course #	Title	Cdts	Prerequisites	Description
SW 6011	Practice I: Individuals and Groups	3	Admitted to the College of Social Work	Students will learn to apply theories of the planned change process (assessment, intervention, evaluation) to individuals and groups across the life span, as a result of course emphasis on praxis. Students are introduced to the process of building and nurturing relationships with individuals and groups. Central to the course is an emphasis on self-awareness and consciousness. The exploration of the intersections of personal and professional ethics and values is stressed in this course. Issues of diversity are introduced both as a practice competency and a practice value and tenets.
SW 6012	Practice II: Couples and Families	3	Completion of 1 <sup>st</sup> semester of 1 <sup>st</sup> Year	Students will learn to apply theories of the planned changed process (assessment, intervention, evaluation) to couples and families across the life span, as a result of course emphasis on praxis. Students are introduced to the process of building and nurturing relationships with couples and families. Central to the course is an emphasis on self-awareness and consciousness. The exploration of the intersections of personal and professional ethics and values is stressed in this course. Issues of diversity are introduced both as a practice competency and a practice value and tenets.

SW 6111	Diversity and Social Justice	3	Admitted to the College of Social Work	Focus on praxis as it relates to diversity, oppression, liberation and social justice. Emphasis on social group memberships as they relate to power, privilege, and oppression. Inter consecutiveness between personal, community and institutional change. Working across differences. Ethics, knowledge, values, and skills.
SW 6112	Practice: Social Work in Organizations and Communities	3	Completion of 1 <sup>st</sup> semester of 1 <sup>st</sup> Year	History and theories of community and organizational development. Planned developmental change efforts (assessments, intervention, evaluation) with diverse populations at the macro levels of neighborhoods, communities and organizations within a social justice framework. Ethics, knowledge, values, and skills.
SW 6211	Social Welfare and Poverty: Policies and Programs	3	Admitted to the College of Social Work	Social Work and social welfare history, policies, institutional systems: poverty theory and legislation. Ethical dilemma framework applied to policy practice. Draws on theory and research of human development in the definition and analysis of social problems and policies and policy development in reference to the impact of human systems (beings). Ethics, knowledge, values, and skills.
SW 6311	Human Behavior and the Social Environment I (HBSE I): Lifespan Development through Adolescence	3	Admitted to the College of Social Work	Lifespan development through adolescence. Bio-psycho-social-ecological and cultural theories and factors are examined along with micro, mezzo, macro influences. Ethics, knowledge, values, and skills.
SW 6312	Human Behavior and the Social Environment II (HBSE II): From Early Adulthood through Death	3	SW 6311	Lifespan development from early adulthood through death. Bio-psycho-social-ecological and cultural theories and factors are examined along with micro, mezzo macro influences. Ethics, knowledge, values, and skills.
SW 6412	Research for Practice: Critical Utilization and Evaluation	3	Completion of 1 <sup>st</sup> semester of 1 <sup>st</sup> Year	Critical utilization of evidence-based research on social service systems: evaluation of micro, mezzo, and macro interventions; methodological considerations in working with people across the lifespan; diversity, inclusion, and ethical concerns in research. Ethics, knowledge, values, and skills.
SW 6511	Field Practicum I	3	Admitted to the College of Social Work	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 field 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 6512	Field Practicum II	3	SW 6511	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 field 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.

The M.S.W. curriculum provides a concentration in one of four domains: Criminal Justice, Health, Mental Health and Public Services after the foundation courses. Each of these domains will provide training in practice methods, research and policy which can be applied to all populations. These domains provide a social work practice framework in which students can tailor their pursuit of knowledge through the literature, the compilation of individual

assignments, elective course work and practica experiences. See *Appendix A: M.S.W. Curriculum Objectives* for the domain objectives.

Descriptions of the Domains of Practice follow. **Distance Education M.S.W. students will be focusing in the Public Services Domain.**

a. Criminal Justice Domain Description

Crime and delinquency are listed by most people as second only to the economy when discussing concerns they have about their life and future. Since the mid 1980s, crime—especially juvenile crime—has escalated to all-time highs. The proliferation of gangs and the resultant epidemic of violent crime have changed our neighborhoods, lifestyles and confidence that we can remain citizens of an open and free society.

America's response to this crime surge has been a massive increase in the incarceration of offenders, with drug offenders comprising 65% of the incarcerated population. America currently has the highest incarceration rate of any civilized nation and while violent crime has begun to decline, incarceration rates continue to climb. Members of marginal groups, especially African Americans, are severely over represented in Departments of Corrections, most notably in our nation's prisons and jails. Young offenders—due to legislative mandates—are being transferred to adult prisons in record numbers in an effort to “get tough” on juvenile crime. Legal experts develop criminal justice legislation and policy decisions with little contribution from the social work community.

The Criminal Justice domain is the educational component of the Criminal & Juvenile Justice Consortium that is housed at the Graduate School of Social Work. The Consortium has nineteen faculty members representing five colleges from the larger University community that have an interest in criminal justice research and education. The Consortium recently completed two major studies, one on racial and ethnic fairness in the Utah criminal justice system and another on the evaluation of sentencing guidelines of the Utah juvenile justice system. Faculty conducts these studies with assistance from research assistants with an interest in the criminal justice field.

The Criminal Justice domain will prepare students to become a part of the social work community. The emphasis will be on the criminal justice population while assisting the students to understand that skills learned within this domain are easily transferable to other areas of practice and interest.

Classes will stress the fundamental principles of restorative justice: accountability, competency development and public safety. The origin and theories of crime and delinquency will be examined with an emphasis on understanding the criminal personality and its relationship to antisocial personalities as defined in traditional mental health settings. Students will experience the larger criminal justice system from practitioners who will guest lecture to site visits at treatment programs and incarceration facilities.

Social work can and should be the host profession to the criminal justice community. The Criminal Justice domain will begin educating social workers so that the principles and values of social work will once again be an integral part of criminal justice practice.

b. Health Domain Description

Social workers are a vital part of the health care team along with doctors, nurses and other health and mental health professionals. Medical social work in hospitals as well as in community-based settings offers rapidly-expanding employment opportunities for the social worker. The medical social worker assists individuals and their families to cope with and/or adapt to a variety of health-related concerns and conditions, including acute, chronic and terminal illnesses, as well as trauma or disability.

Medical social work is one of the most challenging and exciting areas of practice available. Handling the crises associated with emergency room trauma to assisting a family in preparing for an organ transplant are some of the dynamic issues addressed by medical social workers, including everything in between. Practitioners in this field are found in a variety of settings: hospital units (emergency rooms, intensive care, oncology, orthopedic, pediatric, transplant, and rehabilitation), primary care clinics, renal dialysis centers, emergency/trauma care, home health and hospice agencies, nursing facilities, public health agencies and research centers. One can find employment opportunities in these settings in both direct practice and administration.

Some of the areas of future growth in this field are:

- **Holistic medicine/health**, also known as Complementary and Alternative Medicine (CAM), which is increasingly being accepted and taught by mainstream medical schools. This has opened doors for social work practitioners to demonstrate their expertise in the treatment of psycho-social factors which impact an individual's health and well-being.
- **Health care services to the aged**, which include home health, hospice, senior health programs, primary care and hospital medical care. As a greater proportion of the population reaches older ages, the need for skilled practitioners who provide services to the aged—primarily in the health fields—will continue to grow. These patients require a more comprehensive and interdisciplinary assessment of their needs, family care giver support and community resources, all of which require social work's role and expertise on the health care team.
- **Primary health/prevention**, which is a growing field requiring physicians to extend their reach into patients' homes and psycho-social areas of disease management and prevention. This area includes as well that of Behavioral medicine treatment as primary care physicians increasingly recognize the role in psycho-social factors impacting patients' health.
- **Case or care management**, which is also a growing area of need both with

inpatient and community-based services. Some roles in this field may be in competition with nursing professionals.

- **New technology** such as stem cell and genetic counseling, along with transplant and other high tech care, which will increasingly require graduate-level practitioners with expertise in working with the complex ethical and psycho-social issues involved.
- In addition to the above direct practice career opportunities, graduate degree practitioners are prepared to function in a variety of administrative capacities and roles, including directors of social work services or of entire agencies. It should be noted, however, that such positions are usually obtained after a practitioner has either moved up the ranks in an agency or received additional education or time in the field.

c. Mental Health Domain Description

This domain builds upon the generalist first-year curriculum and provides students with state-of-the-art knowledge and skills for practice in today's mental health settings. Students will gain expertise in doing ecological assessments and multiple-level interventions with client populations across the life span as well as intervening effectively in mental health policy-practice. Content will also include the practitioner's conscious use of self, sensitivity to diversity, intervention and prevention strategies, and multi-disciplinary and community-based teams. Both innovative and traditional methods of practice will be explored.

With social workers now providing over 3/4 of the mental health services in the country, social workers who graduate from this domain will have a variety of practice settings to explore during their career. Students will prepare to work in both inpatient and outpatient settings, in rural and more urban locations. Since the majority of social workers will eventually also work as clinical supervisors, private practitioners, evaluation team members or as administrators, the Mental Health domain will not only prepare students for entry-level positions, but will also provide content to help prepare students to practice in these more advanced areas of social work.

d. Public Services Domain Description

The mission of the Public Services domain is to strengthen families and individuals by providing leadership and family-centered services in communities. An M.S.W. in the Public Service domain will ensure your readiness to enter social work positions, local offices of Workforce Services, child welfare, aging and adult services, and services to people with disabilities. Other local positions include school social work and private agencies which contract with federal, state and county agencies. An M.S.W. and two years of experience with or without an L.C.S.W. opens management, administration, teaching and research position options. Later in your career, public social services provide a versatile and flexible environment where you can move around to a variety of

positions or remain in a clinical or management position.

Specific careers and/or job functions in Public Services include:

- Administrator: local, regional, national administration within Health and Human Services organizations.
- RFP development.
- Lobbyist to advocate for program funding.
- Program development and implementation.
- Collaboration and coordination with a variety of professionals, including social workers, doctors, legislators, judges, lawyers and educators.
- Supervise and direct workers who provide clinical and coordinated services to clients and families across the lifespan.
- Provide direct clinical social work services to children, teens, adults, elderly and their families by using formal and informal service linkages.

**Table 2** provides the course number, title, credit hours, prerequisites, and a course description for the domain courses.

**Table 2: College of Social Work 2003-2006 Domain Course Descriptions**

SW 6031	Advanced Practice I in Criminal Justice	3	Completion of 1 <sup>st</sup> year	The criminal personality. Students will combine readings and research regarding the theory of the criminal personality with those of anti-social personalities. Students will also learn about developmental theories of delinquency. Students will learn to apply these theories within the context of individual and group treatment of selected offenders, as well as program design for community interventions. Students will be able to implement cognitive and behavioral treatment approaches, through lectures and class exercises.
SW 6032	Advanced Practice II in Criminal Justice: The Criminal Personality and System Design	3	SW 6031	Testing of theories of causation of crime & delinquency in working with individuals and groups in community settings and secure facilities. Included is the application of the theories of causation of crime & delinquency as well as the students understanding of the criminal personality and antisocial personality to prevention programming, sentencing practices, rehabilitation potential and expenditure of resources. Students will understand family systems treatment approaches, through lectures and class exercises.
SW 6041	Advanced Practice I in Health	3	Completion of 1 <sup>st</sup> year	Advanced Practice I in Health is the first of 2 practice classes. It 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 will be presented from acute, chronic, and terminal condition perspectives. The accompanying psycho-social impact of these conditions on an individual and family system will be 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) will be explored, as will 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 (eg confidentiality, self-determination, locus of responsibility) and their application to practice in health settings will also be addressed.

