



Master of Social Work Program
College of Social Work

THE UNIVERSITY OF UTAH

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

Revised August 2, 2021

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

Introduction

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

Current policies, procedures, and standards of the MSW Handbook apply to all current students, regardless of their matriculation date. The University of Utah Code of Student Rights and Responsibilities <https://regulations.utah.edu/academics/6-400.php> and the NASW Code of Ethics <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> are also integral policies and professional standards in establishing expectations for the MSW Program, administration, faculty, and students.

CSW Anti-Racism Statement

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

CSW Civility Statement

The College of Social Work is strongly committed to the values and ethics of the social work profession as indicated by the National Association of Social Workers (NASW). The NASW core values include service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. The College of Social Work is an inclusive environment that does not discriminate against applicants, students, or employees on the basis of age, class, color, creed, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, political orientation, race, religion, sex, or sexual orientation. We expect all social work staff, faculty, and students to endeavor to provide an affirming environment that is anti-oppressive and supports individuals' diversity and lived experiences, including the use of preferred names and pronouns.

CSW Land Acknowledgement

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

U of U Land Acknowledgement <https://president.utah.edu/indigenous-land-acknowledgement/>

Lauren's Pledge

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

CSW Nondiscrimination and Equal Opportunity Statement

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

University of Utah Nondiscrimination and Equal Opportunity Statement

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

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

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

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

MSW Program Contact Information

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Practicum Office

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Academic Advising Office

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1. The College of Social Work

1.1. History and Purpose

Founded in the fall of 1937, the College of Social Work consisted of a one-year certificate program designed to prepare students for work in social service agencies. This program was expanded to a two-year Master of Social Work program (MSW) in 1949. The MSW Program is accredited by the Commission on Accreditation of the Council on Social Work Education, and was last reaffirmed in 2020.

The MSW Program at the University of Utah prepares students for advanced social work practice and is grounded in the profession’s values and ethics, emphasizing a commitment to honor diversity and establish social justice. The Generalist-year curriculum is designed to provide a broad, integrated perspective of social work knowledge in evidenced-based practice, ethics, human behavior in the social environment, diversity and self-reflexive practice, policy and macro practice, and clinical practice, which includes theoretical frameworks underlying methods of intervention. In the Specialist year, students are provided the opportunity for specialization in advanced generalist practice. Students select an area of focus from the following: Aging, Child Welfare, Forensic, Global, Health, Mental Health, and Substance Use. In addition, students directly practice classroom knowledge in the field through practicum placement.

1.2. Mission and Goals

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

Similarly, the mission of the MSW Program is to:

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

The following program goals support and enhance the mission:

Table 1. MSW Goals & Relevance to Mission

MSW Goals & Relevance to Mission
Goal One: Recruit and train diverse cohorts of students who are aware of and committed to the mission and ethics of social work.
Relevance to mission: The mission statement emphasizes training students to think critically about issues of power, privilege, and oppression. As identity factors form the daily reality for individuals, families, groups, and communities, the focus upon how oppression, marginalization, or alienation can create privilege or power remains tantamount. Developing a diverse student body and awareness of diverse identity factors for all students leads social workers to work with individuals, families, groups,

MSW Goals & Relevance to Mission

multidisciplinary teams, and community organizations to enable change.

Goal Two: Deliver a professional curriculum that emphasizes critical thinking skills, is grounded in the liberal arts, and includes both evidence- and theory-based content.

Relevance to mission: The MSW curriculum is structured to support critical thinking and problem-solving among students through collaborative work in classroom and field education settings. A liberal arts education empowers learners to deal with change, complexity, and diversity by providing exposure to society, science, and culture (AACU, 2017). Grounded in the liberal arts, the MSW Program offers students opportunities to explore local and global cultures and traditions, develop analytical skills, and apply their skills and knowledge about policies, services, and interventions to real-world settings. Through skill-building and engaging with evidence-based and theory-based content, students develop interventions that enhance individual, family, community, and global well-being. These interventions can lead to the prevention and alleviation of human suffering.

Goal Three: Provide students with the knowledge, skills, and ethical foundation necessary for entry into advanced social work practice.

Relevance to mission: The MSW curriculum offers students a breadth of activities, including providing direct services, evaluating program outcomes, and measuring practice effectiveness. With guidance from experienced classroom faculty, field faculty, and field instructors, such activities can lead to developing, analyzing, advocating, and providing direction for ethical policy and service provision, which promotes the development of more socially just agency policies and/or federal, state, or local laws. The MSW Program provides important educational content through both didactic and experiential learning activities and student exercises as beginning social workers to prepare for leadership and specialist roles within the profession. The program provides seven distinct areas of focus to prepare students for advanced social work practice: Aging, Child Welfare, Forensic, Global, Health, Mental Health, and Substance Use.

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

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

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

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

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

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

1.3. Core Values

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

- Freedom of inquiry and open debate
- Inclusion and shared leadership
- Respect for self-determination and the need for accountability
- Affirmation and promotion of human diversity
- Individual and collective empowerment of clients and client systems with respect to the decisions that affect their life chances and opportunities
- Application of critical thinking and development of self-awareness and reflexivity (Approved by CSW College Council, May 2012)

1.4. Administrative Structure and Governance

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

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

As a part of the University of Utah, the College of Social Work, its faculty, staff, and students are subject to the regulations and policies of the University of Utah, and specifically the University's [Graduate School](#).

1.5. Standing Committees of the College

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

1.6. Student Association (MSWSA)

Students are an integral part of the College of Social Work community. All students become members of the Master of Social Work Student Association (MSWSA) upon their admission into the College. MSWSA provides students the opportunity to organize in their own interests. The MSWSA organizes social and support functions and holds elections annually according to their constitution, which is approved by the Associated Students of the University of Utah (ASUU) governing body. Only MSW students are eligible for these positions. MSWSA is represented with full voting rights on the College Council and MSW Advisory Committee. Students may also serve on University-level committees.

2. MSW Program Options

2.1. Program Options

The College of Social Work offers several options for an MSW degree, including three dual degree programs. Admission criteria are the same for all program options, with additional requirements as indicated for Advanced Standing and Child Welfare Title IV-E funded programs. Courses in all program options may be delivered in a variety of modalities. Program options include:

- Full-Time MSW Program is a full-time two-year 60 credit hour program offered on the University of Utah campus. Classes are held during regular daytime, weekday hours, as are practicums in most cases. The MSW Program also offers a fully online MSW Program option. Recruitment for the Two-Year MSW cohorts occurs every year.
- Three-Year Evening Program is a full-time three-year 60-credit-hour program offered at the University of Utah Salt Lake City campus, as well as at the University of Utah facility in St. George, Utah. Classes are held weekday evenings during fall, spring, and summer semesters. Practicum hours are completed typically during the day on weekdays at community agencies. Applications are accepted every three years.
- Advanced Standing MSW Program is open to applicants with a BSW degree from a CSWE accredited program in the last seven years (at the time of application). In this program, students complete 45 credit hours over three semesters. The Advanced Standing MSW Program will begin offering a fully online option beginning summer 2022. Recruitment for the Advanced Standing cohort occurs every year for potential admission starting the following summer semester.
- Child Welfare Title IV-E Program is held on the University of Utah campus for DCFS/DJJS-approved employees. The program consists of 60 credit hours over three years. Applications are accepted every three years, contingent on Title IV-E funding.
- Child Welfare Title IV-E Extension Program is video streamed to select locations across Utah for DCFS/DJJS-approved employees. The program consists of 60 credit hours over three years. Applications are accepted every three years, contingent on Title IV-E funding.

Full descriptions and planning guides for each option can be found at:
<https://socialwork.utah.edu/msw/programs/index.php>.

2.2. Dual Degrees

The MSW Program has three dual degree program options:

- [MSW/Master of Public Health dual degree](#) (three years full-time study)
- [MSW/Master of Public Administration dual degree](#) (three years full-time study)
- [MSW/Juris Doctorate \(Law\) dual degree](#) (four years full-time study)

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

2.3. Student Course Feedback Forms

Students rate the effectiveness of each course and the teaching effectiveness of faculty at the conclusion of each semester. Students can access the course feedback forms through each course's Canvas page. Student feedback is taken very seriously by faculty and administration. Students should take the time to constructively rate each course with care and integrity, keeping in mind that their aggregate responses are reviewed by the faculty member and the CSW administration. Faculty can improve only when they are able to build on the input they receive from students. Students are also encouraged to communicate their concerns directly to the faculty member in a professional manner and to provide specific suggestions for improvement.

3. MSW Program Start to Finish

3.1. Educational Policy and Accreditation Standards

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

In keeping with those responsibilities, the Commission issues a set of 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). Information on CSWE and the EPAS is found at <http://www.cswe.org>.

3.2. Curriculum Design

The MSW curriculum is organized to provide a generalist perspective during the foundation year, and a focused area of study in the Specialist year. “Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices (CSWE EPAS 2015; p.11). Students may select an area of focus in the Specialist year from the following: Aging, Child Welfare, Forensic, Global, Health, Mental Health, and Substance Use.

3.2.1. Generalist Year

During the Generalist year, students are required to complete a series of foundation courses outlined in Table 2. Courses in these core subject areas provide a foundation for social work practice and prepare students to enter their Specialist-Year coursework in a practice area of focus. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Advanced Standing students enroll in summer Bridge courses that extend and deepen the Generalist perspective learned in the BSW Program. Since much of the coursework is experiential, students are expected to attend class and participate in exercises and role-plays designed to develop their practice skills. The attendance/absence policy is found in Section 6.3, Academic Policies.

Table 2 provides the course number, title, credit hours, and a course description for the foundation courses of the Generalist year.

Table 2: CSW Generalist Year Required MSW Courses

Generalist Year, Fall Semester		
Course #	Course Name	Credit Hours
SW 6001	Practice I: Assessment, Engagement, Intervention, and Evaluation	3
SW 6030	Human Behavior and the Social Environment (HBSE)	3
SW 6040	DSM and Psychopathology	3
SW 6240	Social Policies and Programs: Advocacy and Analysis for Justice	3
SW 6511	Field Practicum I	3

Generalist Year, Spring Semester		
Course #	Course Name	Credit Hours
SW 6002	Practice II	3
SW 6110	Research for Social Work Practice	3
SW 6120	Diversity and Social Justice: Reflexive and Ethical Social Work Practice I	3
SW 6140	Community-Based Strategies for Social Change	3
SW 6512	Field Practicum II	3

3.2.2. *Specialist Year*

Students select and complete one area of focus in the Specialist year. All students are required to take a Practice class in an area of focus other than their primary area. This course may be a Practice II course, even if the student has not taken the Practice I class in that area of focus. School Social Work courses are not an area of focus and do not count as Practice classes outside the student's area of focus. Students may take electives from among those recommended in their area of focus, chosen from general electives, or may take additional area of focus Practice courses. The area of focus choice guides the student's Specialist year practicum placement. Students work with their practicum coordinators to identify practicum placements that match their area of focus.

Graduate Certificates

Students wishing to complete a graduate certificate in [Women's Health](#) or [Leadership, Justice, and Community Practice](#) must meet with the advisor for the certificate to discuss their course plan prior to turning in their declaration form.

