



**UtahState**  
UNIVERSITY

# Master of Social Work Student Manual 2014-2017

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Utah State University

**This handbook is a guide for USU MSW students. This is not a contract and does not supersede University regulations. This handbook may be changed at any time by the Social Work Program.**

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**Utah State University**  
DEPARTMENT OF SOCIOLOGY,  
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Dear Master of Social Work graduate students:

On behalf of the Department of Sociology, Social Work & Anthropology, I am very pleased to welcome you into our MSW program! We are excited about the opportunity to offer this graduate degree at Utah State University, and are pleased that you have decided to become a part of the program.

As you will quickly discover, the faculty members in our Social Work program are dedicated teachers and scholars with substantial experience both as social work practitioners and as educators. They share a deep commitment to insuring that you will have an outstanding educational experience at USU, and that you will leave our program well-prepared to pursue the next phase of your careers as social work professionals.

As one of a limited number of students who have been accepted into the MSW program, you are part of an exclusive group. You and your fellow students will have unique opportunities to work closely with individual faculty members. We are confident that upon completion of degree requirements your training and graduate degree credentials will create many opportunities for professional employment and career advancement.

We look forward to getting to know you, and to your active and successful involvement in the MSW program!

Sincerely,

Leon Anderson, Ph.D  
Department Head  
Sociology, Social Work & Anthropology (SSWA)



Dear MSW students:

We are delighted that you have decided on social work as your profession – welcome! All the social work faculty join me in extending our very best wishes and congratulations to you all. We believe your presence in our MSW program indicates your commitment to social work values, in particular, the principle of social justice, and we applaud you for that.

Social work is a challenging profession but ultimately quite satisfying. In both classroom setting and practicum placements you will work hard but we expect you to be empowered by your social work knowledge, skills and values just as we expect you to work toward empowering clients toward their own self-determination.

This Student Manual has been designed to help you. Study it carefully because it contains the answers to the most commonly asked questions about our curriculum (including the practicum experience), and other important support services both in and out of our program. We hope it helps you with most of your concerns but if we have failed to include something you consider important, please let us know as this is a work in progress.

Faculty are here to help you – come in and meet us, we want to get to know you.

Again, welcome social workers!

Sincerely yours,

Terry Peak, M.S.W., Ph.D.  
Director, Social Work Program  
Department of Sociology, Social Work and Anthropology

## **INTRODUCTION**

USU's main campus is located in the city of Logan in northern Utah's Cache Valley, 80 miles northeast of Salt Lake City. The university system also includes regional campuses located in northern (Brigham City & Kaysville), western (Tooele), eastern (Vernal/Roosevelt), and southeastern (Moab) parts of the state as well as the USU-Eastern campuses in Price and Blanding.

USU's Social Work program offers both a baccalaureate degree and a Master's degree (MSW) in social work. The baccalaureate program is accredited by the Council on Social Work Education (CSWE) and meets requirements established by the State of Utah for licensure of social service workers. The Social Work program at USU was the first such program in the state of Utah and it has graduated students since 1937. A distinct BA/BS degree in social work has been awarded since 1953. The social work program successfully met the first CSWE accreditation standards in 1974 and all subsequent reaccreditation requirements. The MSW program was granted initial accreditation by CSWE in 2012 (retroactive to 2008). Both programs are in process to be reaccredited June 2015.

Our MSW program enjoys wide community support. As derived from the University mission, our MSW program is involved in addressing the issues and needs of our region. For example, through their practica, MSW students not only achieve professional competencies, but also provide valuable community services to the people of Utah. Many agencies could not serve their existing client base without the help of our students. The MSW program significantly enhances the Social Work program's ability to meet the needs of our community partners throughout the state and region.

The Social Work program is part of the Department of Sociology, Social Work and Anthropology (SSWA) which is housed in the College of Humanities and Social Sciences (HaSS). We have twelve full-time faculty members; six of whom primarily support the MSW program. Our faculty members contribute to the betterment of society through their teaching, their research, and their service and practice activities. Some examples of faculty contributions include:

- Strengthening the ability of women to function independently and succeed in society,
- Facilitating the flow of information about nursing home quality of care issues to audiences who might be able to address and correct problems,
- Evaluating programs for victims and perpetrators of family violence,
- Training child welfare staff,
- Conducting research on teaching methodologies, and
- Securing both internal and external funding that supports student research.

Faculty contributions illustrate our commitment to and on behalf of both diverse and at-risk populations, the values and ethics of the profession, and to a view of social work practice that incorporates a variety of professional roles and responsibilities.

## **LICENSURE**

In the state of Utah, USU graduates with a Masters degree in Social Work are eligible to be licensed as certified social workers upon graduation and are qualified to pursue licensure as certified or clinical social workers. Students may obtain further information on licensure from:

Department of Commerce  
Division of Occupational and Professional Licensing  
160 E 300 S  
PO Box 146741  
Salt Lake City, UT 84114-6741  
Tel: 801-530-6628  
Toll free in Utah: 866-275-3765  
Fax: 801-530-6511  
<http://www.dopl.utah.gov>  
[utah@aswb.org](mailto:utah@aswb.org)

## II. MSW PROGRAM

### A. PROGRAM MISSION

**THE PROGRAM'S MISSION IS TO PREPARE SOCIAL WORKERS FOR GENERALIST AND ADVANCED GENERALIST PRACTICE IN A DIVERSE SOCIETY AND TO EQUIP STUDENTS WITH THE KNOWLEDGE AND SKILLS ESSENTIAL TO THE ENHANCEMENT OF THE QUALITY OF LIFE FOR ALL PERSONS.**

The mission of Utah State University's MSW program is consistent with the intent of CSWE Educational Policy (EP) standards regarding the purpose and structure of social work education and with the University's mission and vision (provided directly below). The mission is grounded in the Social Work Program's guiding philosophy which is based on two broad traditions: generalist and advanced generalist social work practice and the land grant university heritage. The program is committed to enhancing the quality of life in Utah, the nation, and the world, through service learning, leadership development, research and extension, and is reflective of the fundamental need to adjust social institutions to the democratic and egalitarian ideals of both the University and the Social Work profession.

The Social Work program at USU recognizes the historic importance of social welfare in re-balancing the country's economic and social structure. The program is committed to the resolution of contemporary human social problems, such as poverty, racism, discrimination, and economic injustice. The program seeks to instill in its graduates a deep commitment to the profession's traditional concerns with social justice and social welfare.

- The **MSW program** emphasizes the advanced generalist practice knowledge and skills essential to the tasks of promoting social welfare, especially among vulnerable populations, in institutions such as education, health, employment, housing, and criminal justice. The program is dedicated to the development of professional social workers who understand the need to advocate for vulnerable populations, and to work toward the establishment of societies free from poverty, violence, oppression, and discrimination.
- Students admitted to the MSW program are expected to have a solid liberal arts undergraduate foundation enabling them to think critically, to express themselves clearly both orally and in writing, to understand and apply scientific principles, to appreciate our pluralistic society and the implications of human diversity, and to appreciate the person-

environment interface that is critical to our curriculum. Additionally, we expect that their liberal arts background will have provided students with essential knowledge about values and ethics, diverse cultures, social problems, and the institutional structures of society.

**University Mission:** The Mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery and engagement.

**University Vision:** Utah State University, as a state-wide multi-campus system, will be internationally recognized for its exceptional learning opportunities and world-class research. We strive to achieve the highest level of excellence in learning, discovery, and engagement in an environment of trust and respect. We endeavor to expand educational access to a diverse community. We seek to enhance the quality of life for individuals and communities, by promoting arts and cultural programming, by working toward environmental sustainability, and by developing the technologies of tomorrow to drive economic development in Utah, as well as in the global marketplace.

## **B. MSW PROGRAM GOALS**

### ***Why Social Work?***

*Social Workers interact with diverse populations and seek to improve the quality of life for those who exist on the margins of society. An MSW degree is evidence of the skills needed to accomplish that goal and unlock the door to upward career mobility. The MSW degree is often required for supervisory or management-level positions, and can lead to higher salaries. Job prospects in social work are expected to grow faster than average in the next decade, especially in rural areas. Social work is a career for individuals who desire to improve people's lives. This program provides the hands-on learning and research knowledge to enable individuals to change lives.*

### **Program Goals**

The goals of the MSW Program are:

- To prepare students for employment as advanced generalist social workers through education in a professional foundation and advanced curriculum.
- To prepare leaders for responsible citizenship, a commitment to respect for all people, and the quest for social and economic justice as informed by their application of advanced generalist social work knowledge, values, and skills.

Like our mission, our program goals are consistent both with the core values of the social work profession (service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, and knowledge based on scientific inquiry) and the purpose of social work education as identified in the professional competencies that are "core" to social work practice. While our program goals are not identical to the professional competencies, they are related. We accomplish our goals as our students demonstrate their abilities to achieve professional competencies through a wide assortment of practice behaviors. Our goals confirm our commitment to generalist and advanced generalist social work practice, the values and ethics of the profession, and a broad view of social work practice that incorporates a variety of professional roles, responsibilities and tasks.



## **C. PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS**

The program competencies are operationalized through 41 foundation and 10 advanced practice behaviors. It is by learning to perform these behaviors that students develop competencies. The foundation practice behaviors were established by the Council on Social Work Education. They are targeted mainly in the foundation curriculum (first 30 credit hours). The advanced practice behaviors were created by the USU social work faculty and are mainly targeted in the advanced curriculum (last 30 credit hours). The competencies and their associated practice behaviors are identified below.

### **Competency 1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

Foundation Practice Behaviors:

- a. Advocate for client access to the services of social work;
- b. Practice personal reflection and self-correction
- c. Attend to professional roles and boundaries;
- d. Demonstrate professional demeanor in behavior, appearance, and communication;
- e. Engage in career-long learning
- f. Use supervision and consultation.

Advanced Practice Behavior:

- a. Demonstrate a clear commitment to professional self-improvement and self-care commensurate with advanced practice at all levels.

### **Competency 2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

Foundation Practice Behaviors:

- a. Recognize and manage personal values in a way that allows professional values to guide practice;
- b. Make ethical decisions by applying standards of the National Association of Social Workers *Code of Ethics* (NASW, 1999) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work *Ethics in Social Work, Statement of Principles* (IFSW, 2004);
- c. Tolerate ambiguity in resolving ethical conflicts; and
- d. Apply strategies of ethical reasoning to arrive at principled decisions.

Advanced Practice Behavior:

- a. Understand how to research relevant laws, professional standards and ethical guidelines and demonstrate consistent application of such to increasingly complex advanced

practice situations.

### **Competency 3—Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

Foundation Practice Behaviors:

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based-knowledge and practice wisdom;
- b. Analyze models of assessment, prevention, intervention, and evaluation; and
- c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Advanced Practice Behavior:

- a. Effectively apply critical thinking in increasingly independent practice, leadership, supervisory, and administrative roles and contexts

### **Competency 4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

Foundation Practice Behaviors:

- a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- c. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- d. View themselves as learners and engage those with whom they work as informants.

Advanced Practice Behaviors:

- a. Work competently with diverse populations using culturally-relevant, strengths-based and empowering methods, programs, policies and services.

### **Competency 5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

Foundation Practice Behaviors:

- a. Understand the forms and mechanisms of oppression and discrimination;
- b. Advocate for human rights and social and economic justice; and
- c. Engage in practices that advance social and economic justice.

Advanced Practice Behavior:

- a. Demonstrate commitment to social and economic justice through leadership within agencies, communities, and state, national and international forums.

### **Competency 6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve, practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

Foundation Practice Behaviors:

- a. Use practice experience to inform scientific inquiry and
- b. Use research evidence to inform practice.

Advanced Practice Behavior:

- a. Monitor and evaluate interventions at all levels of practice through the application of research and program evaluation knowledge and skills.

### **Competency 7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

Foundation Practice Behaviors:

- a. use conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- b. critique and apply knowledge to understand person and environment.

Advanced Practice Behavior:

- a. Articulate a personal conceptual framework of practice to integrate and differentially apply theories of HBSE to guide practice at all levels.

### **Competency 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery, and the role of practice in policy development. Social workers

Foundation:

- a. analyze, formulate, and advocate for policies that advance social well-being; and
- b. collaborate with colleagues and clients for effective policy action.

Advanced:

- a. Use policy as a leadership and practice method for effecting change at all levels of practice.

### **Competency 9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

Foundation Practice Behaviors:

- a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Advanced Practice Behavior:

- a. Engage in leadership and administrative activities to evaluate key contextual issues and to respond to changing practice conditions.

### **Competency 10 (a-d)—Engage, Assess, Intervene, & Evaluate with Individuals, Families, Groups, Organizations, and Communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Social workers

#### **10a. Engagement**

Foundation Practice Behaviors:

- a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- b. Use empathy and other interpersonal skills; and
- c. Develop a mutually agreed-on focus of work and desired outcomes.

Advanced Practice Behavior:

- a. Engage (engage, assess and intervene) in integrated, autonomous, evidence-based and ethical practice with all client systems through a well-developed professional use of self.

#### **10b. Assessment**

Foundation Practice Behaviors:

- a. Collect, organize, and interpret client data;
- b. Assess client strengths and limitations;
- c. Develop mutually agreed-on intervention goals and objectives; and
- d. Select appropriate intervention strategies.

Advanced Practice Behavior:

- a. Engage (engage, assess and intervene) in integrated, autonomous, evidence-based and ethical practice with all client systems through a well-developed professional use of self.