SW 6042	Advanced Practice II in Health: Clinical Approaches	3	SW 6041	This, the second of two Advanced Practice classes, will build upon the 1st semester class by facilitating student development of the clinical direct practice skills/approaches that address the health/illness issues presented in the first semester class. The course will provide advanced training in assessment and treatment. Treatment approaches will include: Brief and Solution-Focused Therapies; Grief Therapy; Life Review/Reminiscence; Structural Family and Family Systems approaches with illness; complementary approaches (including Logotherapy, touch, guided imagery); and models for group treatment - Caregiver Support, Illness Groups (such as cancer survivor, diabetes, MS). Attention will also be given to discharge planning as a clinical intervention. The course will also prepare students in the use of high-risk screening tools for care management in diverse settings.
SW 6051	Advanced Practice I in Mental Health: Children and Adolescents	3	Completion of 1 <sup>st</sup> year	In this course, students will learn to assess the common mental disorders of children and adolescents from an ecological (biopsychosocial-spiritual-environmental) 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. Students will also learn to apply the principles of mental health, diversity, and the strength-based perspective when practicing in various inpatient and outpatient settings.
SW 6052	Advanced Practice II in Mental Health: Adults and the Aging	3	SW 6051	In this course, students will learn to assess the common mental disorders of adult and aging populations from an ecological (biopsychosocial-spiritual-environmental) 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, employment, physical health, substance abuse, marriage, legal, 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. Students will also learn to apply the principles of mental health, diversity, and the strength-based perspective when practicing in various inpatient and outpatient settings.

SW 6061	Advanced Practice I in Public Services	3	Completion of 1 <sup>st</sup> year	<p>Social Work practice within public agencies requires individuals to be able to respond to a variety of populations and issues utilizing an ecological, strengths-based perspective. This course will focus on assessment and intervention strategies that are effective with individuals, couples, and families, both voluntary and mandatory, who have been referred for services within a public framework. Models for assessment, intervention and evaluation will include a broad base of family and individual strengths based brief methods including structural, behavioral, cognitive-behavioral, solution focused, narrative, psychoeducational, family preservation, rapid assessment and functional family therapy. Knowledge, skills, and values that are explored will be within populations experiencing child abuse, domestic violence, poverty, underemployment, and physical challenges. Students will be exposed to a comprehensive family systems model of service delivery. The course will provide students with a theoretical framework necessary for understanding the role of interactive processes in the development and maintenance of maladaptive behavior. Contrasting traditional methods of diagnosis and treatment students will learn adaptive utilization of multiple assessment models including the Diagnostic and Statistical Manual (DSM) IV-TR; the ICD-10 and relational paradigms for assessment and treatment. Alternative methods for understanding and intervening in complex human behavior patterns will also focus on ethnic and cultural minorities, gay and lesbian clients, and mental health and antisocial behavioral issues. Relational diagnostic models, functional analysis of presenting problems and intervention strategies designed to utilize individual, family and community strengths as a vehicle for change will be emphasized.</p>
SW 6062	Advanced Practice II in Public Services: Strengths-based Commitment to Change	3	SW 6061	<p>Following the theory base developed in SW 6061 students will gain a greater application skill with solution focus, motivational interviewing, and functional family therapy models, assessment, intervention, and evaluation strategies and will focus on developing competencies for assessing and intervening within micro, mezzo, and macro systems across the life span. A focus in this class will be for the student to be able to articulate her/his own practice style and methods and be able to assess and intervene when in a variety of ways to ensure the best potential for progress toward identified goals and objectives which have been established jointly by the social worker and family system. Students will learn to adapt skills to a variety of populations and develop strategies that are responsive to change needs of the population and individual being served. Using videotapes and other aids students will develop specific skills in collaboration, coordination, and developing informal networks for support. Students will understand how to interact with a variety of professions, write court reports, respond to record keeping expectations, quality review teams, and engage in ongoing professional development. Using the tenets and following the principles of "best practice and fidelity of implementation," students will bring philosophy, assumptions, theory and action together within a personal awareness which will ensure the individual's effectiveness to enter, engage, motivate and change maladaptive relational processes in micro, mezzo, and macro frameworks across the lifespan.</p>
SW 6132	Advanced Administration/Supervision in Criminal Justice	3	SW 6112	<p>Students will be exposed to program design and development including budgeting and staffing. Supervision requirements including standards of the Peace Officers Standards and Training (POST) and the American Correctional Association (ACA) will be utilized both in individual and program monitoring contexts.</p>

SW 6142	Advanced Administration/Supervision in Health	3	SW 6112	This 3 credit hour course is designed to develop and enhance social work leadership and management skills in a health care setting, (public health facilities, hospitals, home health agencies, hospice programs, HMOs', private clinics ). The purpose of the class is to train social workers to: 1) position themselves in the fiscal arena of health care, including working within the current payer systems; 2) examine challenges and opportunities of managed care in the health care setting; 3) apply management and leadership styles to the delivery of health related services; 4) manage change in a dynamic health care environment; 5) practice team building and interdisciplinary collaboration in the health care setting; 6) address potential conflict between the health care provider and customer/patient and social work values and ethics; and, 6) identify and develop quality outcomes of social work intervention strategies in the delivery of services.
SW 6152	Advanced Administration/Supervision in Mental Health	3	SW 6112	In this course, students will learn how to apply current state-of-the art methods of supervision and administration in inpatient and outpatient mental health settings. Emphasis will be placed upon the role of social work in today's multi-disciplinary teams that provide prevention and intervention mental health services. Students will learn how to work effectively with colleagues and overcome the typical obstacles to multi-disciplinary and collegial cooperation. Supervision will be taught from an ecological perspective in which the supervisor views each worker as a whole person in environment who has unique supervisory needs.
SW 6162	Advanced Administration/Supervision in Public Services	3	SW 6112	This course will assist in understanding issues surrounding access to public service programs, as well as to develop an understanding of the funding streams for paying for public service programs and individual services for consumers. Students will learn leadership functions including visioning, planning, policy development and implementation, budgeting, and evaluation. Students will also learn situation leadership where different supervision styles are applied specific to tasks depending upon the knowledge and skill of the supervisee.
SW 6231	Advanced Policy in Criminal Justice	3	Completion of 1 <sup>st</sup> year	Students will acquire foundation knowledge about the history and evolution of criminal and juvenile justice systems. Students will gain an understanding of the formulation of criminal justice policy through exposure to the workings of the Commission on Criminal and Juvenile Justice, the Utah State Legislature, National Congress and local boards and commissions.
SW 6241	Advanced Policy in Health	3	Completion of 1 <sup>st</sup> year	This 3 credit course builds on foundation policy content to provide students with understanding of: political, economic, and social trends that affect the healthcare system, as well as the health of populations (epidemiology). The class includes special emphasis on the economic and political dimensions of the managed care environment, as well as inequities in the delivery of health care in comparative and global contexts. We will also address the historical development of the "health care industry," and the public health system from a social justice perspective. The course offers advanced training in policy practice skills (advocacy, policy analysis, policy development and evaluation) relevant to health policy and health settings. Ethical content will focus on the role of health care structures in determining the nature and resolution of ethical tensions and dilemmas.

SW 6251	Advanced Policy in Mental Health	3	Completion of 1 <sup>st</sup> year	This course builds on foundation policy content to provide students with a better understanding of the social, political and economic issues that affect the mental health system. An in-depth analysis of the mental health system will be provided along with how managed care and case management have become integral components of the mental health system. Special emphasis will be placed on the political and economic dimensions of the mental health system and the inequities that result from poverty as well as ethnic and gender biases and other elements of human diversity. Local, regional, and international contexts will be applied, with a special focus on the urban, suburban, and rural settings found in Utah and the Inter-Mountain West.
SW 6261	Advanced Policy in Public Services	3	Completion of 1 <sup>st</sup> year	Public Service Social Work relies on federal and state laws, judicial interpretations, and executive branch employee implementation. This course will provide an historic timeline related to policy development and will provide the social work student with an in depth understanding of all current relevant federal legislation including the Family Support Act of 1988, the Child Welfare and Adoption Assistance Act of 1997, and ongoing national and local legislative interests. The course will consider how philosophy and political assumptions influence the social development of federal and state laws and prepare the student for advanced practice in policy agenda setting, advocacy, implementation and evaluation. Students completing the public service domain will understand how to impact, evaluate and change public policy. Coursework activities will be structured to provide experiences in changing public policy.
SW 6431	Advanced Research I in Criminal Justice	2	Completion of 1 <sup>st</sup> year	Students will develop fundamentals of evaluation of interventions with individual clients. This course will focus on single-subject research methods, including pre-experimental and experimental designs, within the framework of internal and external validity. Students will learn techniques of behavioral assessment, selecting non-behavioral measures, and developing self-anchored scales. Students will learn both visual and statistical analysis procedures for single-subject designs. Students will also learn program evaluation methods.
SW 6432	Advanced Research II in Criminal Justice	2	SW 6431	Students will develop the ability to conduct basic program evaluation for use within their own system or realm of responsibility. Students will learn the fundamentals of logic modeling. Students will analyze existing data from a justice program and write an evaluation proposal. Qualitative and quantitative methods of data collection and analysis will be taught.
SW 6441	Advanced Research I in Health	2	Completion of 1 <sup>st</sup> year	Single-subject design & health research. Provides practical research skills needed for evaluation of micro level interventions in institutional and community-based health care settings. Expands research knowledge obtained in first year research course. Focuses on quantitative and quantitative methods for applied clinical and evaluative research including single-subject design. Students will also learn program evaluation methods.
SW 6442	Advanced Research II in Health	2	SW 6441	Program evaluation in Health Care. Provides advanced research skills needed for mezzo and macro level program evaluations in institutional and community-based health care settings. Utilizes quantitative and qualitative methods to evaluate programs to ensure accountability of social services through practical experience with research methods

SW 6451	Advanced Research I in Mental Health	2	Completion of 1 <sup>st</sup> year	This course expands the research knowledge obtained in the first-year research course. Special emphasis will be placed on single-subject, qualitative and quantitative research methods and how they are used in the mental health research domain to improve interventions. The role of research in influencing mental health policy will also be examined. Students will also learn program evaluation methods.
SW 6452	Advanced Research II in Mental Health	2	SW 6451	Program evaluation in mental health will be the focus of the second research course in the mental health domain. The course will provide advanced research skills needed for mezzo and macro program evaluations in institutional- and community-based mental health care strategies.
SW 6461	Advanced Research I in Public Services	2	Completion of 1 <sup>st</sup> year	In this course, second-year students will build on their practice skills and concepts associated with research about public service programs, e.g., child welfare, aging, substance abuse, temporary aid to needy families, etc. This semester's work will assist students in developing the basics for evaluating interventions with individual consumers within these programs. Students will focus on single-subject research and will use quantitative and qualitative methods for applied clinical and evaluative research. Students will also learn program evaluation methods.
SW 6462	Advanced Research II in Public Services	2	SW 6461	During this semester, students will develop the skill to conduct program evaluation for use within their own system or area of responsibility. Students will understand how to use data from a management perspective so that program accountability will be clearly defined as a research need. Quantitative and qualitative methods of data collection will be emphasized. Students will focus on the mezzo and macro levels for the research setting.
SW 6521	Advanced Field Practicum I	4	SW 6512	Students in Advanced Field Practicum I & II 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 field instructor, students build upon the generalist perspective and increase skills in ethical, culturally-competent, multi-modal social work practice. Ethics, knowledge, values, and skills.
SW 6522	Advanced Field Practicum II	4	SW 6521	Students in Advanced Field Practicum I & II 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 field instructor, students build upon the generalist perspective and increase skills in ethical, culturally-competent, multi-modal social work practice. Ethics, knowledge, values, and skills.