Table 3: CSW Specialist Year MSW Required Courses

Specialist Year Areas of Focus, Core Courses		
Course #	Course Name	Credit Hours
SW 6220	Diversity and Social Justice: Reflexive and Ethical Social Work Practice II	3
SW 6521	Advanced Field Practicum I (Fall)	4
SW 6522	Advanced Field Practicum II (Spring)	4

Table 4: CSW Specialist Year Area of Focus Course Requirements

Specialist Year Areas of Focus Course Descriptions			
<i>*In each Area of Focus, students are required to take an additional Practice class in any other Area of Focus.</i>			
Area of Focus	Course #	Course Name	Credit Hours
Aging			
	SW 6750	Aging Practice I: Social Work with Older Adults (Fall)	3
	SW 6751	Aging Practice II: Chronic Illness in Older Adults (Spring)	3
	SW 6754	Interdisciplinary Seminar Series on Aging (Spring)	1
Child Welfare			
	SW 6301	Child Welfare Practice I: Evidence-Based Practice and Interventions for Trauma in Children/Adolescents (Fall)	3
	SW 6302	Child Welfare Practice II: Trauma-Focused Intervention Across Ages, Cultures, and Settings (Spring)	3
Forensic			
	SW 6701	Forensic Practice I: Theory and Direct Practice (Fall)	3
	SW 6702	Forensic Practice II: Evidence-Based Practice Models (Spring)	3
Global			
	SW 6350	Global Social Work Practice I: Global Perspectives in Social Work (Fall)	3
	SW 6351	Global Social Work Practice II: Practice with Immigrant and Refugee Communities (Spring)	3
	SW 6352	Global Issues in Women’s Health (Spring)	3
Health			
	SW 6201	Health Practice I: Role of Social Workers in Health Settings (Fall)	3
	SW 6203	Integrated Behavioral Health Practice (Spring)	3
Mental Health			
	SW 6401	Mental Health Practice I: Children and Adolescents (Fall)	3
	SW 6402	Mental Health Practice II: Adults and Aging (Spring)	3
Substance Use			
	SW 6740	Substance Use Disorders Practice I: Evidence-Based Principles and Therapeutic Alliance (Fall)	3
	SW 6741	The Use and Misuse of Psychoactive Medications and Their Effects (Fall)	3
	SW 6745	Substance Use Disorders Practice II: Assessment, Motivators, and Therapy Models (Spring)	3

Table 5: School Social Work Career Path

School Social Work Career Path		
<i>MSW students electing to complete the School Social Work Career Path must meet with Advising to apply for this option and complete requirements; only one year of Practicum is required.</i>		
Course #	Course Name	Credit Hours

SW 6650	School Social Work Macro Skills	3
SW 6651	School Social Work Micro Skills	3
SW 6813	School Social Work Field Practicum – Generalist*	3
SW 6814	School Social Work Field Practicum – Generalist*	3
SW 6823	School Social Work Field Practicum – Specialist*	4
SW 6824	School Social Work Field Practicum – Specialist*	4

**Please note, the School Social Work Career Path may not be substituted for the Area of Focus or outside Area of Focus Practice course.*

3.3. Field Practicum

Please refer to Section 4 below.

3.4. Independent Study and Independent Research

Independent Study offers students opportunities to engage in independent research and learning experiences focused on content not included in the MSW Program curriculum. Students may take one to two credit hours of independent study in any given semester, up to a maximum of four credit hours that may be applied to their MSW degree.

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

Independent Study and Independent Research require 45 clock hours per credit hour, which equals three hours spent per week for a one-credit independent study/research and six hours per week spent for a two-credit Independent Study/Research. The Independent Study/Research should also include regular consultation with the faculty sponsor throughout the semester. This consultation is accomplished through documented work time on the study and regularly scheduled meetings with the instructor to provide opportunities for discussion and integration of the material studied, as documented on the syllabus and Independent Study contract.

The completed proposal and contract form found in the [MSW Community Canvas page](#) for either Independent Study or Independent Research must be approved by the faculty member who agrees to supervise the study and the MSW Director or Online Program Director and must be submitted to the student's academic advisor. Expected standards of student performance for Independent Study are comparable to those of required courses. Performance measures may include a written paper, an annotated bibliography, an oral examination, or another assignment, which must be clearly outlined in the proposed syllabus.

3.5. Credit for Life Experience

The MSW Program does not grant course credit for life experience, previous work experience, or

courses applied to another degree.

3.6. Email Requirements

All students are expected to establish a UMail email account. All messages from the University, such as emergency closures, critical incidents, student specific information and all messages from the College of Social Work, will be sent via email to students using the UMail account address. If students forward their UMail messages to other email accounts, they must still check their UMail account regularly to ensure no important emails are missed. Students will not be given consideration for nonreceipt of emails forwarded from the UMail or not reading email sent to the UMail account.

3.7. Academic Workload

According to University policy, no candidate for a graduate degree is permitted to register for more than 16 credit hours in any single semester without prior permission from the cognizant program director and the Dean of the Graduate School. See the required “Request for more than 16 credits” form at [Course Modules: MSW Community \(instructure.com\)](#).

The full-time MSW Program is designed to be completed in two years (four to five semesters) with an average of 15 credit hours per semester. A schedule of nine graduate credit hours per semester is considered full-time by the University and meets registration requirements for MSW degree candidates; however, it will take longer than four to five semesters to complete the MSW program.

3.8. Minimum Continuous Registration

All MSW students must be enrolled in at least one class of graduate-level (6000 level or above) course work from the time of formal admission through completion of all requirements for the degree they are seeking unless granted an official leave of absence (see Leave of Absence section below). For students whose cohort course plan does not include summer semester, summer registration is not required.

If students do not comply with the continuous registration policy or do not obtain an official leave of absence, they will be automatically discontinued from graduate study. In this case, the student must reapply for admission to MSW and the University of Utah Graduate School during the next application cycle. *Note: maintaining continuous registration status may differ from full-time enrollment status. Please see <https://gradschool.utah.edu/graduate-catalog/registration/>.*

4. Field Practicum

A practicum is considered the signature pedagogy of the social work curriculum. All students must complete practicum clock hours, learning objectives, and practice requirements. MSW students in the two-year program complete a Generalist practicum during the foundation year and a Specialist practicum during the Advanced Generalist year. Advanced Standing students complete a Specialist practicum only. Part-time students begin their Generalist practicum during their second academic year in the MSW Program. Students complete a practicum in approved community agencies under the direct supervision of a qualified practitioner. This practitioner serves as the student's "field instructor." Placements are assigned by a designated practicum coordinator who is a CSW faculty member or instructor, in collaboration with the field education team. All partnering agencies have been vetted by the College of Social Work to ensure alignment with professional accreditation standards established by the Council on Social Work Education (CSWE). The Field Education team conducts concurrent assessment of the credentials, experience, teaching ability, and professionalism of agency field instructors.

In order to maximize teaching and field instruction opportunities, students are expected to be in their practicum primarily during regular agency hours (8:00am – 5:00pm) when field instructors and other professional staff are available for coordination, collaboration, and supervision. It is expected that all requirements and clock hours are completed at the assigned practicum agency unless disrupted by extenuating circumstances such as natural disasters, health crises, or national emergencies, in which case, the Office of Field Education in collaboration with the College of Social Work and CSWE may amend this requirement.

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

Family Educational Rights and Privacy Act ([FERPA](#)) and Student Information

The student, Director/Associate Director of Field Education, practicum coordinators, field instructors, partnering agencies, academic advising, and administrators work collaboratively in the educational process, and are considered University of Utah employees or extensions of the University of Utah with legitimate educational interests. Information and concerns regarding student needs and student performance and progress will be shared among these individuals as required to optimize student learning. Accordingly, the Field Education office may, in good faith, share practicum-related information, in compliance with FERPA, with appropriate persons including the Director/Associate Director of Field Education, practicum coordinator, agency representatives, field instructors, partnering agencies, academic advising, MSW and Online Program Directors, and the Associate Dean and/or Dean of the College of Social Work. Practicum-related information is defined as information that may involve the field placement selection, clients, constituents, agency field instructors, staff, the student learning experience, evaluative information, concerns regarding student performance or school, and/or agency policies. Such information will be shared to facilitate and enhance the learning process and to protect clients, peers, and colleagues.

ADA Accommodations and the Center for Disability and Access

Students are required to contact the [Center for Disability and Access](#) (CDA) prior to the start of the practicum if they require accommodations for Field Education. Please note that Field Education requires a CDA letter separate from classroom accommodations, and students should initiate this process as early as possible.

University of Utah Nondiscrimination and Equal Opportunity Statement

The University does not discriminate on the basis of sex in the education programs or activities that it operates. If you or someone you know has experienced sexual misconduct, including sexual harassment, we encourage you to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action. For further information, please see:

<https://www.utah.edu/nondiscrimination/> or <https://regulations.utah.edu/general/1-012.php>.

Online reports may be submitted at <https://oeo.utah.edu/>.

4.1. Objectives

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

4.2. Practicum Coordination

The Field Education team is responsible for assigning all practicum placements. In collaboration with students, coordinators will help identify placements that will broaden and diversify a student's professional exposure, experiences, and skills to enhance students' professional identification and knowledge. A student's placement assignment is based on careful consideration of the individual student's previous experience, identified learning needs, interests and goals, readiness for a practicum, and available approved practicum sites. In the event that a student is not ready to enter a practicum, a practicum coordinator will work with the student to determine an appropriate plan.

Each student will be assigned to a *practicum coordinator*, who is a College of Social Work faculty member or instructor. The role of the practicum coordinator is to assist the student in all areas of the practicum, including the selection of a practicum, answering practicum-related questions, resolving problems or concerns, and making agency-based site visits with the student and the field instructor. Each student is usually assisted by the same coordinator for the duration of their graduate school experience. This process is required for field placement in all agencies. Students are prohibited from seeking a practicum placement independent of this process and doing so will result in practicum delays.

4.3. Field Instruction

Agency-based field instructors are responsible for the instruction and supervision of students in the field. A field instructor is an agency-based social worker who has received an appointment from the University of Utah College of Social Work as a clinical instructor to direct students in their individual educational and professional development. The field instructor's responsibilities include:

- Directing the student's practicum education within an agency setting, including assessment of student needs, selection of assignments that 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, which may include developing 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.
- Completing required forms and evaluations.⁴

4.4. Readiness for Field Education

The College's placement of students in social work agencies carries with it a professional responsibility to our students and partnering agencies. Thus, students must demonstrate an understanding of and commitment to the ethical and professional standards required of social workers. These ethical and professional standards are defined in two places: the [NASW Code of Ethics](#) and the "Guidelines for Expected Student Behavior" in this handbook (See Section 9, Table 5). Student access to field placement depends on meeting the expectations below.

The practicum team will gauge each student's readiness for field prior to placement. During this process, students should be able to reflect on and be prepared to speak about the items below. Practicum coordinators will assess readiness for field based on the following:

- Students' learning objectives for field placement.
- Students' ability to articulate how their professional behavior will align with the Guidelines for Expected Student Behavior referenced above.

4.5. Practicum Placement Process for In-Person Students

Students will research and identify their top 10 agency preferences from the list of approved agencies in IPT (*Sonia* platform coming in Spring 2022) and the Field Education team will refer students to a field placement. Generalist students will conduct this research after a meeting with a practicum coordinator. Specialist students may conduct research into placements after a meeting with a practicum coordinator. It should be noted that placement in one of the top 10 agency preferences cannot be guaranteed.

4.6. Practicum Placement Process for MSW-Online Students

- If online MSW students are residing in Utah, and they are physically located in an area that has approved field placements, they will identify their top five agency preferences from the list of approved agencies and the Field Education team will assign them to a field placement. Generalist students will conduct this research after a meeting with a practicum coordinator. Specialist students may conduct research into placements after a meeting with a practicum coordinator. It should be noted that placement in one of the top 10 agency preferences cannot be guaranteed.
- If online MSW students reside outside of Utah or in an area without existing, approved field placements, they will be asked to research potential field placements in their respective geographic area. However, students should not initiate contact with agencies without the

involvement of their practicum coordinator. Online students will be supported by their practicum coordinator, who will assist them in their search, answer questions, initiate agency contact, and monitor the approval paperwork.

4.7. MSW Practicum Placement Timeline

For a Generalist practicum, including MSW online, students will receive placement information regarding the practicum process after admission to, and commitment to, matriculate in the MSW Program, which will occur in the Spring semester.

For a Specialist practicum, including MSW Online, Advanced Standing students will receive placement information in late winter. All rising Specialist students will be invited to attend a practicum expo and the school social work information session, which takes place in early February.

Specialist and Advanced Standing students (year two in the practicum) who are planning a summer or fall placement must have their materials submitted to a practicum coordinator and complete the interview by the date indicated in the "Field Education Calendar," which is typically in February-March.

