We affirm the contributions of all people in our community. Diversity and equity are at the core of our mission in the College of Education and Human Development.

We explicitly reject bias, discrimination, and exclusion on the basis of race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

We all are responsible for recognizing, confronting, and addressing bias and discrimination and diligently working for positive change in support of equity and diversity.
General Information

Introduction

Welcome to the School of Social Work (SSW) at the University of Minnesota!

This MSW Student Handbook provides an overview of the MSW curriculum and policies that shape the MSW program. It also provides a reference for other School of Social Work and University policies that influence graduate study in social work. You can use the handbook as an advising tool, referring to it when you need the “nuts and bolts” of degree requirements. The handbook can be useful when you meet with your adviser, but it is not intended to substitute for in-person meetings between advisers and students. We ask that you familiarize yourself with the contents of the handbook and that you keep it and refer to it as a quick reference guide.

The information in this handbook and other University catalogs, publications, or announcements is subject to change without notice. University offices can provide current information about possible changes, and the School of Social Work will post notices on the School’s home page as changes occur. You will find additional information about field instruction in the MSW Field Manual, which is available online through the School’s home page (http://cehd.umn.edu/ssw/current/MSW/Field/). In the course of your graduate study you may also need to consult other sources, such as the Graduate School Catalog (http://www.catalogs.umn.edu/grad/index.html), for Graduate School requirements and course descriptions, or the Handbook for Graduate Assistants (http://www1.umn.edu/ohr/gae) if you have been hired for a graduate assistantship. Class schedules are available online via the University’s One Stop website: https://onestop.umn.edu/. There are links from the One Stop site to topics ranging from bus service and parking to University-wide calendars and policies.

The School also publishes a monthly online newsletter, Peters Panorama, which you should read for announcements of information pertinent to your participation in the graduate social work program. Additional SSW information can be found on our homepage at http://cehd.umn.edu/ssw.

We hope this handbook helps you find your way through the information needed to be a graduate student in the MSW program. Welcome to the MSW program!
**Structure and Leadership of the School of Social Work**

Dr. John Bricout is the director of the School of Social Work with responsibility for all School programs and functions, including academic programs. Dr. Joseph Merighi serves as Director of Graduate Studies, primarily responsible for representing the School’s graduate academic programs both within and outside the University. Associate Director Megan Morrissey oversees Student Services and other administrative School functions, in addition to serving as the MSW Program Director.

SSW offers the following academic programs in addition to the MSW:

- Bachelor of Science in Youth Studies – directed by Dr. Linda Jones
- Undergraduate minors in Youth Studies, Social Justice, and Family Violence Prevention
- Master of Education in Youth Development Leadership – directed by Dr. Ross VeLure Roholt
- Doctor of Philosophy in Social Work – directed by Dr. Lynette Renner

**Faculty**

The School of Social Work has a highly productive faculty who are actively engaged with students and deeply committed to creating a culture of scholarship and service that responds to all populations served by our graduates. Four research centers in the School of Social Work generate leading research, provide technical help and training, and create new educational content in the many areas including child welfare, restorative justice, and chemical/mental health.

A complete list of our faculty with links to individual faculty pages can be found [here](#). A list of our research centers with a brief description of each is available [here](#).

**Staff**

Many staff work to support the mission of the School and assist the faculty and students in their endeavors. Staff with whom you may interact:

- Emily Batts - Student Staff Supervisor, Payroll
- Jackie Colby - School communications, website, and publications; MSW student photos
- Julie Cutting – Manages the day to day operations of SSW
- Andrew Howe - Keys, building card access, office set-up, and moves
- Peggy Pond - Course scheduling, room reservations, notary
- Kayla Simmel – SSW and Continuing Education event manager
**MSW Program Administration**

**Director of the MSW Program** – *Dr. Megan Morrissey*

As the Director of the MSW program, Dr. Morrissey oversees all aspects of the program including curriculum development, course scheduling, and program policies. Dr. Morrissey also teaches in the MSW and PhD programs.

**Director of Field Instruction** – *MJ Gilbert*

As the Director of Field Instruction, MJ Gilbert leads a team of five field coordinators in overseeing all operations related to field instruction, from interviewing for a field placement to the final field evaluation. MJ is an alumna of the MSW program, and often teaches in the concentration curriculum.

**Field Program Coordinator** – *Rosetta Chears*

The Field Program Coordinator supports all field placement activities, which includes managing the IPT database, coordinating the annual field fair, and assisting the field liaisons, coordinators, and students with any questions they have.

**Graduate Program Coordinator** - *MacKenzie Case*

The Graduate Program Coordinator supports program development and operation through orientation, curriculum management, student progress, and implementation of policies, procedures, and forms; maintains student records; and supports students and faculty by addressing personal and academic challenges. The Graduate Program Coordinator is your best source of information about University policies and requirements that apply to the MSW program and can help you navigate them.

**Director of MSW Admissions and Alumni Relations** - *Zer Vang*

Zer is the primary lead for all MSW graduate admissions and alumni relations activities; she is also an alumna of the MSW program. Current students may hear from Zer when we have an opening as a program ambassador!

---

**MSW Curriculum Committees and the School of Social Work Council**

Oversight of the MSW curriculum and policies related to the MSW program rests with the MSW Program Committee and four concentration committees that serve in an advisory capacity to the MSW Program Committee. The four concentration committees are named for the four areas of concentration (Clinical Mental Health, Community Practice, Families and Children, and Health Disability and Aging). Membership on curriculum committees is comprised of faculty member and student representatives. All curriculum committees serve in a consultative role to the School of Social Work Council, which is made of all faculty members and staff and student representatives. Student participation on Social Work committees is strongly encouraged. All students are welcome to attend the monthly SSW Council meetings.

**Faculty Adviser**

You are assigned an adviser before the start of your first semester. Your faculty adviser is the person who is best suited to guide you in selecting your elective courses and career planning. Most students remain with their initial adviser through completion of the program, but some students change advisers because their interests change or because both the student and faculty member agree another faculty member is better suited to serve in that role.

Students may request a change of adviser at any time by securing the consent of the person from whom a student wishes to receive advising and emailing the Graduate Program Coordinator to make the change.
Graduate Student Services and Progress (GSSP)

GSSP is a central University office housed in One Stop Student Services that advises faculty and students concerning graduate education and University policies and procedures. GSSP serves as gatekeeper for graduate student milestone requirements, strictly enforcing policies and procedures. GSSP is located in 333 Bruininks Hall (just across the bridge to the East Bank). Contact information: gssp@umn.edu or 612-625-3490.

2018-2019 Academic Year

The official 2018-2019 academic year calendar can be found on One Stop’s website here. Specific course meeting dates are in the course details online (see Search for Classes). Some dates to note for the MSW program are below.

Fall 2018 Semester
Tue, Sept. 4, 2018 – Classes begin for fall semester
Tue, Nov. 13, 2018 – Spring 2019 registration begins (check enrollment time on MyU)
Thu, Nov. 22, 2018 – Fri, Nov. 23, 2018 – University closed for Thanksgiving holiday
Thu, December 20, 2018 – End of fall semester

Spring 2019 Semester
Mon, Jan. 21, 2019 – University closed for Martin Luther King, Jr. Day
Tue, Jan. 22, 2019 – Classes begin for spring semester
Mar. 18 – 22, 2019 – Spring Break (University closed on 3/22/19)
Mon, Apr. 1, 2019 – Field Fair
Sun, May 5, 2019 – School of Social Work Recognition Ceremony
Wed, May 8, 2019 – College of Education and Human Development’s Commencement ceremony

Communication

MSW Canvas site

The MSW Canvas site is the central repository for all MSW program materials. You will find program handbooks, step-by-step guides to completing the program, and program forms, and other pertinent information in Canvas.

Email and Google groups

All official communication from University sources is sent to your @umn.edu email account. You are responsible for checking this email regularly and when requested, respond in a timely manner. New and current students are automatically enrolled in the following Google groups/listservs:

msw_students@umn.edu - This list includes only MSW students and is used by the program leadership and Graduate Program Coordinator to share important information such as deadlines or changes in University requirements; opportunities for professional development, fellowship applications, or award nominations; and invitations to academic events.

CEHD-Announcements@lists.umn.edu - This listserv is used by CEHD to share timely information about activities, events, and opportunities within the college.
The MSW Program

Mission and Goals of the Master of Social Work Program

Mission

The central mission of the Master of Social Work program is the preparation of students for advanced social work practice and leadership in the following areas: Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging.

The Master of Social Work program reflects the land-grant and research mission of the University of Minnesota, the educational purpose of the Council on Social Work Education (CSWE), and the professional values of the National Association of Social Workers (NASW). The program is grounded in the School’s history of advanced scholarship and knowledge building, as well as its tradition of leadership for and commitment to working for social justice.

The curriculum is grounded in a person and environment construct, as well as the history, values, ethics, research and knowledge base of the profession. In addition, the curriculum rests on the principle that a just society is one that provides for the basic human needs of all citizens and that all persons should have equal opportunities to share in society’s social, political, and economic goods. In developing the curriculum, the program places particular importance on preparing social work professionals (in such roles as case managers, policy analysts, clinicians, and community organizers) to have a practical understanding of how power and privilege, and their opposites, shape the roles that all of us play in society. Also, as a reflection of this commitment, we strive to create a learning environment that is diverse in all aspects. Further, we use this environment to help all students develop the sensitivity and skills necessary to work effectively in diverse communities.

Goals

The following goals for the MSW program are derived from its mission:

1. The MSW program will prepare graduate students for entry into advanced social work practice and leadership for the profession.

2. The MSW program will prepare professionals who are able to evaluate social work practice and programs critically and empirically, and who are able to apply evidence-based best-practice knowledge and skills effectively with diverse populations in a range of practice settings.

3. The MSW program will support and promote the public good by expanding access to graduate social work education throughout the state, with emphasis on practice in the arena of public-sector social services and policy.

4. The MSW program will continue to increase opportunities for graduate social work education among groups underrepresented in the profession.
MSW Curriculum: General Program Requirements

The MSW curriculum prepares professionals to enter advanced social work practice in a manner that helps individuals, families, groups, and communities enhance or restore social functioning, and to create social conditions favorable to this goal. The curriculum emphasizes social justice, the value of human diversity and empowerment of oppressed people, and focuses on clients’ strengths and problem-solving capacities that foster change at multiple levels.

The curriculum is offered in two basic formats: the full program (53 semester credits), for students who do not have an undergraduate degree in social work, or the advanced standing program (a minimum of 34 semester credits), for students who have earned a BSW from an CSWE-accredited undergraduate program within seven years of beginning their program of graduate study.

The School of Social Work offers classes on the Twin Cities campus of the University of Minnesota. We deliver the curriculum through a variety of formats including in-person instruction and web-enhanced course delivery. Students can complete the MSW curriculum through full- or part-time study.

Most MSW courses are scheduled on Wednesday evenings, and on Thursdays, Fridays and Saturdays, from early morning until the evening. A limited number of courses are offered on Monday and Tuesday evenings. The School does not offer a program that is exclusively delivered during weekday business hours, or exclusively delivered during evening and weekend hours. Most students have a mix of courses across weekdays, evenings and weekends. Field days for most students are Mondays through Wednesdays, although a limited number of field agencies offer field hours in the evenings and on weekends. Some field agencies require attendance at specific times (for example, to attend staff meetings on a specific morning) to promote the student’s integration into the services offered by that agency. Some required program components, such as new student orientation and field internships, take place during weekday business hours. Course selection may be limited by an individual’s schedule limitations.

Full Program – 53 Semester Credits

Students who do not have an undergraduate degree in social work, those who earned an undergraduate degree in social work from an undergraduate program that was not accredited by the Council on Social Work Education (CSWE), or those who earned their undergraduate social work degree more than seven years before beginning their graduate program, are eligible for the full program of 53 semester credits.

The full program includes a 19credit foundation consisting of courses and a field placement, and a 34credit concentration in one of four areas: Clinical Mental Health; Community Practice; Families and Children; or Health, Disability and Aging. The concentration consists of required courses, a concentration field placement, and electives. Studying full-time, students can complete the full program in two academic years of study, or 4 semesters. Part-time options require three to four years of study.

Advanced Standing – 34 Semester Credits (minimum)

Students who have completed an undergraduate degree in social work at a program that was accredited by CSWE at the time the degree was awarded are eligible for advanced standing. To be eligible for advanced standing a student must enroll as a graduate degree-seeking student within seven years of completing the undergraduate social work degree. The advanced standing curriculum is a minimum of 34 semester credits. A student may be required to take courses beyond the 34 credit minimum in the following circumstances:

- If the undergraduate social work degree was earned more than seven years before beginning graduate study;
- If the student received a grade of less than B (3.0) in an undergraduate social work course that fills a foundation requirement; OR
- If the undergraduate program did not include content considered a part of the School of Social Work’s foundation curriculum and essential for moving into one of the concentration areas offered by the School.
The School waives foundation curriculum requirements for most students with advanced standing (with exceptions noted above), and they move directly into an area of concentration: Clinical Mental Health, Community Practice, Families and Children, or Health, Disability and Aging

Transfer Students

A “transfer student” is a student who began her/his/their graduate study in social work as an admitted student at another CSWE-accredited MSW program. Such students may transfer into either the full program or the advanced standing program. Students transferring into the full program generally have completed the foundation curriculum and the first field placement, prior to enrolling in the University of Minnesota’s MSW program. Students transferring with advanced standing have generally completed approximately one-half of their degree requirements. A student transferring with advanced standing must complete the field component at the University of Minnesota.

A transfer student must complete at least 60% of their graduate credits at the University of Minnesota in order to graduate from this institution. This may limit the number of credits that a transfer student may bring in to their MSW program; full program students completing a 53-credit curriculum may transfer in no more than 21 semester credits to their program; advanced standing students completing a 34-credit curriculum may transfer in no more than 13 semester credits. (Three quarter credits are equivalent to two semester credits.)

The term “transfer student” is distinct from “transferring credits.” For transferring credits, please refer to the SSW Transfer of Credit policy, which appears on page 60 in this handbook.
The Foundation Curriculum

The 19-credit foundation curriculum is required for full program (53 credits) students and is not required for students with Advanced Standing (with exceptions noted above in “Advanced Standing” section).

### Foundation Curriculum – Full Program (53 credits) Students

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits/Term</th>
<th>Term/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 5051—Human Behavior and the Social Environment</td>
<td>2 credits/Fall</td>
<td></td>
</tr>
<tr>
<td>SW 5101—Historical Origins &amp; Contemporary Policies in Soc Welfare</td>
<td>3 credits/Fall</td>
<td></td>
</tr>
<tr>
<td>SW 8151—Social Work Practice Methods: Individuals and Systems</td>
<td>2 credits/Fall</td>
<td></td>
</tr>
<tr>
<td>SW 8152—Social Work Practice Methods: Families and Groups</td>
<td>2 credits/Spring</td>
<td></td>
</tr>
<tr>
<td>SW 8153—Social Work Practice Methods: Macro Practice and Organizations</td>
<td>2 credits/Fall</td>
<td></td>
</tr>
<tr>
<td>SW 8841—Social Work Research Methods</td>
<td>2 credits/Fall</td>
<td></td>
</tr>
<tr>
<td>SW 8010—Foundation Field Practicum &amp; Seminar</td>
<td>3 credits each semester if over the academic year for a total of 6 credits, or 6 credits in a block placement</td>
<td></td>
</tr>
</tbody>
</table>

*Take field concurrently with 8151 and 8152, or in a summer block in the summer following completion of 8151 and 8152.*

<table>
<thead>
<tr>
<th>Total foundation credits – courses + field (420 hours)</th>
<th>19 credits</th>
</tr>
</thead>
</table>

Full-time students complete the foundation curriculum in their first year of graduate study, with most of the coursework in the first semester. If they choose a concurrent field placement (420 hours, or 14 hours per week over spring and fall semesters) they complete the foundation in two semesters. If they choose a summer block placement (420 hours, @35 hours a week for 12 weeks in summer) they complete the foundation in a calendar (12-months) year. A practice seminar accompanies SW 8010 - Foundation Field Practicum & Seminar, but students do not need a separate registration for the seminar.