### Advanced Standing Program

Council on Social Work accreditation standards require that specific and similar academic content be taught in B.S.W. programs as in the first year of M.S.W. programs. Because of the potential for duplication inherent in this requirement, the University of Utah's M.S.W. program is committed to avoiding redundancy in course content for students already holding a B.S.W. from a CSWE-accredited program. Students who have earned such a degree will automatically be offered Advanced Standing upon admission. The Advanced Standing program has the following stipulations:

- a. Students with a B.S.W. have the option to accept Advanced Standing or to complete the regular two-year, 60-credit M.S.W. program.
- b. Students granted Advanced Standing will:

- Be waived from all first-year courses.
  - Complete two enrichment courses of two credits each during the first week of August prior to starting the second-year program.
  - Complete a second-year domain curriculum and practicum totaling 30 credit hours.
  - Complete 15 hours of additional course work. (Summer enrichment classes will count toward the additional 15-hour requirement.)
  - Complete 45 total credit hours in the Advanced Standing program to receive an M.S.W.
- c. B.S.W. and non-B.S.W. applicants to the M.S.W. program will be evaluated using the same admissions criteria.

### C. Graduation Requirements

#### 1. Academic Requirements

A minimum of 60 semester credits are required for graduation from the Distance Education M.S.W. Program. To graduate at be listed on the convocation program, all pending Incomplete grad, “T” grades, and practicum hours must be completed by the end of the semester in which graduation is desired.

**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 courses as outlined in **Table 3: Distance Education M.S.W. Program of Study**, in the order and time sequence established may result in delayed graduation of a year or more.

**Table 3: Distance Education M.S.W. Program of Study**

FALL SEMESTER - 2003		SPRING SEMESTER - 2004	
SW 6011 Practice I: Individuals and Groups	3	SW 6012 Practice II: Couples and Families	3
SW 6111 Diversity and Social Justice	3	SW 6112 Practice: Social Work in Organizations and Communities	3
SW 6311 HBSE I: Lifespan Development through Adolescence	3	SW 6312 HBSE II: From Early Adulthood through Death	3
<b>TOTAL</b>	<b>9</b>	<b>TOTAL</b>	<b>9</b>

FALL SEMESTER - 2004		SPRING SEMESTER - 2005	
SW 6412 Research for Practice: Critical Utilization and Evaluation	3	SW 6261 Advanced Policy I in Public Services	3
SW 6211 Social Welfare and Poverty: Policies and Programs	3	SW 6062 Advanced Practice II in Public Services: Strengths-Based Commitment to Change	3

SW 6061 Advanced Practice I in Public Services	3	SW 6512 Field Practicum II	3
SW 6511 Field Practicum I	3		
<b>TOTAL</b>	12	<b>TOTAL</b>	9

FALL SEMESTER - 2005		SPRING SEMESTER - 2006	
SW 6461 Advanced Research I in Public Services	2	SW 6462 Advanced Research II in Public Services	2
SW 6521 Advanced Field Practicum I	4	SW 6162 Advanced Administration/Supervision in Public Services	3
SW 6621 Elective	2	SW 6522 Advanced Field Practicum II	4
SW 6621 Elective	2	SW 6622 Elective	2
<b>TOTAL</b>	10	<b>TOTAL</b>	11

Students are further expected to follow and complete their own **Graduation Checklist** (*see Appendix B*) to assure that they are taking courses in sequence in order to meet graduation requirements. In addition, **regular meetings with the student's academic advisor will be helpful as the student progresses through the M.S.W. program.**

2. Application for Admission to Candidacy (Degree)

Students are required by the University to be enrolled for a minimum of three academic credit hours in the semester they intend to graduate. Students not on campus or not using University facilities are not expected to register for summer semester.

Fall Semester of the students third year of the program, they should complete the **Application for Admission to Candidacy for the Master of Social Work Degree** (*see Appendix C*) and submit the form to room 317. Please note that students expecting to receive their degree Spring semester must submit this form no later than October 15<sup>th</sup>. The student's name will not appear on the Convocation Program if this form has not been submitted by the middle of the fall semester of the student's third year.

3. Alternative Graduation

Under extreme circumstances beyond the student's control, the student may petition for exception to policy by submitting the **Petition for Alternative Graduation Participation** (*Appendix D*) to the M.S.W. Director. If the petition is granted, all requirements must be completed (including practicum) by the end of the summer semester following commencement exercises.

Only in exceptional circumstances will students who will not complete requirements by the end of the summer semester be allowed to participate ("walk through") the commencement ceremonies with their cohort. These students also must complete the required form and obtain approval from their academic advisor and the M.S.W. Director (*see Appendix D*). Although such an exception may be

approved, the student's name will **not** be listed in the commencement program. It is recommended that these students wait until the following Spring (May) to participate in the commencement ceremonies.

#### **D. EDNET**

The Distance Education M.S.W. Program utilizes distance learning technology in the form of EDNET (interactive television) to deliver instruction to off-campus rural sites. For the 2003-2006 academic years, the following EDNET sites will be utilized:

Cedar City:                      Electronic Learning Center (ELC)  
Southern Utah University  
351 West Center Street  
Cedar City, Utah

Brigham City:                  Box Elder High School  
380 South 600 West  
Brigham City, Utah

#### EDNET Classroom Protocol

It is imperative that students respect the rights of others in the EDNET classrooms. The microphones are very sensitive and pick up background noises (such as whispering or the shuffling of papers) very easily which can distract students at other sites or make it difficult to hear the instructor. **NO FOOD OR DRINK** is allowed in EDNET classrooms.

#### Class Cancellation

On rare occasions, due to inclement weather or technological problems, classes may be canceled. Contact the coordinator, Scott Sorensen, at 435-586-1938 (office phone) or 558-9957 (cellular phone) if you have questions concerning class cancellations. For last minute class cancellations, every attempt will be made to contact the students by the program coordinator. **Make sure you keep your phone numbers and e-mail address current with the coordinator.**

#### Unable to attend class

If a student is unable to attend class, it is the responsibility of the student to contact the course instructor to make arrangements to make up any assignments, obtain any course materials or class notes. It is always common courtesy to contact the course instructor if you are not able to attend class.

#### Videotaping

All EDNET sessions are videotaped and these videotapes are available to students for review. Contact the coordinator, Scott Sorensen, at 435-586-1938 (office phone) to make arrangements to receive the videotapes.

#### Textbooks/Course Materials

Textbooks may be purchased through the University of Utah bookstore. Distance

Education M.S.W. students will receive information prior to each semester regarding how to obtain textbooks. Miscellaneous course materials will be distributed to students by the EDNET site teaching assistant.

#### **E. Practicum Requirements**

All students must complete two practicum placements by meeting the learning objectives, social work practice skills and clock hours as outlined in the practicum evaluation forms.

Students who receive a grade of “no credit” for any segment of the practicum will be referred by the M.S.W. Director to the Student Review Committee, and/or the Dean’s Office, to determine if the student will continue in the M.S.W. program.

The Council on Social Work Education accreditation standards require students to enroll in a minimum of two classes each semester. An exception is allowed if the student is completing a block placement outside the Wasatch Front geographic region. For further regulations and policies, see Section V. Field Practicum.

#### **F. University of Utah and Council on Social Work Education (CSWE) Requirements**

The College of Social Work has formulated the following policy to assure M.S.W. students meet University of Utah and CSWE accreditation requirements for registration and graduation during the final semester in the M.S.W. program.

“Students who have completed all their course work and have less than 25% of their practicum hours to complete will not be required to register for summer semester.”

If a student is continuing with course work or completing more than 25% of his or her practicum hours, the student will be listed as a summer semester graduate. Summer semester graduates may participate in graduation ceremonies by complying with the following three graduation and registration guidelines:

- University policy states that a student must be registered for **a minimum of three credit hours during the semester he/she graduates**. (If you are a summer graduate, with 50 or more hours of practicum to complete during the summer, you must register for three credits during summer semester.)
- The Council on Social Work Education guidelines stipulate that M.S.W. students must be registered for **a minimum of two classes each semester while in the M.S.W.** program. If you are completing 50 or more hours of practicum during the summer, you must register for practicum and one additional class during summer semester.
- Summer graduates who wish to participate with their class in May graduation exercises, will need to submit the form and follow procedures outlined in Section III.B.3 above.

## G. Student Ratings of M.S.W. Courses and Professors

Students rate the effectiveness of each course and the teaching style of faculty at the conclusion of each semester. Results of Student Course and Teaching Rating Forms from previous semesters are available for review on the web or in the Dean's Secretary's Office (SW 107). These ratings are taken very seriously by faculty and administration. Please take the time to rate each course with care and integrity. Remember that your responses are published to a larger audience and your feedback is best received when it is constructive. Faculty can only improve when they can build on the input they receive from you. If you feel negatively about the course or the teacher, communicate your concerns in a professional manner and offer specific suggestions for improvement.

# IV. Academic Policies

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## A. Residency Requirements

M.S.W. 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 nine (9) credit hours per semester.

## B. Registration

### 1. Eligibility

Only students whose names appear on the official class roll generated by the University's Registrar's Office may attend a College of Social Work course. All students who remain in good standing are eligible to register each school term as long as they maintain continuous enrollment (except summer semester). Once all of the sections in a course are filled then permission numbers will be given on a first come basis to students via the M.S.W. support person (SW 307). The support person keeps track of enrollment and tries to keep the sections as even as possible. The enrollment cap of our courses is 27. **Even if a professor has verbally given a student permission to add his or her section, this does not guarantee them a position in the class.** It is the student's responsibility to frequently contact the MSW support person to determine **when and if** permission numbers will be available. Access codes are issued only at the discretion of the support person and the M.S.W. Director. **A \$20.00 late fee is assessed if registration exceeds dates printed in the University of Utah class schedule for each semester.**

### 2. Attendance

A student who does not attend the first two class periods is subject to being dropped at the discretion of the instructor in order to provide enrollment space for other students. This is considered an unofficial withdraw, unless the student drops the class. A student may drop a class by telephone during the first seven (7) calendar days of the term without tuition charges. A student may withdraw during

the next three (3) days with a “W” appearing on the student’s transcript.

### 3. Withdrawal Policies

Students may withdraw from a course without penalty or permission for a period extending seven calendar days after the beginning of the semester. After this time, students may withdraw only upon written request and for good cause with the permission of the instructor and upon meeting any criteria established by the department which offers the course. *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 beginning of the final exam period or earlier, as required by the instructor or department or college. The student shall have the option of adding a class through the second Friday of the semester.

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 because of impaired health or physical consideration, this fact must be attested to by Student Health Services. 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 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.”

### 4. Health Requirements

The University of Utah joins the American College Health Association, the Utah State Department of Health and the Centers for Disease Control and Prevention (CDC) in disease prevention efforts by adopting an immunization policy. **This immunization policy requires incoming and transfer students to produce evidence of immunity to or appropriate vaccination against measles, mumps, and rubella. All new and transfer students born after December 31, 1956, must comply with this policy. Students who arrive on campus inadequately immunized will be subject to registration holds.** Questions regarding compliance requirements may be directed to the Student Immunization Office, 585-6009, between 8:00 a.m.-5:30 p.m., Monday thru Friday.

Additional information regarding registration policies and procedures may be found in the University Class Schedule Student Handbook.