Generalist students (year one in the practicum) who are planning on a fall placement must have their interview with a practicum coordinator by the date indicated in the "Field Education Calendar," which is typically in late March and April.

- Please refer to the Field Education Calendar found here for important dates.
- Student failure to interview with the practicum coordinator by the date set forth in the [Field Education Calendar](#) will result in delay of practicum placement, which could adversely impact the student's status in the MSW Program.

After all placement interviews are conducted and application materials reviewed, the Field Education team will place students in preapproved agencies. Students will receive their agency referral via email from the practicum office instructing them to schedule an interview with the agency representative, at which time both agency personnel and the student can evaluate the fit and appropriateness of placement. If both agency personnel and student agree to the placement, the student will be offered a placement in the agency. In the unlikely event that additional agencies need to be considered, up to two other agency referrals will be provided. If personnel from three different agencies are unwilling to accept a student for placement, the student may be referred to the Director or Associate Director of Field Education as well as the MSW Director or Online Program Director to evaluate whether the student will be able to enroll in a practicum. Students who fail to negotiate a practicum placement by the third week of the semester may experience delays in academic progression. Exemptions will be granted to students where delays are due to agency displacement or dissolution.

Important: *To ensure fairness and equity for all students, they are expected to follow the practicum placement process detailed below to secure a field placement. Students who are not in the MSW Online Program do not develop their own placement; doing so may result in practicum delays.*

Once the placement is finalized between student and agency, the *Reply Form* and *Affiliation Agreement* are signed by the student, field instructor, and agency representative and the practicum coordinator. These forms are a written commitment describing the general responsibilities of each party. Most agencies also have agency-specific requirements (e.g., immunizations, drug testing, background

investigation, etc.). Students are encouraged to consult with their practicum coordinator or field instructor if they have questions regarding these agency requirements. Please be advised that students may be required to incur the cost of the background check, drug test, and required immunizations or boosters. Please discuss any concerns with a practicum coordinator if these costs are prohibitive.

4.8. Practicum Stipends

A limited number of agencies provide stipends for students. Practicum placement is based primarily on student educational and professional development. Students who have financial needs are encouraged to apply for financial assistance through the [University Office of Scholarships and Financial Aid](#) in 105 Student Services Building (801-581-6211).

When an agency does provide stipends, decisions regarding who receives them and how they are disbursed are made exclusively by the agency. The stipend award and method of disbursement will be documented in the Affiliation Commitment between the Practicum Agency/University of Utah College of Social Work/Field Instructor and Student. The student is responsible for all payroll taxes as required by the Internal Revenue Service.

4.9. Professional Liability Insurance

The University of Utah Health Care Professional Liability (Malpractice) insurance through the Utah State Division of Risk Management provides coverage for U students placed in a medical clerkship, internship, practicum, or other field experience in which students provide services to members of the public during an approved medical, nursing, or other professional health care clinical training program. However, this insurance policy requires that an approved clinical training agreement be in place. Please note that this insurance program restricts coverage for activities outside the State of Utah. Therefore, if students are referred to an agency outside of Utah, they will be required to have supplemental insurance through the NASW (www.socialworkers.org) or another professional malpractice entity.

4.10. Generalist Practicum Overview

*Required Minimum Hours: 450**

Generalist students fulfill their practicum requirements in agencies that offer opportunities to complete the required generalist competencies. All Generalist students are required to successfully complete the minimum number of clock hours as well as all practicum assignments including forms and final evaluations in order to earn a grade of C+ or better and begin Specialist course work and a practicum.

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

Generalist students typically work an average of 15 hours per week across two semesters, often concurrent with Generalist coursework. Alternatively, students may choose to complete practicum in a block format during the summer semester following Generalist coursework. Students electing a block placement should be aware that 1) summer block placement options are very limited; 2) summer block placements may limit the integration of concurrent practicum and course content; 3) block placements are limited; and 4) due to the consolidated (12-week) summer semester, summer block placements require a full-time (approx. 40 hours per week) commitment.

In the Generalist year, practicum students are expected to build upon any previous social service experiences and broaden their perspectives of the profession. Every effort is made to ensure that the learning objectives and interests of each student are met. Generalist students receive placement materials by email during the spring preceding enrollment after admission to and commitment to matriculate in the MSW Program. These materials include information regarding practicum placement policies, procedures, and sites. All students will participate in in-person or video interviews with an assigned practicum coordinator. During this interview, the coordinator will review and discuss student interests and educational goals, special considerations related to practicum placement, and readiness for field education. All interview information is carefully reviewed and utilized in the practicum placement process. Students are expected to have basic skills in developing rapport, interviewing, understanding problem-solving models and processes, working as a team member, accepting feedback, utilizing supervision, maintaining appropriate documentation, working with diverse populations, demonstrating professional behavior, and readiness to comply with the [NASW Code of Ethics](#) prior to entry into a practicum. Please refer to Section 4.4 of this handbook for more information regarding readiness for field education requirements.

4.10.1. Generalist Practicum Goals

Generalist students complete practicum assignments via the Canvas platform. These assignments are designed to integrate learning from each sequence area in the Generalist curriculum: Policy, Human Behavior in the Social Work Environment, Research, and Social Work Practice. Students in Field Practicum I and II (6511 and 6512, respectively) apply theoretical knowledge and social work models to agency practice. Students apply a Generalist perspective to develop competence in micro, mezzo and macro areas of social work practice under the supervision of an approved field instructor. Students gain skills in considering the unique attributes of each client system while maintaining working relationships, developing multidimensional assessments, differentially applying intervention strategies, and conducting appropriate evaluation of practicum interventions.

Generalist learning objectives and social work practicum requirements are delineated in Generalist practicum assignments, the student learning plan, and mid-year and final evaluations.

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

All students must complete a Generalist practicum before beginning Specialist practicum.

4.11. Specialist Practicum Overview

*Required Minimum Hours: 600**

Specialist students fulfill practicum requirements in agencies that offer opportunities to complete specialist competencies. Specialist students are required to complete the minimum number of clock hours as well as all practicum assignments including forms and final evaluations in order to earn a grade of C+ or better and begin Specialist coursework and the practicum.

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

Specialist students usually complete the practicum, working an average of 20 hours per week, across

two semesters, often concurrent with Specialist course work (SW 6521 and SW 6522, respectively), taught via the Canvas platform. Alternatively, students may choose to complete the practicum in a block format during the summer semester following Generalist coursework. Students electing a block placement should be aware that 1) summer block placement options are very limited; 2) summer block placements may limit the integration of concurrent practicum and course content; 3) due to the consolidated (12-week) summer semester, summer block placements require a full-time (up to 55 hours per week) commitment. Students doing a Specialist summer block placement may petition the MSW Director or Online Program Director to “walk” at graduation, but the MSW degree is conferred at the conclusion of the semester in which they successfully complete all practicum requirements.

Specialist Spring Practicum Week: Field Education Practicum Expo and School Social Work Career Path Information Session. Refer to the Field Calendar for dates.

Field Education Practicum Expo

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

School Social Work Career Path Information Session

For students interested in meeting Utah requirements for certification as a school social worker, the school social work career path info session, also held during spring semester, will provide an overview of school social work requirements and application (See Section 8 of the handbook.) Out of state students interested in the School Social Work Career Path should check with the respective state office of professional licensing regarding requirements.

Subsequent to the Practicum Expo and School Social Work Career Path Information Session, students will interview with their assigned practicum faculty to identify specialist-year practicum placements. Application materials and interviews for specialist and advanced standing students must be completed by the date set forth in the Field Education Calendar. There are a limited number of Specialist practicum agencies that provide stipends. Agency placements are based primarily on the educational objectives of each student and the need/requirements of our partnering agencies.

4.11.1. Specialist Year Practicum Goals

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

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

Specialist-year learning objectives and social work practice requirements are delineated in the Specialist-year practicum assignments and in the final evaluation forms.

4.12. Practicum Evaluation/Grading

MSW Practicum is a letter-graded course. Letter grades are based on submission of all Canvas course assignments, including all forms by the due date, attendance at mandatory class and topical webinars, and mid-year and end-of-year evaluations. Evaluations focus on the nine core competencies and 31 Generalist and 29 Specialist behaviors established by CSWE and the University of Utah College of Social Work.

Agency field instructors and students participate in two formal evaluations. The first evaluation occurs at the midpoint of the practicum (typically mid-year or mid-summer), and the second evaluation occurs at the completion of all hours and requirements. Field Instructors will also complete a mid-semester “check in” during fall and spring semesters.

Students begin the evaluation process by accessing the appropriate evaluation form in *IPT* (*Sonia* platform coming in Spring 2022) and reporting the following:

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

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

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

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

In order to pass practicum, Generalist students must earn a “3” or higher on 25/31 competency-related behaviors. Specialist students must earn a “3” or higher on 24/29 competency-related behaviors.

A student earning a “1” on any competency-related behavior for SW 6512 or SW 6522 will not pass practicum.

Termination from a practicum due to behavioral- or performance-related concerns will result in an NC on the evaluation form, which will result in an E/NC grade for the practicum.

After completion of the evaluation form, the field instructors will sign and save the form, which will automatically “send it” to the practicum coordinator for final review and signing.

Input from the student and the field instructor is a key element in the social work practicum evaluation. Periodic assessment and feedback are responsibilities shared by the field instructor, the student, and the

practicum coordinator. This process requires a team effort; the practicum coordinator utilizes multiple evaluative data points (see above) and is responsible for assigning the grade earned by the student.

4.13. Practicum Schedule

Completing the minimum clock hours for the field practicum is a requirement and should be considered a priority. Exceptions to this requirement will not be extended for outside employment or other competing demands.

Students must arrange their schedule to attend the field practicum no fewer than 12 hours/week, unless hours are reduced pursuant to a formal accommodation outlined in a CDA letter. However, even under these circumstances, students are required to fulfill the hours required for advancement and/or graduation, which is 450 for Generalist students and 600 for Specialist students. Accordingly, if students are working a reduced weekly schedule, they may be required to complete hours at the discretion of their agency in a future semester, and incur costs associated with tuition and fees.

To maximize teaching and supervisory opportunities, students are expected to be in a practicum during regular agency hours when field instructors and other professional staff are available for coordination, collaboration, and supervision. Students are also generally expected to complete all requirements and clock hours at the assigned practicum agency unless disrupted by extenuating circumstances such as natural disasters, health crises, or national emergencies, in which case, the office of field education in collaboration with the College of Social Work and CSWE can amend this requirement. *It is understood that students in the part-time/evening program may need to attend a practicum during weekend or evening hours. In years when part-time/evening students are enrolled in practicum, they will be given priority for placement in agencies that can accommodate alternative schedules; however, placement in these agencies cannot be guaranteed.*

4.14. Practicum Absences, Holidays, and Breaks

1. **Planned or Unforeseen Absences** Students are required to notify field instructors of any planned absence as early as possible, and any unforeseen absence the night prior to or the morning of their scheduled practicum time.
2. **Extended Absences** Any absence extending beyond two weeks (or four scheduled days in the practicum) requires the consent of the field instructor as well as the involvement of the student's practicum coordinator. Accordingly, students are required to reach out to their practicum coordinator promptly. A student who is absent or plans to be absent from the field for an extended period has four options:
 1. At the discretion of the field instructor, and with involvement from the practicum coordinator, develop a concrete plan for making up the missed hours, and document this plan in a student success plan.
 2. Work with the practicum coordinator, student advisor, and the relevant University offices to take a formal *leave of absence or withdrawal or late withdrawal* from the practicum and complete the requirements in a future semester.
 3. Earn an "incomplete" grade. This option is available only to students who have

completed 80% of the required hours in the semester in which they are enrolled. It should be noted that regardless of circumstances, students will incur the cost of tuition for any class, including a practicum, that requires enrollment in a future semester (*see policy 11.5 Incompletes.*)

4. Earn a failing grade, which can result in dismissal from the MSW Program.

3. Absence Due to Approved Activity

Students may be given time away from the agency to attend conferences or other educational activities if the activity is relevant to the student's learning experiences. Time away requires advanced approval of the agency field instructor. Other community meetings may also count as regular internship hours with approval from the field instructor.