### **10c. Intervention**

Foundation Practice Behaviors:

- a. Initiate actions to achieve organizational goals;
- b. Implement prevention interventions that enhance client capacities;
- c. Help clients resolve problems;
- d. Negotiate, mediate, and advocate for clients; and
- e. Facilitate transitions and endings.

Advanced Practice Behavior:

- a. Engage (engage, assess and intervene) in integrated, autonomous, evidence-based and ethical practice with all client systems through a well-developed professional use of self.

### **10d. Evaluation**

Foundation Practice Behavior:

- a. Critically analyze, monitor, and evaluate interventions.

Advanced Practice Behavior:

- a. Monitor and evaluate interventions at all levels of practice through the application of research and program evaluation knowledge and skills.

## **D. MSW CURRICULUM OVERVIEW AND OBJECTIVES**

The MSW curriculum consists of 60 credits of course and field work designed to prepare students for advanced generalist practice with systems of all sizes with particular emphasis on advanced direct practice with individuals, families and groups. The curriculum is grounded in the liberal arts and integrates content on professional values and ethics, diversity, populations-at-risk and social and economic justice. Also included are the professional foundation areas of human behavior and the social environment, social welfare policy and services, social work practice, social work research, and field education. A 36-hour full-time Advanced Standing program is also available at the Logan campus.

Our curriculum rests on tripartite underpinnings, the *strengths perspective*, the *empowerment approach* and a *social justice philosophy*, which are tied to our program's mission and goals. Accordingly, these themes are integrated into and emphasized throughout the curriculum.

The curriculum includes 12 required courses, including 7 foundation courses (Principles and Philosophy of Social Work, HBSE I: Individuals and Families in their Environment, Generalist Practice I: Individuals, Families, Couples and Groups, Research Methods I, Social Policy Analysis, HBSE II: Organizations and Communities, and Generalist Practice II: Organizations and Communities) and 5 advanced courses (Law and Ethics for Social Workers, Policy and Administration, Advanced Generalist Practice I: Individuals, Couples, and Families, Advanced Research Methods, and Advanced Generalist Practice II: Organizations and Communities). In addition, students may choose from among a number of social work electives related to advanced direct practice with individuals, families and groups. Elective course offerings depend on student demand and program resources and include the following: Advanced Practice with Individuals and Families (evidence-based clinical practice within the individual-family context), Advanced Child Welfare Practice, Advanced Practice with Victims and Perpetrators of Family Violence, Social Work Practice with Substance Abusing Clients, Social Work with Mature & Aging Adults, Clinical Social Work Practice with Women, Forensic Social Work Practice, and a Special Topics Seminar). Additional electives may be developed according to faculty and student interest. All electives reflect the program's direct practice focus.

The curriculum includes a 426-hour foundation supervised field practicum and a 500-hour advanced field practicum, both of which are accompanied by a 24-hour integrative professional seminar.

All courses, with the exception of certain electives, are open only to MSW students. Students are not permitted to take required advanced courses until they have successfully completed all foundation courses. Students with BSW degrees are able to substitute electives for foundation courses if they have demonstrated competency by earning an A- or better in the corresponding BSW courses.

The curriculum is offered to students on both a full-time (Logan) and a part-time (regional sites) basis. Part-time program sites include the Uintah Basin, Brigham City, Tooele, Kaysville, Moab, Blanding and Price. A full-time 36-credit Advanced Standing program is available in Logan. This program is only available to students who have earned undergraduate degrees in social work from a CSWE-accredited program.

#### **Changing from Full-time to Part-time Status and/or Sites**

Students are **NOT** permitted to change their status from full-time to part-time or part-time to full-time except in rare circumstances. Should a student desire to change his/her status, a written request that explains the reason(s) for doing so must be submitted to the MSW Program Coordinator at least three months prior to the beginning of the semester in which the change would take effect. Within three weeks of receiving the request, the MSW Coordinator will, after consulting with the Program Director and the student's advisor, decide whether to grant it.

Students are expected to take all coursework at the program site to which they were admitted and are not permitted to change program sites (e.g., Brigham City to Tooele) except in rare circumstances. Should a student desire to change program sites, a written request that explains the reasons(s) for doing so must be submitted to the MSW Program Coordinator at least three months prior to the beginning of the semester in which the change would take effect. Within three weeks of receiving the request, the MSW Coordinator will, after consulting with the Program Director and the student's advisor, decide whether to grant it.

## E. MSW FULL-TIME PROGRAM SEQUENCE

### Two-Year Full Time MSW Program (60 Hours)

#### **Fall Semester FT Year 1**

SW 6000 Principles & Philosophy of Social Work 3 cr.  
SW 6050 HBSE I Individuals & Families 3 cr.  
SW 6100 Generalist Practice I 3 cr.  
SW 6200 Research Methods 3 cr.  
SW 6400 Supervised Practicum I\* 4 cr.

Total 16 cr.

#### **Spring Semester FT Year 1**

SW 6300 Social Policy Analysis 3 cr.  
SW 6250 HBSE II Groups, Orgs., & Communities 3 cr.  
SW 6150 Generalist Practice II 3 cr.  
SW 6450 Supervised Practicum II\* 5 cr.

Total 14 cr.

\*An optional foundation block practicum (9 credits) option is available in the summer.

#### **Fall Semester FT Year 2**

SW 6650 Advanced Research Methods 3 cr.  
SW 6700 Advanced Generalist Practice I 3 cr.  
SW 6750 Advanced Generalist Practice II 3 cr.  
SW 6900 Supervised Practicum III\* 6 cr.

Total 15 cr.

#### **Spring Semester FT Year 2**

SW 6800 Law & Ethics for SW 3 cr.  
SW 6600 Policy & Administration 3 cr.  
SW 6xxx Elective 3 cr.  
SW 6950 Supervised Practicum IV\* 6 cr.

Total 15 cr.

\*A block practicum (12 credits) option is available in the summer; an optional practicum experience is also available at the foundation and advanced levels

Grand Total= 60 credit hours

## F. MSW PART-TIME PROGRAM SEQUENCE

### Three-Year Part-Time MSW Program (60 credit hours)

#### **Fall Semester PT Year 1**

SW 6000 Principles & Philosophy of Social Work 3 cr.  
SW 6050 HBSE I Individuals & Families 3 cr.  
Total 6 cr.

#### **Spring Semester PT Year 1**

SW 6300 Social Policy Analysis 3 cr.  
SW 6250 HBSE II Groups, Orgs. & Communities 3 cr.  
Total 6 cr.

**Summer Semester PT Year 1**

SW 6200 Research Methods I	<u>3 cr.</u>
<b>Total</b>	<b>3 cr.</b>

**Fall Semester PT Year 2**

SW 6100 Generalist Practice I	3 cr.
SW 6400 Supervised Practicum I*	<u>4 cr.</u>
<b>Total</b>	<b>7 cr.</b>

**Spring Semester PT Year 2**

SW 6150 Generalist Practice II	3 cr.
SW 6450 Supervised Practicum II*	<u>5 cr.</u>
<b>Total</b>	<b>8 cr.</b>

**Summer Semester PT Year 2**

SW 6650 Research Methods II	3 cr.
SW 6700 Advanced Generalist Practice I	3 cr.
<b>Total</b>	<b>6 cr.</b>

\*A foundational block practicum (9 credits) option is available in the summer.

**Fall Semester PT Year 3**

SW 6750 Advanced Generalist Practice II	3 cr.
SW 6900 Supervised Practicum III*	<u>6 cr.</u>
<b>Total</b>	<b>9 cr.</b>

**Spring Semester PT Year 3**

SW 6600 Policy & Administration	3 cr.
SW 6950 Supervised Practicum IV*	<u>6 cr.</u>
<b>Total</b>	<b>9 cr.</b>

**Summer Semester PT Year 3**

SW 6800 Law & Ethics for SW	3 cr.
SW 6xxx Elective	<u>3 cr.</u>
<b>Total</b>	<b>6 cr.</b>

\*An optional advanced block practicum option is available in the summer.

Grand Total= 60 credit hours

**G. MSW ADVANCED STANDING PROGRAM SEQUENCE****Advanced Standing MSW Program (36 credit hours)****Summer Semester Year 1**

SW 6590 Advanced Standing Seminar I: Practice Theories & Methods	3 cr.
SW 6595 Advanced Standing Seminar II:	3 cr.



## Research & Policy

Total 6 cr.

### Fall Semester Year 1

SW 6650 Advanced Research Methods 3 cr.

SW 6700 Advanced Generalist Practice I 3 cr.

SW 6750 Advanced Generalist Practice II 3 cr.

SW 6900 Supervised Practicum III\* 6 cr.

Total 15 cr.

### Spring Semester Year 1

SW 6800 Law & Ethics for 3 cr.  
SW

SW 6600 Policy & Administration 3 cr.

SW 6xxx Elective 3 cr.

Supervised Practicum IV\* 6 cr.

Total 15 cr.

\*A block practicum (12 credits) option is available in the summer; an optional practicum experience is also available.

Grand Total= 36 credit hours

## H. MSW CURRICULUM – Required courses

### *Foundation Curriculum Course Descriptions*

SW 6000 Principles and Philosophy of Social Work. The purpose of this course is to teach the beginning-level knowledge, values and skills needed for social work practice in all settings. Class goals are to (1) learn the history, mission and philosophy of the social work profession and evolution of social welfare policy; (2) develop an understanding of social welfare and social work and how the needs of individuals, families, groups and communities – particularly those that live in poverty – are addressed; (3) consider the policies and services rendered by local, state, regional, and national agencies with special attention to equity and social justice; (4) understand that assessment of individual strengths, needs and goals is the cornerstone of effective social work practice, and (5) recognize policy implications of social work practice. Attention will be given to the appropriate role of government in our lives, to the differential impact of policies and services on at-risk populations, and to advocacy efforts by social workers.

SW 6050 Human Behavior in the Social Environment I. This, the first of two foundation courses in human behavior and the social environment, provides the theoretical framework for social work practice with individuals from an advanced generalist perspective. Primary theories introduced include systems theory and theories of individual development, such as psychodynamic theory, family systems theory, developmental theory, learning theory, and cognitive theories. Theories are critically analyzed using current research, social work values and ethics, social and economic justice, and issues of diversity.

SW 6100 Generalist Social Work Practice I: Individuals, Couples, Families, & Groups. This course provides practice knowledge, values, and skills for work with individuals, couples, families, and treatment-oriented groups in a variety of community and agency contexts. The course emphasizes assessment and intervention with clients/client systems inclusive of their risk and protective factors and strengths in the context of the supports and demands of their

environment. Course topics include: problem solving approaches in social work with individuals, couples, families; methods for planning, recruiting, and implementing basic social work groups (e.g. client task, support, treatment, and psycho-educational groups); care coordination (case management) strategies across the continuum from the agency/unit case manager role through intra-agency and inter-agency care coordination; evaluation in practice; analysis of and strategies for the resolution of ethical conflicts in direct practice; and the role and functions of social workers in professional and interdisciplinary intra-agency and inter-agency teams. The effects of ethnic, racial, and gender differences on practice are emphasized throughout the course.

SW 6150 Foundations of Advanced Generalist Social Work Practice II: Organizations & Communities. This course provides a general base of practice knowledge, values, and skills for work with organizations and communities. This course emphasizes several aspects of macro practice within an ecological perspective. Students are introduced to social work's historic and current commitment to social change that promotes well-being, with an emphasis on empowering groups at risk and advancing social and economic justice. Students build skills regarding mutual, collaborative, and respectful professional relationships with community members and other professionals. Students learn about practice with populations having diverse backgrounds and with populations-at-risk; empowerment and participatory processes; and communication techniques such as conflict management. Students learn how to assess characteristics, dynamics, strengths, and problems of human service and community-based organizations, service delivery systems, and communities. Students examine and apply planned change processes. Essential macro practice skills covered include issue identification and definition, data collection and assessment, planning and implementation, monitoring and evaluation, and termination. Students examine social work roles and skills used to influence social change through management and administration; community organization and development; program development and evaluation; advocacy, engagement in political processes, and other forms of macro practice. The effects of ethnicity, race, gender and class on social work practice are emphasized throughout the course.

SW 6200 Research Methods. This course is an introduction to qualitative and quantitative social work research in the context of the advanced generalist problem-solving approach. The objective of this course is to apply research concepts and principles to the critical consumption of and actual conduct of studies addressing questions relevant to evidence-based social work practice at all system levels. This course will emphasize accessing and synthesizing scientific literature, sampling, data collection, probability concepts, research design, and descriptive and inferential statistics.

SW 6250 Human Behavior in the Social Environment: Groups, Organizations and Communities. This course, the second in the HBSE series, presents and critiques knowledge of human development in the context of families, groups, communities, organizations, and institutions, and provides foundation knowledge about the structure and function of larger systems and their impact on people. Special attention is given to institutional racism and other forms of institutional discrimination, and to the importance of recognizing the functions and the effects of racial, ethnic, and other forms of community diversity.

SW 6300 Social Policy Analysis. This foundation policy course provides a comprehensive exploration of the theory, history, structure, and impact of social welfare policy on individuals, families, groups, organizations and institutions. The crucial role of government at the local, state, and national level is examined, both historically and currently, in the delivery of basic human services and its impact on the profession of social work. This course also highlights the

relationships among social problems, social policies, social programs and social work practice both nationally and internationally. The intended and unintended effects of policies on both majority and minority populations of color, women, gays, lesbians, the poor, people with disabilities, and other vulnerable, high risk populations will be emphasized.