Part-time students complete the foundation courses in two academic years, generally taking practice methods (8151, 8152, and 8153) in their second year of study while doing the first field placement (SW 8010).

Students who do a concurrent placement register for 3 credits of SW 8010 in both fall and spring semesters while also enrolled in foundation practice methods courses (SW 8151 and SW 8152). Students who do a block placement register for 6 credits of SW 8010 in Summer Session. Please note that students who choose a summer block placement have an overall increase in tuition as a result of matriculating in an additional registration period.

**Important policies:**

- With the exception of SW 8010—Foundation Field Practicum & Seminar, students must take courses in the foundation curriculum for a letter grade (A/F).
- Students may not substitute foundation courses with courses or credits from outside of the SSW.
The MSW Concentrations: Overview and Outlines

All students complete a 34-credit concentration area in the MSW program. The concentration curriculum prepares students for practice across settings and populations by requiring an anchor and boost course from the concentration, 2 concentration electives, coursework in policy, diversity and research, and coursework from at least one other concentration. The four concentration areas offered in our MSW program are:

Clinical Mental Health: The Clinical Mental Health concentration prepares students for advanced clinical social work practice with children, adults and families across diverse settings and populations. Students learn contextually based approaches to mental health diagnostic assessment, treatment and practice evaluation, with a strong focus on client systems experiencing significant mental health risk.

Community Practice: Community Practice prepares students to improve the effectiveness and responsiveness of human service systems, to mobilize groups for social change, and to serve as catalysts for sustainable development and social justice. Students are prepared to fill a variety of community practice roles—leaders, planners, policy advocates, community organizers, mediators, evaluators and agency administrators—in a range of settings from local to global.

Families and Children: Families and Children concentration prepares students to work with families and children in a range of settings and organizations, as well as influence relevant organizational structures and policies. Students will be able to identify protective supports and develop interventions that mediate risk and promote resilience.

Health, Disability and Aging: The Health, Disability and Aging concentration prepares students to work with people affected by distinct and interconnected issues related to health, disability and aging. Students are prepared to work in a variety of settings such as hospitals, primary care clinics, residential care facilities, hospice, community-based programs, and in policy and advocacy organizations.

Concentration Curriculum Overview

The concentration curriculum is 34 credits in length. Full-time, full program (53-credits) students who have completed the fall semester foundation curriculum, and students with advanced standing, follow the concentration curriculum for their specific concentration. Part-time, full program (53 credits) students who have completed some of the fall semester foundation curriculum, are eligible to take some classes in the concentration in the spring semester. Please refer to specific course pre-requisites. Students can complete the concentration in three to six semesters of study.

The concentration curriculum prepares students for practice across settings and populations by requiring an anchor and boost course from the concentration, 2 concentration skills electives, coursework in policy, diversity and research, coursework from at least one other concentration, and a field placement that supports the concentration.

Some concentration courses are restricted until the Full Program student has completed their foundation curriculum. Refer to course pre-requisites to determine eligibility for a specific course.

Course Sequencing

Students with advanced standing may begin taking required concentration courses immediately. Full program students (53-credits) must complete the all of the foundation courses before taking required courses in the concentration, with the exception of SW 8152 and SW 8010.

Full program students may take only the following courses from the concentration while completing their foundation field placement (SW 8010), and their second practice methods class (SW 8152):

- SW 8351 – Assessment and Engagement with Families and Children
• SW 8451 – Assessment and Engagement in Clinical Social Work Practice
• SW 8551 – Community Assessment and Intervention
• SW 8563 – Advanced Policy Advocacy
• Advanced Policy Requirement courses:
  o SW 8804 – Child Welfare Policy
  o SW 8805 – Aging and Disability Policy
  o SW 8806 – Health and Mental Health Policy
  o SW 8807 – International Social Welfare Policy
• SW 8821 – Social Work Practice and Difference, Diversity and Privilege

Reminder: All other concentration courses have SW 8010 and SW 8152 as pre-requisites.
Clinical Mental Health Concentration

The Clinical Mental Health concentration prepares students for advanced clinical social work practice with children, adults and families across diverse settings and populations. Students learn contextually based approaches to mental health diagnostic assessment, treatment and practice evaluation, with a strong focus on client systems experiencing significant mental health risk.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Class Number-Title, (# of credits) — Check schedule for terms offered</th>
<th>Term/Year</th>
</tr>
</thead>
</table>
| Anchor and Boost| • SW 8451—Assessment & Engagement in Clinical SW, (3 cr)  
• SW 8452—Core Concepts of Clinical Process, (3 cr) | 10.0       |
| Concentration Electives (2 courses required) | • SW 8352—Intervention Methods with Families (3 cr)  
• SW 8461—Adv Clinical SW Practice w/Adults (3 cr)  
• SW 8462—Adv Clinical SW Practice w/Children & Adolescents (3 cr)  
• SW 8463—SW Practice w/Severe & Persistent Mental Illness (3 cr) | 11.0-12.0  |
| Diversity       | • SW 8821—Social Work & Difference, Diversity & Privilege (2 cr) | 11.0-12.0  |
| Advanced Research | • SW 8842—Advanced Social Work Evaluation (3 cr)  
*Must be taken concurrent w/concentration field placement (SW8020/SW 8030) | 10.0       |
| Advanced Policy | • SW 8806—Health and Mental Health Policy (3 cr)  
• SW 8807—International & Comparative Social Welfare Policy (3 cr)  
*This advanced policy course is an option only for those CMH students who are completing the international specialization. | 11.0       |
| 2nd Focus (Anchor from another concentration ) (1 course required) | • SW 8251—W Practice in Health, Disabilities, and Aging – including Interprofessional Team Seminar on Fridays (3 cr)  
• SW 8351—Assessment & Engagement with Families & Children (3 cr)  
• SW 8551—Community Assessment and Intervention (3 cr) | 11.0       |
| Field (6 credits required) | • SW 8020— Concentration Field Practicum & Seminar with seminar (6 cr)  
OR  
SW 8030— Advanced Standing Concentration Field Practicum & Seminar (6 cr)  
*Students must take SW 8842—Adv Social Work Eval concurrently with the concentration field placement. Students in 8020 do not have a seminar. | 11.0-12.0  |
| Electives (5 credits required) | Students may select courses listed above not used to satisfy other requirements — OR —  
• courses listed in the cell to the right  
• from general electives listed at the end of this section of the manual | 11.0-12.0  |
| Community Practice | • SW 8552—Adv CP: Leadership, Planning & Program Development (3 cr)  
• SW 8561—Human Resources Mgmt in Human Service Agencies (3 cr)  
• SW 5562—Global Social Work and Social Development (3 cr)  
• SW 8563—Advanced Policy Advocacy (3 cr) | 11.0-12.0  |
| Families & Children | • SW 8352—Intervention Methods with Families (3 cr)  
*Students can take this “boost” class from the FC Concentration as a CMH elective. Must be taken concurrent with or following SW 8351 or SW 8451. | 11.0-12.0  |
| Health, Disability & Aging | • SW 8361—Identification and Assessment of Family Violence (3 cr)  
• SW 8363—Social Work in Child Welfare (3 cr) | 11.0-12.0  |
| Policy | • SW 8804—Child Welfare Policy (3 cr)  
• SW 8805—Aging and Disability Policy (3 cr) | 11.0-12.0  |
Clinical Mental Health Concentration – Students receiving IBH Training Fellowships

The Integrated Behavioral Health (IBH) Training Fellowship is available to full-program CMH students who have completed their first year of study, including field placement, and to students with advanced standing who have chosen a CMH concentration. This training fellowship requires a specific curriculum that is outlined below.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Class Number-Title, (# of credits) – Check schedule for terms offered</th>
<th>Term/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor and Boost</td>
<td>• SW 8451—Assessment &amp; Engagement in Clinical SW, (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8452—Core Concepts of Clinical Process, (3 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration Electives</strong></td>
<td><strong>IBH Fellows must complete</strong></td>
<td></td>
</tr>
<tr>
<td>(2 courses required, one of which must be SW 8462 – SW with SPMI)</td>
<td>SW 8463—SW Practice w/Severe &amp; Persistent Mental Illness (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For the second concentration elective, IBH Fellows can choose between</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8461—Adv Clinical SW Practice w/Adults (3 cr), or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8462—Adv Clinical SW Practice w/Children &amp; Adolescents (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>• SW 8821—Social Work &amp; Difference, Diversity &amp; Privilege (2 cr)</td>
<td></td>
</tr>
<tr>
<td>Advanced Research</td>
<td>• SW 8842—Advanced Social Work Evaluation (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Must be taken concurrently w/concentration field placement (SW8020/SW 8030)</td>
<td></td>
</tr>
<tr>
<td>Advanced Policy (Only offered in spring)</td>
<td><strong>IBH Fellows must fulfill the advanced policy requirement with this class:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8806—Health and Mental Health Policy (3 cr)</td>
<td></td>
</tr>
<tr>
<td>2nd Focus (Anchor from another concentration) (1 course required)</td>
<td><strong>IBH Fellows must take this class as their second focus:</strong></td>
<td></td>
</tr>
<tr>
<td>Field (6 credits required)</td>
<td>• SW 8020— Concentration Field Practicum &amp; Seminar with seminar (6 cr) OR SW 8030— Advanced Standing Concentration Field Practicum &amp; Seminar (6 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students must take SW 8842—Adv Social Work Eval concurrently with the concentration field placement. Students in 8020 do not have a seminar.</td>
<td></td>
</tr>
<tr>
<td>Electives: IBH Fellows are required to complete the courses to the right as their elective credits.</td>
<td><strong>These electives are required of CMH students who are IBH Fellows:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 5903—Substance Abuse and Social Work (2 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8901—Treating Trauma (2 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Any other 1 credit SW course</td>
<td></td>
</tr>
</tbody>
</table>
Community Practice prepares students to improve the effectiveness and responsiveness of human service systems, to mobilize groups for social change, and to serve as catalysts for sustainable development and social justice. Students are prepared to fill a variety of community practice roles—leaders, planners, policy advocates, community organizers, mediators, evaluators and agency administrators—in a range of settings from local to global.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Class Number-Title, (# of credits) – Check schedule for terms offered</th>
<th>Term/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anchor and Boost</strong></td>
<td>- SW 8551—Community Assessment &amp; Intervention (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SW 8552—Adv CP: Leadership, Planning &amp; Prog Development (3 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration Electives</strong></td>
<td>- PA 5101 - Management and Governance of Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SW 5562—Global Social Work and Social Development (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SW 8563—Advanced Policy Advocacy (3 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>- SW 8821—Social Work &amp; Difference, Diversity &amp; Privilege (2 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Research</strong></td>
<td>- SW 8843—Social Work Program Evaluation (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Community Practice MUST take SW 8843 during the academic year, registering in both fall and spring semesters.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Policy</strong></td>
<td>- SW 8804—Child Welfare Policy (3 cr)</td>
<td></td>
</tr>
<tr>
<td>(1 course required)</td>
<td>- SW 8805—Aging &amp; Disability Policy (3 cr )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SW 8806—Health &amp; Mental Health Policy (3 cr )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SW 8807—International &amp; Comparative Social Welfare Policy (3 cr )</td>
<td></td>
</tr>
<tr>
<td><strong>2nd Focus (Anchor from another concentration)</strong></td>
<td>- SW 8251—SW Practice in Health, Disabilities, &amp; Aging – including Foundations of Interprofessional Communication &amp; Collaboration (FIPCC) (3 cr)</td>
<td></td>
</tr>
<tr>
<td>(1 course required)</td>
<td>- SW 8351—Assessment &amp; Engagement with Families &amp; Children (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SW 8451—Assess &amp; Engagement in Clinical SW (3 cr )</td>
<td></td>
</tr>
<tr>
<td><strong>Field</strong></td>
<td>- SW 8020— Concentration Field Practicum &amp; Seminar (6 cr) <strong>OR</strong> SW 8030—Advanced Standing Concentration Field Practicum &amp; Seminar (6 cr)</td>
<td></td>
</tr>
<tr>
<td>(6 credits required)</td>
<td><em>CP students must take SW 8843 during the academic year, even if they are doing a summer block field placement. Students in 8020 do not have a seminar.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>- SW 8452—Core Concepts of Clinical Process (3 cr)</td>
<td></td>
</tr>
<tr>
<td>(5 credits required)</td>
<td>- SW 8461—Advanced Clinical Social Work Practice With Adults (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SW 8462—Adv Clinical SW Practice w/Children and Adolescents (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SW 8463—SW Practice with Severe &amp; Persistent Mental Illness (3 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Mental Health</strong></td>
<td>- SW 8352—Intervention Methods with Families (3 cr) (must be taken concurrent with or following SW 8451)</td>
<td></td>
</tr>
<tr>
<td>- All CMH electives must be taken concurrent with or following SW 8451</td>
<td>- SW 8361—Identification and Assessment of Family Violence (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SW 8363—Social Work in Child Welfare (3 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Families &amp; Children</strong></td>
<td>- SW 8261—Advanced Social Work Practice in Health Care (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SW 8262—Empowerment Practice with People with Disabilities (3 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Health, Disability &amp; Aging</strong></td>
<td>- SW 8263—Advanced SW Interventions Gerontology (3 cr)</td>
<td></td>
</tr>
</tbody>
</table>
**Families and Children Concentration**