4. Holiday Breaks

With the exception of during Winter break (see policy 7.6 below), if a student is scheduled to be in a practicum on a day that the University is closed (such as Thanksgiving or Fall or Spring break) or classes have been cancelled, students are not required to attend the practicum. They are, however, expected to receive permission from their field instructor and make the appropriate arrangements with their clients and field instructor for any planned absence in advance.

Students may opt to attend a practicum during University of Utah breaks and can count these hours; however, these hours **may not be used to complete practicum requirements early**. Instead, they may be used to reduce weekly hours expected during the remainder of the semester, if agreed to by the Field Instructor.

5. Winter Break

Since Winter break is especially long, students are expected to confer with their agency field instructor regarding the appropriateness of extended time away from the practicum and clients. Approval for time away will depend on several factors, including continuity of client care and agency needs. Students are encouraged to initiate this discussion *early in the semester* and to document the agreed-upon plan in an email correspondence to their field instructors and practicum coordinator so all parties are apprised, in writing, of the plan.

Hours earned between semesters (such as over the Winter break) will be applied to the following semester and should be documented in the first log entry/process recording in that semester.

Students may apply these hours to the previous semester if arrangements are made with the student's practicum coordinator and field instructor in advance, and only in the event the student is eligible for and received an "I" (incomplete) grade for that semester. (See policy 11.5 Incompletes.)

4.15. Ending Practicum Early

Students are not permitted to finish their field practicum prior to the last week of classes in the semester in which they are enrolled unless due to an extreme extenuating circumstance or agency policy, in which case it is at the discretion of the field instructor and practicum coordinator.

4.16. Field Practicum Placements That Require Preapproval

4.16.1. Optional Practicum

Students who are interested in additional practice experience beyond the required first- and second-year practicum placements may request an optional practicum. Optional practicum placements may be used to expand and deepen a student's understanding of a particular method, population, social problem, or intervention modality; however, they are limited and granted only at the discretion of the field education department.

Optional practicum credit earned may be used toward 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. Since optional practicums are intended as extensions of the learning experience and regular practicum, *students may not receive a stipend or any form remuneration, or be employed at the same agency for optional practicums.*

4.16.2. Nonstandard Practicum

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

1. The health of the student or student's immediate family member precludes the student from completing the practicum under the standard schedule.
2. The student has a disability, verified by the University of Utah Center for Disability Access, and requires an accommodation to the practicum format. Reasonable prior notice is needed to arrange accommodations, and the student must coordinate through the University Center for Disability and Access 801-581-5020.
3. Unforeseen circumstances created by public health emergencies or natural disasters that impede completion of practicum under the standard schedule or modality.

4.16.3. Employment-Based Practicum

In general, students are not placed in agencies in which they are employed. However, students who wish to explore the possibility of using their place of employment as an internship site may submit a "Same as Employment" application to their practicum coordinator. The Office of Field Education will consider these requests on a case-by-case basis. Requests must meet certain requirements to ensure an educational focus for the internship that is different from the scope of work in the student's agency of employment:

1. A student may request a Specialist year practicum in their agency of employment, and in certain extenuating circumstances during their Generalist year, but not in both years unless the following criteria are met and presented in writing to the practicum coordinator:
 - a) A differentiated focus between the Generalist and Specialist internship scope of work and

congruence with the CSWE specialist and generalist competencies and behaviors.

b) A demonstrated financial need to remain with the same agency

1. The practicum setting must be an approved setting and must be able to provide the educational experiences required by the College of Social Work.
2. The agency placement must provide an educational experience that will match the student's chosen area of focus during the Specialist year.
3. The student's field instructor must be approved by the field education team and the College of Social Work. To be approved, a field instructor must have a master's degree in social work and at least two years post-master's experience. Licensed mental health professionals from other disciplines (marriage and family therapy, mental health counseling, or psychology) may be granted a waiver on a case-by-case basis.
4. All required paperwork, including the application, must be completed by the established deadlines. Final approval must be obtained prior to the start date of the field placement.
5. Duties and responsibilities must be significantly different from those routinely done in the student's role as an employee with the agency. The volume of responsibilities also must be reduced to reflect the internship as a learning experience rather than an ordinary workload.
6. The employment supervisor and field instructor may not be the same person.
7. A schedule of hours for the internship clearly must be clearly delineated and separated from employment work hours and must be documented.

4.16.4. Consecutive-Year Practicum Placements

In exceptional circumstances, students may be able to complete a second-year practicum within the same agency. The Office of Field Education will consider these requests on a case-by-case basis. Requests must meet the certain requirements:

1. The student is not and has not been employed by the agency. Exceptions to this requirement will be granted in cases of a demonstrated financial need to remain with the agency.
2. Student can demonstrate a differentiated scope of work from Generalist to Specialist years.
3. The student has not completed internships in the agency prior to entering the MSW Program.
4. The agency offers experiences that support growth and professional development in required competencies.

4.16.5. Out-of-State Placements

Students may require an out-of-state placement. Any students requiring such placement, and *who are not enrolled in the MSW Online Program*, should arrange a meeting with their practicum coordinator at

least six months prior to placement. Students not enrolled in the MSW Online Program are eligible for out-of-state placement in their Specialist year only. To begin the process of determining the feasibility of out-of-state placement, students will:

- Inform the practicum coordinator by email as early as possible of their interest in an out-of-state placement and identify the area of practice interest and region preferred.
- Provide the practicum coordinator with a list of potential placement agencies.

A proposed site will be approved by the field education office only after confirmation of appropriate learning opportunities and supervision for the student and the student's application is submitted to the field education office. Following approval of a placement, the referral process utilized for in-area placements will be utilized.

If referred to an agency outside of Utah, students will be required to have supplemental liability insurance through the NASW (www.socialworkers.org) or another professional malpractice entity. Please refer to section 1.6 for more information.

4.17. Earning Hours Prior to Semester Start

Students may elect to earn hours toward a practicum in the semester preceding enrollment. In these situations, students cannot provide any direct services to clients, but can earn hours via observation, orientation, training, and shadowing. Students enrolled in fall and/or spring semesters may earn up to 50 hours prior to the start of the semester, and Specialist students enrolled in a summer practicum may earn up to 100 hours.

4.18. Resolving Practicum Concerns

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

If practicum coordinators believe the concerns merit a change of instructor or agency, they will evaluate the hours, learning objectives, and social work practice requirements already completed by the student, and in collaboration with the Field Education Director and/or Associate Director, a decision will be made regarding the credit allowance for hours earned prior to the change of instructor or agency.

If concerns are not remedied after a specified period, the practicum coordinator will notify the Field Education Director that the continuation of the practicum is in jeopardy and request an administrative review. The practicum coordinator will prepare a written summary of the events leading to the review and provide copies to the student, Field Education Director and MSW Program Director or Online Program Director.

4.19. Lack of Satisfactory Progress in a Field Practicum

If a practicum coordinator or field instructor notes that a student is falling behind on hours or not meeting expectations regarding professional behavior and competencies, the practicum coordinator and the student must meet to discuss and implement the processes listed below:

1. The field instructor should notify the practicum coordinator as soon as a problem is identified.
2. The practicum coordinator should arrange a conference with the field instructor.
3. The practicum coordinator may arrange a conference with the student.
4. The field instructor, practicum coordinator, and student will meet concurrently to discuss and assess the problem and develop a remediation plan.
5. The involvement of the field director or associate director may be requested by the practicum coordinator at any time during the process.
6. The remediation plan will be documented in a Student Success Plan, which is intended to help students improve their performance and successfully complete practicum requirements.
7. If the student does not meet the requirements set forth in the Student Success Plan within the allotted time frame, a failing grade is earned. However, if the Field Director/Associate Director, with input from the practicum coordinator or field instructor, find a legitimate and compelling reason the student is not meeting the learning and professional objectives set forth in the success plan (typically, a documented extenuating circumstance such as illness), the field director or associate director, the practicum coordinator, and field instructor may allow the student extra time to complete the success plan. Substandard performance or outside employment are not considered legitimate and compelling reasons for the student not to meet the learning and professional objectives of field placement.
8. The decision to allow additional time to complete learning and professional objectives set forth in the Student Success Plan is based on the student's work to date, the agency's willingness to commit continued resources, the field instructor's willingness to commit extra time, and the student's commitment to the success plan.
9. If the decision is made to allot extended time for the student to complete requirements at the end of the semester, the student will receive an "Incomplete" grade and will need to complete and submit the contract for completing the missing hours/work and fulfilling the learning and professional objectives (see Section 6.11.2).
10. If the student has not accomplished the necessary objectives by the date documented in the Incomplete Contract or within the timeframe allotted pursuant to University policy, the student will earn a failing grade. Student cannot progress to the next sequenced course if they have an Incomplete grade in the prerequisite course.
11. If a student does not wish to spend the additional time necessary to successfully complete the field requirements, the student may elect to formally withdraw from the field practicum in the

timeframe allotted by University policy, request a leave of absence, or earn a failing grade.

Documentation of Student Progress May Be Assessed Using the Following Tools:

- Direct observation of skills
- Client records
- Seminar assignments
- Feedback from other agency staff or other professionals
- Written work
- Use of supervision
- Field instructor assessment of performance
- Practicum Coordinator assessment of performance

4.20. Change of Placement

Changes in field placement after a placement is formalized and initiated are considered only in extreme cases. Factors such as a shift in area of interest or outside employment are not considered appropriate reasons for change of placement.

4.20.1. Guidelines for Requesting a Change of Placement

The student will first discuss issues leading to the request for a change in placement with the practicum coordinator. The practicum coordinator, student, and field instructor will then meet to discuss the issues cited. If the issues can be resolved, the student will remain at the placement.

If a student still requests a change in placement after attempting to resolve the issues, the student will meet with the practicum coordinator and the field education director or associate director to discuss possible next steps. The agency field instructor may or may not be involved in this meeting. Decisions regarding the participation of this instructor or the requested change of placement will be at the discretion of the practicum coordinator in collaboration with the field director or associate director.

If a decision is made to remove the student from the assigned placement, and the student is considered 'field ready', a suitable alternative agency will be contacted and arrangements made for the student to interview for a possible placement, which shall be accomplished early in process in order for the student to remain on track with practicum hours, competencies, and requirements.

Due to limited agency availability, an alternative placement in the same semester is not guaranteed. The Office of Field Education will make a maximum of three alternative referrals. Delayed entry due to changing placements may affect student progress in the program.

If a change of placement is granted, an alternative placement is established, and the student has been actively involved in appropriate internship activities, the student may count hours earned at the initial placement toward the total internship hours requirement for the semester; these hours must be documented on the evaluation form.

4.21. Termination from Field Practicum

An agency may request removal of a student from placement for any reason. Should an agency request

the removal of a student:

1. The College of Social Work will remove the student within a time frame that is agreeable to the agency.
2. Either prior to, or after removal of a student from the agency, depending on the urgency of the removal and the agency concerns, the practicum coordinator will discuss the situation that led to the agency request with the agency and field director, and formal documentation from the agency will be requested and added to the student file.
3. If the agency simply wishes to explore whether a student should be removed from placement, the practicum coordinator and field director or associate director may meet with agency representatives to determine options.
4. If all parties (agency and University) agree that the student can complete placement, with a documented Success Plan from the school, the student will remain in the agency.
5. If remaining with the agency is not possible, and the student is terminated from the practicum, the student will not be referred to another placement that semester. Instead, the student may be able to re-enroll in practicum when the Field Director and Associate Director or a designated proxy has met with the student, assessed the student's readiness, and deemed the student 'field ready.' Students will be provided with feedback regarding the issues and conflicts leading to their termination and can access support from their practicum coordinator in addressing the issues and conflicts and meeting identified markers of field readiness (see policy 11.2 in the Field Education Handbook).
6. A student who is terminated from practicum receives a NC on the evaluation form, which will result in an E grade for practicum. If a student is considered "field ready" and allowed to re-enroll in practicum in a future semester, any hours earned prior to the practicum termination will be nullified and the entire semester will need to be repeated.