SW 6400 & 6450 Foundation Practicum I & II. These courses are supervised educational and practical social work experiences with specified educational objectives in human-service organizations that emphasize the application of social work ethics, values, theory, skills, and practice evaluation to social work with individuals, families, and groups in the context of the advanced generalist problem-solving approach. The practicum experience is enhanced through professional integrative seminars while the integrative seminar ties the field practice experience to the academic program. It also facilitates the transition to the professional role of a generalist social work practitioner and emphasizes the appropriate application of social work values, knowledge and skills to social work practice. Students meet in integrative seminar on a regular basis for the duration of their field placements. Students keep learning journals and complete a variety of written assignments that reinforce learning goals related to the practicum. The overall purpose of each seminar is to provide students with the opportunity to share their experiences, work toward increased competency, prepare for professional employment, and gain additional knowledge that complements and supplements their academic and professional experience.

#### *Advanced Standing Course Descriptions*

SW 6590 Advanced Standing Seminar I: SW Generalist Practice--Theories and Methods. This is a bridge course for preparing advanced standing students for the advanced generalist social work practice course curriculum. The course emphasizes generalist social work practice assessment and intervention as well as theoretical knowledge about the functioning of individuals, families, groups, organizations and communities. General course topics include: overview of the helping process (problem and strengths exploration, theories and techniques for assessment, the process of goal setting, change-oriented strategies, evaluation and termination) including core competencies, the role of evidence-based practice, the domains and roles of social work practice, and the elements of ethical practice; relationship building and interviewing skills; specific intervention strategies for use with client systems at all levels of generalist practice; the life course perspective; and multidimensional understanding of human behavior.

SW 6595 Advanced Standing Seminar II: Policy and Research. This is a bridge course for preparing advanced standing students for the advanced generalist social work practice course curriculum. The course reviews and integrates selective core baccalaureate content in social policy and research. This course includes ethics and human diversity in research, the nature of scientific inquiry, research question formulation, research design, data collection, organization and analysis, and policy analysis. The dynamic relationship between policy and research is also emphasized.

#### *Advanced Curriculum Course Descriptions*

SW 6600 Policy and Administration. This course focuses on the advanced application of social policy and organizational practice within a leadership, management, and administrative context. It addresses advanced social work practice via administration and management of human service organizations. Theories, types, levels, applications, and issues of administration and planning are studied in this class. A particular focus is on the typical activities of human service agencies: personnel issues, needs assessment, program analyses, and routine management

tasks such as planning and programming, budgeting, marketing, fundraising, and grant writing, as well as the intersection of these activities with social policies. As part of this class, students write a grant for their practicum site or place of employment. Attention is paid to consideration of the needs of diverse populations and communities as they interact with human services programs.

SW 6650 Advanced Research Methods. During this class, students learn to apply much of the basic research methods first introduced in Research Methods I (SW 6200) to advanced generalist social work practice contexts. Students learn program evaluation at the mezzo/macro levels. Both quantitative and qualitative methods of data collection and analysis are emphasized. As part of this course students develop a proposal to evaluate a program at their current or former practicum or place of employment.

SW 6700 Advanced Generalist Practice I: Individuals. This course focuses on the advanced application of generalist problem-solving theories and skills in working with individuals in a variety of community and agency contexts. The course helps students refine and expand the skills developed in Generalist Practice I (SW 6100), including engagement, interviewing, assessment (including diagnosis), intervention, goal development, and termination. The effects of diversity and difference on practice are emphasized throughout the course.

SW 6750 Advanced Generalist Practice II: Couples, Families, & Groups. This course focuses on the advanced application of the knowledge, values, and skills for effective practice with couples, families, and groups. Students will develop, analyze, integrate, and apply – in a self-critical manner – advanced knowledge in diagnostic assessment and differential application of evidence-based intervention strategies and treatment approaches. Particular focus will be on strategies for promoting empowerment, equity, and social justice. The effects of clients' ethnic, racial, and gender differences on practice with couples, families and groups will be explored throughout this course. The course is designed to increase student competence in providing support and facilitating intervention for couples, families, and groups who are experiencing challenges. The course considers the family context as a system. The family unit and its diverse forms are defined, theories for assessment and understanding family interaction are considered, and several modalities useful for strengthening families are presented. This advanced course also provides knowledge and experiential learning about working with groups as systems. It includes assessment and skills development content appropriate for application to treatment groups, growth and support groups, structured goal-oriented groups, etc. Ongoing development of self-awareness and professional skills are emphasized.

SW 6800 Law & Ethics for Advanced Social Work Practice. Building on the foundation curriculum in which content related to values and ethics is infused, this course enables students to add greater depth, breadth and specificity to their knowledge and skills related to this critical facet of advanced social work practice. This course familiarizes students with the legal rights of individuals, and the laws and legal processes associated with advanced social work practice (e.g. confidentiality, duty to warn, etc.), thereby enhancing their ability to help their clients. Legal issues related to constitutional law, criminal law, civil law, juvenile justice, child welfare, and entitlement benefits are covered. A method for resolving ethical dilemmas in a manner consistent with social work values and ethical standards will also be explored. Particular attention will be given to promoting empowerment, equity, and social justice. The systems-ecological and strengths perspectives are reinforced.

SW 6900/6950 Advanced Practicum III & IV. The advanced field experience builds on the foundation field experience/curriculum; it provides the opportunity to actively engage in professional tasks that complement and reinforce the advanced generalist curriculum.

Accordingly, the advanced field experience enables students to develop greater depth, breadth, and specificity in more complex practice situations. Consistent with the advanced generalist model we have adopted, students will experience the “full spectrum of direct services” while also gaining experience in “complex indirect practice situations at the bureaucratic, organizational, and community levels” in order to prepare them for “autonomous practice, supervisory levels, and administrative roles in organizations” (Shatz et al, 1990, pp 48-51). The practicum experience is enhanced through professional integrative seminars. The integrative seminar ties the field practice experience to the academic program and facilitates the transition to the professional role as an advanced generalist social work practitioner and promotes the application of advanced social work practice with an emphasis on values, knowledge, and skills. Students meet regularly in integrative seminars for the duration of their field placement. Students keep learning journals and complete a variety of written assignments that reinforce learning goals related to the practicum. The overall purpose of the integrative seminar is to provide students the opportunity to share experiences, work toward increased competency, prepare for professional employment, and receive additional knowledge that complements and supplements their academic and professional experience.

## **I. MSW CURRICULUM - Electives**

SW 6500: Advanced Child Welfare Practice. This course provides an overview of services provided to abused/neglected children and their families with an emphasis on rural contexts. Assessment and treatment of problems commonly experienced by child welfare populations are explored.

SW 6550: Advanced Practice with Victims and Perpetrators of Family Violence. This course familiarizes students with the problem of family violence and micro and macro intervention approaches to working with individuals and families impacted by family violence.

SW 6575: Social Work Practice with Substance Abusing Clients. This course addresses practice in the field of substance abuse, including an understanding of substance abuse policy and treatment issues.

SW 6775: Forensic Social Work Practice. This course provides an introduction to and an overview of forensic social work practice.

SW 6850 Advanced Clinical Practice with Individuals & Families\*. This is an elective course that builds on the foundation of social work principles that underlie the provision of clinical services and treatment to individuals, families and groups. Some of the history of the mental health field particularly as they relate to psychopharmacology will be examined. A review of the different theoretical models of mental illness and mental health treatment is included, as well as how these models can be utilized in formulating a plan of mental health treatment for clients. In addition, this course includes learning how to conduct a thorough medication history and, based on client strengths, resources, and preferences, and in accordance with the evidence base, how to formulate mental health treatment recommendations. This course examines a number of topics related specifically to psychopharmacology: social work practice related to working with medicated clients, research, professional roles in relation to prescribed psychotropic drugs, principles of drug action, drug development and clinical testing, pharmaceutical marketing, main classes of psychotropic drugs: indications, safety, efficacy, biopsychosocial effects of drugs, medications and special populations, ethical, legal, professional, cultural issues related to uses of prescribed psychotropic medications by the helping professions.

\*This is an elective course that is strongly recommended to students. The vast majority take the class, therefore, it is considered to be a quasi core advanced curriculum course.

SW 6875: Clinical Social Work Practice with Women. This course provides an exploration of treatment approaches for working with women in individual and group settings.

SW 6990: Independent Study. Independent Study courses are contracted between faculty member in the social work program and the MSW student. Approval of the Program Director and Department Head is required prior to registration.

SW 6993: Research Project. Student initiated, faculty supervised research project. Approval of the MSW Coordinator and/or Social Work Program Director is required prior to registration.

SW 6995: Special Topics on Social Work Practice. Course content varies. Follows strict guidelines determined by the Social Work program.

### **Content Repetition**

MSW students with recent BSW degrees who are able to demonstrate mastery of foundation curriculum knowledge and skills will not have to repeat that content. Students with BSW degrees earned within the last 10 years may substitute electives for foundation courses including Principles & Philosophy of Social Work, HBSE I and II, Research I, Social Policy Analysis, and Practice I and II, provided the student achieved an A- or better in the corresponding BSW course. Equivalent course credit will be accomplished through elective course substitution. Students are not permitted to substitute elective courses for foundation field practicum courses. Field practicum faculty liaisons supervising these students will ensure that the MSW foundation field experience does not replicate the BSW field experience

The MSW Program Coordinator will review the transcript of each BSW graduate admitted to the full and part-time MSW programs to identify those students who qualify for BSW course substitution. The MSW Coordinator will then notify those who qualify for course substitution before the beginning of the semester in which the course is taught or as soon as practicable.

#### *Transfer of MSW Credit*

The MSW program, in accordance with School of Graduate Studies policy, may recommend transfer of graduate credits earned from a CSWE-accredited MSW program. The credits must not have been used for another degree and the courses must have been taken within the previous eight years. The MSW Program Coordinator, Social Work Program Director and Graduate Dean must approve transfer credits. Only 12 semester credits earned before matriculation at USU may be transferred; in special cases the Graduate Dean can make exceptions to this policy. Credits with grades below "B" or "P" cannot be transferred. Students who wish to transfer credits are required to make an official request to the MSW Coordinator and submit syllabi and supporting documentation. After obtaining the MSW Coordinator's approval, the Coordinator forwards the request with its documentation to MSW faculty and Social Work Program Director for approval. If the request is approved, it is forwarded to the Graduate Dean for final approval and processing and will be noted on the student's official Program of Study form.

### **J. SOCIAL WORK CONCEPTS AND TERMINOLOGIES**

## Generalist Social Work Practice

According to the *Encyclopedia of Social Work*, definitions of Generalist Practice focus on:

- a) the importance of multiple-level interventions,
- b) a knowledge base carefully chosen from a range of theories,
- c) the ability to deal with both individual issues and social justice concerns (micro to macro practice).

The generalist model of social work practice focuses on the interface among systems and suggests the use of multiple interventions in working with clients at the individual, family, group, organizational, community or societal level (micro to macro practice). Generalist practice incorporates a knowledge, value and skills base that is transferable between and among these diverse contexts. A central theme is the systems/ecological framework. The following concepts are foundational:

*Person-Environment Fit:* The actual fit between the person/ group's needs, rights, goals, and capacities and the physical and social environments within which they operate

*The Strengths Perspective:* Involves identifying a system's strengths and using them to modify the environment; viewing the client as expert in knowing his / her needs; the social worker as collaborator with client systems

*Empowerment:* The process of increasing personal, interpersonal, or political power so client systems can take action to improve their life situations

*Promotion of Social and Economic Justice:* Fairness and equity in regard to basic civil and human rights, protections, resources and opportunities and social benefits; how resources are distributed, who has access and how policies affect chosen interventions

*The Helping Process:* A structured approach used to assist client systems in identifying needed change, developing strategies to make change and assisting their implementation, monitoring and evaluation throughout the process

(From Ambrosino, et al. (2008) *Social Work & Social Welfare*, 6<sup>th</sup> edition; Thomson)

A generalist approach requires that the social worker assess the situation with the client and decide which systems are the appropriate units of attention, or focus of work, for the change effort. The units of attention may include an individual, a family, a small group, an agency or organizations, a community, or the transactions among these. The generalist approach emphasizes knowledge that can be applied to a variety of systems. For example, the generalist approach can:

1. Enhance the problem-solving, coping and developmental capacities of people.
2. Link people with systems that provide them with resources, services and opportunities
3. Promote the effectiveness and humane operation of systems that provide people with resources and services
4. Develop and improve social policy

The generalist social worker seeks knowledge about the environment and about interactions and transactions between the client system and the environment. The social worker looks for strengths and resources in the client system, in the environment, and in the interactions and transactions between them. The social worker draws on skills and resources of other helping systems to provide the services needed to bring about change within the framework of social work values and ethics.

The generalist social worker is cognizant of the NASW *Code of Ethics*, as well as the processes of applying professional values to solve ethical dilemmas and employing critical thinking skills. The worker is oriented to working in an organizational structure, using supervision appropriately and assuming a wide range of professional roles.

### Critical Thinking

Critical thinking refers to reflection about the value or worth of arguments. When you act or make decisions, you naturally want to be doing so on the basis of the strongest reasoning available. But how do you distinguish a sound argument from one that is flawed? Critical thinking is based on an awareness of certain criteria that an argument must satisfy before we would be willing to say, "OK, I agree."