Families and Children concentration prepares students to work with families and children in a range of settings and organizations, as well as influence relevant organizational structures and policies. Students will be able to identify protective supports and develop interventions that mediate risk and promote resilience.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Class Number-Title, (# of credits) – Check schedule for terms offered</th>
<th>Term/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anchor and Boost</strong></td>
<td>• SW 8351—Assessment &amp; Engagement with Families &amp; Children (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8352—Intervention Methods with Families (3 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration Electives</strong></td>
<td>• SW 8361—Identification and Assessment of Family Violence (3 cr)</td>
<td></td>
</tr>
<tr>
<td>(2 courses required)</td>
<td>• SW 8363—Social Work in Child Welfare (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8462—Adv Clinical SW Practice With Children and Adolescents (3 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>• SW 8821—Social Work &amp; Difference, Diversity &amp; Privilege (2 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Research</strong></td>
<td>• SW 8842—Advanced Social Work Evaluation (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Must be taken concurrent w/concentration field placement (SW8020/SW 8030)</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Policy</strong></td>
<td>• SW 8804—Child Welfare Policy (3 cr)</td>
<td></td>
</tr>
<tr>
<td>(1 course required)</td>
<td>• SW 8805—Aging &amp; Disability Policy (3 cr)</td>
<td></td>
</tr>
<tr>
<td>These courses are only</td>
<td>• SW 8806—Health &amp; Mental Health Policy (3 cr)</td>
<td></td>
</tr>
<tr>
<td>offered in spring semesters</td>
<td>• SW 8807—International &amp; Comparative Social Welfare Policy (3 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>2nd Focus (Anchor from another concentration)</strong> (1 course required)</td>
<td>• SW 8251—SW Practice in Health, Disabilities, &amp; Aging – including Foundations of Interprofessional Communication &amp; Collaboration (FIPCC) (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8451—Assess &amp; Engagement in Clinical SW (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8551—Community Assessment and Intervention (3 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Field</strong> (6 credits required)</td>
<td>• SW 8020— Concentration Field Practicum &amp; Seminar with seminar (6 cr) OR SW 8030— Advanced Standing Concentration Field Practicum &amp; Seminar (6 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students must take SW 8842—Advanced Social Work Evaluation concurrently with the concentration field placement. Students in 8020 do not have a seminar.</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong> (5 credits required)</td>
<td>Students may select courses listed above not used to satisfy other requirements - OR -</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• courses listed in the cell to the right</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• from general electives listed at the end of this section of the manual</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Mental Health</strong></td>
<td>All CMH electives must be taken concurrent with or following SW 8451</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8452—Core Concepts of Clinical Process (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8461—Adv Clinical SW Practice With Adults (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8462—Adv Clinical SW Practice w/Children &amp; Adolescents (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8463—SW Practice with Severe &amp; Persistent Mental Illness (3 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Community Practice</strong></td>
<td>• SW 8552—Adv CP: Leadership, Planning &amp; Program Dvlpmnt (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8561—Human Resources Mgmt in Human Service Agencies (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 5562—Global Social Work and Social Development (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8563—Advanced Policy Advocacy (3 cr - Spring)</td>
<td></td>
</tr>
<tr>
<td><strong>Health, Disability &amp; Aging</strong></td>
<td>• SW 8261—Advanced Social Work Practice in Health Care (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8262—Empowerment Practice with People with Disabilities (3 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SW 8263—Advanced SW Interventions Gerontology (3 cr)</td>
<td></td>
</tr>
</tbody>
</table>

*Students receiving Title IV-E – Child Welfare Fellowships must follow the requirements outlined in the Child Welfare Specialization section.*
Child Welfare Specialization in Families and Children

Students in the Families and Children concentration can specialize their concentration to focus on child welfare by choosing the courses listed below as a part of their Families and Children concentration and by fulfilling elective credits with specific classes. The child welfare specialization is open to all students, and is required of any student who is receiving Title IV-E funds, even if that student receives those funds for just a single year. Students receiving Title IV-E funds should also pay close attention to the curriculum requirements that are outlined in the IV-E Handbook.

IV-E Child Welfare Training Recipients: Because the curriculum requirements are very specific, a student who receives Title IV-E funds for a child welfare specialization should always plan her/his courses in consultation with her/his adviser and the IV-E Handbook.

A specialization indicates a particular focus of study. As with concentrations, a specialization is not noted by the University on your graduate school transcript. Students can include completion of a specialization on a professional resume.

Requirements for the Child Welfare Specialization:

- **Concentration electives** – students must take SW 8363 – Social Work in Child Welfare (3 cr) and SW 8361 – Identification and Assessment of Family Violence (3 cr)

- **Advanced Policy** – Students who specialize in child welfare must take the following course for their advanced policy requirement: SW 8804 – Child Welfare Policy (3 cr)

- **Free electives** - Students who complete the specialization must take the following class: SW 5905 – Permanency in Child Welfare (2 cr). The other 3 free elective credits should be selected in consultation with the student’s faculty adviser.

- **Field**- Students who choose a child welfare specialization must complete a concentration field placement at a site that has been approved for meeting the requirements of the child welfare specialization. Field placements that have been approved for IV-E Child Welfare placements are approved placements for the Child Welfare specialization.

Students in other concentrations can complete the specialization in child welfare, but doing so will require additional credits beyond the 53-credit minimum for full-program students, and the 34-credit minimum for students with advanced standing.

Students in other concentrations who choose the child welfare specialization must meet all of the requirements listed above, and must also complete the following classes: SW 8351—Assessment and Engagement with Families and Children (3 cr) and SW 8352—Intervention Methods with Families (3 cr).
Health, Disability and Aging Concentration

The Health, Disability and Aging concentration prepares students to work with people affected by distinct and interconnected issues related to health, disability and aging. Students are prepared to work in a variety of settings such as hospitals, primary care clinics, residential care facilities, hospice, community-based programs, and in policy and advocacy organizations.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Choices (# of credits, Terms offered— subject to change)</th>
<th>Term/Year</th>
</tr>
</thead>
</table>
| Anchor and Boost| • SW 8251—SW Practice in Health, Disabilities, & Aging – including Foundations of Interprofessional Communication & Collaboration (FIPCC) (3 cr)  
• SW 8261—Advanced Social Work Practice in Health Care (3 cr) *take concurrent with or after completing SW 8251* |           |
| Concentration Electives | • SW 8262—Empowerment Practice with People with Disabilities (3 cr)  
• SW 8263—Advanced SW Interventions Gerontology (3 cr)  
• SW 8463—SW Practice w/Severe & Persistent Mental Illness (3 cr) |           |
| Diversity | • SW 8821—Social Work & Difference, Diversity & Privilege (2 cr – Spring, Summer) |           |
| Advanced Research | • SW 8842—Advanced Social Work Evaluation (3 cr)  
*Must be taken concurrent w/concentration field placement (SW8020/ SW8030)* |           |
| Advanced Policy | • SW 8805—Aging & Disability Policy (3 cr)  
• SW 8806—Health & Mental Health Policy (3 cr)  
• SW 8807—International and Comparative Social Welfare (3 cr)*  
*This advanced policy course is an option only for those HDA students who are completing the international specialization.* |           |
| 2nd Focus (Anchor from another concentration ) (1 course required) | • SW 8351—Assessment & Engagement with Families & Children (3 cr)  
• SW 8451—Assessment & Engagement in Clinical SW (3 cr)  
• SW 8551—Community Assessment & Intervention (3 cr) |           |
| Field (6 credits required) | • SW 8020— Concentration Field Practicum & Seminar with seminar (6 cr) OR SW 8030— Advanced Standing Concentration Field Practicum & Seminar (6 cr)  
*Students must take SW 8842—Advanced Social Work Evaluation concurrently with the concentration field placement. Students in 8020 do not have a seminar.* |           |
| Electives (5 credits required) | Students may select courses listed above not used to satisfy other requirements - OR -  
• courses listed in the cell to the right  
• from general electives listed at the end of this section of the manual  
**Clinical Mental Health – All CMH electives must be taken concurrent with or following SW 8451**  
• SW 8452—Core Concepts of Clinical Process (3 cr)  
• SW 8461—Advanced Clinical Social Work Practice With Adults (3 cr)  
• SW 8462—Adv Clinical SW Practice w/Children and Adolescents (3 cr)  
**Community Practice**  
• SW 8552—Adv CP: Leadership, Planning & Program Development (3 cr)  
• SW 8561—Human Resources Mgmt in Human Service Agencies (3 cr)  
• SW 5562—Global Social Work and Social Development (3 cr)  
• SW 8563—Advanced Policy Advocacy (3 cr)  
**Families & Children**  
• SW 8352—Intervention Methods with Families (3 cr)  
*Must be taken concurrent with or following 8351 or 8451*  
• SW 8361—Identification and Assessment of Family Violence (3 cr)  
• SW 8363—Social Work in Child Welfare (3 cr) |           |
# Health, Disability and Aging Concentration - Students receiving IBH Training Funds

The Integrated Behavioral Health (IBH) Training Fellowship is available to full-program HDA students who have completed their first year of study, including field placement, and to advanced standing students who have chosen a HDA concentration. This training fellowship requires a specific curriculum that is outlined below.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Choices (# of credits, Terms offered—subject to change)</th>
<th>Term/Year</th>
</tr>
</thead>
</table>
| **Anchor and Boost** | • SW 8251—SW Practice in Health, Disabilities, and Aging – which includes Foundations of Interprofessional Communication and Collaboration (FIPCC) (3 cr)  
• SW 8261—Advanced Social Work Practice in Health Care (3 cr) *(take concurrently with or after taking SW 8251)* | |
| **Concentration Electives**  
(2 courses required) | **IBH Fellows must complete the following HDA elective:**  
• SW 8463—SW Practice w/Severe & Persistent Mental Illness (3 cr)  
**And choose one of the following:**  
• SW 8262—Empowerment Practice with People with Disabilities (3 cr)  
• SW 8263—Advanced SW Interventions Gerontology (3 cr) | |
| **Diversity** | • SW 8821—Social Work & Difference, Diversity & Privilege (2 cr) | |
| **Advanced Research** | • SW 8842—Advanced Social Work Evaluation (3 cr)  
*Must be taken concurrently w/concentration field placement (SW8020/ SW8030)* | |
| **Advanced Policy**  
(1 course required) | **IBH Fellows must fulfill the advanced policy requirement with this class:**  
• SW 8806—Health & Mental Health Policy (3 cr) | |
| **2nd Focus (Anchor from another concentration)**  
(1 course required) | **IBH Fellows must choose the following class for their second anchor:**  
• SW 8451—Assess & Engagement in Clinical SW (3 cr) | |
| **Field**  
(6 credits required) | • SW 8020—Concentration Field Practicum & Seminar (6 cr) *OR* SW 8030—Advanced Standing Concentration Field Practicum & Seminar (6 cr) *(Fall, Spring, Summer)*  
*Students must take SW 8842—Adv Social Work Eval concurrently with the concentration field placement. Students in 8020 do not have a seminar.* | |
| **Electives – 6 credits required**  
HDA students who are IBH Fellows must complete 6 credits of free electives. These electives are listed in the cell to the right. | **These electives are required of HDA students who are IBH Fellows:**  
• SW 5903—Substance Abuse and Social Work (2 cr)  
• SW 8462—Advanced Clinical Work with Children and Adolescents (3 cr)  
• Any 1 credit SW course  
**NOTE:** IBH-funded students complete 6, rather than 5, credits of free electives. This means that full-program HDA students who are IBH Fellows complete a program that has a total of 54 credits, and advanced standing HDA students who are IBH Fellows complete a program that has a total of 35 credits. | |
**General Electives**

Students should consult with their adviser and attend concentration-advising meetings as they select courses for the concentration and as their general (or free) electives. The following courses are general electives that are not associated with any single concentration and are open to all MSW students who meet the prerequisites.

- SW 5903 — Social Work and Substance Abuse (2 cr)
- SW 5904 — Facilitation and Conflict Management (2 cr)
- SW 5905 — Permanency in Child Welfare (2 cr)
- SW 5906 — Advanced Ethical Decision Making (1 cr)
- SW 5907 — School Social Work (1 cr)
- SW 5909 — Social Work with Involuntary Clients (2 cr)
- SW 5907 — School Social Work (1 cr)
- SW 5909 — Social Work with Involuntary Clients (2 cr)
- SW 5912 — Grief and Loss (1 cr)
- SW 5913 — Working with Immigrant Populations (2 cr) – this course is only offered in summer
- SW 8901 — Assessment and Treatment of Trauma (2 cr)
- SW 8902 — Social Work Supervision, Consultation and Leadership (2 cr)
- SW 8901 — Assessment and Treatment of Trauma (2 cr) - This is an advanced elective and is only open to students with advanced standing, or students who have completed the entire foundation curriculum, including SW 8010.

**Classes Outside the School of Social Work**

Students may take up to 5 credits of concentration courses (not foundation credits) outside of the School of Social Work (i.e., graduate course work in other University departments) with written approval from their faculty adviser and the MSW Program Director.

Students who wish to substitute concentration credits with a course from outside of social work must obtain approval from the chair of the concentration committee and the MSW program director, and complete the Course Waiver or Course Substitution Form included in this Handbook before taking the course. Only one concentration elective can be substituted for a course outside SSW.

*Note: Foundation credits cannot be taken outside the SSW except in the case of transfer students.*
Field Instruction

Field policies are outlined in the *MSW Field Manual*, which is available online at the SSW website or in the MSW Canvas site. Students are required to read the Field Manual and follow all policies outlined in the manual. The MSW program requires the following of students in their Field Placement:

- Students must be registered for field credits in the academic session during which they are actually completing most field hours.
- Students receive a grade of satisfactory/not satisfactory (S/N) for field, and the final grade is not given until the placement is completed.
- In accordance with accreditation guidelines from the Council on Social Work Education, the School of Social Work does not give academic credit for life experiences, including field. (Standard 3.2.5 – Student Professional Development in the Educational Policy and Accreditation Standards.)
- Students with advanced standing must complete their single field placement in the surrounding region, but can use elective field credits (SW 8041) to complete an international or national field placement.

Please note that students are assessed a $17.00 course fee for each credit of field for which they are registered. This fee is used to support field instruction specific activities such as, field instructor training, liaison travel for field visits, producing field documents, and maintaining the IPT field database.

Full Program Students – 53 credits

Full program (53 credit) students complete two field placements, each with the value of 6 academic credits. The first field placement, SW 8010, is 420 hours in length and has an accompanying practice seminar. The second placement is 600 hours in length, and is accompanied by a monthly peer-consultation seminar. The field requirement is completed through the following two classes:

- SW 8010—Foundation Field Practicum & Seminar (*at least* 420 hours in the field agency plus a field seminar; 6 academic credits)
- SW 8020—Concentration Field Practicum & Seminar (*at least* 600 hours; 6 academic credits; a monthly peer-support seminar accompanies the 8020 placement).

A student can complete the field placements over the course of the academic year concurrent with courses in the fall and spring semesters, or in a summer block placement. A concurrent placement requires about 14-20 hours each week in the field agency, depending on whether the student is in SW 8010 or SW 8020, for a total of 420 or 600 hours respectively. A block placement requires 35-40 hours each week over 12 weeks to 15 weeks, depending, again, on whether a student is in SW 8010 or SW 8020.

The first field placement (SW 8010) must be taken concurrent with foundation practice methods classes (SW 8151, SW 8152, and SW 8153) or in the summer immediately following completion of the practice methods classes. A required practice seminar that meets every other week accompanies SW 8010.

- Students who take SW 8010 as a concurrent placement register for 3 credits of SW 8010 each semester; a summer block placement of SW 8010 requires registration for 6 credits in the May/Summer session.
- Students who take SW 8020 as a concurrent placement register for 3 credits of SW 8020 each semester a summer block placement of SW 8010 requires registration for 6 credits in the May/Summer session.

Full program students who wish to complete SW 8020 as a summer block placement are not eligible to do so in the summer immediately following the completion of the foundation placement (SW 8010). Students studying full-time would not be eligible to complete SW 8020 as a summer block until after the 4th semester of study. The time frame would adjust for students studying on a part-time basis.
Students take the following concentration classes concurrent with or before SW 8020: SW 8821—Social Work and Difference, Diversity and Privilege.

**Clinical Mental Health students:**

- SW 8451—Assessment and Engagement in Clinical Social Work Practice (3 cr)
- SW 8452—Core Concepts of Clinical Process (3 cr)

**Community Practice students:**

- SW 8551—Community Assessment and Intervention (3 cr)
- SW 8552—Advanced Community Practice: Leadership, Planning and Program Development (3 cr)

**Families and Children students:**

- SW 8351—Assessment and Engagement with Families and Children (3 cr)
- SW 8352—Intervention Methods with Families (3 cr)

**Health, Disability and Aging students:**

- SW 8251—Social Practice in Health, Disability, and Aging (3 cr)
- SW 8261—Advanced Social Work Practice in Health Care (3 cr)

CMH, FC and HDA students take the following concentration class concurrent with SW 8020: SW 8842—Advanced Social Work Evaluation. CP students take SW 8843—Social Work Program Evaluation during the academic year, even when they choose a summer block placement for SW 8020.