### C. Academic Workload

According to University policy, no candidate for a graduate degree is permitted to register for more than sixteen (18) credit hours in any single semester. A schedule of nine (9) credit hours is considered a full load for master's and doctoral degree candidates.

### D. Audit

Requests to audit M.S.W. classes should be directed to the M.S.W. Director. Permission to audit is an option only after a student has completed all hours required for graduation. Availability of class space is also a prerequisite.

### E. Credit for Courses Taken Outside GSSW

#### 1. Policies and Procedures

The following policies and procedures govern credit for courses taken outside the GSSW:

- Courses taken by correspondence or home study are not eligible for graduate credit in the M.S.W. program.
- Credit is not accepted for special institutes, workshops and conferences.
- Only graduate level courses numbered 6000 or above will be considered. Proposed courses must be full semester long courses and require classroom participation hours and assignments utilized for grading purposes, equivalent to courses in the M.S.W. program. (Occasionally a 5000-level course may meet graduate level criteria.)
- Courses must be completed for a letter grade.
- Course 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 GSSW.
- Credit is not given for volunteer or paid work experience or other life experience.

To apply for a credit, a student should complete a **Request for Non-College of Social Work Graduate Credit** (*see Appendix E*) for each outside course 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 M.S.W. program **must be approved in advance**. Courses taken prior to admittance to the M.S.W. program should have been submitted at the time of Admission, but in any event **should be submitted for approval no later than Fall Semester of the student's first year of study**. All University of Utah

policies concerning transfer credits must be followed.

Three types of non-College of Social Work credit are allowed toward fulfillment of the M.S.W. requirements. All three types require final approval by the M.S.W. Director and are subject to the policies and procedures governing credit for courses taken outside the College of Social Work.

2. Elective Credit

The M.S.W. Program of Study includes six (6) elective credits which are part of the second-year curriculum. No more than two (2) non-social work courses (or a maximum of 4 credit hours) may be approved to fill the M.S.W. elective requirements. In some cases, a course taken prior to admittance to the M.S.W. program may be allowed as elective credit.

3. Professional Academic Continuing Education (PACE) Credit

In some cases, PACE credits may be counted toward the M.S.W. elective requirement if the course meets the following criteria:

- a. It must be a full semester long course, structured in content and educational format to justify graduate level credit.
- b. It must require graduate-level assignments for assessment of student performance.
- c. It must provide a letter grade.
- d. PACE courses completed prior to admission to the M.S.W. program will be reviewed under the policies established for transfer credit and non-matriculated course credit.

4. Transfer Credit

Students admitted to the M.S.W. program may petition to transfer credit from other institutions and apply it towards their M.S.W. program at the University of Utah.

- a. Graduate credits from other **accredited social work programs** may potentially be transferred toward fulfillment of the M.S.W. Program of Study at the University of Utah. The number of transfer credits may not exceed thirty (30) and must be from the first year of a two-year M.S.W. program. Credits accepted from other graduate social work programs will commensurately reduce the number of credits in the student's program of study at the University of Utah.

**Requests for transfer of credit from other social work programs should have been submitted at the time of application,** but to ensure the

credit has actually been noted in the student's file, the student should still submit the **Request for Non-College of Social Work Graduate Credit** (*see Appendix E*). Transfer students are required to complete one full year in full-time residency at the University of Utah College of Social Work.

- b. Students may petition to have credits transferred to fulfill elective requirements. These credits must be approved by the academic advisor. Requests for transfer of credit to fulfill the elective requirements must be submitted **no later than the last day of Spring Semester of the student's first year of study.**
- c. All requests to transfer credit must include the following documents:
  - i. Official transcripts reflecting the course for which transfer of credit is requested.
  - ii. Official course description and/or course syllabus.
- d. The following additional policies and procedures govern acceptance of transfer credit:
  - i. No credit may be transferred that has been applied toward fulfillment of another degree.
  - ii. The course work must have been completed within three (3) years of the student's entry into the M.S.W. program.
  - iii. A grade of at least 3.0 (B) must have been earned in the course.
  - iv. Credit/No-Credit courses are not accepted for transfer credit.
  - v. Courses must reflect graduate level standards in format, organization, content and expectations.

## **F. Degree Time Limits**

Candidates for the M.S.W. degree 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 M.S.W. program. The only exception to this policy is after a leave of absence has been approved by the M.S.W. Director.

If a student is terminated from the M.S.W. program or on leave for more than one year, an application for readmission to both the University Graduate School and the College of Social Work M.S.W. program must be processed. The student must go through both admission processes and be accepted by both entities to resume studies.

**All students must complete all degree requirements within four years of admission to the College of Social Work M.S.W. program.**

**G. Grading**

The College of Social Work assigns letter grades to student performance and a student's academic standing is expressed by a grade point average as computed in the following table.

**Table 4: Grading Procedures**

Grade	Performance Standard	Grade Points
A	Reserved for outstanding, creative, innovative, integrative performance	4.0
A-		3.7
B+		3.3
B	Expected level of performance, including completion of all assignments	3.0
B-		2.7
C+		2.3
C	Sub-standard performance (not up to Graduate School expectations)	2.0
C-		1.7
D/E	Unacceptable or failing performance (No Credit)	0.0

Students must maintain a **cumulative grade point average (GPA) of 3.0 to qualify for graduation.** A student who receives a grade of “D” or “E” may be referred to the Student Review Committee to explore academic remediation and/or possible termination from the program. **A student who earns a grade of “C” or below for six credits hours or more, may be dropped from the M.S.W. program, upon the review by the MSW Director.**

Letter grades are not given for Independent Study o, Practicum or graduate courses which carry one unit of credit. These courses are graded under the University's credit/no credit option, with credit awarded when the student's academic performance is equivalent to 3.0 (B). Credit/no credit grades are not included in the computation of grade averages.

Work on a thesis, research project or field practicum 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.**

## H. Posting of Grades

According to University policy, faculty must not post grades unless they can do it in such a way that a grade cannot be identified as belonging to a particular student. Faculty have been advised not to use social security numbers but to use codes or numbers known only to the professor and individual student. When graded papers are returned to student boxes, they must be placed inside an envelope to maintain confidentiality. 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.

## I. 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 is not to 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** (*see Appendix F*).

College of Social Work policy states *students will not be allowed to register for second-year classes of the M.S.W. program until all first-year course work is completed* (this includes first-year practicum). Exception to this policy may be made when circumstances warrant them. Exceptions must be approved by the Student Review Committee and/or the M.S.W. Director.

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.

## J. Independent Study

Independent Study credits are offered to provide learning experiences for students with interests in content not included in the required M.S.W. program curriculum.

- Registration may not exceed two credit hours for any single Independent Study.
- A maximum of four credits in Independent Study may be applied to the M.S.W. degree.
- All one credit hour Independent Study courses are taken on a Credit/No credit basis (No letter grades may be given).

- All two credit-hour Independent Study courses are taken on a letter-grade basis.
- Requests for Independent Study will not be approved if the proposed topic is included in the curriculum.
- Prior to registration, Independent Study proposals must be approved by the faculty person who agrees to supervise the study and the M.S.W. Director. The **Contract for Independent Study** (*see Appendix G*) must be completed and signed by the student and the faculty member supervising the Independent Study. The form must be completed including signatures and submitted to room 317 after approval by the M.S.W. Director prior to the beginning of the semester the Independent Study will begin.
- The faculty member who supervises the Independent Study should be selected on the basis of the professor's expertise in the topic selected for study.
- It is expected that the student and professor will invest a minimum of three hours weekly in study and/or discussion for each hour of credit requested. 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 learning contract
- Expected standards of student performance for independent study are equal to those of required courses. A written paper, annotated bibliography, oral examination and/or other assignments may be used as performance measures.

## K. Student Code

A copy of the **University of Utah Code of Student Rights and Responsibilities** (*Appendix P*) is included in this handbook for your convenience. It is also published each semester in the Class Schedule Student Handbook available on the web or at the Olpin Union Service Desk with a valid University ID card. It 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*

You are encouraged to read the Code carefully and refer to it often. In order to protect students' rights and ensure due process, the policies and procedures outlined by the University in the Student Handbook will be adhered to by the College of Social Work. Please note that the University website contains the most recent version of policy at any point in time. *Students are held to the most recent version of the code.*

## **L. Student Review Committee**

The College of Social Work's Student Review Committee forms recommendations concerning referrals made to them by the Associate Dean regarding students' academic progress and/or alleged violations of the NASW Code of Ethics. This Committee may review the progress of students on academic probation and recommend academic remediation or termination of a student as appropriate to the individual referral. Prior to referral to this committee, the Associate Dean will have made a written determination of the issue. Upon receipt of this written determination, the student will have ten days to respond in writing to the Associate Dean's office. If the student contests the determination, a referral will then be made to the Student Review Committee.

### **1. The Process**

- a. After a formal referral has been made by the Associate Dean, the Chair of the Student Review Committee will schedule a time for the full committee to review the recommendation with the student's response before a hearing is agreed upon.
- b. After reviewing the Associate Dean's recommendation and the student's response, the Student Review Committee will either make a determination or call for a hearing.

### **2. The Hearing**

- a. If a hearing is warranted, the Student Review Committee will proceed through the following process.
  - i. Direct testimony will be called for by all involved persons.
  - ii. After receiving relevant information presented by all concerned persons, the Committee will make a recommendation to the Dean.
- b. Possible outcomes:
  - i. If the referral concerns a student's academic progress, the committee may:
    - Develop a plan of remediation for corrective action to assist the student in successful completion of the program.
    - Recommend leaves of absence to resolve issues that interfere with academic performance.
    - Recommend student be retained on academic probation with a designated period of time for student to remove

deficiencies.

- Recommend student be terminated from the M.S.W. program.
- ii. In cases of allegations of violations of the NASW Code of Ethics, the committee may:
- Find no grounds for the allegations, and recommend dismissal of the referral.
  - Find the allegations to have substance and recommend probationary status with or without recommendations for corrective action.
  - Find the allegations to have substance and recommend the student be terminated from the M.S.W. program.

For more detailed information about filing complaints, appeals, due process, and protecting students' rights, see the University Code on Student Rights and Responsibilities. A version of the University Code is included in *Appendix P* of this handbook. Please access the University website to find the most recent version of the Code.

## **M. Children on Campus**

Children are welcome to visit the College of Social Work when parents are able to provide the direct supervision of their children and ensure that others are not disturbed or disrupted. Concerns and potentially dangerous situations have occurred when children have been left unattended in the building. While we acknowledge that emergencies and other situations may occur that are difficult to control, parents are encouraged to plan for unexpected events, illnesses or other absences from school by making prior arrangements for supervision in appropriate settings. *No day care services are available at the College of Social Work. The University provides day care facilities for campus students and employees. A variety of public and private child care agencies are located in the area.*

The following policy related to children on campus applies to regular, daily or prolonged presence of children in the College of Social Work. These 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. As an educational and employment setting, the nature and purpose of the College of Social Work is generally not in a child's best interest to be unattended in this environment.

- We request that students, staff, and faculty not bring children to the College of Social Work on a regular, daily and prolonged basis.

- Direct parental supervision is essential if children are in the building for any reason.
- It is the parents' responsibility to provide age-appropriate supervision. (Other staff, faculty, and students should not be expected to provide supervision.)
- Whenever children are visiting the classroom, the appropriateness of the topic(s) of discussion should be considered. Please obtain prior approval from the instructor.