Critical thinking expresses the criteria in question form. Each question serves as a checkpoint or filter through which claims must successfully pass if they are to become "my" claims. Critical thinking consists of

(a) the attitudes that encourage one to want to ask the following questions,  
(b) the awareness of the questions and their rationale  
(c) the ability to answer the following questions about what one reads or hears. The questions are:

1. What is the problem or issue that generated this argument?
2. Why does the problem or issue matter?
3. What is the speaker's or writer's conclusion?
4. What are the reasons provided for the conclusion?
5. Does the argument contain ambiguity that damages the clarity of the reasoning?
6. What implicit assumptions, including value priorities, are responsible for the reasoning?

One distinction to keep in mind as you try to become a more proficient critical thinker is between *weak-sense* critical thinking and *strong-sense* critical thinking. Professor Richard Paul points out that critical thinking as a set of standards applied to other people's arguments can simply provide a technique for strengthening dogmatism. Critical thinking applied to only the arguments of others is critical thinking in the weak sense. Critical thinking in the strong sense requires each of us to apply critical standards to our own cherished beliefs. To the extent that we can practice strong-sense critical thinking, we can invoke self-censorship to protect ourselves against sloppy thinking.

### Advanced Generalist Practice

Our conception of advanced generalist practice is informed by the writings of Shatz, Jenkins, and Sheafor (1990) who write:

*Advanced generalist social work builds on the elements of initial practice by the provision of greater specification, sophistication and integration through increased breadth and depth in the knowledge, values, and skill areas of generalist practice. Elements that differentiate the advanced level include the complexity of problem and situation, increased technical abilities, and more sophisticated role assumption. The practitioner at this level also demonstrates the ability to engage in theory building, practice-based research, and program evaluation. At the advanced level, the practitioner attains greater depth in direct services and greater breadth in the ability to provide indirect service.... The advanced generalist will generally move toward autonomous practice, supervisory levels, and administrative roles in organizations. (p. 46)*



Our curriculum includes content essential to the development of competent advanced generalist practitioners and mirrors the advanced generalist curriculum suggested by Gibbs et al. (1990), Roy & Vecchiolla (2004), Lewandowski et al. (204) and, more particularly, Vecchiolla et al., (2001), who suggest the need for increased focus on direct practice skills in advanced generalist programs. They write,

*The advanced generalist concentration curriculum provides students with the opportunity to develop a series of “skill sets” across curriculum components including administrative skills (e.g. supervisory techniques, leadership styles), advanced clinical assessment (e.g., mastery of diagnostic skills in conjunction with the DSM-IV), a set of complex social action skills in policy (e.g., legislative actions), and an integrated set of research skills (e.g., quantitative and qualitative proposal development) (p. 97).*

We have modified the clinical aspect of this model to include a focus on the differential, discriminating, and self-critical application of direct practice interventions with individuals, couples, families, and groups. From our perspective, such a focus should include content on evidence-based practice. We embrace Gibbs' (2003) conceptual definition of evidence-based practice which says:

*The essence of evidence-based practice: Placing the client's benefits first, evidence-based practitioners adopt a process of lifelong learning that involves continually posing specific questions of direct practical importance to clients, searching objectively and efficiently for the current best evidence relative to each question, and taking appropriate action guided by evidence (p. 6).*

Our advanced practice behaviors reflect this focus as well as our view that advanced practitioners should be prepared to assume more complex and self-directed roles.

## **K. FIELD PRACTICUM PROGRAM**

### **Overview**

The Field Practicum is an integral part of the MSW and represents the culmination of graduate social work education. The master's curriculum prepares graduates for advanced social work practice in an area of concentration where practice is addressed in greater depth, breadth, and specificity. MSW students complete two distinct field experiences that are consistent with the program's goals and objectives—a foundation field placement and an advanced field placement. These two experiences allow students to integrate and apply the knowledge, values and skills of advanced generalist social work practice in real world settings under skilled supervision. These internships allow the student to develop professional competencies as they apply the knowledge, values and skills of a generalist social work perspective to practice with systems of all sizes along with developing professional skills for practice in clinical settings. The field experience is the signature pedagogy of social work education and may be the most critical component of graduate professional training because it is here that students truly learn to identify with the purposes, values, and ethics of the profession. It is in field where students integrate empirical and practice-based knowledge and develop their professional competence.

The field experience we provide is enhanced through integrative professional seminars that allow students the opportunity to share their experiences, work toward increased competency, and receive additional knowledge that complements and supplements their academic and

professional experience. The seminar also prepares students for professional employment. In the seminar, students keep learning journals and complete a variety of written assignments that reinforce specific learning goals. Goals for the integrative seminar include an appreciation for the range of roles in advanced generalist practice, integration of empirical and practice-based knowledge, understand and accept professional supervision, and maintain appropriate boundaries in supervision and in practice.

### **Required Field Hours**

The field curriculum includes a 426-hour foundation supervised field practicum and a 500-hour advanced field practicum, both of which are accompanied by a 24-hour integrative seminar. Students in the AmeriCorps program may be required to complete additional hours.

### **Field Admission Requirements**

Only those MSW students who have met the specified criteria for field education are admitted to the foundation and advanced field practicum. All applicants who are admitted to the MSW program are also admitted to the foundation field practicum. To continue in the advanced field practicum, students must successfully complete, with a B average or better, the entire foundation curriculum [SW 6000, Principles and Philosophy of Social Work, SW 6050, HBSE I: Individuals and Families in their Environment, SW 6100, Generalist Practice I, SW 6200, Research Methods I, SW 6300, Social Policy Analysis, SW 6250, HBSE II: Organizations and Communities, SW 6150, Generalist Practice II, and SW 6400, the Foundation Supervised Field Practicum.] Students must receive a B- or better in SW 6100: Generalist Practice I, SW 6150: Generalist Practice II, and SW 6400: Foundation Supervised Field Practicum in advanced field practicum.

### **Employment-Based Placements**

In order to be responsive to students who continue in full-time human service employment, the Social Work Program permits employment-related placement opportunities for those who meet the appropriate criteria. An employment-related placement is defined as a field education arrangement in which the student completes her/his foundation OR advanced placement experience in the agency in which she/he is currently employed. In no case will a student be permitted to complete both foundation and advanced field experiences at his/her place of employment.

The student and the agency are responsible for meeting the following criteria in order to obtain written approval of an employment-related placement from the Practicum Director:

The agency field instructor must meet all appropriate program requirements and must have the formal qualifications as designated by the social work program practicum policy. The designated field instructor must provide educational supervision for a minimum of one hour per week.

Additionally, except in rare circumstances associated with rural field placements, the field supervisor will not be responsible for supervising the student's employment-related activities. In those rare cases where the employee's supervisor must also act as the agency field instructor, the Social Work Program will provide tandem supervision to ensure that student assignments and field education supervision differ from those associated with the student's employment.

The Agency must meet all the appropriate criteria associated with the field experience, as stated in the *Social Work Program Field Practicum Manual*.

Field education in employment-related placements must conform to all the standards and policies as specified in the *Social Work Program Field Practicum Manual*. Additionally, there can be no overlap between the student's employment responsibilities and his/her practicum responsibilities and learning activities. The student's Learning Contract must designate different and more advanced practice activities than those in which the student participated as an employee. The program does not give field credit for duties and tasks for which the student is being or has been paid as a regular employee.

A student who desires an employment-related field experience option should approach agency personnel and the Practicum Director or faculty liaison for initial approval and permission to pursue the employment-related option. If approved, the student submits the Employment-Related Plan complete with appropriate agency signatures. All regular field education policies and requirements apply including the formal learning agreement and evaluations.

The Practicum Director works closely with agencies and field liaisons to ensure these policies are followed.

## **K. FIELD PLACEMENT PROFILES**

Below are a few examples of the agencies where MSW students are placed for their field practicum experiences.

### **SCHOOL SOCIAL WORK**

**Box Elder School District**--Provide educational services in elementary and middle school settings. Agency hours are 7:30- 5:00. Middle school services are based on the Comprehensive Guidance and Counseling Program which includes personal and social development, educational development, and career development. Activities include individual planning, system support, working with student groups, classroom presentations, group work, and responsive services. The elementary services are based on a social work model partnering with Bear River Mental Health Services. Special projects.

**Cache County School District**--Provide educational services to the children and youth of Cache County. Placements exist in elementary, middle, and high school settings. Agency hours are 8-5. Experiences are based on the Comprehensive Guidance and Counseling Program which includes personal and social development, educational development, and career development. Activities include individual planning, system support, working with student groups, classroom presentations, group work, and responsive services.

**Fast Forward Charter School**--Provide educational services to diverse adolescents at-risk for dropping out of school. Activities include individual planning, system support, working with student groups, classroom presentations, group work, and responsive services.

**Weber County School District**--Work with the Student Services Options program. Agency hours are 8-5. The Options model is a case and resource system which recognizes and addresses the needs of students who are not reaching their potential in school. The model is designed to develop and coordinate resources in the school, home, and community in order to

assist students to more fully benefit from their educational environment. Placements can be arranged in the elementary, middle, or high school level.

## CHILD AND FAMILY SERVICES

**Division of Child and Family Services (DCFS)**—Protect children and adults from neglect and abuse. Agency hours are 8-5. Potential activities include working in child protective services, protective supervision, family preservation, and foster care.

**Workforce Services**—The mission of this agency is to provide quality, accessible, and comprehensive employment-related and supportive services responsive to the needs of employers, job seeker, and the community. Agency hours are 8-5. Students have a case load in the Family Employment Program. Role in the agency is learning how to be an employment counselor.

**CAPSA (Citizens Abuse Prevention Service Agency)**—Provide confidential and nonjudgmental service to the victims of domestic violence and sexual assault. Must attend 40 hour training in May prior to starting practicum in the Fall. Agency hours include 24 hour service. Potential activities include crisis telephone and face-to-face intervention, intake and assessment, client supports, information and referral, group work with abused women and children's group, community and educational presentations, court advocacy, protective order assistance, and 24-hour mobile crisis team.

**Child and Family Support Center**—To prevent child abuse. Agency hours include 24 hours per day, 7 days per week. Potential activities include working with the crisis hotline, crisis nursery, outreach program, classes for parents and children (parenting, social skills, anger management, etc.), and community awareness activities.

**Up to 3 Program, Center for Persons with Disabilities**—Early intervention program. The purpose is to promote the development of children under the age of 3, who have disabilities and/or developmental delays and to enhance the capacity of the family to meet their child's special needs. Working with families and children (ages 1-3). Agency hours are 8-5. The agency is located at Utah State University campus. Potential activities include assessment of children, working with children with delayed development, and outreach to families and community.

**Guardian ad Litem Office**—Provide legal services to children in abusive situations. "It is the Guardian ad Litem's duty to stand in the shoes of the child and to weigh the factors as the child would weigh them if his/her judgment was mature and he/she was not of tender years." Attend CASA volunteer training. Potential activities include case review, court attendance and presentation, and observation and assessment of interactions between parents and children. Agency hours are 9-5.

**LDS Social Services**—Agency hours are 8-5. and some night work. The major portion of work is with the Birth Parent Program. This includes individual counseling and education/support groups.

**Uinta Academy**—Residential treatment center for adolescent girls located in Wellsville, UT. Potential activities include working with individual girls in the milieu, group work, and projects. Work morning and evening shifts.

## MEDICAL SOCIAL WORK

**Logan Regional Hospital—Social Services--**To provide social services to health care patients. Agency hours are 8-5. Potential activities include experience in various service areas as a social service worker.

**McKay-Dee Hospital Social Services—Social Services--**To provide social services to health care patients. Agency hours are 8-5. Potential activities include experience in various service areas as a social service worker.

**Sunshine Terrace Adult Day Center and Social Services—**To provide mental/physical/social stimulation and health care for the elderly and the disabled. The mission of the agency is wellness, independence, dignity, and quality of life for those we serve. Agency hours are 8-5:30 weekdays and Saturday from 9-5. Potential activities include interacting with gerontology clients (Alzheimer's and disabled), perform assessments, collect data, write social histories, learn diagnoses and behavioral modification skills, and interact with caregivers of clients.

**Bear River Area Agency on Aging—**This agency is designated by the state to address the needs of persons 60 years and older at the local level. They provide support to senior citizens, disabled adults and family caregivers with several different programs and services (alternatives program, caregiver support program, health insurance information, information & referral, long-term care ombudsman, Medicaid aging waiver program, senior companions, senior centers). These programs and services are designed to assist older individuals maintain their health and independence in their homes and communities. The role of a student intern would be to make phone and visit contacts with the elderly to assess their needs and services received; assist the elderly and their families; and making appropriate referrals.

**Senior Citizen Center—**This agency is designated to provide social, health, and recreational activities for aging senior citizens. Activities include working with director on programming, groups, and meeting individual needs.

**Alpine Hospice—**Provide services for the elderly and families dealing with death and dying issues.

**Logan Regional Hospital Hospice Services—**Provide services for the elderly and families dealing with death and dying issues.

## DISABILITIES/REHABILITATION

**Division of Services for People with Disabilities—**This is a state government agency that provides services to people with disabilities. The division offers services and supports that assist people to live, learn, and work as part of their communities including family support, supported employment, other day services and a range of residential supports from personal assistance or companion service to 24-hour supervised living. Role of student would be as a case manager in the services and supports offered by the division.

