

UNIVERSITY OF MINNESOTA

MSW Student Handbook
2021-2022

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression.

Inquiries regarding compliance may be directed to the Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 274 McNamara Alumni Center, 200 Oak Street S.E., Minneapolis, MN 55455, (612) 624-9547, eoaa@umn.edu. Web site at eoaa.umn.edu.

This publication/material is available in alternative formats upon request. Please contact the graduate program coordinator, 612-624-4258.

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.

Table of Contents

General Information.....	5
Introduction.....	5
Structure and Leadership of the School of Social Work	6
Faculty.....	6
Staff	6
MSW Program Administration	6
MSW Curriculum Committees, the Graduate Faculty, and the School of Social Work Council	7
Faculty Adviser	7
Communication	7
2021-2022 Academic Year.....	8
The MSW Program.....	9
Mission and Goals of the Master of Social Work Program.....	9
Mission.....	9
Goals.....	9
MSW Curriculum: General Program Requirements	10
Full Program – 53 Semester Credits.....	10
Advanced Standing – 34 Semester Credits (minimum)	12
Transfer Students.....	12
The Generalist Curriculum.....	13
The MSW Specializations: Overview and Outlines	14
Specialization Curriculum Overview	14
Course Sequencing.....	15
Clinical Mental Health Specialization.....	16
Clinical Mental Health Specialization – Integrated Behavioral Health Focus	17
Community Practice Specialization.....	18
Families and Children Specialization.....	19
Child Welfare Focus in Families and Children.....	20
Health, Disability and Aging Specialization	21
Health, Disability and Aging Specialization – Integrated Behavioral Health Focus	22
Other Focus Areas in the MSW Curriculum: Gerontology and International	23
Gerontology Focus in Health, Disability and Aging.....	23
International Focus.....	24
Social Work General Electives.....	25
Classes Outside the School of Social Work	25
Field Instruction.....	26
Full Program Students – 53 credits	26
Advanced Standing Students – 34 credits.....	27
Dual Degrees.....	29
Master of Social Work/Master of Public Policy (MSW/MPP)	30
<i>Field Work (Internship)</i>	32

MSW Student Handbook, 2021-2022

Master of Social Work/Master of Urban and Regional Planning (MSW/MURP).....	33
Master of Social Work/Master of Public Health (MSW/MPH)	35
Minors	35
Student Participation in Governance in the University and the School of Social Work	36
Social Work Licensing in the State of Minnesota	38
University and SSW Policies Related to the MSW Program	39
Standards of Performance in the MSW Program	40
MSW Policy on Incomplete Grades	48
Discontinuance from the MSW Program and University	50
Transfer of Credit Policy	51
Grading Options.....	53
Grading Options: (A/F) or Satisfactory/Not Satisfactory	53
Directed Study, Independent Study, or Research Projects.....	55
Appendix I	57
MSW Competencies	57
MSW Foundation Competencies	57
Clinical Mental Health Specialization Competencies.....	61
Community Practice Specialization Competencies.....	64
Families and Children Specialization Competencies.....	67
Health, Disability and Aging Specialization Competencies	70
Appendix II.....	73
Administrative Offices and Contact Information.....	73
Centers and Institutes in the School of Social Work.....	74
Other helpful Twin Cities campus phone numbers	74
Useful off-campus phone numbers	75
Appendix III.....	76
Graduation.....	76
Steps to Graduation	76

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 about changes to the School’s MSW Program on the MSW Student Canvas site. You will find additional information about field instruction in the MSW Field Manual, which is available online through the School’s home page (<https://www.cehd.umn.edu/ssw/graduate/msw-field-instruction/>) as well as on the MSW Student Canvas site.

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.

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. Joseph Merighi is the interim director of the School of Social Work with responsibility for all School programs and functions, including academic programs. Associate Director Dr. Megan Morrissey oversees Student Services and other administrative School functions. Ms. Suzanne Shatila is the Director of the Master of Social Work Program. Dr. Lynette Renner serves as the School's Director of Graduate Studies

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

- Bachelor of Science in Youth Studies – directed by Dr. Katie Johnston-Goodstar
- 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. Three 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:

Julie Cutting – *Manages the day to day operations of SSW*

Kayla Howe - *Student Staff Supervisor, Payroll*

Peggy Pond - *Course scheduling, room reservations, notary*

MSW Program Administration

Director of the MSW Program – [Ms. Suzanne Shatila](#)

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

Director of Field Education – **MJ Gilbert** – mgilbert@umn.edu

As the Director of Field Education, MJ Gilbert oversees all operations related to field education, from interviewing for a field placement to the final field evaluation.