## **N. Student Records**

Students can access their own file at <http://www.acs.utah.edu/gencatalog>. All faculty members and field instructors have access to the information in a student's file. Policies of the College of Social Work protect the privacy of students as mandated by Public Law 93-380, Section 438. This law forbids the release of academic records or personal information without the written consent of the student, except in specified situations. Educational records do not include notes and records held privately by faculty and other academic staff. In accordance with the Act, the University has established appropriate procedures for granting a student's request for access to his/her records within a reasonable time, not to exceed 45 days, as follows:

- A student must personally deliver a signed, formal, written request for access to his or her files to the Office of the Vice President for Student Affairs. The student must show satisfactory identification.
- Within 10 days after receiving such a request, the Office of the Vice President for Student Affairs ascertains the existence, location and status of the records to which access is sought, and notifies the student of a time and place when the records will be made available for his/her inspection.
- A student may request a copy of certain educational records. Certain records, while available for examination, may not be copied (e.g., if doing so might compromise another student's or faculty member's privacy). The Vice President for Student Affairs, in consultation with the University attorney, determines the appropriateness of copying such a record. The cost of each copy is \$.50 per page, assessed to the student making the request.

The University reserves the right to refuse to permit a student to inspect the following records:

- The financial statement of the student's parents.
- Letters and statements of recommendation for which the student has waived right of access or that were filed before January 1, 1975.

- Records connected with an application to attend the University of Utah, if that application was denied.
- Records excluded from the FERPA definition.

[Source: *University of Utah Bulletin and General Catalog, 2000/2001.*]

## O. Appeals of Grades and Other Academic Actions

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

The College of Social Work adheres to the policies and procedures for appeals of grades and other academic actions set forth by the **University Code of Student Rights and Responsibilities**. (See *Appendix P*) 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 complaint with the faculty member involved 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:

### 1. Appeal to the M.S.W. 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 M.S.W. Director regarding such academic action. Within fifteen (15) working days of consulting with the student, the M.S.W. 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 M.S.W. Director shall take appropriate action to implement his or her decision unless the faculty member appeals the decision.

2. Appeal to Academic Appeals Committee

If either party disagrees with the M.S.W. Director's decision, that party may appeal to the Associate Dean, who will refer the appeal to the college's Academic Appeals Committee within fifteen (15) working days of notification of the M.S.W. Director's decision.

**P. Academic Probation**

Students who fail to meet the minimum scholastic requirements of at least 3.0 (B average) or receive a grade of "NO CREDIT" in practicum are placed on probation. This may result in the student not being able to register in a sequenced course. Failure to maintain a 3.0 average for two consecutive semesters may result in referral to the College of Social Work Student Review Committee and dismissal from the program.

The College of Social Work reaffirms and implements the University policy of not permitting a student to advance in any series of sequenced courses if the student has a failing grade or a grade of incomplete in any of the courses required for that sequence. Students will not be admitted to the second year until course work for the first year (including first-year Practicum) is completed. Exceptions may be made under unusual circumstances and when approved by the M.S.W. Director.

To reach candidacy for graduation from the M.S.W. 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 be considered admissible to the second year except under special circumstances and the approval of the M.S.W. Director.

**Q. Leaves of Absence**

An individual seeking a leave of absence must have completed a minimum of one semester (15 hours) with a G.P.A. of 3.0 or above. A written request must be submitted to the office of the M.S.W. Director, accompanied by the University's Graduate School's approval form for leaves of absence, available in room 317. A written request for a leave of absence should include the following: (1) reason for request; (2) period of absence requested; (3) academic work completed and (4) a proposed plan for completion of additional work required for graduation.

All leaves of absence from the College of Social Work need to be approved by the Dean of the College of Social Work at the University of Utah. To reenter the M.S.W. program after a leave of absence, the student needs to register for the semester agreed upon in the Leave of Absence Agreement. To extend a Leave of Absence, a new agreement must be negotiated and a new form submitted. If a student fails to negotiate an extension and does not register at the agreed-upon time, he/she will automatically be dropped from the University's registration system and the M.S.W. program.

## **R. Re-Application**

After a year's absence from the M.S.W. program for whatever reason, a student must reapply for admission to both the Graduate School of the University of Utah and the College of Social Work. Transcripts of graduate credit from other schools, if completed during the interim, should be included with the re-application.

## **S. Dogs on Campus**

The only dogs allowed on campus are service dogs trained to support medical purposes or disabling conditions. All other dogs interfere with the functioning of the above special exceptions to policy and will be removed by campus security. To prevent the trauma and expense of having to retrieve your dog from an animal shelter, please **DO NOT BRING YOUR PET TO CAMPUS.**

## **T. Cancellation of Classes**

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

## **U. Student-Faculty Relations: A Guide to Informal Conflict Resolution**

### **1. Rationale**

- a. Create an opportunity to teach and practice making the distinction between having differences and disagreeing about something before the difference/disagreement becomes a conflict.
- b. Create congruence between the College of Social Work's stated values of honoring diversity, difference and affirmative action.
- c. Seek 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.)
- d. Apply critical-evaluative skills to professional relationship-building.
- e. Enhance professional integrity by seeking congruence between values, ethical codes and personal conduct.

### **2. Philosophy**

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.

3. Goals

- a. To provide a strength-based approach for resolving student-instructor differences by utilizing social work professional development values as a guide to action. Specifically, base this approach to resolving differences on social work practice 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.
- b. To provide students and faculty with an educationally-sound opportunity to practice social work professional and ethical standards.

4. Principles for Resolution Based on Professional Development Values

- a. Inform each other of the need to talk about the difference/disagreement/dilemma before it becomes a conflict.
- b. Agree to meet.
- c. Proceed to an agreement/understanding/resolution.
- d. Inform each other about what subsequent steps, if any, are to be taken, inclusive of proceeding to formal conflict resolution.

5. Principles to Guide the Conflict Resolution

- a. Respect each other.
  - Listen.
  - Dialogue (remember, confrontation is okay).
  - Respect boundaries (avoid inappropriate personal disclosure).
- b. Try to focus on issues, content and principles (not personalities).
- c. Try not to react defensively; be willing to acknowledge it if you do.
- d. Use “I Statements;” focus on behavior change rather than changing the person.
- e. Be willing to listen to other views.

## V. Field Practicum

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### A. Introduction

Practicum is an integral part of the social work curriculum. All students are expected to complete the clock hours, learning objectives and social work practice requirements for first-and second-year practicum placements. Students complete each field practicum in an

approved community agency under the direct supervision of a qualified social work practitioner. Placements are assigned by the Field Education Director and coordinators, taking into account the employment, volunteer and life experiences that provide the foundation for each student's individual learning and professional development.

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

In order to understand the ways in which social work concepts and activities impact populations, students are expected to be in placement primarily during regular agency business hours when professional social workers and administrators are available for coordination, collaboration and supervision. It is also expected that all assignments and clock hours are completed at the practicum site (the defined practicum site may include multiple agencies and/or community home visits). Students must maintain a minimum of 12 clock hours per week in the agency setting.

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

## **B. Objectives**

The M.S.W. program objectives are reflected in and consistent with the first- and second-year field practicum objectives. Foundation-year practicum objectives are identified in the **First-Year Field Practicum Assignments and Evaluation Tool** (*see Appendix K*). Concentration-year practicum objectives are identified in the **Second-Year Field Practicum Assignment and Evaluation Tool** (*see Appendix L*).

## **C. Practicum Coordination**

The Field Education Director and coordinators are responsible for assigning all practicum placements. In collaboration with students, coordinators identify which placements will best serve to broaden and diversify a student's professional exposure, experiences and skills to deepen the student's professional identification and knowledge. A student's placement assignment is based on careful consideration of the individual student's previous experience, identified learning needs, interests and goals, and available approved practicum sites.

Each student will be assigned to a practicum coordinator. The role of the coordinator is to assist the student in all areas of practicum, including the selection of practicum,

answering practicum-related questions, resolving problems or concerns and making regular agency-based site visits with the student and the field instructor. Each student is usually assisted by the same coordinator for the duration of his or her graduate school experience.

#### **D. Field Instruction**

Agency-based instruction of the student is conducted by a field instructor, an agency-based social worker who has been selected by the College of Social Work and received an appointment from the University of Utah as a Clinical Instructor to direct the student in his or her individual educational and professional development. (*See Appendix H: Clinical Training Agreement and Appendix I: Affiliation Agreement between the Practicum Agency and the University of Utah College of Social Work.*)

The field instructor's responsibilities include:

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

#### **E. Practicum Placement Process**

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

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

#### **F. Practicum Stipends**

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

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

#### **G. Professional Liability Insurance**

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

#### **H. Enhancing Safety/Minimizing Risk in Practicum**

Social work practice contains inherent risks; therefore, agencies, field instructors and students are expected to collaborate to enhance safety and minimize risk in practicum. Agencies are expected to have written policies to address work situations that may entail risk. Such situations may include the following: home visits, services to clients outside the agency and/or at night or on weekends, services to clients who may become angry or violent, exposure to pathogens or toxic substances, and politically-sensitive services which may result in threats of violence. Field instructors are expected to orient students to their agency's policies and practices regarding risk management and to assign students

tasks which are consistent with the student's level of competence. Students are expected to adhere to agency risk management policies and to promptly address any concerns about their safety with their field instructor. Students are expected to comply with agency requirements regarding immunizations, drug testing and BCI (Background Criminal Investigation) checks in a timely manner.

## **I. First-Year Practicum Policies & Procedures**

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

First-year students usually complete practicum during Fall and Spring Semesters at the rate of 15 hours per week, concurrent with first-year course work. Alternatively, students may choose to complete practicum in a block placement format during Summer Semester following first-year course work. All students must complete first-year practicum before beginning second-year course work and practicum.

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

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

All practicum placements are assigned by the Field Education Director and/or practicum coordinators. Students and agencies are notified regarding the student's referral to a specific agency. Students then interview at the agency to gain a more specific understanding of the agency setting and services. In the event that either the student or agency representative feels the student's educational needs would not be met by the first agency explored, alternative options are discussed between the individual student and his or her coordinator, and a subsequent referral to another agency is made. When the placement process has been negotiated to the satisfaction of the school, agency, and student, the Affiliation Commitment is executed.

Students are not likely to receive a stipend in their first-year placement. Students who have financial needs are encouraged to apply for financial assistance through the University Financial Aid & Scholarship Office in 105 Student Services Building (581-6211).

## **J. First-Year Practicum Goals**

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

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

First-year learning objectives and social work practice requirements are delineated in the **First-Year Practicum Assignments and Student Evaluation** form (*see Appendix K*).

## **K. Second-Year Practicum Policies & Procedures**

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

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

A Second-Year Practicum Fair is held during Spring Semester for all first-year students. The purpose of the Fair is to orient students to the second-year practicum requirements and to introduce agencies that participate as second-year placements. After the Fair, students meet with their coordinators to begin making plans for the second-year placements. Students admitted to the Advanced Standing Program receive second-year practicum information materials and meet with a practicum coordinator during Summer Semester to make plans for their second-year practicum placement.

Many second-year practicum agencies provide student stipends. However, agency placements are determined on the basis of meeting the educational objectives of each student.

## **L. Second-Year Practicum Goals**

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

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

Second-year learning objectives and social work practice requirements are delineated in the **Second-Year Practicum Assignments and Student Evaluation** form (*see Appendix L*).

## **M. Distance Education Students**

Students enrolled in the Distance Education Program complete the same placement process and must meet the same social work practicum requirements as full-time students, I.E., First Year practicum must be concurrent with First Year course work; Second Year Practicum cannot begin until all First Year courses (including First Year Practicum) have been completed. Second year course work is usually completed concurrently with Second Year Practicum.