## MENTAL HEALTH

**Bear River Mental Health Children Services & Bear River House—**Provide comprehensive services to children, adolescents, and families dealing with mental health issues. Agency hours are 8-4. and night activities. Potential activities include case management, group work, learning play therapy techniques, after-school programs, and so forth. Role will be a skills development specialist. Provide comprehensive services to the severely/chronically mentally ill client. Agency hours are 8-4. and may include night activities. It is a place to belong, a place to do

meaningful work, a place to develop meaningful relationships, and a place to return for the client. Provide a balance between treatment, work, and social/recreational activities. Potential activities include case management, group therapy, assist and direct recreation therapy groups, prevocational training, and special activities.

**Bear River Mental Health Department Division of Substance Abuse, New Choices—**Services for prevention. Agency hours are 8-5 PM. and night work. The goal of this agency is to enhance the mental and physical health of clients in our community by eliminating chemical abuse of any kind and by improving family function, self-sufficiency, and social well-being. Potential activities include educational groups, community projects, and intakes.

### CORRECTIONS

**Cache Valley Youth Center—**The purpose of the center is to provide a continuum of services to youth and their families that protects the community, holds youth accountable to their victims and the community, and to provide opportunities for Competency Development. The program is based on the Restorative Justice Model. Programs include detention, attention, and observation and assessment. Agency hours include 24-hour care. Potential activities include groups, counseling, and tracking.

**Juvenile Court—**Carry out probation orders of the court pertaining to juveniles who fall under the jurisdiction of the court. Agency hours are 8-5 PM. Potential activities include supervising youth on probation, preliminary inquiries, probation activities, group work, attending court hearings, follow up with schools and other agencies from their educational environment. Agency hours are 8-5.

### COMMUNITY PROGRAMS

**Common Ground Outdoor Adventures—**The purpose of this non-profit agency is to enhance the lives of people of all abilities through outdoor recreation experiences such as skiing, camping, nature projects, cycling, and service/craft projects. Also to provide accessible outdoor recreation to people of all abilities. A student intern would be involved with the recreational program, helping to plan and prepare activities, community awareness, and assisting in grants.

**USU Multicultural Student Services—**The purpose of this service is to advance and encourage the intellectual, personal, cultural, and professional development of Native American, African American, Asian American, Oceanic, and Latino student populations. Services include programs of instruction, advisement, community service-learning, outreach, experiential education, cultural events, administration, clubs and organizations, and student support services. The agency is opened from 8-5. M-F and some night activities can be expected.

**USU SAAVI (Sexual Assault & Anti Violence) Services—**The SAAVI office is the first point of contact for confidential support and step-by-step guidance to survivors of violence. The office also coordinates all educational activities on campus that teach risk reduction and sexual/interpersonal violence prevention.

***PLEASE NOTE THAT THIS IS JUST A SAMPLE OF THE PLACEMENTS AVAILABLE. SPEAK WITH YOUR FACULTY FIELD LIAISON/PRACTICUM COORDINATOR ABOUT FIELD PLACEMENT OPTIONS IN YOUR AREA OF INTEREST AND RESIDENCE.***

### **III. STUDENT ORGANIZATIONS**

## A. National Association of Social Workers (NASW)

Students are strongly encouraged to become members of NASW. NASW is the largest social work organization in the U.S. Its primary purposes include "promoting the professional development of its members, establishing and maintaining professional standards of practice, advancing sound social policies, and providing services that protect its members and enhance their professional status."

Membership in NASW opens many opportunities. Some benefits of NASW membership include:

- Government Relations. NASW works to eliminate harmful legislation that limits social work's ability to help others. They also work to protect social work jobs and educate legislators about the importance of the social work profession.
- Networking Opportunities. NASW activities provide an excellent way for social workers to share ideas and information with colleagues. Members can also meet with potential employers and agency representatives at conferences and workshops.
- Job Opportunities. Members have access to local and national job bank information. Student members can call the Utah Chapter which will help them look for jobs and inform them of typical salaries.
- Continuing Education. Members are welcome to attend monthly branch luncheon meetings.
- Malpractice Insurance. NASW offers malpractice insurance that is affordable and comprehensive.
- Professional Support. An NASW representative is available for free consultation on ethical and professional concerns.
- Publications. Local and national newsletters link members with job opportunities, information on private practice, professional support and continuing education opportunities. Members can also receive Social Work, a journal that connects them to the latest research in the profession.
- Discount Programs. NASW affinity credit cards, member discounts on rental cars, and other financial services.
- Credentialing. Members can enhance their skills and strengthen their resumes by earning professional credentials.

Every spring semester the Utah NASW chapter recruits new members at Utah State University. For information, see the NASW website at <http://www.socialworkers.org> or the Utah NASW website at <http://www.utnasw.org>. The NASW maintains a *Code of Ethics* for the social work profession.

## B. MSW Student Organization (MSWSO)

Students are welcome to participate in the MSW Student Organization (MSWSO) which is run by social work students dedicated to serving in the community. Nominal membership dues may be assessed. The MSWSO, which has chapters affiliated with each program site, engages in service activities, socials and university or Regional campus activities such as food drives, holiday celebrations, and homecoming week festivities.

The MSWSO also provides leadership opportunities for students by allowing students to become representatives for their campus chapter or serve on committees. A president is

appointed by the faculty advisors and five Board members, who serve as the representatives for each program chapter, are elected by students when a new MSW cohort begins. For more information, please contact the Social Work Office at 435-797-1286.

### **C. NASW CODE OF ETHICS**

**Preamble** (source: <http://www.socialworkers.org/pubs/code/code.asp>)

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social Justice
- Dignity and Worth of the Person
- Importance of Human Relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

#### **Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value:** *Service*

**Ethical Principle:** *Social workers' primary goal is to help people in need and to address social problems.*



Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value:** *Dignity and Worth of the Person*

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** *Importance of Human Relationships*

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

For more information concerning the purpose and ethical standards of the Code, please see <http://www.socialworkers.org/pubs/code/code.asp>

#### **D. REVIEW AND GRIEVANCES PROCEDURES**

The social work program at Utah State University maintains high, professional standards for students and faculty members. Because of the nature of professional social work practice, the social work program has different expectations of students than do nonprofessional programs. All social work students are expected to abide by the standards set by the NASW *Code of Ethics*. When a student's performance does not meet expectations according to these established guidelines, a review may be called to bring the problem to the student's attention and to develop a plan to address the problem. Usually, the issue is resolved and the student continues in the program with additional support and/or conditions established for the student's continuance in the program. In some instances, depending on the nature of the problem, the student may be referred to the Dean of Students or the student may be advised to change majors/degree programs and/or discontinue from the program.

Students enrolled in the MSW Program have the right to appeal decisions made by the social work program, including scholastic dismissal. Students are assured freedom from reprisals for filing appeals. Students who wish to appeal decisions made by the social work program may do so, first to the MSW Program Coordinator and then through the appropriate channels of authority. See the *Professional Behavior and Policies and Procedures for Resolving Academic or Professional Performance Concerns* section of this manual for details regarding this process.

Students who feel they have been unfairly treated (in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking--which are addressed by procedures separate and independent from the Student Code) may file a grievance through the channels and procedures described in the Student Code. For a detailed description of the grievance process regarding academic and nonacademic grievances and appeals see <http://www.usu.edu/student-services/pdf/StudentCode.pdf#page=27>. A segment of this section is provided below.

*When a student feels that he or she has been treated unfairly by a specific professor or by existing rules or regulations, there is a sequential process which should be followed in handling the situation. (Problems in this area include disagreements regarding a course grade, intervening circumstances which prevented the student from following an assigned procedure, etc.)*

*When a student experiences such difficulties, he or she should go first to the specific professor or administrator and discuss the situation. It may be possible to resolve the problem at this level. Should no agreement be reached, the student may take the situation to the department head. If no resolution is reached at that level, the student may take the problem to the dean of the college. If there is still no resolution, the matter will be forwarded*

*to an appeals committee. As a final recourse, the student may take the problem to the Provost's Office, where a final decision will be made.*

*Source: The Code of Policies and Procedures for Students at Utah State University, Article VII. Grievances, pages 27-31*

#### **IV. ADMISSION AND FINANCIAL AID**

##### **A. ADMISSION CRITERIA AND PROCEDURES**

The primary mission of the MSW program is to prepare qualified students for advanced generalist social work practice. We seek MSW students who are committed to practice excellence, social and economic justice, and the values and ethics of the social work profession. We desire to admit applicants with demonstrated abilities and potential as graduate students, social work practitioners, and leaders in the social work field. In pursuit of its goal of a diverse student body, the MSW program encourages applications from students of color, members of under-represented groups, non-residents, and international students. Utah State University is an affirmative action/equal opportunity employer and institution and does not discriminate on the basis of race, sex, creed, color, religion, age, national origin, individual handicap, or veteran status in any aspect of employment or services. The institution's educational programs, activities, and services, offered to students and/or employees are administered on a nondiscriminatory basis subject to the provisions of all civil rights laws and statutes.

The MSW program has adopted admissions criteria and procedures that reflect its goals and objectives; the criteria also incorporate the School of Graduate Studies (SGS) requirements for admission to a master's program. The School of Graduate Studies requirements for admission to a master's program are as follows:

- A bachelor's degree from a college or university accredited by a recognized regional accrediting association that will be completed before matriculation in the degree program,
- A 3.0 or higher grade point average for most recent 60 semester or 90 quarter credits,
- A score or scores at or above the 40th percentile on the appropriate admissions test, (the MSW uses the Miller's Analogy Test or Graduate Record Exam), and
- Three satisfactory letters of recommendation.

The MSW program also requires:

- A personal statement
- At least one introductory social or behavioral science course AND a research methods OR statistics course (a minimum of 21 semester hours of social or behavioral sciences is expected; students deficient in this area will need to be highly qualified in other areas to be considered for admission).
- A 4-year baccalaureate degree from an accredited college or university is required for admission to the MSW program.

### Advanced Standing Admission

Advanced standing is only awarded to those with a bachelor's degree in social work earned within the last 10 years from a CSWE-accredited program situated within a college or university accredited by a recognized regional accrediting association that will be completed before matriculation in the MSW program; social work programs recognized through CSWE's International Social Work Degree Recognition and Evaluation Services; programs covered under a memorandum of understanding with international social work accreditors. Advanced standing students must also meet these criteria:

- A 3.0 or higher grade point average for the most recent 60 semester credits or 90 quarter credits and a SW GPA of 3.3 or higher
- Earned a B or higher grade in each undergraduate SW course attempted including field practicum courses.
- The MSW Program awards advanced standing status to students who apply for and are admitted to the Advanced Standing Program.

Students who apply for and are admitted to the 60-credit full-time or part-time programs are not eligible for advanced standing status.

### **B. ADVISING POLICY**

All MSW students are assigned a faculty advisor whose responsibility it is to mentor and guide them during the duration of their MSW program. Our advising policies and procedures are consistent with our goals and objectives. In particular, advisors play a major role in helping students accomplish MSW program goals. All advisors are expected to take their roles seriously. At a minimum, advisors are expected to make themselves available to meet in person or electronically with advisees once per semester. The advisor is expected to advise students on matters pertaining to course selection, registration, credit transfer, paperwork, and professional development- including practicum selection and career planning. More specifically, faculty advisors shoulder the following responsibilities:

- The Faculty Advisor will assist students in planning their overall course of study, which includes clarification of career goals, educational objectives and the selection of an educational plan designed to meet them. Students will complete an educational plan in consultation with their advisor.
- The Faculty Advisor must approve the student's Field Placement forms to ensure that the determination of field placement assignments is consistent with the student's educational goals and learning objectives.
- The Faculty Advisor will assist the student with the registration and graduation processes.

Usually, students are assigned advisors located at the campus they attend. Additional factors such as faculty workload, advisee load, and student-advisor "fit" are also considered in advisor assignments. Students who become dissatisfied with their advisor may request a change. This request must be submitted in writing to the MSW program coordinator. The MSW Coordinator will attempt to resolve the student's concerns regarding their advisor before a change is made.

## C. FINANCIAL AID: GENERAL POLICIES

### 1. Funding Types

#### a. Teaching and Research Assistantships

Teaching and research assistantships will generally come with a specific work obligation. A full-time assistantship is considered to be a 10-20 hour/week assignment. Fractional appointments are also possible. Teaching assistants may be assigned to specific faculty members to assist in their undergraduate courses or with research projects that may be derived from internal USU grants or external grants. Individual faculty members will be consulted to determine the faculty member's desired allocation of his/her research funds.

#### b. Scholarships and Fellowships

The Social Work Program administers a set of specific scholarships that can be awarded depending on availability of funds, student qualifications for specific awards, and other student performance. These awards do not require a research or teaching work obligation.

Financial aid and/scholarship may be available through each regional campuses. Interested students need to contact their respective regional financial aid department for more specific information.

- The Terry and David Peak Scholarship

Applicants for this scholarship will be selected based on merit, need and demonstrated commitment to the values of the discipline of Social Work.

- Title IV-E Program

MSW students who work for the State of Utah Department of Human Services Division of Child and Family Services or Juvenile Justice Services are eligible to participate in the Federal Title IV-E training program. MSW students can qualify up to \$5250 annually. In exchange for receiving financial support and upon completion of the MSW degree students are required to continue employment with DCFS/DJJS from the date Utah State University certifies the requirements are completed for 12 months if employed full-time and 24 months if employed part-time to repay the Title IV-E Scholarship support. Students should contact the MSW program Coordinator/IV-E Program Administrator for more information.

#### c. Tuition Waivers

For MSW students may be eligible for tuition waivers. The program and department will nominate MSW students for these tuition waivers based on (a) the need to recruit top MSW applicants, and (b) the desire to reward continuing MSW students for exceptional performance.