4.22. Removal of a Student from Field Practicum

A student *may* be removed from practicum under the following circumstances:

- Request of the student
- Request of the placement agency
- Decision of the Field Education Program, including the recommendation of the practicum coordinator in consultation with the field director.

4.23. Grounds to Remove or Terminate a Student from Field Practicum

1. The student does not receive a passing grade (C+ or better) in practicum.
2. Behavioral and /or performance concerns, failure to abide by the [NASW Code of Ethics](#), agency policies, expectations, the "Guidelines for Expected Student Behavior" in the MSW Handbook (section 6.2) or the [University of Utah Code of Student Rights and Responsibilities](#). If there is an allegation of student misconduct, the CSW practicum office will initiate an administrative review.

The following are cause for immediate removal from the field practicum:

- Failure to comply with mandatory reporting requirements.
- Dual or inappropriate relationship with agency client(s).
- An attempt or threat to harm someone else.
- Repeated tardiness at the agency or tardiness without notification.
- Repeated absences from the agency or absence without notification.
- Repeated change in scheduled field hours without prior approval.
- Refusal to accept supervisory direction from field instructor, task supervisor, or agency staff.
- Inappropriate or potentially harmful behavior in connection with clients.
- Repeated concerns regarding emotional dysregulation, receptiveness to feedback, and redirection or teachability.
- Lack of progress in correcting issues or concerns identified by the field instructor or failure to comply with requirements in the Student Success Plan.

Students who have been removed from field for any reason will be referred to the Field Director/Associate Director, MSW Director or MSW Online Director, and the Associate Dean of Academic Affairs. Whether the student is allowed to return to field will depend on the seriousness of the incident(s) precipitating termination and/or the ability of the student to work through the issues resulting in termination from placement.

When concerns regarding student behavior, or student safety and well-being, are cited, a referral may be made to the University Office of the Dean of Students Behavior Intervention Team (BIT).

4.24. Practicum Appeal/Review Process

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

4.25. Re-enrollment in Field after Termination or Removal by Agency or University

As social work professionals and clinical faculty, professionals in the Office of Field Education are uniquely positioned to assess markers of readiness for professional field education. Assessing readiness for field education secondary to a termination or removal from practicum will be determined after one *or more* meetings with the practicum coordinator, Director and/or Associate Director of Field Education, and the student to consider the following factors:

1. insight into the issues and conflicts that led to the termination;
2. observed capacity for the student to reflect on, and articulate their role in the issues and conflicts that led to the termination; and
3. the proactive steps taken to minimize a potential re-emergence of similar conflicts and issues in a future practicum.

If a student does not meet these or other markers of readiness after dismissal or removal from practicum, a decision will be made regarding the student's professional readiness for social work education and enrollment status in the program.

4.26. Field Practicum Evaluation Requests

Field evaluations are stored electronically by the School of Social Work and are available upon request to third parties if the student has signed a release of information for that purpose. Third parties include, but are not limited to, potential employers, other schools, licensing boards, etc.

These documents may be obtained by e-mailing a request to the Field Education Office. Please include name, graduation date, contact information, and name and address of the school or university requesting the evaluation.

4.27. Field Education Satisfaction

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

4.28. Professional Licensing

Professional licensing in Social Work is administered by state regulatory boards in consultation with national professional organizations. Licensing laws vary from one state to another, so it is imperative that students consult with the regulatory agency in the state in which they intend to become licensed. Some state licensing standards may require special consideration in planning academic programs and practicum hours. Students should familiarize themselves with these standards. In Utah, the regulatory agency in charge of Social Work licensing is the Division of Occupational and Professional Licensing ([DOPL](#)).

The following forms of licensure are available in Utah for individuals with an MSW degree:

Certified Social Worker (CSW) must have an MSW degree from an accredited school of Social Work and pass the ASWB Master's Level Examination.

Licensed Clinical Social Worker (LCSW) must have earned 4000 hours of approved clinical work as a W2 employee of a public agency and pass the ASWB clinical exam.

Social workers in Utah must be licensed as a CSW or LCSW to work in direct practice with individuals, families, and groups. It should also be noted that CSWs must be W2 employees to accrue hours toward LCSW licensure.

More information regarding licensing is included in section 8 of this document.

4.29. 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 practicums. 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 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 that may result in threats of violence. Field instructors are expected to orient students to their agency's policies and practices regarding risk management and to assign tasks that 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 background criminal investigation checks in a timely manner.

5. Academic Advising

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

5.1. Prospective MSW Students

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

5.2. Orientation and Transition

Academic Advising assists newly admitted students with orientation and transition. Academic advisors are available to answer new students' questions about next steps such as enrollment, applying for financial aid and scholarships, and creating a semester-by-semester course plan. Advisors collaborate with MSW Program faculty and staff, as well as with campus partners, to provide students with a comprehensive orientation to the program. Students learn about program features and course options, meet faculty and staff, and learn about University resources such as the Counseling Center, CDA, and the research librarian. They are also introduced to opportunities for campus involvement and student leadership. New students are introduced to detailed information regarding grading, attendance, reporting of grievances, and other policies that impact the student experience. Key policies are also explicitly highlighted during the program orientation.

5.3. Current Students through Graduation

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

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

- Course plan and degree requirements
- Class permission code requests
- Transfer credit evaluation
- Academic concerns
- Information and clarification about University and MSW Program policies
- Petitions for consideration of exception to policy

- Information and referrals to a wide variety of campus resources, such as:
 - [American Indian Resource Center](#)
 - [Basic Needs Center](#)
 - [Career and Professional Development Center](#)
 - [Center for Childcare and Family Resources](#)
 - [Center for Disability and Access](#)
 - [Counseling Center](#)
 - [Dream Center](#)
 - [Feed U Pantry](#)
 - [Graduate School Diversity Office](#)
 - [LGBT Resource Center](#)
 - [Marriott Library Resources](#)
 - [Veterans Support Center](#)
 - [Victim advocates](#)
 - [Wellness Center](#)
 - [Women's Resource Center](#)
 - [Graduate Writing Center and E-Tutoring](#)
- Referrals for emergency funding
- Community engagement opportunities
- Scholarship information
- Graduate and professional certificates
- Applying for graduation
- Leave-of-absence requests

Apart from one-on-one advising interactions, Academic Advising also hosts a variety of workshops, events, and group advising sessions. Academic Advising collaborates with the Utah Chapter of NASW and the University's Career and Professional Development Center each year to host the Social Work Career Prep Series. This series includes opportunities to engage with alumni and potential employers via panel discussions and networking events. The Career Prep Series also includes monthly workshops that cover a variety of topics, including:

- Developing Your Professional Resume
- Social Work Licensing
- Networking
- Salary Negotiation
- Trends in Social Work Profession and Jobs Outlook

6. Academic Policies

6.1. Residency Requirements

University policy requires in-person students to complete at least 24 credit hours in resident study at the University of Utah; there is no resident study requirement for students in fully online programs. This policy does not refer to or fulfill Utah residency requirements for determination of in-state tuition.

MSW students are required to complete one year of study in full-time residency. The College of Social Work defines full-time residency as two consecutive semesters with a minimum enrollment of 15 credit hours per semester for the full time MSW Program and the Advanced Standing Program. In cases of extenuating circumstances, the MSW Director or Online Program Director may approve a reduction in credit hours, to a minimum of 9 credit hours per semester, thus extending the student's program. These requests may be considered only after a student has completed one full semester at 15 credit hours (see section IV-K, Sequencing of Courses policy). In some cases, a leave of absence may be granted (see section IV-L, Leaves of Absence policy and IV-F of this manual).

For Utah residency requirements for tuition purposes, please see the Graduate School policy [Residency – Graduate Residency Reclassification | Admissions \(utah.edu\)](#)

6.2. Registration

Registration is the first responsibility for students entering the program. Students are admitted to specific MSW Program options and are not permitted to switch options. Students can access detailed registration instructions, tutorials, and information at <http://registrar.utah.edu/register/index.php>. Admitted students need to be aware that after they receive the acceptance notice from the MSW Program, it can take up to six weeks for the admission process to the University of Utah Graduate School to be completed. Students are not able to register until this process has been completed, and they have been notified of official admission and, if applicable, received their student ID number.

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

Once a student is officially enrolled in a course, the University holds the student accountable for tuition, unless the student formally withdraws from the class(es) by the stated deadline. A student may drop a class through the CIS system until 11:59 PM, Mountain Time, on the date of the add/drop deadline, without tuition charges. After the deadline to drop without penalty has passed, a grade of “W” is placed on the transcript. The “W” grade does not affect the GPA; however, the student is still responsible for tuition. Any student withdrawing after this day will not have tuition refunded.

<https://registrar.utah.edu/handbook/withdrawal.php>.

CSW students who are University of Utah employees and are eligible for tuition benefits may need to enroll for additional credits in to maintain eligibility for tuition benefits. Please refer to the University of Utah [Graduate School](#) website for specific policies regarding this status.

The College of Social Work supplies new students with course information for registration. Each course has a class number, which is necessary for registration. Often, several sections are listed for most courses. The [online schedule](#) is updated regularly if classes are canceled or day/times/locations change.

All students who remain in good standing are eligible to register each semester, providing they maintain continuous enrollment in fall and spring semesters (summer semester excepted). If classes are full, they are strongly encouraged to check the online schedule often for changes in seating availability. Class enrollments change often until the end of the first week of the semester. Permission codes to exceed classroom caps are not given, and students are encouraged to fill their schedules with those sections that have openings. A late fee is assessed by the University if registration occurs later than dates shown in the University of Utah [Academic Calendar](#) for each semester. Students are provided with an earliest registration appointment time by the University. This and other fees can change at any time without notification, so students should regularly check the University of Utah's website.

6.3. Attendance/Absences

In all MSW courses held in person, full attendance is expected, as much of the learning is experiential and the result of classroom discussion and dialogue. All in-person courses have an attendance requirement as part of classroom participation; online courses have requirements regarding consistent student participation.

Students who are unable to attend class due to illness are expected to notify their instructors prior to their absence from class. In this case, instructors are encouraged to make alternative assignments available to the student. Students who miss more than four classes (for any reason) may not be able to pass that course. Students who can anticipate absences (such as scheduled surgeries, extra practicum requirements, etc.) are expected to meet with their instructors to discuss options available to them.

Attendance and participation are equally important in online courses. Active participation and engagement are critical to student success. Online courses will provide multiple opportunities each week for instructors to assess student attendance/participation; these opportunities may include on-time completion and submission of assignments, tests and quizzes, discussion forums, interaction with classmates, communication with the instructor, and other forms of course participation. Active participation in online discussions and timely completion of assignments require students to log in at least four times on different days throughout the week. It is imperative students check UMail, course announcements, and discussion forums daily. Students who are unable to attend/participate in class activities on time due to illness or emergency are expected to contact their course instructor as soon as possible to make alternative arrangements. Lack of attendance/participation will affect the final grade and may result in a non-passing grade.

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

The University recognizes that students may experience times of grief and bereavement due to the loss of someone close. In the unfortunate event that a student experiences the loss of a parent, guardian, sibling, spouse, roommate, or other person close to them, such that they will need to be absent from classes, they should notify – or have a friend or family member notify – the Dean of Students. Subsequently, the student is responsible for providing documentation of the death or the funeral service they attended. Documentation may include, but is not limited to, a memorial service program or a newspaper/website obituary notice. Given proper

documentation, instructors are encouraged to excuse the absence and make reasonable adjustments, modifications, or adaptations, as described in the guidelines above. (Policy 6-100: [Instruction and Evaluation](#), Section O).