Field Program Coordinator – **Rosetta Cheers** – rchears@umn.edu

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 - *TBD*

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 in navigating University policies and procedures related to graduate education.

Director of MSW Admissions – Nate Gorr – gorrna@umn.edu

The Director of MSW Admissions oversees all aspects of the admissions process for the MSW Program. This includes communicating with interested applicants, reviewing applicants' materials for completeness and meeting prerequisites, directing faculty members in reviewing MSW applications, and communicating application decisions.

MSW Curriculum Committees, the Graduate Faculty, 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 specialization committees that serve in an advisory capacity to the MSW Program Committee. The four specialization committees are named for the four areas of specialization (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 graduate faculty of the School of Social Work, which is made of all faculty members in the School who have responsibilities related to graduate student teaching and advising. The MSW Program strongly.

Policies that affect the School as a whole, including all of its educational programs, are determined through a vote of members of the School of Social Work Council (SSWC). The SSWC includes all faculty members, staff members, and student representatives. Council meetings are open and the School encourages student participation and input.

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.

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, responding in a timely manner. New and current students are automatically enrolled in the MSW Canvas site, and the program regularly sends announcements from this site. Students are responsible for information distributed through the site, and for information distributed through Canvas announcements. Students enrolled in the MSW Program are automatically enrolled on the following list serve.

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

2021-2022 Academic Year

The official 2020-2021 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](#), you will be prompted to log in). Some dates to note for the MSW program are below.

Fall 2021 Semester

Tue, Sept. 7, 2021 – Classes begin for fall semester

Tue, Nov. 9, 2021 – Spring 2021 registration begins (check enrollment time on MyU)

Fri, Nov. 26, 2021 – Fri, Nov. 27, 2020 – University closed for Thanksgiving holiday

Wed, Dec. 16, 2021 – Last day of instruction for the fall semester

Wed, Dec. 22, 2021 – End of fall semester

Spring 2022F Semester

Mon, Jan. 17, 2022 – University closed for Martin Luther King, Jr. Day

Tue, Jan, 18, 2022 – Classes begin for spring semester

Mar. 7 – 12, 2022 – Spring Break

Mon, Apr. 1, 2022 – Field Fair

Mon, May 2, 2022 – Last day of instruction for spring semester

TBD- School of Social Work Recognition Ceremony

TBD - College of Education and Human Development's Commencement Ceremony

Wed, May, 11, 2022 – End of fall semester

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 public education 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 create opportunities for graduate social work education for members of groups that have historically been denied access to professional graduate education for reasons related to bias, oppression, and economic disparity.

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 a 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 19-credit generalist curriculum consisting of courses and a field placement, and a 34-credit specialization in one of four areas: Clinical Mental Health; Community Practice; Families and Children; or Health, Disability and Aging. The specialization consists of required courses, a specialization 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.

Sample full-time and part-time schedules for Full Program students:

Full Program (53 credits), Full-time and Part-time Schedules	
<p>Full program students can choose full- or part-time study options. Full-time study requires two academic years, or four semesters of study (fall-spring, fall-spring) Part-time study requires longer, generally three to four years, or six to eight semesters. The table below lists full- and part-time schedule options for completing the 19-credit generalist curriculum. Because of the variety of schedule options for the specialization curriculum, students will NOT find a schedule option, and instead should plan schedules through attending advising meetings and meeting with their academic adviser.</p>	
<p>Full Program, full-time study: students are expected to take 5-6 courses per semester.</p> <p><i>Studying full-time, students complete MOST of the generalist curriculum in the first semester, and the entire generalist curriculum over the first two semesters of study. A student could opt to complete a summer block field placement rather than a concurrent, fall-spring field placement. Completing a summer block placement adds to the overall tuition cost of the program due to enrolling in an additional matriculation period.</i></p>	
Year 1 – Fall Semester	Year 1 – Spring Semester
SW 5051 – Human Behavior & Soc Envir (2 credits) SW 5101 – History/Policy (3 credits) SW 8151 – Pract Methods: Individ & Systems (2 credits) SW 8153 – Pract Methods: Macro Practice (2 credits) SW 8841 – Research Methods SW 8010 – Practicum I (3 credits)	SW 8010 – Field Practicum 1 (3 credits) SW 8152 – Pract Methods: Families & Groups (2 credits) <i>Recommended – but there are options here</i> Advanced Policy Requirement (3 credits) SW 8821 – SW & Dif, Diversity & Priv (2 credits) CMH Students – SW 8451 – Assess & Engage (3 credits) CP Students – SW 8551 – Adv Comm Pract (3 credits)
<p>Full Program, part-time study: students are expected to take at least 2 courses per semester.</p> <p><i>Students who study on a part-time basis complete the generalist curriculum over four semesters of study, or two academic years, or four semesters. A student could opt to complete a summer block field placement rather than a concurrent, fall-spring field placement. Completing a summer block placement adds to the overall tuition cost of the program due to enrolling in an additional matriculation period.</i></p>	
Year 1 – Fall Semester	Year 1 – Spring Semester
SW 5051 – Human Behavior & Soc Envir (2 credits) SW 5101 – History/Policy (3 credits) SW 8153 – Pract Methods: Macro Practice (2 credits)	Advanced Policy Requirement (3 credits) SW 8821 – SW & Dif, Diversity & Priv (2 credits) Elective credits offered at 5000-level
Year 2 – Fall Semester	Year 2 – Spring Semester
SW 8151 – Pract Methods: Individ & Systems (2 credits) SW 8841 – Research Methods SW 8010 – Practicum I (3 credits)	SW 8010 – Field Practicum 1 (3 credits) SW 8152 – Pract Methods: Families & Groups (2 credits) CMH Students – SW 8451 – Assess & Engage (3 credits) CP Students – SW 8551 – Adv Comm Pract (3 credits)

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 specialization areas offered by the School.

The School waives generalist curriculum requirements for most students with advanced standing (with exceptions noted above), and they move directly into an area of specialization: Clinical Mental Health, Community Practice, Families and Children, or Health, Disability and Aging. Studying full-time, students with advanced standing can complete all degree requirements in a calendar year (12 months) of full time study. Students with advanced standing may also choose a part-time option, which will take longer to complete.

Transfer Students

A "transfer student" is a student who began her/his/their graduate study in social work as an admitted graduate student at another CSWE-accredited MSW program, and who was active in that program within three years of being admitted to the University of Minnesota School of Social Work. Such students may transfer into either the full program or the advanced standing program. Students transferring into the full program generally have completed the generalist 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 p. 47 of this Handbook.

The Generalist Curriculum

The 19 credit generalist 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		
Course Number and Title	Credits/Term	Term/Year
SW 5051—Human Behavior and the Social Environment	2 credits/Fall	
SW 5101—Historical Origins & Contemporary Policies in Soc Welfare	3 credits/Fall	
SW 8151—Social Work Practice Methods: Individuals and Systems	2 credits/Fall	
SW 8152—Social Work Practice Methods: Families and Groups	2 credits/Spring	
SW 8153—Social Work Practice Methods: Macro Practice and Organizations	2 credits/Fall	
SW 8841—Social Work Research Methods	2 credits/Fall	
SW 8010—Foundation Field Practicum & Seminar <i>Take field concurrently with 8151 and 8152, or in a summer block in the summer following completion of 8151 and 8152.</i> <ul style="list-style-type: none"> ▪ 3 credits each semester if over the academic year for a total of 6 credits, or ▪ 6 credits in a block placement 	6 credits total 3 in Fall and 3 in Spring or 6 in summer block	
Total generalist credits – courses + field (420 hours)	19 credits	

Full-time students complete the generalist 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 generalist 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 generalist courses in two academic years, taking practice methods (8151, 8152) and 8841 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 generalist 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 generalist courses with courses or credits from outside of the SSW.

The MSW Specializations: Overview and Outlines

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

Clinical Mental Health: The Clinical Mental Health specialization prepares students for advanced clinical social work practice with children, adults and families within an inclusive and anti-oppressive lens. Students learn evidence and 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 specialization 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 specialization 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.

Specialization Curriculum Overview

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

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

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

A specialization indicates a particular focus of study. Specialization is not noted by the University on your graduate school transcript, but graduates can identify their area of practice specialization on a professional resume.

Course Sequencing

Students with advanced standing may begin taking required specialization courses immediately upon enrolling. Full program students (53 credits) must complete the all of the generalist courses before taking **required** courses in the specialization, with the exception of SW 8152 and SW 8010.