*Reminder: Students who choose a summer block placement will have added tuition costs for their overall program as a result of matriculating in an additional registration period.*

**Students with Advanced Standing**

Students with Advanced Standing take one field placement of at least 600 hours, with the value of 6 academic credits through the following class:

- SW 8030—Advanced Standing Concentration Field Practicum & Seminar (at least 600 hours plus a practice seminar and 6 credits).

Students can complete the field placement over the course of the academic year while taking required concentration courses, or in a summer block placement following completion of concentration requirements. A concurrent placement requires 20 hours each week in the field agency for a total of 600 hours. A block placement requires 40 hours each week over 15 weeks. Students who take SW 8030 as a concurrent placement register for 3 credits of SW 8030 each semester; a summer block placement of SW 8030 requires registration for 6 credits in the May/Summer session. A required practice seminar that meets every other week accompanies SW 8030.

Students take the following concentration classes concurrent with or before SW 8030:

**Clinical Mental Health students:**

- SW 8451—Assessment and Engagement in Clinical Social Work Practice (3 cr)
- SW 8452—Core Concepts of Clinical Process (3 cr)

**Community Practice students:**

- SW 8551—Community Assessment and Intervention (3 cr)
- SW 8552—Advanced Community Practice: Leadership, Planning and Program Development (3 cr)
Families and Children students:

SW 8351—Assessment and Engagement with Families and Children (3 cr)
SW 8352—Intervention Methods with Families (3 cr)

Health, Disability and Aging students:

SW 8251—Social Practice in Health, Disability, and Aging (3 cr)
SW 8261—Advanced Social Work Practice in Health Care (3 cr)

Students with advanced standing who complete a concurrent placement (fall and spring semesters) should take SW 8821—Social Work and Difference, Diversity and Privilege in the summer session, if they wish to complete all of their requirements in a 12-month calendar year, with three matriculation periods.

CMH, FC and HDA students take the following concentration class concurrent with SW 8030: SW 8842—Advanced Social Work Evaluation. CP students take SW 8843—Social Work Program Evaluation during the academic year, even when they choose a summer block placement for SW 8030.

International Placement Policy for Advanced Standing

Students with advanced standing cannot complete SW 8030 through a national or international placement, unless that national placement is located in the Twin Cities and surrounding metropolitan area. Students with advanced standing can complete an international field placement using SW 8041—Specialized Field Placement.

Reminder: Students who choose a summer block placement will have added tuition costs for their overall program as a result of matriculating in an additional registration period.
Other MSW Specializations

The MSW program has two specializations, in addition to the Title IV-E specialization. A specialization indicates a particular focus of study. As with concentrations, a specialization is not noted by the University on your graduate school transcript. Students can include completion of a specialization on a professional resume.

Gerontology Specialization in Health, Disability and Aging

Students in the HDA concentration can specialize their concentration to focus on gerontology by choosing the courses listed below as a part of their HDA concentration and by making specific selections with their five free elective credits.

Requirements for the Gerontology Specialization

Concentration electives – students in the Gerontology specialization are not eligible to substitute a concentration elective from another course outside SW or an independent study. Additionally, one of the concentration electives must be: SW 8263 – Advanced Direct Practice and Community-Based Interventions in Gerontology (3 cr)

Advanced Policy – Students who specialize in gerontology must choose the following course for their advanced policy requirement: SW 8805 – Aging and Disability Policy (3 cr)

Free electives - All MSW students have 5 credits of free electives. Students who choose the Gerontology specialization, must take SW 5912 – Grief and Loss in Social Work Practice (1 credit) as one of their elective courses. The other 4 credits of electives must be gerontology courses outside SSW or a gerontology-related Special Topics inside SSW. This component of the specialization must be approved, but some possible courses outside of the SSW which would meet this requirement include:

- FSOS 8105 – Family Gerontology (3)
- GER 5100 – Topics in Aging. Evaluating Senior Housing: Post-Occupancy Evaluation Applied to Space & Behavior (3)
- GER 5111 – Studying Aging and Chronic Illness (2)
- KIN 5385 – Exercise for Healthy Aging & Disease Prevention and Management (3)
- PSY 5138 – Adult Development and Aging (3)
- PUBH 6904 – Nutrition and Aging (2)
- PUBH 7580 – Organizational Management in Long Term Care (1)
- PUBH 7581 – Supports and Services for Long Term Care (1.5 - 3 credits) - Grant, Staff
- PUBH 8803 – Long-Term Care: Principles, Programs, and Policies (2)
- RSC 5814 – Age, Exercise, and Rehabilitation (2)
- SOC 8590 – Sociology of Time Topics in Life Course Sociology (3)

Field: Students who choose a gerontology specialization must complete a concentration field placement at a site that has been approved for meeting the requirements of the gerontology specialization. Approved placements for this specialization will be identified in the field agency database.

Students in other concentrations can complete the specialization in gerontology, but doing so will require additional credits beyond the 53-credit minimum for full-program students, and the 34-credit minimum for students with advanced standing. Students in other concentrations who choose the gerontology specialization must meet all of the requirements listed above (the HDA concentration elective SW 8263, SW 8805, SW 5912, and an approved field placement), and must also complete the following classes:

- SW 8251 – Social Work Practice in Health, Disabilities, and Aging
- SW 8261 – Advanced Social Work Practice in Health Care
International Specialization

The international specialization is available to students in all concentrations, and it promotes students taking an international perspective on any of the four concentrations. Students in all concentrations can complete the international specialization without adding any credits to their full program (53 credits) or advanced standing (34-credit minimum) program, although students who choose an international specialization with another specialization will have additional credit requirements.

Requirements for the International Specialization

Students can complete the International Specialization in any concentration (CMH, CP, FC, or HDA), with the following adjustments to their concentration courses:

Advanced Policy – Students who choose the international specialization must choose the following course for their advanced policy requirement: SW 8807–International and Comparative Social Welfare Policy (3 cr).

Free Electives - MSW students who choose the international specialization must complete the following class as a part of their free electives: SW 5562 – Global Social Work and Social Development (3 cr – fall semester). Students must also choose one of the following classes as a free elective:

- SW 5913 – Work with Immigrant Population – **strongly recommended** (summers only, 2 cr)
- CSPH 5321 - Public Health Priorities in the Developing World (summer session, 2 cr)
- GLOS 5403 International Human Rights Advocacy (fall semester, 3 cr)
- PA 5452 Immigration and Public Policy (offered periodically, 3 cr)
- PUBH 6281 Immigrant Health Issues (fall semester, 3 cr)

Field Placement - Field placement must have an international component, which can be met in the following ways:

- International field placement
- Or -
- Local field placement with international focus (placement working with refugees/immigrants, working on international organizing/policy, etc.). Students in the specialization should work with the field team to secure a field placement that meets the requirements of the specialization.

Students with advanced standing who choose an international specialization must do a local field placement with an international component, or could do elective field credits using SW 8041 Specialized Field Placement.
Dual Degrees

The School of Social Work offers three dual master’s degree plans: the Master of Social Work/Master of Public Policy (MSW/MPP) and the Master of Social Work/Master of Urban and Regional Planning (MSW/MURP), both offered with the Humphrey School of Public Affairs, and the Master of Social Work/Master of Public Health (MSW/MPH) offered with the School of Public Health. Each dual degree plan requires the equivalent of three academic years of full-time study. Students typically take course work mainly in one department in the first year, mainly in the other department in the second year, and in the third year take courses concurrently in both departments, facilitating the integration of content from both fields.

Completing the MSW degree requires 53 semester credits for full program students and 34 semester credits for students with advanced standing. Students admitted to a dual degree plan may apply some credits taken in each degree program toward requirements in both departments. Degree requirements vary for students choosing the different MSW concentrations:

**MSW Community Practice Concentration:** The course requirements for the Community Practice Concentration are outlined earlier in this MSW Student Handbook. No substitution for the required anchor course and ‘boost’ courses (SW 8551 and SW 8552) is permitted, nor for SW 8821. See the following pages for public affairs and public health courses that can be approved for substitution.

**Other MSW Concentrations:** Dual degree students who choose an MSW concentration other than the Community Practice concentration may in some cases need longer than six semesters to complete both programs and should consult with their faculty advisers to maximize efficiency in completing both degrees. No substitution for the required anchor and ‘boost’ courses in a concentration is permitted, nor for SW 8821.

Each department participating in the dual degree plans uses its own admissions standards. Applicants apply separately to the School of Social Work and to the other graduate program in the dual degree, fulfilling application requirements for each department. The School of Social Work encourages students to apply to both programs before beginning their studies, although it is possible for a student to apply after being accepted and matriculated in just one program, if the application to the second program is made during the first year of the first program and provided that application deadlines are met.

Students may begin their studies in either program. The School recommends that a dual degree student complete a full year in one program followed by a full year in the other program. A dual degree student must be officially enrolled in each program for at least three semesters (or two semesters in social work in the case of social work students with advanced standing). Dual degree students should consult with their advisers and with dual degree advising materials as they progress through their dual degree plan.

Pursuing the MSW concurrently with a University of Minnesota graduate program where there is not a formal dual degree program is possible if applicants meet the admission requirements and program requirements of both the School of Social Work and the other graduate program. In the past, students have occasionally combined an MSW with degrees in psychology, law, and education. Fewer credits may be double-counted in such combinations, however.
Master of Social Work/Master of Public Policy (MSW/MPP)

This dual degree plan, offered through the School of Social Work and the Hubert H. Humphrey School of Public Affairs, provides students with a graduate education in social work joined with the core fields in public policy. The program allows a student to focus on the development of leadership and professional competence in social policy, policy analysis, economic and community development, global public policy, public and non-profit leadership and management, or women and social policy.

Overview

The MPP and the MSW, if taken alone, would each be a two-year, full-time program. The dual degree plan requires that students fulfill all the requirements for both degrees but allows some overlap in course work. Full program MSW students can apply up to 21 semester credits to the requirements of both departments. MSW students with advanced standing can usually apply up to 15 credits toward both programs. Most dual degree MSW students who pursue the MPP select the Community Practice concentration for the MSW degree, and a concentration in social policy or in leadership and management within the MPP degree. Students should register through the college in which they have the most credits in a given semester, making sure that they register in the School of Public Affairs for three semesters and in the School of Social Work for three semesters (two SSW semesters for advanced standing MSW students).

Degree Requirements: MPP

Forty-five semester credits are required to complete the MPP degree. Students must take 21 credits of core courses, nine credits in a concentration (such as social policy or leadership and management), a capstone workshop or seminar, nine credits of electives, and an internship of at least 400 hours.

Students may apply social work courses (approximately 11 semester credits) toward the MPP concentration with the consent of the concentration head, or as electives. Note that these SW courses do not substitute for required PA courses.

Social work courses of particular relevance to MPP students include:

- SW 8551 Community Assessment and Intervention (3 cr)
- SW 8552 Advanced Community Practice: Leadership Planning and Program Development (3 cr)
- SW 8561 Human Resources Management in Human Service Agencies (3 cr)
- SW 8563 Advanced Policy Advocacy (3 cr)
- SW 8821 Social Work and Difference, Diversity and Privilege (2 cr)
- SW 8843 Social Work Program Evaluation (3 cr)
- SW 8841 Social Work Research Methods (2 cr)
- SW 8804 Child Welfare Policy (3 cr)
- SW 8805 Aging and Disabilities Policy (3 cr)
- SW 8806 Health and Mental Health Policy (3 cr)
- SW 8807 International and Comparative Social Welfare Policy (3 cr)
- SW 5904 Facilitation and Conflict Management (2 cr)
- SW 5562 Global Social Work and Social Development (3 cr)
- SW 5913 Working with Immigrant Populations (2 cr)
- SW 8902 Social Work Supervision, Consultation and Leadership (2 cr)
# Public Affairs (PA) courses that could be approved for cross-counting

<table>
<thead>
<tr>
<th>Social Work Requirement</th>
<th>Public Affairs Substitution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation research course</strong></td>
<td>Students can substitute MPP required research courses as a substitute for SW 8841 – Social Work Research methods, by completing two of the following:&lt;br&gt;One course from:&lt;br&gt;• PA 5032 – Applied Regression (2 cr)&lt;br&gt;• PA 5044 – Applied Regression: Accelerated (2 cr), <strong>and</strong>&lt;br&gt;One course from:&lt;br&gt;• PA 5033 – Multivariate Techniques (2 cr)&lt;br&gt;• PA 5041 – Qualitative Methods for Policy Analysts (4 cr)</td>
</tr>
<tr>
<td>SW 8841 Social Work Research Methods (applies to full program students only)</td>
<td></td>
</tr>
<tr>
<td><strong>Community Practice elective courses—two are required. (Two one-credit courses count as one elective course).</strong></td>
<td>With the approval of MSW Program Director, a Public Affairs course listed below or another course can be substituted for <strong>one</strong> concentration elective in Community Practice:&lt;br&gt;PA 5011 Management of Organizations&lt;br&gt;PA 5101 Management and Governance of Nonprofit Organizations&lt;br&gt;PA 5251 Strategic Planning and Management&lt;br&gt;Note: Additional Public Affairs courses may be proposed to the MSW Program Director</td>
</tr>
<tr>
<td>SW 8561 Human Resources Mgmt in Human Services Agencies&lt;br&gt;SW 8563 Advanced Policy Advocacy</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Policy Requirement</strong></td>
<td>The advanced policy requirement can be substituted with a course listed below, except for students receiving Title IV-E funding:&lt;br&gt;PA 5261 Housing Policy&lt;br&gt;PA 5401 Poverty, Inequality, and Public Policy&lt;br&gt;PA 5405 Public Policy Implementation&lt;br&gt;PA 5412 Aging and Disability Policy&lt;br&gt;PA 5421 Racial Inequality and Public Policy&lt;br&gt;PA 5422 Diversity and Public Policy&lt;br&gt;PA 5431 Public Policies on Work and Pay&lt;br&gt;PA 5441 Education Policy and the State Legislature&lt;br&gt;PA 5451 Immigration, Health and Public Policy&lt;br&gt;PA 5452 Immigration and Public Policy&lt;br&gt;Additional Public Affairs courses may be proposed to the MSW Program Director.</td>
</tr>
<tr>
<td>Social work students choose from:&lt;br&gt;SW 8804 Child Welfare Policy (3 cr)&lt;br&gt;SW 8805 Aging &amp; Disabilities Policy (3 cr)&lt;br&gt;SW 8806 Health/Mental Health Policy (3 cr)&lt;br&gt;SW 8807 International &amp; Comparative Social Welfare Policy (3 cr)&lt;br&gt;The dual degrees allow substitution of the policy requirement with one of the listed PA policy courses.</td>
<td></td>
</tr>
</tbody>
</table>
### Advanced Research Requirement

<table>
<thead>
<tr>
<th>Course Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 8842 – Advanced SW Evaluation (3 cr) Or</td>
</tr>
<tr>
<td>SW 8843 – Social Work Program Evaluation (3 cr)</td>
</tr>
</tbody>
</table>

The following PA courses can substitute for the advanced research requirement:

- PA 5311 Program Evaluation
- PA 5036 Regional Economic Analysis
- PA 5037 Regional Demographic Analysis

- or -
- PA 5035 Survey Research and Data Collection and PA 5032 Intermediate Regression Analysis

### Field Work (Internship)

The MPP degree requires completion of an internship equaling 400 hours of work. Two field placements are required for full program MSW students and one field placement for students with advanced standing. With advance planning and the consent of the MPP adviser, the SSW director of field instruction, and the MSW program director, a student may be able to use one of the field placements to fulfill the MPP internship requirement.