6.4. Tuition Payments and Failure to Pay Tuition by Deadline

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

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

6.5. Withdrawal Policies

Students may withdraw from a course without penalty or permission by meeting University deadlines to do so. These dates are found on the [University Academic Calendar](#). Dropping classes after the deadline will result in an obligation for the student to pay full tuition, and tuition will typically not be refunded. Please see University policy for more details: <https://registrar.utah.edu/handbook/exception.php> Students who wish to petition for late or retroactive withdrawal may meet with the Manager of Student Services to discuss their options.

Students are not automatically dropped from their classes for nonattendance. Students who do not attend their classes but do not drop them or withdraw will receive an EU grade, which is equivalent to an E, or failing grade.

6.6. Proof of Immunization

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

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

6.7. Registration Holds

A hold may be placed on a student's record for various reasons, such as nonpayment of tuition failure to meet academic standards, lack of immunization documentation, or noncompliance with other University regulations/obligations. A hold on the record can impact one or more of the following:

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

To check on existing holds, log into the [Campus Information Services](#), go to your student home page, and then click on the Task Tile.

6.8. Audit or Electing CR/NC

All courses taken to fulfill graduation requirements for the MSW degree must be taken for a letter grade.

The University has the following policy on audited courses: An audit grade (V) can be elected in credit courses when no grade is desired. Students may audit a class if it is not available to be taken as non-credit, or if they want to attend the class for their own personal benefit. Students auditing a course are not held responsible for completed course work or tests during the class. An audited course will show on a student transcript with a 'V' grade and '0.00' as the awarded number of credit hours. Audited courses are not included in the student's GPA calculation and do not count for meeting the graduation requirements of the MSW Program. Tuition and fees are assessed at the same rate as classes taken for credit. Students indicate their desire to audit a class at the Registration window (#13), on the second floor of the Student Services Building, or by calling (801) 581-8969 until the fourteenth calendar day of the term.

6.9. Credit for Courses Taken Outside the College of Social Work

Students may not apply more than four credit hours of credit taken outside the College of Social Work to the MSW unless specifically approved by the MSW Director or Online Program Director to fulfill requirements for special programs, such as graduate certificates. Students enrolled in a graduate certificate may count up to six non-MSW certificate credits toward their MSW electives.

Credit is not accepted for special institutes, workshops, and conferences unless students are enrolled in a previously approved Independent Study course (Please see Section 3.5). Courses taken by correspondence or home study are not eligible for graduate credit in the MSW Program.

Only U of U graduate-level courses numbered 6000 or above will be considered for MSW credit. Proposed courses must be semester-long (or the equivalent) and involve academic requirements and classroom experiences that are comparable to courses in the MSW Program. Courses taken outside the College of Social Work and applied to the MSW degree must have direct relevance to social work and to the student's career objectives. Course content may not substantially duplicate content offered in required or elective courses offered by the College of Social Work.

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

Graduate-level courses used to obtain an undergraduate or other graduate degree may not be applied to the MSW degree.

6.9.1. Elective Credit

The MSW Program of Study includes elective credits that are part of the Specialist-Year curriculum. Regardless of their program option (including dual degree programs), MSW students may not take elective classes to count toward their graduate requirement until they have completed all Generalist-Year coursework (including practicum), with the exception of CSW Learning Abroad courses. Any exceptions to this policy must be approved in advance by the MSW Program Director or Online Program Director. No more than four graduate-level credit hours from another U of U college/program may be approved to fill the MSW elective requirements.

6.9.2. Transfer Credits

University policy prohibits transferring more than six graduate credit hours from another university to a master's degree program. Under some circumstances, a request to transfer into the University of Utah MSW Program can be granted if persons seeking transfer: 1) have successfully finished their Generalist-Year curriculum including a practicum, 2) provide a letter of good standing from their program dean, 3) certify that the courses have not been used to meet requirements for a previous degree from the University of Utah or another institution of higher education, and 4) agree to complete all the requirements of the CSW Advanced Standing program, with the understanding that only six credits from their previous program will be applied toward elective requirements. Transferred courses must have a letter grade of "B" or higher, and a letter of good standing from the dean of the student's previous MSW program must be provided.

6.10. Degree Time Limits

All students must complete their degree requirements within four years of admission to the MSW Program to receive their diploma and to meet requirements of the [Graduate School](#). Students must receive permission from the MSW Director or Online Program Director to extend their program beyond two years, either through alternate practicum arrangements or part-time or revised programs of study.

Candidates for the MSW are expected to complete the degree through continuous enrollment. Failure to enroll during any semester following admission (excluding summer) shall result in discontinuation as a graduate student unless a leave of absence has been granted.

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

6.11. Grading

All classes will carry a letter grade. Credit/no credit grades are not included in the computation of grade point averages and are not accepted in fulfillment of graduation requirements for the MSW Program. A grade below C+ in any course is not accepted in fulfillment of graduation requirements for the MSW Program.

Students may not advance in any series of sequenced courses if they earn a grade below C+ or a grade of incomplete in any of the courses required for that sequence. Students may not begin Specialist

coursework until Generalist coursework (including Generalist Practicum) is complete. Similarly, Advanced Standing students may not take fall and spring coursework unless all Bridge classes and DSM are passed with a grade of C+ or better. Approval from the MSW Director or Online Program Director is required for any exceptions to course sequencing policy.

To reach candidacy for graduation from the MSW Program, a student must have achieved an overall grade point average of 3.0. A student who has not maintained a 3.0 GPA by the end of the Generalist year may not begin Advanced Specialist coursework except with approval from the MSW Director or Online Program Director. Work on a research project in SW 6900 may be given a grade of "T" to reflect incomplete work in progress. A "T" remains on 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 C+ or better is submitted to the Registrar's Office.

Each master's program requires a distinct, complete set of coursework. Coursework used to meet the requirements of one master's program may not be used to meet the requirements of another, except in Board of Regents approved dual-degree programs. Students in the MSW/JD program must complete their courses with a passing "B" grade or better; students in the MSW/MPA and MSW/MPH programs must complete their courses with a C+ grade or better. Students in the MSW Program must complete their coursework with C+ or better to earn credit toward the MSW degree. If a student receives a grade below C+ in one of the required courses, the student must re-take the course. If a student receives a grade below C+ in one of the elective courses, the student must retake the course or substitute another elective course. Please refer to Section 3 of this handbook for credit requirements.

6.11.1. Posting of Grades

In most courses, faculty members post grades in Canvas for individual assignments and tests throughout the semester. Students access their final grades for all classes at the end of the semester through their CIS account.

6.11.2. 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 of a family member, serious illness, or accident). The grade of "I" must be used only for a student who is passing the course, and who has at the time of the request completed 80% or more of the requirements of the course.

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

Students must maintain a minimum 3.0 cumulative GPA to be in good academic standing and to be approved by the U of U Graduate School for graduation; the Graduate School does not accept or permit appeals for exception to the minimum GPA policy for graduation.

6.12. Course Sequencing

Students completing any program option, including dual degrees, must take courses in the sequence outlined in the appropriate course checklist. Students are not allowed to register for any Specialist year classes (including electives) until all Generalist year courses, including a practicum, are completed. Students seeking an exception to this policy must secure the prior approval of the MSW Director or Online Program Director.

6.13. Leave of Absence

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

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

An individual seeking a leave of absence must have completed a minimum of one semester with a GPA of 3.0 or above. A written request for a leave of absence must be submitted to the MSW Director or Online Program Director. This request should provide the following: (1) reason for request; (2) period of absence requested; (3) description of academic work completed and (4) a proposed plan for completion of additional work required for graduation. It should be accompanied by the University Graduate School approval form for a [Leave of Absence](#) and submitted to the Registrar's Office. The leave of absence will be void if a student registers for classes in a semester for which a leave has been granted.

6.13.1. Retroactive Leave of Absence

A leave of absence may not be granted retroactively. The form requesting a leave of absence for a current semester must be submitted to the Registrar's Office on or before the last day of regular finals for the semester the leave of absence is requested. Students must officially withdraw from classes in any semester for which a leave is granted; failure to formally withdraw results in the reporting of E or EU grades for all classes and result in the student being responsible for any unpaid tuition.

6.13.2. Returning to the MSW Program after Leave of Absence

To return to the MSW Program after a leave of absence, the student must register for the semester immediately following the leave (excluding summer semester). A student who fails to register at the end of the approved leave will automatically be removed from the MSW Program. In this case, the student will be required to reapply to the program and University of Utah Graduate School.

6.14. International Students

International Students on an F1 or J1 visa taking a vacation semester must obtain permission from the International Student and Scholar Services Office prior to requesting a [Leave of Absence](#). Leaves for international students will only be approved for one semester.

6.15. Reapplication

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

6.16. University Policies and Transcripts

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

An exception to University policy is warranted only in cases involving unusual or extenuating circumstances that would normally not be faced by other students. Modification of the record for the sake of appearance does not constitute a justification for exception to policy. [Petition requests](#) must be submitted within three years of the affected term(s) or prior to graduation from the University, whichever comes first.

7. Graduation Requirements

7.1. Academic Requirements

Sixty credit hours minimum are required for graduation from the MSW Program; 45 credit hours are required for Advanced Standing students. To graduate and be listed on the convocation program, all pending Incompletes, “T” grades and practicum hours must be completed by the end of the semester in which graduation is desired. Students are 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 Generalist year and Specialist year courses as outlined in Tables 2 and 3, in the order and time sequence established, may result in delayed graduation.

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

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

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

7.1.2. On-Time Applications

To apply on or before the graduation due date, the student should simply click on the [Graduation](#) tile on the Student Homepage in Campus Information Services (CIS) and follow the instructions. Note: This link does not become active until the student’s Supervisory Committee has been entered into the Graduate Tracking System. A separate Application for Graduate Degree is required for each major to which the student is applying.

TERM	DEADLINE TO APPLY
Fall Graduation (December)	September 3
Spring Graduation (May)	January 29
Summer Graduation (August)	May 26*

*Students who submit their applications for graduation by March 1st will have their names included in the Spring Convocation Program.

7.1.3. Late Application/Reapplication

A [Late/Reapplication for Graduate Degree](#) is required in the following cases:

- Applicants who missed the deadline to apply on time.

- Candidates denied graduation in a previous semester.
- Candidates who have already applied for graduation and need to reapply to a future semester.

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

A [Late/Reapplication for Graduate Degree](#) may be submitted as an attachment in an email from the student's UMail account to graduation@utah.edu.

7.1.4. Summer Graduation

Students may extend their program requirements, including the practicum during summer semester with a graduation date of August instead of May. All requirements must be completed (including the practicum) by the end of the summer semester following commencement exercises. The degree is not conferred until all program requirements are met.

International Phi Alpha Honor Society for Social Work University of Utah Lambda Iota Chapter

Phi Alpha Honor Society for Social Work University of Utah Lambda Iota Chapter extends membership each year to outstanding graduate students. Phi Alpha Honor Society for Social Work membership is offered to the top 37.5% of the graduating social work class. Students are notified by the appointed academic advisor by email. Students then receive information from Phi Alpha with instructions on how to become a member, which includes a lifetime membership fee. Students will receive a membership certificate, card, and pin. Members can wear the Phi Alpha pin and cords at graduation. Students may receive other invitations to join honorary societies; however, the Phi Alpha is the only honor society added to the University of Utah transcript and the CSW Convocation program.

8. Utah State Licensure, Certification, and Memberships

Information in this section applies to Social Work licensure in the state of Utah. Out-of-state students are strongly encouraged to consult their state office of professional licensing regarding relevant requirements.

8.1. Certified Social Worker (CSW)

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

8.2. Licensed Clinical Social Worker (LCSW)

- A CSW is eligible to become an LCSW after obtaining 4000 hours of post-master's supervised clinical experience as a W2 employee, obtained in no less than two years, and passing [the ASWB Clinical Examination](#). Please visit the [DOPL](#) website for updated instructions and detailed rules and regulations regarding the LCSW license.
- Fees are associated with both the ASWB exam and LCSW licensure. Please visit the [ASWB](#) and [DOPL](#) websites for current fee schedule.