To receive the tuition waivers, graduate students must follow all published SGS policies (see below), including registration as a full-time student, maintenance of good academic standing, and registration for classes before the first drop/add class

deadlines each semester. The department will assume that graduate students who might qualify for tuition waivers will be enrolled for 9 credits. Any student wishing to take more or fewer credits must alert the program director and department administrative staff at least 10 weeks before the start of a new semester.

**USU TUITION WAIVER POLICIES: *Excerpted from the 2010-2011 USU General Catalog (p.114)***

**Nonresident Tuition Awards.** MSW students are charged the same tuition and fees regardless of residency status. Consequently, they do not qualify for nonresident tuition waivers.

**USU TUITION WAIVER POLICIES:**

<http://catalog.usu.edu/content.php?catoid=8&navoid=1593&hl=%22waiver%22&returnto=search>

**Tuition Award Application Process.** The designated departmental staff must submit an award request to the graduate dean for approval according to the deadlines outlined in the Tuition Awards Policy. The award must be used before the last day for registering or adding classes in the semester for which it was awarded (15th day of classes). The awards are available for a maximum of 12 credits per semester, with the number of eligible credits indicated on the Program of Study, which must be submitted by the end of the second semester for a master's student and the end of the third semester for a doctoral student. Audited courses do not qualify for the award.

2. New Students

- a. The Social Work Program Director will inform the MSW Program Coordinator of any funding available to support new MSW students.
- b. Students interested in receiving financial aid must submit an application (see program staff.) The Graduate Review Committee, as part of its review of applications, will establish a priority ranking of all admitted graduate student applicants according to their qualifications for the receipt of any available financial aid. Any available teaching or research assistantship awards will be assigned to the highest ranking applicants. Research assistants will be selected by individual faculty with responsibilities for directing funded research projects, in consultation with the MSW Program Coordinator. Exceptional applicants will be nominated by the department for University fellowships and other scholarships, as appropriate.
- c. Students selected for the receipt of financial support will be notified of that decision and will be asked to accept or reject the offer of financial support by a

specific date. A ***non-response will be taken as indication of refusal*** of the award. Assistantships made available through rejections and through non-responses will be offered to other incoming students (with a two-week reply deadline), or retained for the support of currently enrolled graduate students.

- d. Applicants who have been admitted but not given a commitment for financial aid will be provided with information that may assist them in estimating the likelihood of their receiving support (e.g., number of awards given last year).
  - e. Criteria for granting of assistantships and fellowships are the same as for admission (*see Section V-C of this manual*).
3. Currently Enrolled Students
- a. The Social Work Program Director will inform the MSW Program Coordinator of any funding available to support currently enrolled graduate students.
  - b. All currently enrolled graduate students will be notified in writing of the need to apply for support for the following year. Students interested in receiving financial aid must submit an application (see program staff.)
  - c. The Graduate Review Committee will meet to select recipients of financial aid among those currently enrolled graduate students who have applied.
  - d. The Graduate Review Committee will establish a priority ranking of all currently enrolled financial aid applicants according to their qualification for the receipt of financial aid. Criteria for granting of financial aid will include classroom performance, performance on prior assistantships, and evidence of normal progress towards degree completion. Available teaching assistantship awards will be assigned to the highest ranking applicants. Research assistants are selected by faculty responsible for directing funded research projects in consultation with the MSW Program Coordinator.
  - e. Students selected for financial support will be notified of the Program's commitment and will be asked to accept or reject the offer of funding before a date specified in the written notification.
  - f. Students not given a commitment for financial support will be provided with information that may assist them in estimating the likelihood of support.
4. The Awarding of Financial Aid to New and Current Students.
- a. The Program Director will notify the MSW Program Coordinator of any graduate student funding that may become available. The MSW Program Coordinator, in consultation with the Graduate Review Committee, will make recommendations regarding the disposition of these funds.
5. Limitations on Receipt of Funding
- a. All funding is contingent upon the student's performance, acceptable progress, and the availability of funds.
  - b. *Acceptable progress* means:

- i. On the first day of class of fall semester, the student does not have more than one incomplete remaining from the previous year's coursework;
- ii. The student has maintained a minimum grade point average of 3.0;
- iii. The student is taking a minimum of 9 credits of approved coursework per semester;
- iv. Student progress is reviewed annually (in March) by the MSW Program Coordinator and the Graduate Review Committee. Students who are identified as having difficulty in the program or who are not making acceptable progress will be provided with specific guidelines on areas of improvement that need to occur and a time frame for doing so. Continued failure to make acceptable progress will result in termination of funding support and/or termination from the program.

## **V. GRADUATE SCHOOL AND UNIVERSITY POLICIES**

### **A. Professional Program of Study Form**

All MSW Students must submit a Professional Program of Study Form by the end of their second semester in the program.

The Program of Study (PoS) constitutes a contract between the student, the committee, and the School of Graduate Studies regarding what courses a student will take in completion of his or her program requirements.

The PoS should be entered into DegreeWorks (see below or access instructions) by the student by the end of the second (Master's degrees) or third (Doctoral degrees) semester following matriculation. The student should contact the department's Graduate Program Coordinator (GPC) once the PoS is in DegreeWorks. The GPC will forward the PoS to the School of Graduate Studies for the processing and signatures and approval.

Amendments to the PoS can be made by completing the Program of Study Revision form. The GPC will make the desired changes in DegreeWorks and then forward the changes to [Joan Rudd](mailto:joan.rudd@usu.edu) (joan.rudd@usu.edu) for approval. No changes can be made to the PoS within the two months prior to the defense (if applicable).

Instructions for creating your Program of Study Form are available at the School of Graduate Studies' website:

[http://rgs.usu.edu/graduateschool/files/uploads/Directions\\_for\\_Creating\\_PoS -  
\\_Student.pdf](http://rgs.usu.edu/graduateschool/files/uploads/Directions_for_Creating_PoS_-_Student.pdf)

Students can access DegreeWorks by following these steps:

1. Go to [www.usu.edu/myusu](http://www.usu.edu/myusu)
2. Click on Access (Banner)
3. Click on Login to Access (Banner) and login using your A# and password
4. Click on Student
5. Click on Student Records
6. Click on DegreeWorks Course Registration and DegreeWorks

### **B. TRANSFER AND RESIDENCY CREDITS**



## Graduate School Policies on Transfer Credits

**Transfer Credits.** Provided USU residency requirements will be met, the MSW Program Coordinator may recommend transfer of graduate credits earned at another CSWE-accredited program. The credits must not have been used for another degree. Except in unusual circumstances, only 12 semester credits earned may be transferred into the MSW program at USU. Credits with grades below "B" cannot be transferred; "P" credit can be transferred from another university, if approved by the Social Work Program and the Graduate Review Committee. Transfer credits *cannot replace* required residency credits. Transfer credits are subject to approval of the MSW Supervisory Committee, MSW Program Coordinator and the dean of the School of Graduate Studies. Transfer credits more than eight years old may not be acceptable (*see Time Limit section, USU General Catalog*). Transfer credits will be shown on official USU transcripts upon completion of the degree. **Only graduate credit from a CSWE-accredited MSW program is eligible for transfer to USU's MSW program.** (*Excerpted from USU General Catalog*)

graduate dean for final approval and processing.

## Credit for Life Experience Policy

- The Social Work program does not grant academic credit for life experience or previous work experience in lieu of the field practicum or any courses.

## **C. TEACHING AND RESEARCH ASSISTANTSHIPS**

- A limited number of Teaching and Research Assistantships may be available and awarded on a competitive basis.
- Interested students may contact the Social Work Program for more information.

## **D. CREDIT LOADS AND PERFORMANCE**

1. The following minimum and maximum credit loads are full time enrollment:
  - 9 credits for all students on 20 hour per week assistantships.
  - 9 to 15 credits for all students on less than 20 hour per week assistantships.
  - 9 to 15 credits for all students not on assistantships.
2. Students on assistantship assignments cannot be required to work more hours than they have been contracted or paid to work. Normally this will not exceed an average of 20 hours a week for students on a full assistantship.
3. All International students are reminded that the U.S. government requires full-time student status to be maintained to retain visas. According to the Immigration Service this means that international graduate students must enroll for 9 or more credits, not including duties associated with assistantships. Some exceptions can be allowed in the following cases:
  - The student is at the end of coursework and needs only a few hours for graduation.
  - The student is ill and has a doctor's statement of verification.

These circumstances should be cleared with the Office of International Students and Scholars at Utah State to avoid any legal status problems.

4. All students should discuss their plans for course registration with their advisors prior to

registering for courses and prior to dropping or adding any courses. Students are responsible for adding and dropping courses by the appropriate deadlines, and will assume the cost of any fees and tuition waiver penalties associated with late registration or changes.

5. Students must maintain a cumulative grade point average of 3.0. The Graduate Review Committee can approve no more than two courses with a grade below B within or outside the department towards the total number of credits required for the MSW graduate degree and then only if the overall GPA remains at 3.0 or above.

## **E. GRADES/CREDIT ACCEPTANCE FOR GRADUATE STUDENTS**

*(Sources: US General Catalog)*

### **Required GPA**

Graduate students are required to maintain at least a 3.0 GPA. Grades below C will not be accepted for a graduate degree.

### **P-Grade Policy**

Credits for a course with a P grade can be transferred from another university, if approved by the Social Work Program and the Graduate Review Committee.

### **Correspondence Course Credits**

Distance Education correspondence (independent home study) courses are not accepted for graduate degrees.

### **Credit by Special Examination**

Credit earned by special examination cannot be used to satisfy the course requirements for the MSW graduate degree or to meet the residency requirement.

## **F. ADDING AND DROPPING CLASSES**

Specific dates for adding and dropping courses are outlined in the academic calendar, which can be found at the Registrar's Office Website and in the Course Schedule each semester. Adding and dropping classes are handled through Access or the Registrar's Office depending on the time and nature of the transaction. All academic transactions are governed by policies set forth in the USU General Catalog.

Academic Calendar: <http://www.usu.edu/calendar/academic.cfm>

Course Schedule & Registration:

[https://ssb.banner.usu.edu/zprod/bwckschd.p\\_disp\\_dyn\\_sched](https://ssb.banner.usu.edu/zprod/bwckschd.p_disp_dyn_sched)

## **G. COURSE LOAD INFORMATION**

The maximum course load for graduate students is 16 semester hours during fall or spring semesters. The MSW Program Director must approve all requests for heavier course loads which is permitted only under special circumstances. Full time student status is achieved when students are enrolled in 9 or more credits during fall or spring semesters.

## **H. EQUAL OPPORTUNITY/DISCRIMINATION POLICIES**

Classroom accommodation for students with disabilities. In cooperation with the Disability Resource Center, reasonable accommodation will be provided for students with disabilities. Please consult with the instructor during the first week of class to discuss these arrangements. The disability must be documented by the Disability Resource Center. Course materials may be requested in alternative formats through the Disability Resource Center.

Non-discrimination Policy. All aspects of the social work program are conducted without discrimination on the basis of race, gender, age, religion, national origin, disability status, veteran's status, or sexual orientation. The Affirmative Action/Equal Opportunity Office at Utah State University is responsible for overseeing compliance of a wide variety of federal/state laws executive orders and University policies that address equal opportunity in employment and education. Ultimately, it seeks to institutionalize affirmative action and equal opportunity concepts in everyday operations and activities. To accomplish this goal, it (1) advises and assists the Utah State University community in ensuring an equal opportunity environment free of discrimination and sexual harassment and (2) assist with proactive efforts to create a gender efforts to create a gender and ethnically diverse community of students, faculty and staff, in order to redress imbalances and enrich the University experience.

USU Policy Number 303 on Affirmative Action/Equal Opportunity.

Utah State University ensures equal opportunity in all aspects of employment, programs and activities and prohibits discrimination based on race, gender, age, religion, national origin, disability status, veteran's status, or sexual orientation. In addition, USU policy number 339 specifically prohibits sexual harassment in the workplace. Also, USU policy number 305 provides discrimination complaint procedures. The Affirmative Action/Equal Opportunity office provides information and educational programs regarding equal opportunity and affirmative action including sexual harassment preventive training and diversity training; assists in setting goals and timetables for hiring; monitors hiring procedures, implements the grievance procedures for discrimination; and oversees the University's affirmative action plan. For further information, please call, 797-1266.

**USU Sexual Harassment 339.1 POLICY**

In accordance with the Equal Employment Opportunity Commission's regulations and amended guidelines of November 1980, the University has an established policy to address sexual harassment in the workplace and classroom setting. Sexual harassment is a violation of Section 703 of Title VII of the Civil Rights Act of 1964, which holds employers responsible for seeing that this type of behavior does not occur. Title IX prohibits sexual harassment in an educational institution.

Sexual harassment of any employee, student, or recipient of the services of this University, is absolutely forbidden. Anyone who feels that he/she is the victim of sexual harassment or any supervisor or manager who is made aware of an alleged incident of sexual harassment **must** take immediate action to resolve the matter. Any individual may contact the University's Affirmative Action/Equal Opportunity (AA/EO) Office for advice, counseling, or clarification, leading to an informal resolution of the matter. If an informal resolution is not accomplished or is not possible, further action, including the filing of a complaint and undertaking a formal inquiry/investigation may be taken to facilitate a resolution pursuant to this policy.