In addition, practicum hours must be completed at the rate of *no less than* twelve clock hours per week in the agency setting. ***Students will need to be available during regular business hours (8-5, Monday through Friday) for a substantial portion of the practicum.*** This availability will increase the student's opportunity to collaborate with the clinical instructor, other agency personnel and community members, and obtain the required supervision. While it may be possible to complete some practicum assignments during evenings and on weekends, availability during regular daytime hours enhances the student's opportunity to become an integral member of the agency service delivery team.

## **N. Practicum Evaluation/Grading**

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

At the completion of each semester the field instructor and student participate in a formal evaluation conference. The forms should be used as a basis for discussion during the evaluation conference. The student and field instructor are encouraged to make written comments on the form. The evaluation form must be signed by the field instructor and the student and must be submitted to the Practicum office *by the last day of class each semester*. The student's signature verifies that the student participated in the evaluation process. If an instructor expects to recommend a grade of "Incomplete" or "No Credit," the coordinator

should be notified as early as possible. Once concerns are identified, the instructor, student and coordinator will evaluate what actions should be taken. The Field Education Director have the responsibility for assigning the final grade.

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

#### **O. Resolving Practicum Concerns**

- The field instructor and student should attempt to resolve concerns through openly discussing the issues and identifying changes which could alleviate the problems.
- The practicum coordinator serves as a resource to assist the student and/or field instructor in resolving concerns. The practicum coordinator may use a variety of methods including joint and individual meetings and behavioral contracts to assist in resolving the problems. Potential solutions may include a change in field instructor or agency.
- If the coordinator believes that the problem will best be resolved by a change of instructor or agency, the coordinator will evaluate the hours, learning objectives and social work practice requirements completed by the student. In collaboration with the Field Education Director, a decision will be made regarding the credit allowed for work completed prior to the change of instructor or agency.
- If agreeable solutions are not found or the problem is not remedied after a trial period, the practicum coordinator will notify the Field Education Director that continuation of the practicum is in jeopardy and seek input. To initiate an administrative review, the practicum coordinator will prepare a written summary of the events leading to the review and provide copies to the student, Field Education Director and M.S.W. Director.
- In those cases where the problem appears to be questionable educational opportunities and/or professional practices on the part of the field instructor or agency, the Field Education Director and coordinators will evaluate whether the agency or instructor will continue to be utilized as an educational resource for the school. The Field Education Director may refer the matter to the Practicum Advisory Committee for review and may suspend the agency or field instructor during deliberations.

#### **P. Dismissal of Students from Practicum**

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

- The student’s level of performance or professional conduct is far below the standards expected of an M.S.W. student. Examples of this include: the student does not demonstrate reasonable progress in meeting the practicum learning objectives, the student demonstrates inappropriate presentation of self, or the student demonstrates lack of commitment to

investing in the field placement's learning opportunities

- The student exhibits behaviors that are inconsistent or at odds with the NASW Code of Ethics. If there is an allegation of student professional misconduct, the Practicum faculty will initiate an administrative review.
- The student has unexcused and prolonged absences from the practicum setting.
- The student experiences unexpected life events that impair his or her ability to make successful progress towards meeting the learning objectives of the practicum.

#### **Q. Practicum Appeal/Review Process**

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

#### **R. Practicum Placements that Require Special Request**

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

##### **1. Agency Where the Student is Employed**

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

- a. A student may request only a second-year practicum to take place in his or her agency of employment.
- b. The types of experiences and populations served must differ from those experiences assigned to the student as an employee.
- c. The practicum setting must be an approved setting and must be able to provide the educational experiences required by the College of Social Work.
- d. The student's field instructor must be a different person than the student's employment supervisor and be appointed as a field instructor for the College of Social Work.
- e. The student will be expected to interview at an alternative practicum site.
- f. The agency director and/or employee supervisor, in collaboration with the potential field instructor and student, must establish separate blocks of time from work assignments which are committed for uninterrupted practicum education.

g. Practicum assignments may not exceed 20 clock hours per week.

## 2. Same Agency as the First-Year Placement

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

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

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

## 3. Out-of-State Placements

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

## 4. Optional Practicum Placements

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

Optional practicum credit earned may be used towards the completion of elective credits in accordance with the College of Social Work policies.

Students need to receive authorization from their practicum coordinator prior to beginning the optional practicum clock hours and assignments. Each credit hour represents 75 clock

hours in a practicum placement. *(See Appendix M: **Optional Practicum Commitment Approval Form.**)*

#### 5. Non-Standard Practicum

Students requesting to complete an alternative practicum format must meet one or more of the following criteria:

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

Students who do not meet the criteria but feel that there are other extenuating circumstances that preclude them from completing the practicum in a standard format may petition the practicum office to consider an alternate plan for completion of practicum requirements. *(See Appendix N: **Non-standard Practicum Format.**)*

#### **S. Practicum Advisory Committee**

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

The purposes of the Practicum Advisory Committee are to:

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

#### **T. Practicum Field Education Satisfaction Survey**

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. All students are expected to complete a formal evaluation of their field education experience. *(See Appendix O: Field Education Satisfaction Survey: Parts I and II.)*

## **VI. Social Research Institute (SRI)**

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In 1982, the College of Social Work established the Social Research Institute (SRI) through an endowment from Wilford and Dorothy Goodwill. The purpose of SRI was to conduct basic and applied research on contemporary social problems in domestic and international contexts. Current initiatives within SRI focus on aging, poverty and welfare reform, child welfare, mental health, HIV/AIDS, substance abuse, and criminal and juvenile justice. Many of these projects are interdisciplinary and include faculty and students from other agencies across campus and from state agencies within Utah and elsewhere.

The SRI Research Team is comprised of eight faculty Principal Investigators, six affiliated faculty Principal Investigators from the College of Social Work, more than twenty-five research staff and graduate research assistants and four administrative staff. Currently, SRI coordinates the Title IV-E grant for the Division of Child and Family Services. The activities connected to this grant include partial funding for a B.S.W. program, two-year M.S.W. program and a three-year distance education M.S.W. program. In addition, SRI sponsors periodic conferences and brown bag sessions on current research and vital social issues.

SRI is housed in the College of Social Work building and has access to state of the art computer facilities. SRI receives information systems user support, training and technical assistance from the GSSW. SRI staff and graduate assistants have 600 MHZ desktop computers networked through Novell NetWare, licensed for 100 users. Each user has network access to Microsoft 2000, Corel Suite 2000, SSPS 10.1 (for quantitative analyses), Atlas-T.1 (for qualitative analyses), Novell GroupWise for email/task management and a choice of Internet search engines. Finally, SRI has successfully worked through the General University's Institutional Review Board (IRB) process on an on-going basis for all projects relating to research with human subjects.

SRI is available to assist faculty and community partners with research design, data management and analyses, literature reviews, and proposal writing. SRI can provide extensive assistance in the following areas:

- conducting quantitative and qualitative research;
- designing and administering surveys; analyzing and reporting data;
- designing and conducting needs assessments of public health and social service problems and service systems;
- planning and implementing service delivery programs;
- applying for and obtaining federal grants;
- applying for and obtaining institutional review board approval for research involving human subjects;

- evaluating program and policy impacts;
- training in research methods and data analyses;
- technical assistance to social service and public health agencies;
- research findings, testimony, and recommendations to the Utah State Legislature and national organizations.

SRI works with faculty and students in providing research, program design, evaluation and training support to encourage the on-going pursuit of knowledge in the social work profession.

## **VII. Support Services and Facilities**

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### **A. Advising**

Faculty members serve as academic advisors to provide guidance and support to students during the course of the M.S.W. program. While students themselves are ultimately responsible for assuring that all requirements are met for graduation, the academic advisor is responsible for reviewing the student's progress in their course of study and approving any significant alterations in their program. Students are encouraged to meet with their advisors at least once per semester prior to registration to ensure their academic program is on course. Appointments with advisors may be arranged during posted office hours, by calling the faculty member's extension, or by leaving a request for an appointment in the mail box. The University provides additional advising at the Center for Academic Advising (450 SSB).

### **B. Campus Recreation Accessed with Student Activity Card**

Einar Nielsen Field House (102 FLD H -- 581-8898) is located just west of the GSSW. Students have free access to tennis, squash, track, weight/training equipment, racquetball, and other fitness activities at the Field House.

The Campus Recreation Department (HPER-E214 -- 581-3797) also offers a wide variety of leisure activities for the University community (students, faculty, staff, families and guests). The intramural division of the program offers men and women an opportunity to participate in more than 70 competitive activities. The informal division offers a variety of open recreation programs in the spacious HPER complex and the Field House facility. Activities include basketball, jogging, racquetball, swimming, tennis, squash, volleyball and weight lifting. The outdoor division operates an outdoor equipment rental program as well as organized trips. Opportunities offered include backpacking, camping, cross-country skiing and river running.

The Recreation Department also administers the University's nine-hole golf course and approximately 15 sports clubs including rugby, karate and soccer. Students are encouraged to contact the Campus Recreation office for information on current and newly developed programs.

### **C. Counseling Center**

(426 Student Services Building -- 581-6826)

The University Counseling Center provides assistance in: career development, learning skills and reading, personal counseling, marriage, family and premarital counseling, outreach and consultation, testing services, crisis intervention, and a tutoring center (450 SSB).

Counseling Center services include individual, couple, group, or family counseling, along with classes, workshops and learning skills laboratories. The center is staffed by professionals from counseling, psychology, social work and psychiatry. Students, faculty and staff are eligible to receive services by appointment. Students experiencing non-academic problems of living are encouraged to contact the Counseling Center for supportive counseling. Services are available at a minimal cost.

### **D. Disabled Student Services**

(162 Olpin Union -- 581-5020)

The College of Social Work is committed to facilitating the academic programs of all students; however, special accommodations cannot be made for individual students without the prior approval of the Office of Disabled Student Services. The Center for Disabled Student Services provides support services and arranges for program accessibility for students with documented physical or learning disabilities. These services are designed to allow students with disabilities maximum independence while providing the specific services necessary for a successful university experience. Services include the following:

***Orientation:*** Information and assistance with campus and program accessibility, classroom relocation, admission and registration procedures, disability parking permits, accessible housing, and financial assistance. A campus map designating accessible buildings, walkways and parking spaces can be obtained from the Center.

***Equipment:*** Adaptive equipment is available on a temporary-loan basis.

***Support Services:*** Readers, scribes, tutors, or interpreters for the hearing-impaired.

***Learning Disabilities Program:*** Advisors to assist students with learning disabilities with services and resources specifically designed to meet their educational needs. Recent documentation of a learning disability is required for this program.

***Awareness and Education:*** Information and workshops for faculty, staff, and students to increase their knowledge and understanding about students with disabilities.

***State Rehabilitation Services:*** Information about the guidelines and services offered by the Utah State Division of Rehabilitation Services is available upon request at the Center.

Information about the numerous services offered at the Center for Disabled Students is available in braille, large print or on cassette with reasonable prior notification.

## **E. Duplication**

Duplication may be done either in the Marriott Library, the copy center at Orson Spencer Hall, or at near-by commercial copy centers.

## **F. Ethnic Student Services/Center for Ethnic Student Affairs (CESA)** (318 Union 581-8151)

The Center for Ethnic Student Affairs (CESA) ensures that minority students (e.g. African American, Asian American, Hispanic, Native American), non-traditional and educationally-disadvantaged students have an opportunity to enjoy the benefits of a successful university education. To achieve this goal, the Center maintains a facility where persons of different ethnic backgrounds can form support networks and become involved in campus activities. The Center provides information and the following services to students: provides help in completing financial aid, admission, and registration forms; facilitates understanding of University policies and procedures; provides personal counseling; and serves as liaison and advocate for persons needing such assistance. The Center is also active in recruitment and retention of minority students.