For full program students in the MSW program, the first social work field placement must be a direct service placement. The second field placement supports the student’s area of concentration. Given pertinent content and responsibilities, the second placement (SW 8020 for full program students and SW 8030 for advanced standing students) can also count as the internship required by Public Affairs.

Students should pay careful attention to coordinating the terms and process of the dual degree. Because of the complexity of dual degree completion, it is especially important that the degree programs are approved and filed early so any potential problems can be addressed. A copy of the SSW/Humphrey Dual Degree Form ([http://www.cehd.umn.edu/ssw/Documents/MSW/MPPMSW.xls](http://www.cehd.umn.edu/ssw/Documents/MSW/MPPMSW.xls)) should be attached to each department’s degree program form.

For further information about School of Social Work requirements, contact the MSW program director at SSW (612-624-4210 or 1-800-779-8636). For information about the MPP/MSW dual degree plan at the Humphrey School, contact Joel Mixon, Director of Advising and Retention at 612-626-9896 or mixon005@umn.edu.
Master of Social Work/Master of Urban and Regional Planning (MSW/MURP)

Overview

This dual degree plan allows students to gain in-depth training both in social work and in urban and regional planning. The specific MURP specialization for which this plan is most appropriate is Housing and Community Development. Other MURP specializations (environmental planning, land use and urban design; transportation planning; and regional economic workforce development) can be proposed, although these may take somewhat longer to complete under the dual degree plan. Likewise, the most efficient concentration in social work for the dual MSW/MURP plan is the Community Practice concentration. Students who select Community Practice in the MSW and housing and community development in the MURP can achieve both degrees in three academic years rather than the four years required if pursued separately. The School of Social Work encourages students to apply to both programs before beginning their studies, although it is possible for a student to apply after being accepted and matriculated in just one of the programs, if the application to the second program is made during the first year of the first program and provided that application deadlines are met.

Degree Requirements

Each program maintains its prerequisites and has its own conditions for admission. Faculty and staff from both programs will advise students on an individual basis regarding course selection so that dual-degree students can graduate within 3 academic years.

Students must fulfill all requirements for each degree. However, agreements between the School of Social Work, the Humphrey School, and the Graduate School allow students to apply up to 22 credits to both degrees, thereby reducing the total number of credits each degree would require if it were completed separately. Students will spend three semesters enrolled in the School of Social Work and three semesters enrolled in the Humphrey School.

The advanced-standing MSW program requires 34 semester credits, including up to 8 MURP credits. The total number of credits that can be double-counted for the dual MSW/MURP student who is in the advanced-standing option of the MSW program is 15 rather than 22. Advanced-standing students will register for three semesters in the Humphrey Institute and two semesters in the School of Social Work. The MURP courses shown below may be counted toward the advanced-standing MSW degree.

Final Exam/Paper and Additional Requirements

The MURP degree program requires writing a professional paper and the completion of an internship of at least 400 hours. No course credit is given for these activities.

Students choosing the Plan A option for the MURP must complete 10 thesis credits and thus commit to a longer degree program.

The MSW degree does not include a professional paper but does require two field internships (a single internship for students with advanced standing). With good advance planning the field placement (internship) used for the Social Work concentration for the MSW program can also fulfill the (non-credit) requirement of the MURP program for an internship, provided that it meets the criteria for both programs.

Registration

Students enrolled in dual degree programs may begin their studies in either program. It is best to complete a full year in one program before beginning the second program. The following plan works well: The dual degree student enrolls the first year as a Humphrey Institute student, completing most of the core requirements in the MURP program. The next three semesters the student enrolls in the School of Social Work, completing virtually all of the MSW requirements. In the final semester the student enrolls in the Humphrey School and finishes the MURP requirements and any remaining MSW requirements. Students should register through the college in which they take the most credits in a given semester, making sure that they register in the Humphrey School for three semesters and in the School of Social Work for three semesters.
<table>
<thead>
<tr>
<th>MSW credits that can fulfill MURP requirements</th>
<th>MURP credits that can fulfill MSW requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MURP degree requires 48 semester credits. A student must take all required core courses (26 credits), a 3-credit capstone workshop and select 9 credits of electives in a planning specialization. The remaining 10 credits may be taken anywhere in the University curriculum. A student can propose the following courses in Social Work towards the MURP degree up to approximately 11 credits:</td>
<td>The MSW degree requires 53 semester credits for students in the Full Program, including up to approximately 11 MURP credits. Students in this program must take all of the required MSW Foundation courses, two internships (field placements), and fulfill the requirements for a concentration. An MSW student within the Community Practice concentration could count the MURP courses shown below toward the MSW degree:</td>
</tr>
<tr>
<td>SW 5562 Global Social Work and Social Development (3 cr)</td>
<td>PA 5311 Program Evaluation (3 cr) may substitute for the Advanced Social Work Evaluation course (3 cr).</td>
</tr>
<tr>
<td>SW 5913 Working with Immigrant Populations (2 cr)</td>
<td></td>
</tr>
<tr>
<td>SW 8551 Community Assessment and Intervention (3 cr)</td>
<td></td>
</tr>
<tr>
<td>SW 8552 Advanced Community Practice: Leadership, Planning, and Program Development (3 cr)</td>
<td></td>
</tr>
<tr>
<td>SW 8561 Human Resources Mgmt. in Human Services Agencies (3 cr)</td>
<td></td>
</tr>
<tr>
<td>SW 8563 Advanced Policy Advocacy (3 cr)</td>
<td></td>
</tr>
<tr>
<td>SW 8804 Child Welfare Policy (3 cr)</td>
<td></td>
</tr>
<tr>
<td>SW 8805 Aging and Disabilities Policy (3 cr)</td>
<td></td>
</tr>
<tr>
<td>SW 8806 Health and Mental Health Policy (3 cr)</td>
<td></td>
</tr>
<tr>
<td>SW 8807 International &amp; Comparative Social Welfare Policy (3 cr)</td>
<td></td>
</tr>
<tr>
<td>SW 8821 Social Work &amp; Difference, Diversity &amp; Privilege (2 cr)</td>
<td></td>
</tr>
<tr>
<td>SW 8841 Social Work Research Methods (2 cr)</td>
<td></td>
</tr>
<tr>
<td>SW 8842 Advanced Social Work Evaluation (3 cr)</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td><strong>Advanced Policy Requirement</strong></td>
</tr>
<tr>
<td>SW 8552 Advanced Community Practice: Leadership, Planning, and Program Development (3 cr)</td>
<td>One of the following may substitute for the Social Work Advanced Policy requirement (3 cr):</td>
</tr>
<tr>
<td>Substituting for PA 5253 Participatory Management and Public Involvement Strategies (3 cr)</td>
<td>PA 5212 Managing Urban Growth &amp; Change (3 cr)</td>
</tr>
<tr>
<td>SW 8841 Social Work Research Methods (2 cr) and SW 8842 Advanced Social Work Evaluation (3 cr) substituting for PA 5034 Community Analysis and Planning Techniques (2 cr) and PA 5035 Survey Research and Data Collection (1.5 cr.)</td>
<td>PA 5261 Housing Policy (3 cr)</td>
</tr>
<tr>
<td>Additional Social Work course substitutions can be proposed to the Public Affairs Director of Graduate Studies.</td>
<td>PA 5521 Devel Planning &amp; Policy Analysis (3 cr)</td>
</tr>
<tr>
<td></td>
<td>PA 5412 Aging and Disability Policy (3 cr)</td>
</tr>
<tr>
<td></td>
<td>PA 8202 Network &amp; Places: (4 cr)</td>
</tr>
<tr>
<td></td>
<td>PA 8204 Econ &amp; Workforce Devel (4 cr)</td>
</tr>
<tr>
<td></td>
<td>One of the following may substitute for one of the Community Practice Concentration elective courses:</td>
</tr>
<tr>
<td></td>
<td>PA 5511 Community Economic Development (3 cr)</td>
</tr>
<tr>
<td></td>
<td>PA 8201 Environment and Infrastructure Plan (4 cr)</td>
</tr>
<tr>
<td></td>
<td>PA 8203 Neighborhood Revitalization Strategies &amp; Theories (4 cr)</td>
</tr>
</tbody>
</table>
One of the following may substitute for the elective requirement (2 cr.):
PA 5401 Poverty, Inequality and Public Policy (3 cr)
PA 5421 Racial Inequality and Public Policy (3 cr)
PA 5451 Immigrant Health Issues (3 cr)
PA 8312 Analysis of Discrimination (3 cr)
Additional Public Affairs course substitutions can be proposed to the MSW Program Director.
Master of Social Work/Master of Public Health (MSW/MPH)

The purpose of the MSW/MPH dual degree plan is to educate and prepare professional public health social workers who are competent in the practice of professional social work with the additional outlook, skills, and expertise of public health.

This dual degree plan, offered through the School of Social Work and the School of Public Health, provides students an opportunity to combine social work with Maternal and Child Health or with Community Health Promotion, as well as to select other courses from a variety of public health fields, such as environmental health, epidemiology, biometry, health services administration, and public health nutrition.

Overview

Students are able to complete the requirements for both degrees in approximately six semesters or less, depending upon the number of credits carried each semester. Full program students can apply up to 18 semester credits to the requirements of both programs. Students with advanced standing can usually use up to 12 credits in common toward both programs. The total number of graduate credits for the two degrees varies, depending upon the public health major chosen. Students in the MSW/MPH degree program also must complete an approved common field requirement to satisfy both degrees, complete a master’s project, and pass a joint final oral examination based on the integration of both professions.

For more information contact Shelley Cooksey, Student Advising Manager, 612-626-8803, cooks001@umn.edu; http://www.sph.umn.edu/. In the School of Social Work, contact Dr. James Reinardy at 612-624-3673.
Minors

MSW students may complete a designated minor that further develops their area of concentration within the MSW program, or another area of practice interest. Students who wish to declare a minor should work with their academic advisors and should complete the Minor Declaration Form in the Forms section at the end of this handbook. When a student completes a designated minor, that minor appears on the student’s graduate transcript.

Completing a designated minor generally requires additional credits in the area of study and may require an oral examination that focuses on all course work taken in the major and minor areas of study. Credits toward the minor may only come from the social work curriculum area designated as elective credits. Therefore, a student would take more than 53 credits (or 34 credits for students with advanced standing) to complete the MSW and minor requirements. Students who are completing a dual degree plan would also face a higher credit load than would be required for the dual degree without a declared minor.

For more information, contact the department that offers the minor field of study. (See the Graduate School Catalog for course offerings and departmental requirements. The Catalog is available online at http://www.catalo gs.umn.edu/gradmajorsalpha.html#minor. When taking courses outside of social work, students should check with the MSW program director to determine if the courses are offered for graduate credit.)
Social Work Licensing in the State of Minnesota

The State of Minnesota licenses social workers at four levels, with each license level requiring a passing grade on the appropriate license exam:

- Licensed Social Worker - LSW (BSW required)
- Licensed Graduate Social Worker - LGSW (MSW required)
- Licensed Independent Social Worker - LISW (MSW plus supervised practice experience required)
- Licensed Independent Clinical Social Worker – LICSW (MSW plus supervised clinical practice experience required)

Practicing professionals who wish to be licensed at the LICSW level must demonstrate successful completion of 360 hours of content in the following areas:

- Differential diagnosis and biopsychosocial assessment (108 hours)
- Assessment based clinical treatment planning (36 hours)
- Clinical intervention methods (108 hours)
- Evaluation methodologies (18 hours)
- Social work ethics and values (72 hours)
- Culturally specific clinical assessment (18 hours)

Applicants for the LICSW can obtain the necessary 360 clinical content hours through

- graduate course work as part of an MSW degree, and
- up to 90 hours of continuing education, provided a post-test is included as a part of the continuing education.

A student in the University of Minnesota-Twin Cities’ MSW Program can obtain clinical content hours as a part of her/his MSW degree in three ways:

1. through MSW-level courses taken in the School of Social Work, and
2. through graduate-level courses taken through other University of Minnesota graduate departments that are considered a part of the student’s MSW degree program provided that the student has obtained documentation from the instructor, and,
3. through specific field activities that a student completes as part of her/his field internship, provided the student and the field instructor have contracted for those hours at the beginning of the field placement and that there is a means to assess the student learning for those contracted hours. Students may obtain no more than 10% of hours in each category in this way, for a total of 36.5 hours.

It is the responsibility of each applicant for the LICSW to keep track of their clinical content hours. To assist you in doing this the School of Social Work provides a chart that indicates the clinical content hours available through the University of Minnesota-Twin Cities, School of Social Work MSW Program. This chart can be found at http://www.cehd.umn.edu/ssw/Current/MSW/clinicalcontent.asp.

Upon completion of their MSW-degree requirements a student can obtain a statement which, along with her/his MSW transcript, documents the number of clinical content hours that she/he has earned through her/his MSW degree program. This statement can be submitted with the application for an LICSW license for a practicing professional who applies for the LICSW.

The best place for information on social work licensing is available through the Minnesota Board of Social Work at http://www.socialwork.state.mn.us/.
University of Minnesota Policies

- University of Minnesota Student Conduct Code
- Master's Degree: Performance Standards and Progress
  o [https://policy.umn.edu/education/mastersperformance](https://policy.umn.edu/education/mastersperformance)
- Sexual Harassment Policy
  o [https://policy.umn.edu/hr/sexualharassment](https://policy.umn.edu/hr/sexualharassment)
- Student Academic Grievance Policy
  o [https://policy.umn.edu/education/studentcomplaints-proc02](https://policy.umn.edu/education/studentcomplaints-proc02)
- Policy on Legitimate Absences
  o [https://policy.umn.edu/education/makeupwork](https://policy.umn.edu/education/makeupwork)
Standards of Performance in the MSW Program

1. Introduction to Standards

The following standards apply to all MSW students enrolled in the School of Social Work at the University of Minnesota–Twin Cities. The standards describe scholastic and professional behaviors necessary for effective and ethical social work learning and practice.

Professional social work performance develops throughout the course of a student’s MSW education. Acknowledging this, the Standards for Performance in the MSW Program provide guidelines for students in order to support them in achieving success in their professional education. These guidelines also support classroom teaching and field faculty in providing clear and relevant feedback to students who are not performing adequately in course assignments, classroom activities, and fieldwork. Finally, these standards outline procedures for addressing serious professional and academic concerns that may, if not corrected or if egregious in nature, lead to disciplinary action, including dismissal from the School of Social Work.

All MSW students are required to view and adhere to the Standards for Performance in the MSW Program. Students are also required to review and adhere to the following:

- Standards of Practice and Ethical Conduct, as defined by the Minnesota Board of Social Work (https://mn.gov/boards/social-work/licensees/standardsofpractice.jsp), and,
- University of Minnesota Board of Regent’s Student Conduct Code (http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)

Failure to meet required standards may be cause for disciplinary action and could lead to dismissal from the MSW program.

2. Program Performance Standards

Basic Abilities Necessary for Academic Success and to Acquire Professional Skills

A. Communication Skills – Written and Oral

Demonstrates necessary written and oral communication skills to comprehend thoroughly and communicate clearly information, ideas, and feelings.