**VI. STUDENT STANDARDS**

*(Approved by the Utah State University Board of Trustees on April 10, 2009)*

(Source: <http://www.usu.edu/student-services/studentcode/>)

## **A. Student Standards of Conduct**

### **Responsibilities of Students**

(source: *The Code of Policies and Procedures for Students at Utah State University*, p.4)

As members of the academic community at Utah State University, students share responsibility for its growth and continued well-being and for maintaining an environment which encourages free inquiry and expression. Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructors, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. These responsibilities are the foundation of the University's Standards of conduct (Student Conduct--see: Article V, Academic Integrity--see: Article VI). The University seeks to vest students with primary oversight of these responsibilities through their participation in hearings boards.

### **Rights of Students**

(source: *The Code of Policies and Procedures for Students at Utah State University*, p.5)

Students can reasonably expect the following:

- A. The right to a learning environment free of harassment and unlawful discrimination.
- B. The right to due process in all academic integrity and disciplinary proceedings, which means fundamental and procedural fairness in accordance with the provisions of this Student Code.
- C. The right to inquire, including specifically the right to engage in reasonable academic discussion and dissent within the framework of course material, with due regard to factors such as class size and the limits on the instructor's time for conferences.
- D. The right, subject to time, place, and manner restrictions, to express personal opinions on campus, to support or oppose causes, to arrange public assemblies, and to hold rallies, demonstrations, and pickets which do not materially and substantially interfere with normal University activities or the rights of others. Institutional control of facilities shall not be used as a censorship device. Any institutional regulation regarding time, place, and manner of expression must be content-neutral, must be narrowly tailored to serve a significant University interest, and must leave open ample alternative channels of communication.
- E. The right to organize and the freedom of association.
- F. The right to publish and the freedom from censorship.
- G. The right to meaningful representation in the formulation of University policies that affect students.
- H. The right to a proper academic evaluation through orderly procedures and announced criteria designed to prevent prejudice and capricious judgment.
- I. The right to confidentiality of records and due limitation of disclosure of personally identifiable information.

## **B. Student Rights and Responsibilities**

The program has policies and procedures that specify students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their own interests. Student rights are delineated in the Student Code of Conduct (see <http://www.usu.edu/student-services/student-code/article1.cfm#sect12>).

Students are encouraged to participate in all student organizations; we recognize that student participation is an important component of preparing responsible social workers. In addition to our social work organizations, both the College and the University provide a wide range of student activities, clubs, and events in which students are encouraged to participate. For example, social work students have represented the program on the CHaSS Council (our College governance structure) and in the University-wide student government organization. And, since our social work students are community service-oriented, they also volunteer in a wide range of organizations in the community. Some community service activities are organized by the Social Work program (e.g. Sub for Santa) and students may become involved in service activities individually.

## **C. Professional Behavior and Policies and Procedures for Resolving Academic or Professional Performance Concerns.**

**Professional Behavior.** Because of the nature of professional Social Work practice, the Social Work program has different expectations of students than do non-professional programs. Social Workers traditionally serve vulnerable and/or disadvantaged populations. Social Work programs have a responsibility to protect consumers, and to ensure that Social Work students are competent to begin practice and meet professional ethical standards. The Social Work program's policies are linked to the students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns, which include professional behavior. Students are expected to exhibit behaviors that are in compliance with the Social Work program's policies, USU policies and standards, the *NASW Code of Ethics*, and professional ethical standards in the classroom, practicum, and community.

Students are accountable as representatives of the Social Work program and the social work profession. Students are also expected to abide by the *NASW Code of Ethics* and to uphold the rules and procedures of their practicum placement agencies. The Social Work program requires students to demonstrate professional demeanor, appropriate relationships, and ethical behavior. Failure to meet these ethical standards may result in a failing grade and expulsion from the Social Work program.

Since social work is a professional program in which students have the potential to work with vulnerable populations, the Social Work program reserves the right to seek additional information such as references from employers and others. Students should also be aware that if there are any personal data such as that included on the application for state licensure that may indicate a potential threat to the public safety and welfare, a student may be denied continuance in the MSW program or encouraged to withdraw from the program. Should that situation arise, students will be assisted in finding a more suitable program/profession.

If a student falls below the academic or professional standards or demonstrates unprofessional behavior at a practicum site in violation of the policies and procedures associated with the practicum (see *MSW Field Practicum Manual*), such behavior would trigger a disciplinary process. This is a multi-step process that can be generated by an individual faculty member, a practicum supervisor, a faculty supervisor, or any Social Work program administrator. Outlined below is the process if the potential disciplinary concern involves the Practicum:

### **Disciplinary Process within the Practicum**

Process when student fails to comply with practicum agency expectations:

1. Practicum Director will meet with the agency to discuss concerns and goodness of fit for the student and agency.
2. Practicum Director will request a written letter or written evaluation from the agency documenting concerns.
3. Practicum Director will meet with the MSW Program Coordinator, the student and the student's faculty advisor to discuss the agency's concerns, as well as, to hear the student's perspective of the situation.
4. The program, in consultation with the agency, will make the final determination of student continuation at the agency.
5. The program reserves the right to deny continuation in the program. The Student Review Committee is charged with making decisions regarding program termination.
6. If the program denies continuation, faculty will work with the student to help determine an alternative major.

### **Disciplinary Process for Academic and Professional Misconduct not Involving the Practicum**

Any faculty member who becomes aware of a student's academic or professional misconduct shall inform the MSW Program Coordinator who will discuss the concerns with all parties involved and make a written determination of the issue. Upon receipt of this written determination, the student will have ten days to respond in writing to MSW Program Coordinator. If the student contests the determination, a referral will then be made to the Program Student Review Committee.

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated elsewhere in the *MSW Student Manual*.
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student.  
(NOTE: University guidelines [see *The Code of Policies and Procedures for Students at Utah State University*].)
- Behavior is judged to be in violation of the current NASW *Code of Ethics*.
- Any threat or attempt to harm oneself or other person(s).
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or prior to admission to the Social Work program and becoming known after admission.
- Consistent pattern of unprofessional behavior.
- Failure to meet the standards necessary to remain in good standing in the Social Work program.

## *Student Review Committee*

The Program Student Review Committee is comprised of the MSW Program Coordinator, Social Work Program Director, Field Practicum Director, and the faculty advisor of the student who is the subject of the review. It forms recommendations regarding remediation or termination of a student in connection to referrals made to them by the MSW Program Coordinator regarding students' professional performance including alleged violations of the NASW *Code of Ethics*. In addition, this committee will review the progress of students placed on academic probation by the School of Graduate Studies and recommend academic remediation or termination of a student as appropriate to the individual referral. The committee may also elect to review the progress of students who receive any grade below a C in a course required for graduation. The committee is also responsible for reviewing any student who is the subject of a *Student of Concern* report (see *Student of Concern* section below).

### 1. The Process

- a. After a formal referral has been made by the MSW Program Coordinator, the Program Student Review Committee will schedule a time for the committee to review the recommendation.
- b. The Program Student Review Committee will either make a determination or call for a hearing.

### 2. The Hearing

- a. If a hearing is warranted, the Program Student Review Committee will proceed through the following process.
  - i. Direct testimony will be called for by all involved persons,
  - ii. After receiving relevant information presented by all concerned persons the Committee will make a recommendation to the Department Head.
- b. Possible Outcomes
  - i. If the referral concerns a student's academic progress, the committee may:
    - Develop a plan of remediation for corrective action to assist the student in successful completion of the program.
    - Recommend leaves of absence to resolve issues that interfere with academic performance.
    - Recommend that the student be retained on academic probation in accordance with Graduate School policies.
    - Recommend that the student be terminated from the MSW program.
  - ii. In cases of allegations of professional misconduct including violations of the NASW *Code of Ethics*, the committee may:
    - Find no grounds for the allegations, and recommend dismissal of the referral.
    - Find the allegations to have substance and recommend probationary status with or without recommendations for corrective action.
    - Find the allegations to have substance and recommend the student be terminated from the MSW program.

The Committee's findings and recommendations are presented to the Department Head who has the prerogative, based on the evidence, to accept or reject the Committee's recommendations, or to return the decision to the Committee for reconsideration. If the student is not satisfied with the decision of the Department Head, he/she may make an appeal to the Dean of the School of Graduate Studies who consults with the Dean of the College of

Humanities and Social Sciences in arriving at a decision. If the student is not satisfied with the decision of the Dean of the School of Graduate Studies he/she may make an appeal to the Appeals/Grievance Board. From this point, an appeal would be made to the Hearing Officer, Provost or Vice President for Student Services (if this issue does not pertain to academics), and President of the University, respectively.

The student and the faculty member (or other party who initiated the action) are allowed to view all documents associated with the action, and to bring witnesses to the hearing. The parties have a right to be accompanied by an advisor, including legal counsel. If a student involved in disciplinary action is a current client of the Disability Resource Center then a representative of that entity would be invited to involved to participate in the disciplinary process.

Additional detailed information about filing complaints, appeals, due process, and students' rights is located within *The Code of Policies and Procedures for Students at Utah State University* section of the *Academic Policies and Procedures Manual*.

Students are cautioned that information disclosed during student meetings with faculty or program administrators, may **not** be kept confidential if the situation raises concerns about professional performance. Faculty and/or program administrators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem-solving about the concerns.

If a student involved in disciplinary action is a current client of the Disability Resource Center then a representative of that entity would be invited to involved to participate in the disciplinary process.

### **Students of Concern**

When it is judged that a student's behavior has elevated to a disruptive or threatening level faculty, staff and students are encouraged to make a report to the Office of the Vice President for Student Services. Accordingly, the following language from the University website is included in the *MSW Student Manual*.

*"Day-to-day" interaction with students is both a vital and essential part of being on a university campus. This interaction provides for teaching moments and creates an environment for learning which takes place both in and out of the classroom, and may include discussions with students about appropriate behaviors on campus.*

*Occasionally, a student's behaviors will rise above normal interactions to a level of concern that may lead to disruption of classroom or university activity or cause concern of threat towards oneself and/or others. University training is available to help identify these situations.*

*When it is judged that a student's behavior has elevated to a disruptive or threatening level, the form below should be completed and forwarded to the Office of the Vice President for Student Services. Any questions regarding this process should be directed to the Office of the Vice President for Student Services (435) 797-1712 or email us at [student.services@usu.edu](mailto:student.services@usu.edu).*

***If you think the incident is an emergency, please call 911!***



Link to reporting form: <https://www.usu.edu/campussafety/reportingstudents.cfm>

A *Student of Concern* report involving a social work student will initiate a review of that student by the Student Review Committee as outlined above.

## VII. UNIVERSITY STUDENT SERVICES – Logan Campus

### A. Student Support Services <http://www.usu.edu/sss/>

*Student Support Services seeks to support disadvantaged students who have potential to meet the challenges of higher education by strengthening and developing their academic and self-management skills. Its focus is to insure that participants in the program have a realistic chance to persist in school and graduate from Utah State University. To accomplish these objectives Student Support Services provides services to enhance students' academic success, personal skills, and social skills. Providing services in these areas corresponds to the University's mission to support students' intellectual development, personal growth, and community advancement.*

### B. Access and Diversity <http://www.usu.edu/accesscenter/multiculture/>

*The Office of Multicultural Student Services (MSS) provides direction for Utah State University's commitment to cultural diversity and for the recruitment, retention and development of its Native American, African-American, Asian-American, Pacific Island and Latino students. Our programs provide active outreach to local and Reservation schools and support our enrolled students through programs of academic, leadership and social development.*

### C. Disability Resource Center <http://www.usu.edu/drc/>

*The mission of the Disability Resource Center (DRC) is to provide qualified persons with disabilities equal access to University programs, services, and activities as required by the Americans with Disabilities Act and Rehabilitation Act of 1973. This is accomplished by fostering an environment which supports the understanding and acceptance of persons with disabilities throughout the University community, and the provision of reasonable and appropriate accommodations. The DRC affirms the right of persons with disabilities to obtain access in a manner promoting dignity and independence.*

### D. Academic Resource Center <http://www.usu.edu/arc/>

*The Academic Resource Center (ARC) provides services and programs that enhance students' academic performance and eases their transition to Utah State University. These services address the academic and developmental needs of students, are offered in collaboration with University faculty, staff and students, and meet the overall goals of the Division of Student Services.*

### E. Center for Women & Gender <http://www.usu.edu/womenandgender/>

*The Mission of the Women's Center for Lifelong Learning is to provide information, assistance, and referral concerning the opportunities and resources available on campus and in the community. The Center serves as an advocate for women, educating campus and community constituencies on the changing status of women and gender-based issues through a variety of program and activities open to women and men. The Center facilitates the exchange of*

*information for personal and professional development for women students, faculty, and staff. The Center generates sources of financial aid and administers a financial assistance program for reentry female and male students. The Center with the assistance of an Advisory Board strives to maintain positive relations and a broad base of University and community support for the Center.*

**F. Student Health Services** <http://www.usu.edu/health/>

*The Mission of the Student Health Service is to provide basic medical care with outpatient, primary care, pharmacy, laboratory and health education services to the students at Utah State University in a convenient environment.*

**G. Career Services** <http://www1.usu.edu/career/>

*Career Services supports the mission and goals of Utah State University by assisting students and alumni in exploring and pursuing meaningful careers over a lifetime. This is accomplished by providing a broad range of developmental programs and events delivered in a student-centered, state-of-the-art environment. These services include:*

- *Career exploration and counseling*
- *Co-op and internship opportunities*
- *Career employment and recruitment*
- *Testing and assessments*