8.3. School Social Worker License (Educator)

An applicant for the School Social Worker **license** must have:

- Completed an approved program for the preparation of School Social Worker, including an MSW degree from an accredited institution. The CSW has a School Social Work career path to prepare social workers for the license. This career path requires successful completion of SW 6650 and 6651 in addition to the practicum mentioned below. The MSW degree must be obtained and posted before submitting the School Social Worker application.
- Acquired and/or demonstrated competence as specified in the "Standards for Approval of Programs for the Preparation of School Social Workers" adopted by the Utah State Board of Education. (These standards are taught as part of the MSW curriculum.)
- Out-of-state students should check requirements for School Social Workers in their state.
- Completed an approved School Social Work MSW practicum in a school setting, which includes, as part of the practicum, a minimum number of hours at a school site supervised by a school social worker. All school social work practicum placements must receive prior approval from the Office of Field Education.
- School Social Worker **license** applicants should contact the Field Education Office for further instructions.

- Requirements change so students should refer to the [Utah State Board of Education](http://www.schools.utah.gov/curr/licensing) for updated licensing requirements <https://www.schools.utah.gov/curr/licensing>

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

8.4. Professional Certification in Addition to State Licensure

8.4.1. Academy of Certified Social Workers (ACSW)

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

8.4.2. Registered Clinical Social Worker

Registered Clinical Social Worker is open to all MSW graduates who have obtained certification by the Academy of Certified Social Workers (ACSW). Graduates 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 10 years.

8.4.3. Diplomate of Clinical Social Work (DCSW)

An applicant must be eligible for listing in the NASW Register of Clinical Social Workers, and have completed three years of additional clinical experience and passed the appropriate examination.

8.4.4. National Association of Social Workers (NASW)

The professional organization for social workers is the National Association of Social Workers (NASW). The State of Utah has an active chapter that sponsors an annual program meeting for all social workers and friends of Social Work. Students are encouraged to join NASW as student members with reduced student rates. Students may serve as the University of Utah or MSW student representative to the NASW Chapter Board. More information is available by calling 801-583-8855 or at www.utnasw.org.

The profession of Social Work has developed a Code of Ethics for social workers' conduct and comportment. The Code 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. Students in the College of Social Work are expected to comply with the NASW Code of Ethics. The Division of Professional Licensing uses the NASW Code of Ethics as the standard in all its business concerning social workers.

Noncompliance with the Code is grounds for dismissal from the program. Students and professionals are encouraged to read the [NASW Code of Ethics](#) carefully and refer to it often.

9. Students' Rights and Responsibilities

9.1. Student Code

The [University of Utah Code of Student Rights and Responsibilities](#) contains important information about students' rights and responsibilities, including:

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

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

9.2. Student Behavior Guidelines

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

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

- scholastic performance
- ethical and professional skill development and behavior
- personal and social development.

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

Student behavior that is contrary to the ethics of the profession will be reviewed at the appropriate level to determine the student’s appropriateness for continuation in the program. Behaviors that warrant such a review are based on the [NASW Code of Ethics](#), the [University of Utah Student Code](#), and the guidelines below. All students are expected to exhibit the standards of behavior described in these policies. Faculty, field coordinators, field instructors, administrators, and others with whom students interact within the College of Social Work community use these guidelines to ensure that students meet academic, behavioral, and professional standards. Students are responsible for familiarizing themselves with all MSW student policies, including those outlined in the College of Social Work MSW Student Handbook.

9.2.1. Values, Ethics, and Behaviors of MSW Candidates

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

Table 5. Values, Ethics, and Behaviors Required of MSW Candidates

Values, Ethics, and Behaviors Required of MSW Candidates
Responsibility and Accountability Behaviors
<ul style="list-style-type: none"> • Understand that becoming a social work professional is a privilege, not a right.
<ul style="list-style-type: none"> • Adhere to the NASW Code of Ethics and demonstrate identification with the profession’s values, including integrity and congruence between professional and personal behavior.
<ul style="list-style-type: none"> • Use appropriate channels of communication and procedures for addressing problems and concerns at the College of Social Work as outlined in this handbook.
<ul style="list-style-type: none"> • Demonstrate an awareness of the importance of communicating directly with the involved personnel and through the prescribed medium.
<ul style="list-style-type: none"> • Demonstrate an ability to provide timely feedback and/or information in a process wherein such is requested, i.e., respond to requests for communication (such as emails, phone calls, and meeting requests) with faculty, advisors, and administrators in a proactive and timely manner.
<ul style="list-style-type: none"> • Attend classes and turn in assignments, including field placement documentation, in a proactive and timely manner.
<ul style="list-style-type: none"> • Participate in group activities and assignments appropriately.
Social and Interpersonal Behaviors
<ul style="list-style-type: none"> • Demonstrate the emotional health required for the appropriate utilization of intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities attendant to education including practicum, and for the development of effective relationships with colleagues and clients.
<ul style="list-style-type: none"> • Monitor personal emotional and physical health and understand when it is necessary to seek or return to appropriate self-care measures in a proactive manner.
<ul style="list-style-type: none"> • Develop appropriate, sensitive, and professional relationships with individuals of all genders, gender expressions, ages, races, lifestyles, political beliefs, sexual orientations, religious beliefs or practices, and cultural backgrounds, as well as with their families; with other health and mental health care providers; and with members of the learning and working community.
<ul style="list-style-type: none"> • Respect and support client self-determination.

Values, Ethics, and Behaviors Required of MSW Candidates

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

Self-Awareness Behaviors

- Critically examine areas of potential conflict between personal and/or professional values, making changes where necessary to ensure these values are congruent.
- Express ideas and feelings clearly, demonstrating a willingness and an ability to listen to others (speaking and listening to understand, not judge).
- Exhibit knowledge of how one's own values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships.
- Understand the effects of personal statements and behaviors on others and demonstrate the ability to modulate one's behavior to promote a productive professional environment and appropriate relationships.
- Exhibit a willingness to examine and change behavior when it interferes in working with administrators, faculty, peers, and others in the social work community.
- Accurately assess personal strengths, limitations, and suitability for professional practice.
- Show awareness of self and how one is perceived by others.
- Exhibit openness to new ideas, differing opinions and feedback from others, integrating these into professional and student roles/performance.
- Demonstrate a commitment to critical thinking, self-evaluation, and lifelong learning.

Communication and Respect for Others

- Exhibit the ability to communicate professionally, effectively, and sensitively with administrators, faculty, peers, and with treatment teams and clients in practicum settings. Communication includes not only speech or face-to-face communication but also nonverbal and written communication.
- Show respect and nondiscrimination for those different from self, demonstrating effective and nonjudgmental relationships, providing assistance and services regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation/identity/expression, and cultural/value systems.
- Do not engage in imposition of personal religious, sexual, and cultural values on others.
- Seek knowledge and experiences to become an ally to diverse individuals, families, and groups.
- Uphold a classroom atmosphere that is conducive to learning, including interacting with instructors and peers in a considerate and cooperative manner.
- Resolve conflicts in a manner that respects the dignity of every person involved.
- Understand that engaging in demeaning or aggressive behavior such as heckling, bullying, or intimidating anyone in the College community is unacceptable and against the [Student Code](#) at the University of Utah.

Honesty

- Practice law-abiding behavior and be free of criminal charges or convictions for behaviors that are contrary to professional practice. If a criminal charge occurs while in the program, the student must disclose this information to the MSW Program Director immediately.

Values, Ethics, and Behaviors Required of MSW Candidates

- Demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; do one's own work; give credit for the ideas of others; and provide proper citation of source material.
- Appropriately credit ideas developed, and work done by others, including information from group presentations. Understand that, in most circumstances, submitting research or any materials to fulfill requirements in more than one class is dishonest and violates the University of Utah's Student Code. A more detailed explanation can be found in the [Student Code](#).

Confidentiality

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

9.2.2. Consequences and Processes

In situations where students demonstrate unacceptable or inappropriate behavior, the MSW Program may take actions, up to and including termination of a student's participation in the Program, based on professional nonsuitability, if the CSW, administration determines that a student's behavior does not meet the expectations of the NASW Code of Ethics, the MSW Program Handbook, the University of Utah Student Code, or the behavioral standards listed here. Problems with professional academic expectations may include, but are not limited to:

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

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

9.3. Suspension and Dismissal Policy

The ability to successfully complete the MSW Program hinges on a student's success in both class and practicum. Students are expected to demonstrate achievement in class grades, as well as learn and demonstrate the professional behaviors necessary to become a successful social work professional. Every effort is made to detect academic problems early and to intervene before they become serious. For that reason, students who receive a final grade of "C" (or "B" for the MSW/JD program) or lower in any class is required to meet with their academic advisor to develop a plan for academic remediation. Moreover, any faculty member or practicum supervisor who becomes aware of behaviors that demonstrate a student's failure to learn and apply the professional skills required of a social work professional may present such concerns to the MSW Program Director or Online Program Director. Such concerns will be addressed with the student, and failure to remediate concerning behaviors could result in probation, suspension, or dismissal from the MSW Program.

If a student's cumulative GPA in the MSW Program falls below 3.0, the student will be notified that they are on academic probation and will be required to work with the MSW Director or Online Program Director to develop a remediation plan, which will be monitored on a regular basis. Continued failure to demonstrate the required competencies and/or professional behaviors in class and in the practicum are grounds for dismissal from the MSW Program. Cause for dismissal includes, but is not limited to, the following:

- Failure to maintain a 3.0 cumulative GPA for two consecutive semesters.
- Receipt of a failing grade (C or lower) in practicum in any semester during the program. *
- Receipt of a failing grade (C or lower) in the same social work course twice, excluding practicum. *
- Documented failure to demonstrate achievement of the required competencies or professional behaviors in the practicum, resulting in termination from a practicum site.
- One or more documented incidents of a violation of the Guidelines for Expected Student Behavior as stated in Section 6.2 of this Handbook
 - [NASW Code of Ethics](#)
 - [University of Utah Code of Student Rights and Responsibilities](#)
 - Practicum agency policies.

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

*Note: Students in dual-degree programs are responsible for meeting the grade requirements in both programs.

Students may appeal academic actions taken by the MSW Director or Online Program Director by following the procedures spelled out in the [University of Utah Code of Student Rights and Responsibilities](#), Section IV: Student Academic Performance.

Students in the MSW Program must complete their coursework with C+ or better to earn credit toward the MSW degree. Students in the MSW/JD program must complete all required coursework in both programs with a passing grade of “B” grade or better. Students in the MSW/MPA and MSW/MPH programs must complete their courses with a C+ grade or better. In the MSW and dual degree programs, students must maintain a 3.0 GPA. Students will not earn credit for any grade of “NC” given in a course outside the MSW Program. If a student receives a grade below C+ (or “B” for the MSW/JD program) in one of the required courses, the student must retake the course. If a student receives a grade below C+ (or “B” for the MSW/JD program) in one of the elective courses, the student must retake or substitute another elective course. Please refer to Section 3 of the Handbook for credit requirements.

Students must also maintain a minimum 3.0 cumulative GPA to be in good academic standing and to be approved by the U of U Graduate School for graduation; the Graduate School does not accept or permit appeals for exception to the minimum GPA policy for graduation.

9.4. University of Utah Academic Misconduct Policy

Excerpted here from the [University of Utah Student Code](#) is policy regarding academic misconduct:

- “Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.
 - “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to: copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.
 - Misrepresenting one's work includes, but is not limited to: representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.
 - “Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to: representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
 - “Fabrication” or “falsification” includes reporting experiments or measurements or statistical analyses never performed, manipulating or altering data or other manifestations of research to achieve a desired result, falsifying or misrepresenting background information, credentials or other academically relevant information or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or

judgments of data and/or results.