Written: In writing for academic and professional purposes students demonstrate an understanding of the complex nature of the writing process by generating ideas, writing rough drafts, editing all drafts for surface-level errors, and using the preceding processes to produce final drafts. Final drafts reflect clarity and the use of correct grammar and spelling. In formal academic writing students are able to research, analyze, and interpret academic sources, and apply American Psychological Association (APA) writing and referencing style. Students demonstrate sufficient skills in written English to understand content presented in the curriculum and to complete adequately all written assignments, as specified by classroom and field faculty.

Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills to understand content presented in the program, to complete all assignments adequately, and to meet the objectives of field placement experiences, as specified by faculty.
B. Interpersonal Skills

Establishes and maintains respectful, collaborative working relationships with peers, colleagues, faculty and other professionals. Establishes rapport and maintains effective helping relationships with clients. Demonstrates the ability to engage in productive conflict resolution.

C. Knowledge and Critical Thinking Skills

Exhibits sufficient clarity of thinking and knowledge of social work as a profession to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in a liberal arts perspective that includes relevant social, behavioral, and biological science knowledge and research. Demonstrates the ability to assess differentially. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice. Can articulate and use the problem-solving process: plan, monitor, and evaluate practice interventions and social policies.

D. Use of Technology

Exhibits sufficient skill in the use of various technologies, including familiarity with computers, electronic database searches, and the Internet, to engage in scholarship and effective practice.

Emotional Management Capabilities Necessary for Performance in Program and Professional Practice

1. Stress Management

Recognizes personal needs and acts to meet needs appropriately and in ways that do not have a negative impact on professional practice. Handles stress effectively by using appropriate self-care strategies and developing supportive relationships with colleagues, peers, and others.

2. Emotional Management

Demonstrates understanding of appropriate self-disclosure; identifies and acknowledges one’s own limitations; maintains respectful relationships with peers, colleagues, faculty, and others; demonstrates empathic support to peers; and uses assertive problem-solving strategies rather than aggressive or passive actions. Seeks appropriate help when personal issues interfere with professional and scholastic performance.

3. Professional Performance Skills Necessary to Work with Clients and for Overall Professional Practice

A. Professional Commitment

Exhibits a commitment to the core values and mission of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.

B. Ethical Behavior

Behavior in field internships and the classroom demonstrates adherence to ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics, Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, and the University of Minnesota Student Conduct Code.

See NASW Code of Ethics, Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, and the University of Minnesota Student Conduct Code for a complete description of expected—and prohibited—behaviors.

C. Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor
are appropriate to the context and reflect a professional manner when required. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class and field regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and constructive feedback in a positive manner.

Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner as well as use such feedback to enhance professional development.

D. Self Awareness

Shows awareness of self and how others perceive them. Is willing to examine and change behavior if appropriate when it interferes in working with fellow students, faculty, clients and other professionals. Exhibits knowledge of how one’s values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior and relationships. Uses this knowledge to manage differences respectfully and effectively. Is aware of how personal values influence professional practice and relationships and makes referrals to others when appropriate. Accurately assesses one’s own strengths, limitations, and suitability for professional practice. Reflects on one’s own limitations as they relate to professional capacities.

E. Commitment to Professional Learning

Takes responsibility for self-evaluation, setting goals, and actively implementing a plan for acquiring needed knowledge and skills. Seeks feedback and/or supervision from field instructors, faculty, peers and colleagues. Participates in classroom learning activities and stays engaged in learning. Holds self accountable for work assigned.

4. Scholastic Performance

A. To be an active student in good standing in the School of Social Work, an MSW student must:

   I. Maintain a minimum grade point average of 3.0 (on a 4.0 scale) in all graduate course work taken as an MSW student (grades),

   II. Have no more than 6 semester credits (or their quarter equivalent) of incompletes (grade “I”) in all graduate course work taken as an MSW student, and

   III. Maintain active student status by enrolling in classes each fall and spring semester or registering for non-credit/non-tuition using Grad 999 status (maintain active student status).

B. Grades

   I. Instructors in social work classes use the University of Minnesota Grading Policy from the University Faculty Senate policy (http://www.policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html).

   II. The Graduate School grade point average standard for good standing is 2.80, but the standard for the School of Social Work is a 3.0 minimum overall grade point average (A = 4.0).

   III. Students may not use any course, including field courses (SW 8010, 8020, or 8030) in which they receive a grade of D, F, or N (no credit) to meet requirements for the MSW degree.

   IV. Students with less than a 3.0 grade point average or incompletes in SW 8151, 8152, or 8153 must have the permission of the director of field instruction in order to register for SW 8020.
V. Full program students must take all foundation course work (except for SW 8010 – Field Practicum I) for a letter grade (A-F) and must earn a cumulative GPA of 3.0 in foundation level course work in order to take required courses in their area of concentration.

C. “I” (incomplete) grades

I. Incompletes (“I” grades) are discouraged when circumstances prevent a student from participating in a majority of the instructional and learning activities in an MSW course. In those instances students are encouraged to withdraw from the course and re-enroll at a time when circumstances allow for their participation. The School of Social Work may support a student’s request to the Graduate School for a registration exception in certain circumstances (e.g., medical reasons) but cannot guarantee that the request will be accepted and does not have control over decisions related to tuition reimbursement.

II. Instructors have responsibility for noting in the course syllabus if they permit incomplete (or “I”) grades.

III. If an instructor allows a grade of incomplete, the syllabus should note the following:
- Circumstances under which a grade of incomplete may be given, including the amount of work and attendance required before a student may be considered for a grade of incomplete; and
- The deadline by which a student must request and negotiate any agreement for an incomplete.

IV. All instructors have the right to refuse to give a grade of “I” (incomplete).

V. If an instructor allows a grade of INCOMPLETE, a student may receive a grade of “I” only if she/he has negotiated a Contract for Completion of Incomplete Grades with the instructor before the end of the semester.

VI. The student has responsibility for requesting the incomplete from the instructor and initiating the process of negotiating terms for completion of work.

VII. The instructor has responsibility for submitting a signed contract for all incompletes at the time the instructor submits grades for the course. The Student Services Office (140 Peters Hall) maintains copies of incomplete contracts.

VIII. If the student completes the course work during the time specified in the contract with the instructor, the student should notify the director of graduate studies (DGS) that the work for the incomplete is no longer outstanding. The student should inform the DGS that outstanding work has been submitted, even though the instructor may not yet have graded the work and submitted a grade change request.

IX. When a student does not complete the work in the specified time period and fails to negotiate a new contract with the instructor, the director of graduate studies, after consultation with the instructor, will change the “I” to a grade of “F” (failure) or “N” (not satisfactory) after a period of 2 academic terms, with May and summer sessions counting for a single term.

X. Students should be aware that assignments submitted after a semester has ended may not be graded immediately. Instructors may not be able to grade assignments and submit final grades for long periods, especially during the May and summer sessions.

XI. Students should be aware that no instructor is required to grade assignments for incompletes while that instructor is away from University responsibilities due to sabbatical or leave.

XII. Only the instructor of record for the course in question can grant exceptions to the terms of this policy.

XIII. When a student accumulates more than 6 semester credits (or their equivalent) of incompletes the DGS will have a hold placed on the student’s records. The student will be unable to register for any more courses until the director of graduate studies (DGS) receives a copy of a plan worked out by the student and the instructor(s) as to how the incompletes will be eliminated.

XIV. The above policy applies to MSW students taking social work courses. A student who receives a grade of “I” in a course that is a part of her/his degree program but that is taken outside of the School of Social Work is required to follow that department’s policy on negotiating a grade of “I.” Although another
department may not require a contract in order to receive a grade of I, students are encouraged to negotiate a contract that describes plans for completing outstanding work in a course outside of social work. Credits taken outside of the School of Social Work for which a student receives a grade of “I” are included in the total number of credits of “I” allowable in order for the student to be in good standing.

XV. Enrollment and Maintaining Active Student Status

a. Following University of Minnesota policy, a student attending an MSW class must be officially enrolled in the class, whether for grade basis or through audit.

b. Maintaining active status is critical and is required in order to participate in the University community as a Graduate School student. This includes registering for course work, taking examinations, submitting milestone forms, or filing for graduation.

c. According to Graduate School policy passed in 2002, students must maintain active student status by registering in every fall and spring term (summer session registration is not required for active status).

d. Students who are not taking classes can maintain active graduate student status by registering for Grad999 (a non-credit/non-tuition status). Students are limited to two consecutive semester terms registering for Grad 999. After two consecutive terms they must petition the MSW Program Director for an extension of the Grad 999 status, providing an explanation of how Grad 999 status will move them to making timely progress on their MSW degree program requirements. The School of Social Work has the right to deny an extension of Grad 999 status for a student who does demonstrate that such a status will promote progress toward their degree requirements.

e. Students not registered every fall and spring term as described above are considered to have withdrawn; their Graduate School records are deactivated.

f. Those who wish to resume graduate work must request readmission to the Graduate School (and if readmitted, must register) to reactivate their status.

g. Students must complete all degree requirements for the MSW within five years.

5. Accommodations for Disabilities

The School of Social Work will provide reasonable accommodations to persons with documented disabilities to give them an equal opportunity to achieve success in their graduate education. Students seeking accommodations must work with the University of Minnesota’s Office of Disability Services. This office determines eligibility and makes recommendations for reasonable accommodations.

6. Distribution of Standards

A. Distribution

The Standards of Performance are included in the MSW Student Handbook, which available online through the School’s webpage. The Standards are also included in the MSW Field Handbook, which is required for all field students and distributed to all field instructors. Both handbooks are available online at [http://cehd.umn.edu/ssw](http://cehd.umn.edu/ssw).

B. Student Familiarity with the Standards of Performance

The School requires that all new MSW students sign a statement indicating that:

I. They have reviewed the Standards of Performance, the NASW Code of Ethics, the Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, and the University of Minnesota Board of Regent’s Student Conduct Code, and

II. They agree to adhere to the behavioral expectations set forth in these documents, and
III. They understand that failure to meet the standards could lead to disciplinary action, including dismissal from the MSW program and the School of Social Work.

7. Procedures for a Review of Performance

A. Scholastic Performance – Classroom

Annually, each MSW student will receive a letter from the director of graduate studies indicating the student’s standing in the MSW program (e.g., whether the student is or is not in good standing).

When a student fails to maintain the required grade point average of 3.0 or higher, the DGS will place a hold on the student’s registration and instruct the student to meet with her/his academic adviser to develop a plan to improve academic performance within a specified time period – generally one semester.

From that point on, the DGS will monitor the student’s academic record. If the student achieves the required grade point average in the specified time period, no further action is required.

If the student fails to achieve the required grade point average in the specified time period the DGS, in consultation with the MSW program director and the student’s academic adviser, will meet with the student to discuss:

I. the School’s concern about the student’s academic performance,
II. programmatic adjustments (i.e., a reduced course load) that the School may recommend or require if the student is to continue in the program,
III. academic progress the student must demonstrate in order to remain in the MSW program,
IV. a reasonable timetable to achieve that progress, and
V. consequences if the student fails to demonstrate sufficient academic performance in the specified period.

The DGS will provide the student with a written summary of this meeting.

A student whose grade point average falls below a 2.5 may not continue coursework in the MSW program. The director of graduate studies will advise a student to withdraw from the MSW program if the student’s grade point average falls below 2.50. Should the student choose not to withdraw the DGS will advise the director of the School to dismiss the student from the MSW program.

Students have the opportunity to file a grievance under the Student Academic Grievance Policy of the Board of Regents if they believe the School has violated a policy, rule or established practice in taking adverse action against the student based on academic reasons.

B. Scholastic Performance – Field

Field placements are a significant part of student learning in the MSW program, providing students the opportunity to apply classroom learning with social work clients in agency settings under the supervision of an experienced professional who serves in the role of the field instructor. Students who are unable to achieve a satisfactory grade in a field setting are unable to complete the requirements for the MSW degree.

All students in a field placement (SW 8010, SW 8020, and SW 8030) are expected to demonstrate growth in knowledge, skills and implementation of social work values, and are also expected to reach appropriate levels of achievement in key competencies. “Appropriate level of achievement” varies according to the field placement. For example, students in their foundation placement (SW 8010) are not expected to reach the “application” level of
competency for all areas, while students in their concentration placement (SW 8020 or SW 8030) are expected to reach “application” or “advanced practice” levels for key areas.

Student progress is evaluated along two axes:

I. Positive movement in identified social work competency areas, and
II. Final achievement level in these competency areas by the end of the field placement.

Assessment of student performance in field occurs continually throughout the field placement by monitoring actual student performance and regularly scheduled supervision of the student by the field instructor. In supervision, the instructor is responsible for:

III. Maintaining clear, accurate, and concise documentation of relevant student performance data and formal supervisory conference proceedings
IV. Providing regular feedback
V. Articulating clear performance expectations; and
VI. Addressing any concerns about the student’s field performance in a straightforward manner.

Every student is evaluated formally at least two times during the course of the field internship: at the midpoint and at the end of the placement. Formal evaluation focuses primarily on the student’s progress in meeting learning goals established at the beginning of the internship by the student and the field instructor, although a field instructor may include in the formal evaluation recommendations on new or revised learning goals, based on assessment of the student’s field performance.

When a field instructor has concerns that a student is not making adequate progress in their field learning, the field instructor will communicate these concerns to the student. The field instructor will:

VII. Clarify expected levels of performance/behavior
VIII. Outline improvement benchmarks
IX. Work with the student to develop a specific plan for improvement and
X. Discuss concerns with the student’s field liaison if appropriate.

When a student’s performance in field is at a level that threatens her/his achievement of a satisfactory grade in the field setting, the field instructor will do all of the above and will also:

XI. Inform and discuss concerns with the student’s field liaison, and
XII. With the field liaison, outline for the student the consequences for the student’s participation in field and the MSW program if performance does not improve.

The student’s field liaison can be a resource in developing a formal plan for performance improvement and may participate in follow-up meetings during the field term as needed.

A grade of “N” (no credit) may be given at the end of any grading period in which a student’s field performance has not met minimum expectations (see above). A grade of “N” in a field setting prevents the student from using the credits earned at that placement toward meeting MSW degree requirements, but does not necessarily disqualify a student from seeking another field placement and successfully completing the MSW program.

A student who receives a grade of “N” in a field setting (SW 8010, SW 8020, and SW 8030) may seek a new field placement only with approval from the director of field instruction. If the student receives a grade of “S” for the repeated course, she/he will have satisfied the field course requirements.
In cases where the director of field instruction has concerns about allowing the student to be placed in another field setting, the director of field instruction will:

XIII. Inform appropriate School administrators (MSW program director, director of graduate studies) and
XIV. Meet with the student and appropriate faculty members and administrators to communicate the School’s concerns with the student’s field performance, and
XV. Provide an opportunity for the student to respond to concerns.

Following this process, if the director of field instruction determines the student should not be placed in another field setting, the director of field instruction will recommend to the director of the School of Social Work that the student be dismissed from the MSW program.

The director of field instruction will give the student information about how to appeal the dismissal. The student may, on her/his initiative, withdraw from the MSW program.

C. Professional Performance—Non-Academic Behavioral Violations

Students who violate the NASW Code of Ethics, the Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, or the University of Minnesota Student Conduct Code may be subject to disciplinary action, including dismissal from the MSW program. Dismissal can occur during any term of registration in the program, including the last one.

Before a student is disciplined for behavioral violations, the student will be given an opportunity to respond to the allegations. Most behavioral concerns can be resolved through the informal processes outlined in steps 1 and 2 below. However, step 3 may be invoked immediately for serious or repeat behavioral violations.