Full program students may take **only** the following courses from the specialization while completing their generalist 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:
 - SW 8804 – Child Welfare Policy
 - SW 8805 – Aging and Disability Policy
 - SW 8806 – Health and Mental Health Policy
 - SW 8807 – International Social Welfare Policy
- SW 8821 – Social Work Practice and Difference, Diversity and Privilege

All other specialization courses have SW 8010 and SW 8152 as pre-requisites.

Curriculum Timing for All Students

The curriculum begins in the fall semester for all students with the following exceptions:

- A transfer student may choose to begin in the fall, spring or summer session.
- A student with advanced standing who chooses the Clinical Mental Health specialization, and who chooses to do a year-long concurrent field placement in their first fall and spring semesters of the academic year must begin the program in the summer preceding their first fall semester.

Clinical Mental Health Specialization

The Clinical Mental Health specialization prepares students for advanced clinical social work practice with children, adults and families within an inclusive and anti-oppressive lens. Students learn evidence and contextually based approaches to mental health diagnostic assessment, treatment and practice evaluation, with a strong focus on client systems experiencing significant mental health risk.

Curriculum Area	Class Number-Title, (# of credits) – Check schedule for terms offered	Term/Year
Anchor and Boost	SW 8451—Assessment & Engagement in Clinical SW, (3 credits) SW 8452—Core Concepts of Clinical Process, (3 credits)	
Specialization Skills Electives (2 courses required)	SW 8352—Intervention Methods with Families (3 credits) SW 8461—Adv Clinical SW Practice w/Adults (3 credits) SW 8462—Adv Clinical SW Practice w/Children & Adolescents (3 credits) SW 8463—SW Practice w/Severe & Persistent Mental Illness (3 credits)	
Diversity	SW 8821—Social Work & Difference, Diversity & Privilege (2 credits)	
Advanced Research – practice evaluation	SW 8842—Advanced Social Work Evaluation (3 credits) <i>Must be taken concurrent w/ specialization field placement (SW8020/SW 8030)</i>	
Advanced Policy – (1 course required) <i>These courses are only offered in spring semesters.</i>	SW 8806—Health and Mental Health Policy (3 credits) SW 8807—International & Comparative Social Welfare Policy* (3 credits) <i>*This advanced policy course is an option only for those CMH students who are completing the international focus.</i>	
2nd Focus (Anchor from another specialization) (1 course required)	SW 8251—SW Practice in Health, Disabilities, and Aging (3 credits) SW 8351—Assessment & Engagement with Families & Children ((3 credits) SW 8551—Community Assessment and Intervention (3 credits)	
Field (6 credits required)	SW 8020— Specialization Field Practicum & Seminar with seminar (6 credits) OR SW 8030— Advanced Standing Specialization Field Practicum & Seminar (6 credits) <i>Students must take SW 8842—Advanced Social Work Evaluation concurrently with the specialization field placement. Students in 8020 have a peer-consulting seminar that meets on a monthly basis.</i>	
Free Electives (5 credits required)	Students can fulfill the requirement for five credits of free electives in the following way: <ul style="list-style-type: none"> - Select any of the specialization courses listed above that are not being used to satisfy other requirements; or - Select any SW course from another specialization if the course pre-requisites have been met and if the course is not being used to meet other requirements, or - Select any SW general elective (these are listed on page 23 of this Handbook), or - Any course from outside of Social Work, if the student has submitted a syllabus for review and approval by the MSW Program Director. 	

Clinical Mental Health Specialization – Integrated Behavioral Health Focus

The Integrated Behavioral Health (IBH) focus 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 specialization. This practice requires a specific curriculum that is outlined below.