*Career Services is a leader in continuously fostering positive partnerships with employers, students, alumni, faculty, staff, administrators, and the greater community. These external and internal partnerships are critical in helping students and alumni discover their career potential while sharing their success with their families, employers, and communities.*

**H. Counseling Center** <http://www.usu.edu/counseling/>

*The USU Counseling Center provides confidential mental health services to students on the USU campus. By offering you a full range of counseling services in a friendly environment, we strive to help you achieve your personal, relational, and academic goals while at USU. You might desire to have emphatic support and genuine feedback for a difficult situation, learn useful self-management skills, improve your relationships, or resolve new or long-standing problem situations. Services include individual, group, and relationship counseling; crisis and consultative sessions; psycho-educational assessments; and informational presentations about student mental health issues. Services are free of charge for qualified students.*

**APPENDIX IA: MSW PROGRAM – GRADUATION CHECKLIST (ADVANCED STANDING FULL TIME, 36 Hrs)**

Entering Class: **SUMMER** \_\_\_\_\_ Graduation: **SPRING** \_\_\_\_\_

Student: \_\_\_\_\_ ID#: A \_\_\_\_\_ Academic Advisor: \_\_\_\_\_

SUMMER SEMESTER – YEAR 1				
SW#	Course Title	CrHrs	Taken	Grade
6590	Advanced Standing Seminar I	3.0		
6595	Advanced Standing Seminar II	3.0		
<p><b>Total Credit Hours 6.0</b> GPA: _____                      Cumulative GPA: _____                      Academic Probation: Yes No</p>				
FALL SEMESTER – YEAR 1			SPRING SEMESTER – YEAR 1	
SW#	Course Title	CrHrs	Taken	Grade
6650	Research Methods II	3.0		
6700	Advanced Generalist Practice I	3.0		
6750	Advanced Generalist Practice II	3.0		
6900	Supervised Practicum III	6.0		
<p><b>Total Credit Hours 15.0</b> GPA: _____                      Cumulative GPA: _____                      Academic Probation: Yes No</p>				
SW#	Course Title	CrHrs	Taken	Grade
6600	Policy and Administration	3.0		
6800	Law & Ethics for Social Work	3.0		
6950	Supervised Practicum IV	6.0		
6xxx	Elective	3.0		
<p><b>Total Credit Hours 15.0</b> GPA: _____                      Cumulative GPA: _____                      Academic Probation: Yes No</p>				

1. Minimum GPA required to graduate: 3.0 (no "D" credit permitted)
2. Minimum credits required to complete MSW  
Advanced Standing Full-Time program: 36
3. Graduation Candidacy Form submitted at 2<sup>nd</sup> last semester: YES NO

**APPENDIX IB: MSW PROGRAM – GRADUATION CHECKLIST (FULL TIME, 60Hrs)**

Entering Class: **FALL** \_\_\_\_\_ Graduation: **SPRING** \_\_\_\_\_  
 Student: \_\_\_\_\_ ID#: A \_\_\_\_\_ Academic Advisor: \_\_\_\_\_

FALL SEMESTER – YEAR 1					SPRING SEMESTER – YEAR 2				
SW#	Course Title	CrHrs	Taken	Grade	SW#	Course Title	CrHrs	Taken	Grade
6000	Principles & Philosophy of Social Work	3.0			6300	Social Policy Analysis	3.0		
6050	HBSE I: Individuals & Family in their Environment	3.0			6250	HBSE II: Groups, Organizations & Communities	3.0		
6100	Generalist Practice I	3.0			6150	Generalist Practice II	3.0		
6200	Research Methods I	3.0			6450	Supervised Practicum II	5.0		
6400	Supervised Practicum I	4.0							
<b>Total Credit Hours 16.0</b> GPA: _____ Cumulative GPA: _____ Academic Probation: Yes No					<b>Total Credit Hours 14.0</b> GPA: _____ Cumulative GPA: _____ Academic Probation: Yes No				
SUMMER SEMESTER – YEAR 1 (optional)									
SW#	Course Title	CrHrs	Taken	Grade					
6475	Block Foundation Supervised Practicum	9.0							
<b>Total Credit Hours 9.0</b> GPA: _____ Cumulative GPA: _____ Academic Probation: Yes No									
FALL SEMESTER – YEAR 2					SPRING SEMESTER – YEAR 2				
SW#	Course Title	CrHrs	Taken	Grade	SW#	Course Title	CrHrs	Taken	Grade
6650	Research Methods II	3.0			6600	Policy and Administration	3.0		
6700	Advanced Generalist Practice I	3.0			6800	Law & Ethics for Social Work	3.0		
6750	Advanced Generalist Practice II	3.0			6950	Supervised Practicum IV	6.0		
6900	Supervised Practicum III	6.0			6xxx	Elective	3.0		
<b>Total Credit Hours 15.0</b> GPA: _____ Cumulative GPA: _____ Academic Probation: Yes No					<b>Total Credit Hours 15.0</b> GPA: _____ Cumulative GPA: _____ Academic Probation: Yes No				
SUMMER SEMESTER – YEAR 2 (optional)									
SW#	Course Title	CrHrs	Taken	Grade					
6975	Block Advanced Supervised Practicum	12.0							
<b>Total Credit Hours 12.0</b> GPA: _____ Cumulative GPA: _____ Academic Probation: Yes No									

- 1<sup>st</sup> year course work must be completed before proceeding ahead to 2<sup>nd</sup> year.
- Three credit hours of electives required.
- Minimum GPA required to graduate: 3.0 (No "D" credit permitted)
- Minimum credits required to complete MSW program: 60
- Graduation Candidacy Form submitted at 2<sup>nd</sup> last semester: YES NO

**APPENDIX Ic: MSW PROGRAM – GRADUATION CHECKLIST (PART TIME, 60 Hrs)**

Entering Class: **FALL** \_\_\_\_\_ Graduation: **SUMMER** \_\_\_\_\_

Student: \_\_\_\_\_ ID#: A \_\_\_\_\_ Academic Advisor: \_\_\_\_\_

FALL SEMESTER – YEAR 1					SPRING SEMESTER – YEAR 1				
SW#	Course Title	CrHrs	Taken	Grade	SW#	Course Title	CrHrs	Taken	Grade
6000	Principles & Philosophy of Social Work	3.0			6300	Social Policy Analysis	3.0		
6050	HBSE I: Individuals & Family in their Environment	3.0			6250	HBSE II: Groups, Organizations & Communities	3.0		
<b>Total Credit Hours 6.0</b> GPA: _____ Cumulative GPA: _____  Academic Probation: Yes No					<b>Total Credit Hours 6.0</b> GPA: _____ Cumulative GPA: _____  Academic Probation: Yes No				
SUMMER SEMESTER – YEAR 1 (optional)									
SW#	Course Title	CrHrs	Taken	Grade					
6200	Research Methods I	3.0							
<b>Total Credit Hours 3.0</b> GPA: _____ Cumulative GPA: _____  Academic Probation: Yes No									
FALL SEMESTER – YEAR 2					SPRING SEMESTER – YEAR 2				
SW#	Course Title	CrHrs	Taken	Grade	SW#	Course Title	CrHrs	Taken	Grade
6100	Generalist Practice I	3.0			6150	Generalist Practice II	3.0		
6400	Supervised Practicum I	4.0			6450	Supervised Practicum II	5.0		
<b>Total Credit Hours 7.0</b> GPA: _____ Cumulative GPA: _____  Academic Probation: Yes No					<b>Total Credit Hours 8.0</b> GPA: _____ Cumulative GPA: _____  Academic Probation: Yes No				
SUMMER SEMESTER – YEAR 2									
SW#	Course Title	CrHrs	Taken	Grade					
6650	Research Methods II	3.0							
6700	Advanced Generalist Practice I	3.0							
(6475)	(Optional) Block Foundation Supervised Practicum	(9.0)							
<b>Total Credit Hours 6.0</b> GPA: _____ Cumulative GPA: _____  Academic Probation: Yes No									

Entering Class: **FALL** \_\_\_\_\_ **PART TIME (60 Hrs) Continued** Graduation: **SUMMER** \_\_\_\_\_

Student: \_\_\_\_\_ ID#: A \_\_\_\_\_ Academic Advisor: \_\_\_\_\_

FALL SEMESTER – YEAR 3					SPRING SEMESTER – YEAR 3				
SW#	Course Title	CrHrs	Taken	Grade	SW#	Course Title	CrHrs	Taken	Grade
6750	Advanced Generalist Practice II	3.0			6600	Policy and Administration	3.0		
6900	Supervised Practicum III	6.0			6950	Supervised Practicum IV	6.0		
<b>Total Credit Hours 9.0</b> GPA: _____ Cumulative GPA: _____  Academic Probation: Yes No					<b>Total Credit Hours 9.0</b> GPA: _____ Cumulative GPA: _____  Academic Probation: Yes No				
SUMMER SEMESTER – YEAR 3 (optional)									
SW#	Course Title	CrHrs	Taken	Grade					
6800	Law and Ethics for Social Work	3.0							
6xxx	Elective	3.0							
(6975)	(Optional) Block Advanced Supervised Practicum	(12)							
<b>Total Credit Hours 6.0</b> GPA: _____ Cumulative GPA: _____  Academic Probation: Yes No									

1. 1<sup>st</sup> year course work must be completed before proceeding ahead to 2<sup>nd</sup> year.
2. Three credit hours of electives required.
3. Minimum GPA required to graduate: 3.0 (No “D” credit permitted)
4. Minimum credits required to complete MSW program: 60
5. Graduation Candidacy Form submitted at 2<sup>nd</sup> last semester: YES NO

## APPENDIX II: HELPFUL CONTACT INFORMATION

<b>Dr. Terry Peak</b>	Professor & Director, Social Work Program	<a href="mailto:terry.peak@usu.edu">terry.peak@usu.edu</a>	435-797-4080
<b>Dr. Derrik Tollefson</b>	Associate Professor & MSW Program Coordinator, Associate Dean (Uintah Basin Campus)	<a href="mailto:derrik.tollefson@usu.edu">derrik.tollefson@usu.edu</a>	435-722-1752
<b>Dr. Diane Calloway-Graham</b>	Associate Professor & Field Practicum Director	<a href="mailto:diane.calloway-graham@usu.edu">diane.calloway-graham@usu.edu</a>	435-797-2389
<b>Moises Diaz</b>	Clinical Assistant Professor & Assistant Practicum Director	<a href="mailto:moises.diaz@usu.edu">moises.diaz@usu.edu</a>	435-797-8258
<b>Karen Flessner</b>	Social Work Program Office	<a href="mailto:Karen.flessner@usu.edu">Karen.flessner@usu.edu</a>	435-797-1286

Social Work Office	<a href="mailto:socialwork@usu.edu">socialwork@usu.edu</a>	435-797-1286
Social Work Office Fax		435-797-1240

**USU Education Centers**

USU - LOGAN	435-797-1000 or 435-797-9700
USU - BRIGHAM CITY	435-919-1200
USU – KAYSVILLE	801-499-5120
USU – TOOELE	435-882-6611
USU – UINTAH BASIN	435-722-2294
USU – MOAB	435-259-7432
USU - EASTERN (PRICE)	435-613-5000
USU - EASTERN (BLANDING)	435-678-2201

## APPENDIX III: FACULTY INFORMATION

### Utah State University Social Work Program Faculty Interests

Browne, Shannon	BS, Bowling Green State University JD, Ohio State University MSW, Columbia	Clinical Practice with Individuals and Groups, Child Welfare, Forensic Child Welfare
Calloway-Graham, Diane	BS, Weber State University MSW, University of Utah Ph.D, University of Utah	Student Development, Women's Issues, Child Welfare, Social Work Practicum, Teaching Innovations
Camp, Sean	BS, Kennesaw State University MSW, University of Georgia Ph.D, University of Georgia	Child Sexual Abuse, Adolescent Sex Offenders, Child Welfare, Foster Care/Adoption, Gay and Lesbian Parenting
Diaz, Moises	BA, Utah State University MSW, Eastern Washington University	Social Work in Educational Settings, Cultural Issues
Egbert, Susan	BSW, Brigham Young University MSW, Portland State University Ph.D, University of Utah	Adoption, Child Welfare, Program Evaluation
Evers, Jenifer	BS, University of Utah MSW, University of Montana	Therapeutic services to children and adolescents with serious emotional disturbances
Lucero, Jessica	BSW, University of Wyoming MSW, University of Wyoming Ph.D, Wayne State University	Neighborhood effects, communities, marriage and fertility, at-risk youth and families, childhood exposure to violence, family violence, teen dating violence, advanced quantitative research methods
Peak, Terry	BA, State University of New York at Buffalo MSW, State University of New York at Albany Ph.D, State University of New York at Albany	Aging, Health Care, Health Policy, End of Life Issues, Elder Abuse Issues, Men's Health Issues
Roark, Jennifer	BS, University of Colorado at Boulder MSW, Portland State University PhD, University of Colorado at Boulder	Explores problematic issues in the juvenile justice system (adolescents from minority families are disproportionately represented in this system).
Sorenson, Carl J.	BSW, University of Utah MSW, Brigham Young University	Clinical practice, sexual compulsivity, trauma, substance abuse and addiction, sex offender treatment, crisis intervention
Tollefson, Derrik	BSW, Utah State University MSW, University of Denver Ph.D, University of Utah	Child Welfare, Family Violence, Troubled Youth, Clinical Practice, Program Evaluation

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