- “Academic sanction” means a sanction imposed on a student for engaging in academic or professional misconduct. It may include, but is not limited to: requiring a student to retake an exam(s) or rewrite a paper(s), a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student's degree or certificate. It may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.
- “Arbitrary and capricious” means that there was no principled basis for the academic action or sanction.
- “Behavioral misconduct” includes acts of misconduct as further defined in Section III A.
- “Behavioral sanction” means a sanction imposed on a student for engaging in behavioral misconduct. It may include, but is not limited to: a written reprimand, the imposition of a fine or payment of restitution, community service, probation, or suspension or dismissal from the University.”

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

9.5. College of Social Work Academic Misconduct Policy

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

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

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

If the Faculty/Instructor or other individual believes a student has engaged in academic misconduct, the

process moves forward according to the rules found in the Student Code, University Policy 6-400(V). According to policy 6-400, the faculty member shall make a reasonable effort to discuss the allegation of academic misconduct with the student and determine whether academic misconduct has in fact occurred, using the preponderance of evidence standard, which is that the alleged misconduct is “more likely than not” to have occurred.

9.5.1. A Summary of Steps to be Taken

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

- After receiving a complaint or the discovery of the alleged misconduct, the faculty member/instructor must make a reasonable and documented effort to discuss the alleged misconduct with the student within 20 business days and give the student an opportunity to respond.
- The student’s written response (via UMail), if any, must occur within the 20 business days herein granted above in step 1.
- The faculty member/instructor must provide the student with written notification of the sanction (delivered via UMail and/or registered mail), if any:
 - Within 10 business days after receipt of the student’s response indicated above.
 - At the end of the 20-day period if no response is provided (step #2), the faculty member/instructor will complete the review and give the student written notice of the academic sanction (via UMail and/or registered letter), if any.
 - A copy of the written notice must be sent to the Dean in the College of Social Work.
 - If the faculty member/instructor recommends a failing grade in the course, the Senior Vice President for Academic Affairs must also be notified in writing.
- If the faculty member/instructor determines that academic misconduct has occurred, the documented sanction(s) recommended by the faculty member/instructor or subsequent review levels may include:
 - verbal or written warning
 - requiring the student to revise and resubmit work
 - a grade reduction on the assignment
 - a grade reduction for the course
 - a failing grade for the assignment
 - a failing grade for the course
- If the faculty member/instructor believes the academic misconduct also warrants an academic sanction of probation, suspension, or dismissal from the CSW or the University of Utah, the faculty member/instructor will prepare a complaint and recommendation and refer the matter to the Dean or Dean’s designee within 30 business days of discovery of the misconduct. The faculty member/instructor will also notify the student of the complaint and recommendations at that time. The case then follows the procedures outlined in Policy 6-400(V) <http://regulations.utah.edu/academics/6-400.php>.
- A student who believes that an academic sanction is arbitrary and capricious should discuss the academic sanction with the faculty member/instructor and attempt to resolve the situation.
- If the student and faculty member/instructor are unable to resolve the disagreement, the student may appeal that decision, in writing, to the CSW Academic Appeals Committee within 15 business days of receiving the written notice of the academic sanction.
- A student appeal, or a faculty member/instructor’s written complaint for greater sanctions, shall

proceed before the CSW Academic Appeals Committee as specified in Policy 6-400(V)(C). Policies governing the Academic Appeals and Student Review Committee are provided in Policy 6-400, Section V-C. Within 10 business days of the completion of the ACA hearing, the ACA shall prepare and submit its written findings and recommendations to the Dean.

- The Dean shall issue a final decision within 10 business days of receipt of the ACA findings and recommendations. Notice of the decision shall be communicated to the parties, to the chair of the ACA, and to Senior Vice President for Academic Affairs.
- Any party may appeal the dean's decision to the Senior Vice President for Academic Affairs within 10 business days of the Dean's decision.

9.5.2. Faculty Member/Instructor Responsibilities

The faculty member or instructor's responsibilities in this situation include:

- If the Faculty member/instructor determines that no academic misconduct has occurred, the instructor will document that the student is not responsible for any academic misconduct; this documentation will be shared only with the student.
- If the faculty member/instructor determines that academic misconduct has occurred and, after meeting with the student, the faculty member/instructor and the student agree on the resolution of the situation, the faculty member/instructor must document the misconduct and the steps taken, along with the resolution and send the documentation to the student and the program director. Such a resolution may be used and approved only when the Dean or Dean's designee knows the current misconduct is the only instance of misconduct documented in the student's file. If the resolution includes failure of the course, the faculty member/instructor will also notify the Senior Vice President for Academic Affairs.

9.5.3. Appeal to Academic Appeals Committee

- If the faculty member/instructor and the student do not agree on a resolution of the situation, the student may initiate an appeal, in writing, to the CSW Academic Appeals Committee. The Academic Appeals Committee (AAC) of the CSW will convene a hearing as required by Policy 6-400(V)(C) to determine whether academic misconduct occurred and make a recommendation to the Dean. The committee may recommend any academic sanction it deems appropriate under the entire circumstances of the case, including but not limited to suspension or dismissal from the program and the University. If the sanction includes failure of the course, the AAC will also notify the Senior Vice President for Academic Affairs. The sanction will be noted in the resolution of the case along with the student's right of appeal as specified in Policy 6-400: <http://regulations.utah.edu/academics/6-400.php>.

9.5.4. Review and Decision by the Dean or Designee

The Dean of the College, or designee, shall consider the documentation submitted to the Committee and the findings and recommendations of the Committee in deciding whether academic misconduct has occurred. Based upon such review, and without conducting further hearings, the Dean of the college, or designee, shall, within 10 business days, take one of the following actions:

- Accept the Committee's findings and recommendations.

- Return the report to the Committee chair, requesting that the Committee reconvene to reconsider or clarify specific matters, materials, and issues, and forward to the Dean of the college, or designee, a second report of its findings and recommendations relating to the specific matters referred by the Dean of the college, or designee, for further consideration.
- Reject all or parts of the Committee's findings and recommendations, stating reasons and actions to be taken.

Written notification of the Dean's, or designee's, decision shall be communicated to the parties, to the chair of the Academic Appeals Committee, and to the cognizant vice president within 10 business days after receipt of the recommendation. The Dean's, or designee's, decision is final unless appealed to the cognizant vice president within 10 business days after receipt of the decision.

9.6. College of Social Work Social Media Guidelines

Use of social media entails obligations and liabilities that should be carefully considered by students and social workers. Students should ensure their use of social media reflects the values articulated in the [NASW Code of Ethics](#) and follows MSW Program policies. The NASW Code of Ethics is binding on Social Work students and professionals working in the field, regardless of NASW membership. Violations in this area may result in negative consequences, impacting an individual's academic program, practicum placements, employment opportunities, and chosen profession.

In using social media, CSW students and practitioners are expected to:

- Respect the provider/client relationship.
- Post content respectful of themselves and others (including other students, colleagues, faculty, and staff).
- Assume a much larger group may see their social media posts, as well as comments made on those posts. Know that once something is posted, it is beyond control, as others may screenshot it, forward it, save it, etc.
- Avoid posting distasteful, immature, or offensive content, which may limit or eliminate job prospects, professional references, or other opportunities.
- Avoid identifying themselves in a manner that misrepresents their affiliation with the University of Utah, the College of Social Work, and/or their practicum agencies. If a post could be misinterpreted as representing the University of Utah, the CSW, and/or one's practicum agency, clarifying language is recommended.
- Maintain the privacy and confidentiality expected in classroom discussions and practicum. Individuals should not post identifiable client information. *Students may face academic action for inappropriate disclosures of confidential information.*
- Avoid posting content that disrupts or materially interferes with University and College of Social Work activities, or that might lead University authorities to reasonably foresee substantial disruption or material interference with University and/or College activities.
- Communicate directly any questions or concerns about MSW Program curriculum, policies, classroom conduct, practicum placements, etc. with College of Social Work faculty, staff, and administration.
- Communicate with the original poster if they see content posted by peers that appears unprofessional. If the behavior significantly violates professional norms and the posting individual does not take appropriate action to resolve the situation, the matter should be reported to the MSW Director or Online Program Director.

9.7. Additional Resources

- Social Worker's Guide to Social Media from the University at Buffalo School of Social Work: <https://socialwork.buffalo.edu/resources/social-media-guide.html>
- New NASW Code of Ethics Standards for the Digital Age by Frederic G. Reamer, PhD, *Social Work Today*: <https://www.socialworktoday.com/archive/081617.shtml>
- Example of a professional social media policy by Dr. Keely Kolmes, PsyD: <https://www.drkkolmes.com/docs/socmed.pdf>

9.8. Student Records – University Policy

9.8.1. General

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

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

9.8.2. Access and Challenge of Accuracy of Records

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

9.8.3. Matters Prohibited in Official Records

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

9.8.4. Official Disciplinary Records

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

9.8.5. Confidential Character of Student Records

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

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

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

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

Records created or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in that capacity, which are created, maintained, and used only in connection

with treatment of a student are not available for review except by an appropriate professional of the student's choice, or in compliance with an order from a court of competent jurisdiction.

9.8.6. *Treatment of Official Records Following Graduation or Withdrawal*

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

10. General Guidelines

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

The MSW Program promotes informal conflict resolution in order to create opportunities to teach and practice discussing differences.

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, social workers benefit from practicing relationship building, which entails creating trust as well as learning to resolve conflict in ways that promote growth. This approach to resolving differences between students and faculty requires an open mind in dealing with conflict, being courageous in taking the risks involved, and appreciating that more than one way is available to define problems and situations.

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

- Giving and receiving feedback.
- Checking perceptions and keeping an open mind.
- Being empathetic.
- Examining the data from multiple perspectives.

10.2. Pregnancy, Parenting, Family Leave

Students who are expecting to be or become parents during their MSW Program may have some of the following options available to them, such as continuing full-time, moving to a part-time program, or taking a leave of absence. Such students are encouraged to meet with their academic advisor as soon as possible to explore their options. Students are responsible for reviewing the following related University policies: <https://oeo.utah.edu/> and <https://regulations.utah.edu/academics/6-400.php>.

Students who are expecting to be or become parents during the MSW Program may apply for a [formal leave of absence](#) for one or two semesters (up to one year). Such students must have completed at least one semester in the MSW Program and be expecting or have a newborn or a newly adopted child. Students who request a leave of absence should meet with their academic advisor prior to the approval of the leave to plan their modified program of study. Please keep in mind that missing one semester or a year will significantly delay progress in the program and graduation dates. Students should refer to the Leave of Absence policy in this handbook for guidelines regarding leave (see Section 6.13). Pregnant students and students who are breastfeeding should be aware of resources to support them in the College, such as access the lactation room (Rm 329) to rest or breastfeed. Either the staff in the main office (first floor) or the MSW Program office staff in Suite 331 can open this room as needed. Please see childcare.utah.edu for additional campus resources.

Students who experience a medical condition associated with their pregnancy and need accommodations recommended by their medical provider should contact the University's Title IX Coordinator, who will work with the student, cognizant faculty, and administration to determine what

accommodations are reasonable and effective. <https://oeo.utah.edu/>

10.1. Children on Campus

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

The College of Social Work is an educational and employment setting. Due to our nature and purpose, it is generally not in the child's best interest to be unattended in this environment. No childcare services are available at the College; however, facilities are located on campus, and a variety of public and private agencies are located in the area.

Children are welcome to visit the College when parents/guardians can provide the direct supervision of their children and ensure that others are not disturbed or disrupted. It is inappropriate for a parent/guardian to ask members of the college community—faculty, staff, or students—to assume these responsibilities, unless they are leaving the child(ren) in a college program sanctioned for children.

Children may not attend CSW classes with enrolled students nor be in the classroom during scheduled class times unless they are present for a specific activity in the classroom at the invitation of the instructor. The discussion of topics may not always be appropriate for young children present in the classroom. We acknowledge that emergencies and other situations may occur that are difficult to control. When your children are ill or out of school for another reason, please take the time to make arrangements to have them supervised in an appropriate setting.

10.2. Animals on Campus

Rules for animals on campus are as follows: For more information please review the entire policy here: <https://regulations.utah.edu/administration/3-231.php>

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

10.3. Violations of Policy

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