## **G. Equal Opportunity/Affirmative Action Office** (135 Park Building - phone: voice or TDD: (801) 581-8365)

The University of Utah is fully committed to the goals of equal opportunity and affirmative action, which are designed to ensure that each individual be provided with the opportunity for full, unhampered and responsible participation in every aspect of campus life. Student concerns related to discrimination or sexual harassment are appropriately handled through this office.

## **H. Financial Aid and Scholarships**

***\*\*\*Please note: In order to be considered for monies from either the University of Utah or the College of Social Work, students must first submit the FAFSA form to the University's Office of Financial Aid and Scholarships in the Student Services Building every year. The student must also complete the College of Social Work application for financial aid and submit it to the financial office in the College of Social Work every year.***

Scholarships and financial aid for the College of Social Work are available to resident, non-resident, and international students from various donors and granting agencies, such as the College of Social Work's Native American Grants, Bordenave Scholarships for Non-Traditional Students, Warshaw Scholarship Fund, Gerontology Scholarship, Frances A. Jones, Milton G. Thackerary, and Rex A. Skidmore. The number and amount of these scholarships and grants vary from year to year.

Students who wish to apply for scholarships available through the College of Social Work can pick up application forms from the College of Social Work main office or B.S.W., M.S.W., and Ph.D. department offices. Limited funds may be available for mid-year emergency loans.

**Remember that applications for FAFSA must be submitted for consideration of College of Social Work monies.**

The University of Utah Financial Aid and Scholarships Office handles NDSL and GSL loans as well as work study monies. An Application for Federal Student Aid needs to be submitted (on an FAFSA form) to ACT Student Financial Aid Services, which evaluates the financial strength of the family. ACT then returns to the University an estimate of the expected family contribution (for dependent students) or contribution from student resources (for self-supporting students). These applications should be completed at least three months prior to the semester for which aid is sought. Financial aid is not available to International Students through government loans or stipends. The College of Social Work does not maintain a special International Student fund.

**Tax Laws Pertinent to Scholarships & Loans:** Scholarships, loans and stipends are reported to the Internal Revenue Service. Students are advised to consult a qualified tax advisor regarding the reporting of this income. No year-end notice is sent by the University regarding scholarships, loans or stipends.

## **I. Health Services**

(555 Foothill Boulevard -- 581-6431)

The Student Health Service provides low-cost, efficient medical care to all University students and their dependents. Services include office visits for illness and injury, immunizations, physical examinations, laboratory service, hospital referrals, counseling for tension-induced illness, women's clinic, well child care and parent education as well as consultations. Service hours are Monday to Friday, 8:00-12:00 and 1:00-5:00.

The cost for health services is maintained below that of private medical care; users pay a fee at the time service is rendered as well as a quarterly health fee.

A coordinated insurance plan has been designed to meet most of the health service costs. This plan provides for hospital and physician office coverage as well as most student health service charges when incurred for illness or injury. Although the health service strongly endorses this insurance plan and can supply students with information about it, the services may be used without it. Services also are available on a fee-for-service basis.

The University of Utah sponsors a sickness and accident health insurance plan at excellent rates for student, their spouses and their dependent children under age 26. All graduate students taking credit hours are eligible to purchase the University sponsored health insurance. For additional information contact the Student Insurance Office at 585-6948.

## **J. Housing**

(Office of Residential Living, Ft. Douglas Commons -- 581-6611)

Sage Point in Ft. Douglas Commons are apartments specifically designed for graduate students. Contact the Office of Residential Living, 581-6611 for rate and availability information.

### **University Student Apartments (1945 Sunnyside Ave. -- 581-8667)**

University Village is a community of apartments (unfurnished) for married students or students with dependents. The village is located immediately south of the campus. One, two, and three

bedroom units are available. Rates may be obtained from the Student Family Housing Office. The apartments are unfurnished except for electric stove, refrigerator and disposal. Space is provided for washing machines, and each building has coin-operated washing and drying facilities. North and East Village units are carpeted and air conditioned. The campus shuttle-bus service provides transportation to and from campus.

The Village features two community centers which offer child day care programs, an Early Childhood Education Center, and recreational, social, and educational programs for adults.

#### **K. Huntsman Center**

(400 South Campus Drive -- 581-6641)

The Jon M. Huntsman Center is the hub for special events and sports on the University Campus. Students can obtain tickets at the ticket office (102A JHC).

#### **L. International Center**

(410 Olpin Union Building -- 581-8876)

The International Student Center is a resource center for students, scholars, staff and the community. In addition to providing information and resources to facilitate international students, the Center also prepares American students for study abroad. The Study Abroad Division enables American students to see the world and experience other cultures. The Center is open 8:00 a.m. to 5:00 p.m., Monday through Friday.

Over 1,500 foreign students, approximately 60% of whom are graduate students, study at the University of Utah each year. In addition, over 200 visiting international scholars a year utilize the services of the Center through the University of Utah Exchange Visitors Program.

The International Student Services Division provides assistance in complying with requirements of the U.S. Immigration and Naturalization Service. International Student Advisors assist both students and scholars in obtaining passports, visas and certification.

**Orientation:** An international student orientation is held at the beginning of each academic year. Topics covered include banking needs, students' rights and responsibilities, shopping needs, etc. A booklet which addresses many of the needs of the international student is available upon request at the Center.

**Advising and Counseling:** Academic advising as well as personal counseling is provided daily by professionals skilled in cross cultural communication. Faculty who teach international students are also encouraged to take advantage of services offered by the Center's staff.

**Emergency Loans:** A limited number of emergency loans are available for international students who qualify. Inquiries should be directed to an International Program Advisor.

**Social Programming and Host Family Programs:** For those interested in social and cultural events, home hospitality and community activities are offered each semester of the academic year by the International Program Advisor and Host Family Committee. The International Center, in conjunction with the International Student Association, sponsors an annual concert of dance and music in the spring on International Day.

## **M. Libraries**

The Marriott Library, Eccles Health Sciences Library and the Law Library provide broad resources for graduate students. Computerized bibliographic search services are provided, and materials not available on campus can be obtained through the Interlibrary Loan Service. Required readings for graduate courses are placed on reserve in the Marriott Library or on Electronic Reserve. The Salt Lake Public Library (209 East 500 South) may also be a good resource for certain types of research material.

## **N. Mail**

### **1. Student Boxes**

All mail coming to graduate students c/o the College of Social Work is put in student boxes, located on the west wall of the student lounge. Students are advised to check their mail boxes regularly. Students are advised to discourage family members and friends from leaving personal messages at the School. *Due to the unavailability of staff for answering/forwarding students' messages, telephone contact coming into the College of Social Work needs to be reserved for emergencies only.*

### **2. Electronic Mail (e-mail)**

As stated in Section II of this Handbook, all students are expected to establish an e-mail account that is accessible to faculty and staff. This technological advantage expedites communication on a wide variety of occasions and topics. Messages (from the dean, professors, field instructors, etc.) will be sent via e-mail to students. Please keep your email address current with room 317.

## **O. Parking Services**

(Building 436 -- 581-6415)

<http://www.parking.utah.edu/parking.htm>

Students driving to the campus are required to register their vehicles at Parking Services and purchase a parking permit for display on their vehicles. Annual permits are in effect through Friday of the first week of Fall Semester. A "U" sticker allows parking in all "U" lots. The "U" sticker fee includes a UTA bus pass. All short-term visitors to the campus are required to use parking meters, visitor pay lots, or day passes purchased at the Parking Services' booths located at strategic entrance points of the campus, or at the Parking Services office (1910 East Research Road (436 South)).

## **P. Pioneer Memorial Theater**

(581-6356)

<http://www.ptc.utah.edu>

Students receive special rates at Pioneer Memorial Theater. Check with the ticket office for scheduled performances.

## **Q. Placement & Career Information Center**

(350 Student Services Building -- 581-6186)

Job placement services for graduate students include on-campus interviewing and direct job referrals with local and national employers. Professional counselors offer individuals assistance in organizing a resume and developing a job search strategy. Permanent files of job opportunities are maintained for graduates of the University within the Job Placement Center. Additionally, thousands of career/employment listings are posted and published in semi-monthly bulletins. Announcements about part-time and temporary job opportunities off campus are also available at the Placement Center for students and their spouses. Counselors endeavor to help students find employment complementary to their area(s) of graduate study. A listing of job opportunities in Social Work is maintained by NASW at the GSSW and is posted in the Student Lounge.

## **R. Telephones for Student Use**

The Association of Students of the University of Utah (ASUU) provides courtesy telephones for student use in most buildings on campus. A phone is located in the student lounge of the College of Social Work Building. In addition, a pay phone in the northwest corridor of the College of Social Work building is available for student use.

## **S. The University of Utah Child Care Coordinating Office**

(316 Olpin Union Building -- 585-5897)

The mission of the University of Utah Child Care Office is to increase the availability, accessibility and quality of child care for families of University students, faculty, staff and the surrounding community. The University of Utah Child Care Coordinating Office (UCCC) has developed a network of family child care providers to meet the demand for quality child care services (particularly for infants and toddlers). Information on child care is available to parents, to providers, and to the community, through the Coordinating Office.

*Parents* may obtain information on the types of child care available in the community through the Coordinating Office. The UCCC Office also conducts parenting and child care education workshops and seminars.

*Providers* may obtain information on creating quality child care programs for young children by registering with the Great Basin Family Child Care Network at the University of Utah. Information about secondary services, such as lending libraries and provider support groups, is also available.

*University Personnel and Students* may obtain information on the types of child care available, written materials on current child care issues, and literature on child development and the selection of appropriate child care settings at the UCCC Office. Child care and parenting seminars conducted by the Office are open to the community.

## **T. Union Building**

(A. Ray Olpin Union -- 581-5888)

A check-cashing service, theater discount tickets and Utah Transit Authority (UTA) bus discount passes are available at the Union Main Desk. Class schedules can also be picked up in the Union Building. A notary public is available in the Union Central Office at no charge to members of the campus community.

Bowling lanes and billiards are located in the Union's recreation areas. A number of newspapers, periodicals and magazines can be purchased at the Games and Billiards Desk. Student art exhibits are displayed in the Showcase Art Gallery lounge located adjacent to the Main Desk. An apothecary on the ground level is operated by the College of Pharmacy.

The Union Terrace and Deli food service complex is open for breakfast, lunch, dinner and snacks. Four distinct areas offer a variety of grill, Mexican, soup/salads, deli, pizza and bakery/ice cream items. The Panorama Restaurant, located on the top floor, is open for breakfast and luncheon Monday through Friday and offers a candlelight buffet on Friday evenings.

The Union Theater and Orson Spencer Theater present films for \$1.50, usually on Friday and Saturday nights. Student ID is required, and will also admit one guest. Watch the Chronicle and Union Building calendar for movie schedules. Call 581-5547 for Union program information.

## **U. University Bookstore -- Main Campus**

(581-6325)

The University Bookstore is one of the largest bookstores in America and is a convenient campus source for textbooks, general books, educational supplies and other merchandise. The main store is located between the Olpin Union and the Marriott Library and carries in excess of 25,000 titles for general reading, including an extensive inventory in the professional fields. Students will also find a wide variety of school supplies, art and engineering supplies, calculators, computers (hardware and software) and photography supplies. Other merchandise includes school insignia gifts and clothing, greeting cards and confectionery. Special orders are always welcome.