I. When a faculty member (including an agency-based field instructor) or administrator has concerns about an enrolled student meeting any of the standards of performance outlined above, the faculty member should:
   a. discuss her/his concerns directly with the student and seek to work with the student to resolve the difficulties; and
   b. document dates and content of any meeting(s) with the student; and
   c. inform program administrators of concerns and plans for resolving concerns, when appropriate.

In most instances meetings between faculty/administrators and students resolve the concern and do not lead to further action.

II. When informal consultation and planning are not successful in resolving concerns related to a student’s performance, a faculty member should bring the concern to the attention of the relevant program administrator(s) (MSW program director, director of field instruction, director of graduate studies or Director of the School of Social Work) if this has not already occurred. The program administrator will develop a plan to address the concern through meetings with the student, faculty members who are
directly involved in the student’s instruction, and one additional faculty member who does not have a personal connection with the student and who is not directly involved in the student’s instruction.

III. The program administrator or other appropriate faculty member (e.g., director of field instruction) will provide the student with a written summary of any meetings and agreements made with the student to modify her/his behavior to conform to the Standards of Performance.

IV. If the behaviors are of a serious nature that raise concerns about the student’s preparedness/ability to engage in their graduate program or in a practice setting, and/or if prior meetings with the student have been unsuccessful in resolving concerns, the program director will ask the DGS to convene a committee of appropriate faculty members (including at least one faculty member who does not have a personal connection with the student and who is not directly involved with the student’s instruction) who will:

a. hold a hearing to consider the behavioral allegations against the student;

b. allow the student and an advocate/adviser to participate in the hearing, question the evidence presented, and offer the student’s own evidence in response to the allegations;

c. tape record the hearing;

d. determine if the student is guilty of the behavioral violation(s) and if so, decide the appropriate sanction(s); and

e. communicate its decision to the student in writing.

In cases where the committee finds that the student’s conduct warrants dismissal from the MSW program, the committee will make a formal recommendation to the director of the School of Social Work.

The student will be given the opportunity to respond to the committee’s findings, including information on how to file a formal appeal. See Section 8 below.

V. All students in the MSW Program are expected to demonstrate academic integrity, which is a component of creating a positive learning environment. The Office for Student Academic Integrity acknowledges that although there are many definitions of plagiarism, basically, it is “generally agreed that when you present the ideas, words and work of someone else as your own, you have plagiarized.” (see the Office for Student Academic Integrity website: http://www1.umn.edu/oscai/). Plagiarism is a violation of academic integrity and when a faculty member encounters an act of plagiarism the following actions will occur:

A faculty member who discovers a student has committed plagiarism will make a written report to the Director of Graduate Studies. All reports will include the following:

a. Documentation that an act of plagiarism has occurred, including physical copies of the student’s work and the original source if available; and

b. Copies of any written communication between the instructor and the student about the act of plagiarism and any academic consequences (for example, lowered grade or a grade of 0 on an assignment) for committing an act of plagiarism, or notes taken after a verbal communication with the student about the same; and

c. Documentation of efforts taken by the faculty member to instruct the student about how the student can learn more about plagiarism in order to avoid plagiarism in the future.

d. The student will be invited to add comments to the report as representative of her/his perspective on the incident.
e. The DGS will share the information with the MSW Program Director, and will provide a copy of the report to the Office for Student Academic Integrity. A single copy of the report will remain within the School of Social Work.

f. The report will remain on file with the DGS until the student leaves the program. At that point the written record will be destroyed.

g. The report will not be shared with other faculty members unless there are multiple reports (2 or more) on the same student and the DGS determines that other faculty members and/or the academic advisor have a need to know in order to follow other appropriate disciplinary actions as outlined in steps 1-3 above.

VI. Standards for Documentation in Review

Throughout all levels of a review process the School of Social Work faculty members and/or administrators will provide clear, concise documentation of identified problem areas. Except for serious behavioral violations addressed under paragraph 3 above, the School will document and verify that it has discussed problem areas with the student and attempted to ameliorate them before taking adverse action.

Documentation should specify:

a. dates and content of meetings with the student to notify her/him of concerns;
b. specific expectations for remedy;
c. consequences a student will face if concerns are not resolved;
d. specific recommendations, if any, to the director of the School of Social Work; and
e. University resources available to a student in the event of disciplinary action.

8. Student Right to Respond/Appeal

Students will be given opportunities to respond to verbal and/or written communication from the School concerning behaviors that are not in compliance with the Standards of Performance.

Students have the right to appeal to the President’s Student Behavior Review Panel any disciplinary action based on behavioral violations. Students have the opportunity to file a grievance under the Student Academic Grievance Policy of the Board of Regents if they believe the School has violated a policy, rule, or established practice in taking adverse action against the student based on academic reasons.

9. Dismissal from the MSW Program and the School of Social Work

Dismissal from the MSW program can result from sustained poor academic performance in the classroom or in field, consistent failure to act within the guidelines of the Standards of Performance, or for serious violations of the NASW Code of Ethics, the Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, or the University of Minnesota Student Conduct Code.

Dismissal can occur during any term of registration in the program, including the last one.

Dismissal can occur only if the student has been informed in writing and has had an opportunity for due process in challenging a decision to dismiss.

Final authority regarding student continuation in the MSW program and the School of Social Work rests with the Director of the School of Social Work on recommendation from the Director of Graduate Studies.
Discontinuance from the MSW Program and University

All students in the MSW program are expected to maintain the standards established by the School of Social Work and the Graduate School regarding continuation in the program. Graduate students across the University, including students in the MSW program, are subject to the University of Minnesota Student Conduct Code

Students in the MSW program are also subject to the National Association of Social Workers’ Code of Ethics and the Minnesota Board of Social Work Standards of Practice and Ethical Conduct.

Violations of any of these codes can result in disciplinary action, including dismissal from the MSW program. Many aspects of a student’s performance, including non academic performance problems, are reviewed when a decision is made to recommend discontinuance. Discontinuance can occur during any term of registration in the program, including the last one. Final authority regarding student continuation in the program rests with the director of the School of Social Work on recommendation from the director of graduate studies (DGS).

The Overall Standards of Performance in the MSW program outline expected academic and professional behavior as well as possible reasons for discontinuance from the MSW program and procedures for applying the Standards.

Academic Criteria for Discontinuance

1. A grade point average of 3.00 is required for graduation (A=4.00, B=3.00, C=2.00). The credits from field (SW 8010, SW 8020, and/or SW 8030) are excluded from this computation because all field work is graded on an S/N (satisfactory/not satisfactory) basis. No more than one third of all concentration courses (excluding field practicum) may be taken on an un-graded (S/N) basis. All foundation courses except SW 8010 – Field Practicum I must be taken for a grade, on an A-F basis.

2. A student whose grade point average falls below a 2.5 may not continue course work in the MSW program. The director of graduate studies will advise a student to withdraw from the MSW program if the student’s grade point average falls below 2.50. Should the student choose not to withdraw the DGS will advise the director of the School to dismiss the student from the MSW program.

3. Failure to maintain a passing grade in any semester of field instruction: A grade of X will be awarded until all required hours are completed. A final grade for each term will be awarded only after successful completion of all terms or credits of field practicum.

4. An ‘X’ grade indicates that a student may continue in a continuation course in which a grade cannot be determined until the full sequence of semesters is completed. A final grade of S is awarded upon successful completion of all field instruction requirements.

Students have the opportunity to file a grievance under the Student Academic Grievance Policy of the Board of Regents if they believe the School has violated a policy, rule or established practice in taking adverse action against the student based on academic reasons.
Transfer of Credit Policy

These policies affect all MSW students enrolling after May 31, 2001.

A full program (53 credit) student may transfer a total of 8 semester credits into their MSW degree program. A student with advanced standing may transfer a total of 6 semester credits into her/his degree program. All transferred courses must have a grade of B (3.0) or higher.

Transferred credits may be from the following sources (all credits expressed as semester credits):

a. Up to 6 or 8 credits (depending on status as full program or advanced standing) of social work graduate level course work from non-degree-seeking student status at the University of Minnesota or from a related graduate program to which the student was admitted at another accredited college or university. These credits are generally completed before a student enrolls in the MSW program.

b. Up to 3 graduate credits from another college or university’s graduate social work or related program, without admission to that program, with permission from the MSW Program Director. Courses transferred from another school of social work must offer material in a perspective not available through the curriculum offered by the University of Minnesota’s School of Social Work. These credits can be completed after a student has matriculated in the MSW program.

c. The total of 6 or 8 semester credits can be from a single source or from different sources, as identified above, but may not exceed the limit of 6 or 8 credits, depending on the student’s status.

Transfer students (a student who began her/his graduate social work program at another CSWE-accredited social work program) must complete at least 60% of her/his graduate course work at the University of Minnesota’s School of Social Work. Full program students completing a 53-credit curriculum may transfer in no more than 21 semester credits to their program; advanced standing students completing a 34-credit curriculum may transfer in no more than 13 semester credits. Transfer credits must meet curriculum requirements of the School of Social Work. Transfer students should consult with the MSW Program Director to discuss distribution of transfer credits.

The School requires approval from the adviser and the MSW Program Director in the following instances of transferring credits:

1. Students must submit a syllabus and/or a course description in order to determine the appropriateness of the course in relation to the MSW curriculum.

2. Matriculated MSW students can transfer up to 3 credits taken at another CSWE-accredited social work program. In such cases, the following criteria will be applied:
   a. The student is limited to the number of transfer credits outlined above (8 credits total for full program students and 6 credits total for students with advanced standing).
   b. The student must have approval from her/his academic adviser and the MSW Program Director prior to taking the course. To get approval, the student must provide an outline for a course taken at a graduate level for graduate credit, taught by a faculty member authorized to teach graduate courses.
   c. Such courses can only be applied to social work electives in the curriculum.
   d. At the time of the transfer the student must provide a transcript that shows a grade for the course.
   e. The course must cover content not available through the curriculum of the MSW program at the University of Minnesota during the student’s time of enrollment.
3. **Foundation Courses / Concentration Requirements**: The School of Social Work applies the following criteria when a student requests a waiver or credit transfer for required courses:
   
   a. If the student takes a University of Minnesota graduate level course as a non-degree-seeking student and achieves a grade of at least B (3.0), credit can be transferred with approval of the MSW Program Director.
   
   b. If the student takes social work courses as an undergraduate and therefore credit is not transferable (i.e., same course taken as a part of an undergraduate degree, with grade of A or B), waiver of core course and substitution of an elective to meet the MSW credit requirement may be possible after approval of and discussion with adviser and MSW Program Director.
   
   c. If content is similar and credit is not transferable according to the limitations above, conference between student and MSW Program Director to choose one of two paths:
      
      1. Normal end of course exam; if passed at B (3.0) level, waiver of course and substitution of elective credit.
      2. Substitution of another, more advanced course in same content area in the School or other Department.
   
4. **Courses from the following sources cannot be transferred to the MSW program:**
   
   a. No more than 3 credits of graduate courses from other schools or universities unless the student was admitted to a graduate program at that school or university and the course was part of that program.
   
   b. Credit from undergraduate courses.
   
   c. 5000-level courses that have not been approved for graduate credit.
   
   d. Courses with grades below B (3.0).
Grading Options

Grading Options: (A/F) or Satisfactory/Not Satisfactory

MSW students have the option to take some of their graduate MSW courses on an S/N basis. Students are allowed S/N credits as follows: all field credits are completed on an S/N basis and spanning electives may be taken on an S/N basis.

Curriculum areas outlined below must be taken for a letter (A–F) grade:

All foundation classes, outside of field, must be taken for a letter grade (A–F). The following courses must also be taken for a letter grade (A–F):

SW 8842—Advanced Social Work Evaluation
SW 8843—Social Work Program Evaluation
SW 8821—Social Work & Difference, Diversity & Privilege

Advanced Policy

SW 8804—Child Welfare Policy
SW 8805—Aging & Disabilities Policy
SW 8806—Health & Mental Health Policy
SW 8807—International & Comparative Social Welfare Policy

Clinical Mental Health

SW 8451—Assessment and Engagement in Clinical Social Work Practice
SW 8452—Core Concepts of Clinical Process
SW 8461—Advanced Clinical Social Work Practice with Adults
SW 8462—Advanced Clinical Social Work Practice with Children and Adolescents
SW 8463—Social Work Practice with Severe and Persistent Mental Illness

Community Practice

SW 8551—Community Assessment and Intervention
SW 8552—Advanced Community Practice: Leadership, Planning and Program Development
SW 8561—Human Resources Management in Human Service Agencies
SW 8562—Human Services Finances
SW 8563—Advanced Policy Advocacy

Families and Children

SW 8351—Assessment and Engagement with Families and Children
SW 8352—Intervention Methods with Families
SW 8361—Identification and Assessment of Family Violence
SW 8362—Social Work Interventions with Families
SW 8363—Social Work in Child Welfare
SW 8462—Advanced Clinical Social Work Practice with Children and Adolescents

Health, Disability and Aging

SW 8251—Social Practice in Health, Disabilities, and Aging (4 cr)
A student must indicate her/his grade option (A-F or S/N) at the time of registration. If a student does not so indicate, they will automatically be registered on the A-F basis. If the course is offered on both the A/F and S/N grading option, a student can make a grade option change through the second week of fall or spring semester. Students should consult the One Stop website for the calendar for changing the grade basis. When a student takes a class on an S/N basis, instructors monitor and submit the letter grade (A-F) for the course. The grade automatically changes to an S/N basis if the student has registered S/N. The credit hours for a class taken S/N do not count in the grade points average.
**Directed Study, Independent Study, or Research Projects**

This policy relates to Social Work credits taken as Directed Study, Independent Study or Research Projects.

**Directed Study** or **Independent Study** has the following role in the MSW curriculum:
- Independent (outside of regularly scheduled classes) exploration of a topic of special interest to a student; and
- On a topic not available to the student through the regular MSW curriculum offered in semesters, intersession and summer sessions during the period of the student’s enrollment in the MSW degree program; and
- Under the tutorial guidance of a faculty member(s).

**Research Projects** have the following role in the MSW curriculum:
- Development of a methodological skill in conducting research; and/or
- Investigation of a topic of interest to the student, and
- Under the tutorial guidance of a faculty member(s).

**Directed Study, Independent Study** or **Research Projects** may be used for:
- A maximum of 4 credits of the student’s degree program;
- Elective credits in the concentration curriculum; or
- Credits within an independently designed concentration.
- Specially structured learning opportunities on material not available through regularly scheduled courses in the MSW curriculum, offered by a faculty member(s) to a group of students.

Directed Study, Independent Study or Research Projects may **NOT** be used for:

**Courses offered in the foundation curriculum**
- SW 5051—Human Behavior and the Social Environment
- SW 5101—Historical Origins and Contemporary Policies and Program in Social Welfare
- SW 8151—Social Work Practice Methods: Individuals and Systems
- SW 8152—Social Work Practice Methods: Families and Groups
- SW 8153—Social Work Practice Methods: Macro Practice and Organizations
- SW 8841—Social Work Research Methods
- SW 8010—Foundation Field Practicum & Seminar

**Required courses in the concentration curriculum**
- SW 8842—Advanced Social Work Evaluation
- SW 8843—Social Work Program Evaluation
- SW 8821—Social Work & Difference, Diversity & Privilege

**Advanced Policy**
- SW 8804—Child Welfare Policy
- SW 8805—Aging & Disabilities Policy
- SW 8806—Health & Mental Health Policy
- SW 8807—International & Comparative Social Welfare Policy
Clinical Mental Health

SW 8352—Intervention Methods with Families
SW 8451—Assessment and Engagement in Clinical Social Work Practice
SW 8452—Core Concepts of Clinical Process
SW 8461—Advanced Clinical Social Work Practice with Adults
SW 8462—Advanced Clinical Social Work Practice with Children and Adolescents
SW 8463—Social Work Practice with Severe and Persistent Mental Illness

Community Practice

SW 5562—Global Social Work and Social Development
SW 8551—Community Assessment and Intervention
SW 8552—Advanced Community Practice: Leadership, Planning and Program Development
SW 5562—Global Social Work and Social Development
SW 8563—Advanced Policy Advocacy

Families and Children

SW 8351—Assessment and Engagement with Families and Children
SW 8352—Intervention Methods with Families
SW 8361—Identification and Assessment of Family Violence
SW 8363—Social Work in Child Welfare
SW 8462—Advanced Clinical Social Work Practice With Children and Adolescents

Health, Disability and Aging

SW 8251—Social Practice in Health, Disabilities, and Aging (4)
SW 8252—Health, Disability and Aging: Advanced Interventions (2)
SW 8261—Advanced Social Work Practice in Health Care (2 cr)
SW 8262—Empowerment Practice with People with Disabilities (2 cr)
SW 8263—Advanced Social Work (Direct Practice & Community) Interventions Gerontology (2 cr)

Directed Study, Independent Study or Research Projects MAY be used for: General Electives (see page 25)

A proposal for an independent study must include: a statement of learning goals and expectations and the methods to be used in pursuing goals. This statement should include the number of hours of faculty-student contact, focus of discussions, bibliographic requirements and means of accountability (e.g., paper, annotated bibliography, etc.). The standard hours of work per credit are three (3) hours per week per credit for the semester (e.g., 1 credit equals 45 hours of work). Students who choose an independent study should plan to meet regularly with their assigned faculty member throughout the period of the independent study, and should include meeting times with the assigned faculty member on the proposal for the independent study.

Forms for a Directed Study, Independent Study, or Research Project are online at the MSW Canvas site.
Appendix I

MSW Competencies

The MSW program prepares students for social work practice based on a set of competencies that are comprised of knowledge, values and skills required of professional social workers in practice settings.

MSW Foundation Competencies

The MSW Foundation Curriculum Program prepares students for social work practice based on a set of general competencies that are comprised of knowledge, values, skills, and cognitive and affective processes required of professional social workers in practice settings. The foundation curriculum supports the core competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal expe-
experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate
and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**MSW Concentration Competencies**

The concentration curricula incorporate the core competencies, and augment these with advanced practice behaviors in four areas of practice: Clinical Mental Health; Community Practice: Organizing, Leadership and Advocacy; Families and Children, and; Health, Disabilities and Aging.

**2.1.1 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. Advanced social workers:

- apply knowledge of social services, policies and programs relevant to their area of practice (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging); and
- develop a plan for ongoing professional education, including supervision.

**2.1.2 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. Advanced social workers:

- identify and analyze value-based and ethical dilemmas that arise in their area of practice (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging), using professional codes of ethical standards (e.g., NASW Code of Ethics, International Federation of Social Work – Ethics in Social Work, Statement of Principles) and through appropriate professional consultation.

**2.1.3 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. Advanced social workers:

- identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging); and
- identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging).
2.1.4 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. Advanced social workers:

- engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging).

2.1.5 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. Advanced social workers:

- gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate strategies to advance social and economic justice specific to the context of their area of practice (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging).

2.1.6 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. Advanced social workers:

- demonstrate ability to evaluate practice and/or programs in an area of concentration (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging); and
- demonstrate ability to use practice experience to shape research questions, methods and processes to advance knowledge in an area of concentration (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging).

2.1.7 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. Advanced social workers:

- evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging).

Additionally, social workers in clinical mental health:

- demonstrate knowledge of ethno cultural, biological, psychological and spiritual frameworks, and multi-axial diagnostic classification systems used in the formulation of comprehensive mental health assessment and intervention planning.
2.1.8 Engage in policy practice to advance social and economic well-being
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. Advanced social workers:
- understand, compare, analyze, formulate and advocate for policies in an area of practice (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging).

2.1.9 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. Advanced social workers:
- assess the impact of historical and contemporary contexts on practice and policy in their area of practice (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging); and
- organize and advocate with community members, program participants, service providers, community organizations, policy makers and the public to improve practice and service delivery in their area of practice (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging).

Advanced social workers in community practice:
- use community or program analysis processes to understand and appraise the nature of groups, organizations or communities in a local, regional, national or global context; and
- engage in local, regional, national or global partnerships to design and employ community-based participatory approaches for understanding community issues.

2.1.10(a)–(d)—Engage, assess, intervene, and 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.

2.1.10(a)—Engagement
Advanced social workers in Clinical Mental Health
- use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems; and
- establish rapport and maintain effective working relationships with clients in clinical mental health settings; and
- employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.

Advanced social workers in Community Practice
- employ diverse strategies to engage with individuals, families, groups, organizations or communities
Advanced social workers in Family and Children’s Services

- use empathy and sensitive interviewing skills to engage individuals and families in identifying their strengths and problems; and
- establish rapport and maintain effective working relationships with families and children; and
- employ diverse strategies to arrive at mutually agreed-on focus of work and desired outcomes in social work practice with families and children.

Advanced social workers in Health, Disability & Aging

- use empathy and sensitive interviewing skills to engage individuals and families in identifying their strengths and problems; and
- establish rapport and maintain effective working relationships with individuals and family members in health practice, disability and aging; and
- employ diverse strategies to arrive at mutually agreed-on focus of work and desired outcomes in the areas of health care, disability and aging.

2.1.10(b)—Assessment

Advanced social workers in Clinical Mental Health

- employ knowledge of the DSM-IV, the psychosocial assessment interview, and collateral information from key informants and agencies when appropriate to develop a comprehensive collaborative assessment; and
- conduct risk assessment according to ethical and legal standards pertaining to child maltreatment, homicide, suicide and other life threatening circumstances; and
- assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to clinical social work practice in mental health.

Advanced social workers in Community Practice

- assess groups, organizations or communities within their local to global contexts to determine a range of effective and appropriate interventions; and identify strengths and assets that exist within communities and groups and employ intervention models that build upon them.

Advanced social workers in Family and Children’s Services

- conduct comprehensive bio-psychosocial, spiritual and culturally appropriate assessments as needed for social practice with families and children; and
- administer and interpret standard assessment and diagnostic tools that are appropriate for use in social work practice with families and children (e.g., risk assessment, family strengths scale); and
- assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to social work practice with families and children, as well as to determine their existing strengths and assets.

Advanced social workers in Health, Disability & Aging

- conduct a comprehensive bio-psychosocial spiritual assessment as appropriate for persons in health care settings, persons with disabilities and older adults; and
- administer and interpret standard assessment and diagnostic tools that are appropriate for use with persons in health care settings, persons with disabilities and older adults; and
- assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to health, disability and aging, as well as to determine their existing strengths and assets.
2.1.10(c)—Intervention

**Advanced social workers in Clinical Mental Health**
- use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems; and
- maintain accurate records documenting the assessment, interventions and outcomes.

**Advanced social workers in Community Practice**
- employ knowledge, skills and appropriate conceptual frameworks and theories to tailor a range of evidence-based interventions at organizations and various levels of communities.

**Advanced social workers in Family and Children’s Services**
- use appropriate evidenced-based interventions (e.g., groups, case management) to help families and children resolve identified and agreed upon problems; and
- implement evidenced-based interventions that enhance family and child capacities; and
- intervene at different levels to achieve the agreed upon desired practice outcomes; and
- maintain accurate records documenting the assessment, interventions and outcomes.

**Advanced social workers in Health, Disability & Aging**
- use appropriate evidenced-based interventions (e.g., groups, case management) with persons in health care settings, persons with disabilities and older adults, and with their families and caregivers, to provide links to resources and services; and
- intervene at different levels to achieve the desired health-, disability or aging-related practice outcomes; and
- maintain accurate records documenting the assessment, interventions and outcomes.

2.1.10(d)—Evaluation

**Advanced social workers in Clinical Mental Health**
- apply research skills to analyze, monitor, evaluate and improve treatment alliance and interventions and programs in clinical social work practice in mental health; and
- communicate and disseminate research and evaluation results to a variety of local, regional, national or global audiences when appropriate.

**Advanced social workers in Community Practice**
- apply research skills to analyze, monitor and evaluate and improve programs for community practice interventions; and
- communicate and disseminate research and evaluation results to a variety of local, regional, national or global audiences.

**Advanced social workers in Family and Children’s Services**
- apply research skills to analyze, monitor and evaluate and improve interventions and programs in social work practice with families and children; and
- communicate and disseminate research and evaluation results to a variety of local, regional, national or global audiences when appropriate.

**Advanced social workers in Health, Disability & Aging**
- apply research skills to analyze, monitor and evaluate and improve interventions and programs in health, aging and disability; and
- communicate and disseminate research and evaluation results to a variety of local, regional, national or global audiences.
Appendix II

Administrative Offices and Contact Information

Administrative offices of the School of Social Work are located in Peters Hall on the St. Paul campus. All faculty and staff members use e-mail accounts and voicemail for communication. Addresses and phone numbers can be found in the University’s Student-Staff Directory or by searching the online directory at http://www.umn.edu/lookup.

[Web link: http://www.umn.edu/lookup]

http://cehd.umn.edu/ssw/
105 Peters Hall
1404 Gortner Avenue
St. Paul, MN 55108
612-625-1220 or 800-779-8636
Fax: 612-624-3744

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Peters Hall Room #</th>
<th>Phone Number</th>
<th>E-mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Bricout, MSW, PhD</td>
<td>105C</td>
<td>612-624-3673</td>
<td><a href="mailto:jbricout@umn.edu">jbricout@umn.edu</a></td>
</tr>
<tr>
<td>Director of the School of Social Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Megan Morrissey, MSW, PhD</td>
<td>105D</td>
<td>612-624-4210</td>
<td><a href="mailto:mmorris@umn.edu">mmorris@umn.edu</a></td>
</tr>
<tr>
<td>Associate Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julie Cutting</td>
<td>105B</td>
<td>612-625-6122</td>
<td><a href="mailto:jcutting@umn.edu">jcutting@umn.edu</a></td>
</tr>
<tr>
<td>Assistant to the Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joseph Merighi, PhD</td>
<td>287</td>
<td>612-625-1984</td>
<td><a href="mailto:jmerighi@umn.edu">jmerighi@umn.edu</a></td>
</tr>
<tr>
<td>Director of Graduate Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Office of Student and Program Support Services

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Peters Hall Room #</th>
<th>Phone Number</th>
<th>E-mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>MJ Gilbert, M.S.W</td>
<td>140D</td>
<td>612-624-4259</td>
<td><a href="mailto:mgilbert@umn.edu">mgilbert@umn.edu</a></td>
</tr>
<tr>
<td>Director of Field Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zer Vang, MSW</td>
<td>140A</td>
<td>612-625-8712</td>
<td><a href="mailto:vang0655@umn.edu">vang0655@umn.edu</a></td>
</tr>
<tr>
<td>Director of MSW Admissions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MacKenzie Case</td>
<td>140B</td>
<td>612-624-4258</td>
<td><a href="mailto:mbcase@umn.edu">mbcase@umn.edu</a></td>
</tr>
<tr>
<td>Graduate Program Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrew Howe</td>
<td>140</td>
<td>612-624-4905</td>
<td><a href="mailto:howe0215@umn.edu">howe0215@umn.edu</a></td>
</tr>
<tr>
<td>Student and Program Support Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cindy Pavlowski</td>
<td>140C</td>
<td>612-624-4290</td>
<td><a href="mailto:pavlo002@umn.edu">pavlo002@umn.edu</a></td>
</tr>
<tr>
<td>Undergraduate &amp; YDL Advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosetta Chears</td>
<td>140</td>
<td>612-624-4241</td>
<td><a href="mailto:rchears@umn.edu">rchears@umn.edu</a></td>
</tr>
<tr>
<td>MSW Field Program Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peggy Pond</td>
<td>105</td>
<td>612-624-3700</td>
<td><a href="mailto:ppond@umn.edu">ppond@umn.edu</a></td>
</tr>
<tr>
<td>Student and Program Support Services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Centers and Institutes in the School of Social Work

<table>
<thead>
<tr>
<th>Centers and Programs</th>
<th>Peters Hall Room #</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Restorative Justice and Peacemaking (CRJP) <a href="http://cehd.umn.edu/ssw/rjp">http://cehd.umn.edu/ssw/rjp</a></td>
<td>289</td>
<td>612-624-4923</td>
</tr>
<tr>
<td>Gamble-Skogmo Land Grant Chair in Child Welfare and Youth Policy <a href="http://cehd.umn.edu/ssw/g-s">http://cehd.umn.edu/ssw/g-s</a></td>
<td>233A</td>
<td>612-624-7242</td>
</tr>
<tr>
<td>Minnesota Center for Chemical and Mental Health <a href="http://mncamh.umn.edu/">http://mncamh.umn.edu/</a></td>
<td>170</td>
<td>612-626-9042</td>
</tr>
</tbody>
</table>

### Other helpful Twin Cities campus phone numbers

| Boynton Health Service [http://www.bhs.umn.edu](http://www.bhs.umn.edu) | 410 Church Street, SE, Minneapolis 109 Coffey Hall, 1409 Eckles Ave., St. Paul | 612-625-3222 612-624-7700 |
| Disability Resource Center - Minneapolis [https://diversity.umn.edu/disability/](https://diversity.umn.edu/disability/) | McNamara Alumni Center 200 Oak Street, Suite 180 Minneapolis | 612-626-1333 (V/TTY) |
| Office of the Registrar – St. Paul Office | 130 Coffey 1409 Eckles Ave, St. Paul | 612-624-1111 |
| Graduate School - Minneapolis [http://www.grad.umn.edu/](http://www.grad.umn.edu/) | 322 Johnston Hall 101 Pleasant St. SE, Minneapolis | 612-625-3490 |
Appendix III

Graduation

When we refer to graduation, we are talking about the completion of all degree requirements to allow GSSP to award a degree. Graduation is not walking at a ceremony – the ceremony is truly ceremonial – it has no bearing on your degree completion or the receipt of a diploma.

Students start preparing for graduation in their last year of the program. It is important to attend the MSW Advising meetings and the Steps to Graduation sessions (offered online and in-person) to ensure timely graduation from the program. The information below applies to all MSW students, full program and advanced standing.

Steps to Graduation

1. Submit the GPAS (pronounced G-pass) for approval as soon as you have registered for your last semester of coursework in the program. If you are completing the concentration year field placement during the summer, you should submit a GPAS after registering for spring courses. See the MSW Canvas site for more information.
2. Apply for graduation on the 15th day prior to the month you’ll complete all degree requirements (including field placement hours). For example, if you will complete all coursework and internship hours in May, you should apply for graduation on April 15.
   a. Applying for graduation is **REQUIRED** and you must do it to receive a diploma.
   b. Graduate degrees are awarded monthly. If your internship will extend to June or July, you will graduate in July or August.
   c. If you need to change your expected graduation term or month after you’ve applied, please email Graduate Student Services & Progress.
   d. One Stop has a great checklist for graduate students that explains the graduation process: [https://onestop.umn.edu/academics/graduation-checklist-grad-students](https://onestop.umn.edu/academics/graduation-checklist-grad-students) - follow the steps for a Plan C program.

3. Finish all program requirements and make sure final grades are entered.