## **V. Women's Resource Center**

(293 Olpin Union Building -- 581-8030)

The Women's Resource Center (WRC) provides programs, counseling, referral and resource information, training opportunities and special help for non-traditional students. It also provides other supportive services designed to enhance full equality for women and men within the academic community. The WRC promotes better understanding of gender-based issues of students, faculty and staff. Prospective students are invited to use the services and general advocacy of the center. A limited number of financial grants are available for both undergraduate and graduate students who are entering or re-entering the University after an absence from formal education of five years.

An annual statewide WRC-sponsored conference is held every year on campus (usually October).

In the past, speakers have included Gloria Steinem, Warren Farrell, John Hoff Wilson, and Brenda and Marc Feigen-Fasteua. Other workshops are scheduled periodically around selected themes. Tuesday Power Lunch Programs take place at noon in the WRC on a regular basis each semester except summer. Students are admitted free.

Other services of the Women's Resource Center include individual short-term counseling and quarterly groups that explore issues such as personal relationships, new directions, career choices and change, single parenting, assertiveness, divorce and separation, and re-entry to the University.

The WRC also maintains a referral file with listings of available campus and community services (doctors, therapists, child care, lawyers, etc.). A variety of announcements regarding special events, jobs, conferences, etc., are posted on the Center's board. A library of books, periodicals, tapes and subject files for research papers or general interest is available upon request. Most materials can be checked out.

The Women's Resource Center offers practicum placements for second-year M.S.W. students, as well as a sponsored volunteer program open to students and community persons. Training workshops conducted by local or national leaders that include the general public are held periodically.

#### **W. 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 ten percent of the graduating social work class.

### **VIII. Professional Licensing**

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

#### **A. State Licensure**

##### **1. Certified Social Worker**

Open to all graduates of M.S.W. programs who produce satisfactory evidence of good moral character and successfully complete an examination in social work under the rules and regulations of the board. The earliest possibility for taking the CSW exam is mid-May after

graduation and the posting of spring semester's grades at the office of the registrar. The CSW licensing exam MUST NOT be taken until there is proof of graduation. Candidates have the option of taking the intermediate or clinical exam. If a candidate passes the clinical exam with the CSW, it is not necessary to retake it for the LCSW. Tests are administered Tuesday through Saturday at the West Town Center: 2964 West 4700 South, Suite #108. Call the candidate Information line of Assessment Systems Incorporated (ASI) at 1-888-579-3926 14 days in advance of the test to register. Additionally, the candidate must pass the Utah Laws, Rules, and Ethics exam. The test is administered by Experior, and take place every half hour, 8:30 a.m. to 2:00 p.m. Monday through Friday at 5486 South 1900 West, Suite C. Call: 355-5009 to register.

## 2. Licensed Clinical Social Worker

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

## 3. School Social Worker Certificate

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

- a. Completed an approved program for the preparation of School Social Workers, including an M.S.W. degree from an accredited institution. If the applicant graduated more than five years prior to application, he or she must receive an additional six semester credits or nine quarter credits within the past five years. These credits must be university or college credits in the area of education and/or children and families. Please note, these credits must be obtained and posted before submitting your School Social Worker application. CEU credits that are given for workshops and conferences are not applicable to certification.
- b. 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 M.S.W. curriculum.)
- c. Completed an approved school social work internship in a school setting or in an agency which includes as part of the practicum a minimum of 300 hours at a school site. All school social work internships must receive prior approval from the practicum department. Approval form may be obtained from the Practicum Office (*see Appendix R*). If the applicant has not completed an approved school social work internship, he or she must complete an optional practicum as part of the M.S.W. program or post-master's. This internship must be completed in an approved

practicum site and the applicant must complete a minimum of 4 semester credits/300 clock hours.

- d. Been recommended by an institution whose program of preparation for social workers has been approved by the Utah State Board of Education (the University of Utah College of Social Work is a state-approved program).
- e. Inasmuch as applicants are recommended to the State Office of Education by the College of Social Work and the Department of Education, the following materials are submitted to the University of Utah College of Social Work:
  - Certification Application (can be picked up in SW 319)
  - Statistical Information Form
  - Field Education Experience Form
  - Two (2) Fingerprint Forms
  - Informed Consent & Liability Form
  - Money Order in the amount of \$75.00 made payable to the Utah State Office of Education. Fee is set by the State Office of Education and is subject to change.  
**Cash or personal checks will not be accepted.**
  - Official Transcripts from each university/college attended for both undergraduate and graduate degrees (M.S.W. degree must be posted on the transcript)
  - Resumé or Vita - Include experience, either volunteer or paid
- f. First year M.S.W. students - If you have completed a practicum in a school setting as a 1st year M.S.W. student, we will retain your documentation in your file (assuming you filled them out and returned them to the practicum office). Application for the School Social Work Certificate may be submitted upon graduation, after your M.S.W. has been posted on your transcripts.
- g. For graduating M.S.W. students - If you did a practicum in a school setting and wish to make application to the Utah State Office of Education for a School Social Work Certificate, the applications are available in the practicum office. Application for the School Social Work Certificate may be submitted upon graduation, after your M.S.W. has been posted on your transcripts. The application has clear directions regarding the process. There is no test to take. The Basic School Social Work Certificate is valid for 3 years. After submitting your application, getting the certification takes approximately 12 weeks. You can interview for positions and let the district know that you have meet the requirements and your certification is in process. If you are not hired in a school setting during this 3 year period, you can still renew your certificate at the Basic level. Renewal of the Basic certificate requires that individuals complete 6 semester credits or 100 CEU's. over the 3 year period. If you are employed in a school setting for 2 of the 3 years, you can apply for Level II or the Standard certificate (good for 5 years), without additional coursework or CEU's. In order to renew certification, you must either be employed in a school setting for 2 of the 3 years or do 6 semester credits or 100 CEU's for renewal at the Basic level.

## IX. NASW

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

### A. Professional Certification

#### 1. Academy of Certified Social Workers (ACSW)

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

#### 2. Registered Clinical Social Worker

Open to all M.S.W. 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.

#### 3. Diplomate

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

### B. The NASW Code of Ethics

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. Non-compliance to the Code is grounds for dismissal from the program. A copy of the Code of Ethics is provided free of charge to all students entering the M.S.W. program. You are encouraged to read the Code carefully and refer to it often.

## **X. Educational Policy and Accreditation Standards**

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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 (CSWE, 1994, p.1).

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 Accreditation Standards Preamble, 2001). A copy of the EPAS is available for student review upon request through the M.S.W. Director.

## **XI. Alumni Association for the College of Social Work**

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Graduates of the School are invited to become active members of the College of Social Work Alumni Association. The Association works to promote the School and to connect graduates with each other and the School community. It sponsors annual events such as: the Arthur L. Beeley Lecture, the Alumni Dinner, the Alumni Scholarship and Alumni Awards. The school produces *In Touch* three times per year, a newsletter for graduates and the community to inform them about the school and alumni activities and news.

## **XII. Faculty**

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<b>Faculty Name</b>	<b>Faculty Rank</b>	<b>Area of Specialty</b>
Barusch, Amanda, Ph.D.	Professor	Human behavior, aging, policy research, grant writing
Boyle, Scott, Ph.D.	Associate Professor/Lecturer	Human behavior, anger management, and cognitive therapy.
Coulam, Farriña, MSW	Assistant Professor/Lecturer	Social justice and oppression, cultural competency/diversity, treatment of youth with serious behavior and emotional disorders.
Derezotes, David, Ph.D.	Professor	Child welfare, family and children, men’s issues, clinical research
de St. Aubin, Mark, MSW	Assistant Professor/Lecturer	Practicum instruction, administration, clinical social work, gerontology, health.

Drews, Jeanette, Ph.D.	Associate Professor	MSW Director. Persons with physical and developmental disabilities, administration, human behavior
Edwards, E. Daniel, DSW	Professor	Social policy, director of Native American program.
Egbert, Susan	Assistant Professor/lecturer	
Farley, O. William, Ph.D.	Professor	Human behavior, research, mental health, rural practice, aging.
Frost, Caren, Ph.D., M.P.H.	Research Assistant Professor	Child welfare, international and domestic maternal and child health.
Graber, Helen V., Ph.D.	Professor/Lecturer	Belle S. Spafford Endowed Chair "To improve the lives of women and their families in all their configurations". Women and leadership, neighborhood-based community practice and empowerment.
Gringeri, Christina, Ph.D.	Associate Professor	Social welfare policy, A/CP, rural social work, women's studies
Gross, Emma, Ph.D.	Associate Professor	Social welfare policy, public policy, legislative behavior, social welfare organizations, women's studies
Harker, Jay, MSW	Assistant Professor/Lecturer	Practicum instruction, administration clinical social work, medical social work.
Harris, Norma, Ph.D.	Research Professor	SRI Director, child welfare, child and family policy, poverty, substance abuse.
Hayashi, Reiko, Ph.D.	Assistant Professor	Aging, disabilities, healthcare, International Social Work .
Hopkins, Rodney, MSW	Research Assistant Professor	substance abuse prevention.
Hunter, Rosemarie, MSW	Assistant Professor/Lecturer	BSW Practicum Director, administration, educational leadership, school social work, family and children
Hull, Grafton, Ed.D.	Professor/Lecturer	Director BSW program, generalist practice
Janzen, Fred V., Ph.D.	Associate Professor	Research, social statistics, program evaluation and monitoring, management information systems.
Kikuchi, Sandra, MSW	Assistant Professor/Lecturer	Rural program campus coordinator, distance learning and EDNET.
Lantz, Bonnie, MSW	Associate Professor/Lecturer	Child welfare: Clinical practice w/ women, families and adolescents; and supervision and consultation.
Leta, Helane, MSW	Associate Professor/Lecturer	Director of field education, field education. administration., family and children services, ethics.
Liese, Lawrence Henry, Ph.D.	Assistant Professor	Child welfare, disabilities, university-community partnerships

Maramaldi, Daphne P., MA	Auxiliary Professor/lecturer	International education, higher education administration and leadership.
Maramaldi, Peter, PhD, M.P.H.	Assistant Professor	Aging, Oncology, adoption, public health, and health
Mather, Jannah H., Ph.D.	Dean and Professor	Child welfare and human behavior
Middleton, Susan, Ph.D.	Research Assistant Professor	Human development and behavior
Parsons, Bruce, Ph.D.	Research Assistant Professor	substance abuse prevention
Smith, Larry L., DSW	Professor	Admissions Director, Human behavior, health and mental health, research
Sorensen, Scott R., MSW	Assistant Professor/Lecturer	Distance Learning Program Site Coordinator, rural social work.
Taylor, Mary Jane, Ph.D.	Associate Professor	Family and children, public welfare, evaluative research.
TenBarge, Christine	Assistant Professor	Native Americans
Van Vleet, Russell K., MSW	Assistant Professor/Lecturer	Criminal and juvenile justice
Wahab, Stephanie, Ph.D.	Assistant Professor	Diversity and social justice practice, gender studies, interpersonal violence, qualitative research.
Wilson, Dwayne, Ph.D.	Associate Professor	Organizational theory, human systems development and change theory, training and development research.
Yaffe Kjosness, Joanne, Ph.D.	Associate Professor	Ph.D. Director. Case management, intervention research applied behavior analysis, internet applications in social work, technology-enhanced education.

## **XIII. Appendices**

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### **M.S.W. Handbook 2003-2005**

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K .....	First Year Practicum Forms Assignment & Student Evaluation Instructions for Evaluation and Grading Evaluation Form Field Instructor Narrative Statement Student Narrative Statement
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