Curriculum Area	Class Number-Title, (# of credits) – Check schedule for terms offered	Term/Year
Anchor and Boost	SW 8451—Assessment & Engagement in Clinical SW, (3 credits) SW 8452—Core Concepts of Clinical Process, (3 credits)	
Specialization Skills Electives (2 courses required, one of which must be SW 8463)	<i>IBH Focus must include:</i> SW 8463—SW Practice w/Severe & Persistent Mental Illness (3 credits) <i>IBH focus can select one of the following courses for the second specialization skills elective:</i> SW 8461—Adv Clinical SW Practice w/Adults (3 credits) SW 8462—Adv Clinical SW Practice w/Children & Adolescents (3 credits)	
Diversity – <i>this course is offered in spring and summer</i>	SW 8821—Social Work & Difference, Diversity & Privilege (2 credits)	
Advanced Research – practice evaluation	SW 8842—Advanced Social Work Evaluation (3 credits) <i>Must be taken concurrent w/ specialization field placement (SW8020/SW 8030)</i>	
Advanced Policy <i>The policy course is offered only in the spring semester.</i>	<i>IBH focus students must select SW 8806 for the advanced policy requirement</i> SW 8806—Health and Mental Health Policy (3 credits).	
2nd Focus (Anchor from another specialization) (1 course required)	<i>IBH focus must include this course as the second focus:</i> SW 8251—SW Practice in Health, Disabilities, and Aging (3 credits)	
Field (6 credits required)	SW 8020— Specialization Field Practicum & Seminar with seminar (6 credits) OR SW 8030— Advanced Standing Specialization Field Practicum & Seminar (6 credits) <i>Students must take SW 8842—Advanced Social Work Evaluation concurrently with the specialization field placement. Students in 8020 have a peer-consulting seminar that meets on a monthly basis.</i>	
Electives: CMH students who choose an IBH focus must complete five credits of free electives, including the courses listed to the R.	<i>These electives are required of CMH students who are IBH Fellows:</i> SW 5903—Substance Abuse and Social Work (2 credits) SW 8901—Treating Trauma (2 credits) Any other 1 credit SW course	

Community Practice Specialization

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.

Curriculum Area	Class Number-Title, (# of credits) – Check schedule for terms offered	Term/Year
Anchor and Boost	SW 8551—Community Assessment & Intervention (3 credits) SW 8552—Adv CP: Leadership, Planning & Prog Development (3 credits)	
Specialization Skills Electives (2 courses required)	PA 5101 - Management and Governance of Nonprofit Organizations SW 5562—Global Social Work and Social Development (3 credits) SW 8563—Advanced Policy Advocacy (3 credits)	
Diversity – <i>this course is offered in spring and summer</i>	SW 8821—Social Work & Difference, Diversity & Privilege (2 credits)	
Advanced Research – program evaluation	SW 8843—Social Work Program Evaluation (3 credits) <i>Community Practice MUST take SW 8843 during the academic year, registering in both fall and spring semesters.</i>	
Advanced Policy – (1 course required) <i>These courses are only offered in spring semesters.</i>	SW 8804—Child Welfare Policy (3 credits) SW 8805—Aging & Disability Policy (3 credits) SW 8806—Health & Mental Health Policy (3 credits) SW 8807—International & Comparative Social Welfare Policy (3 credits)	
2nd Focus (Anchor from another specialization) (1 course required)	SW 8251—SW Practice in Health, Disabilities, & Aging – (3 credits) SW 8351—Assessment & Engagement with Families & Children (3 credits) SW 8451—Assess & Engagement in Clinical SW (3 credits)	
Field (6 credits required)	SW 8020— Specialization Field Practicum & Seminar (6 cr) OR SW 8030— Advanced Standing Specialization Field Practicum & Seminar (6 cr)	
Free Electives (5 credits required)	Students can fulfill the requirement for five credits of free electives in the following way: <ul style="list-style-type: none"> - Select any of the specialization courses listed above that are not being used to satisfy other requirements; or - Select any SW course from another specialization if the course pre-requisites have been met and if the course is not being used to meet other requirements, or - Select any SW general elective (these are listed on page 23 of this Handbook), or - Any course from outside of Social Work, if the student has submitted a syllabus for review and approval by the MSW Program Director. 	

Families and Children Specialization

Families and Children specialization 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.

Curriculum Area	Class Number-Title, (# of credits) – Check schedule for terms offered	Term/Year
Anchor and Boost	SW 8351—Assessment & Engagement with Families & Children (3 credits) SW 8352—Intervention Methods with Families (3 credits)	
Specialization Skills Electives (2 courses required)	SW 8361—Identification and Assessment of Family Violence (3 credits) SW 8363—Social Work in Child Welfare (3 credits) SW 8462—Adv Clinical SW Practice With Children and Adolescents (3 credits)	
Diversity – <i>this course is offered in spring and summer</i>	SW 8821—Social Work & Difference, Diversity & Privilege (2 credits)	
Advanced Research – practice evaluation	SW 8842—Advanced Social Work Evaluation (3 credits) <i>Must be taken concurrent w/ specialization field placement (SW8020/SW 8030)</i>	
Advanced Policy (1 course required) <i>These courses are only offered in spring semesters</i>	SW 8804—Child Welfare Policy (3 credits) SW 8805—Aging & Disability Policy (3 credits) SW 8806—Health & Mental Health Policy (3 credits) SW 8807—International & Comparative Social Welfare Policy (3 credits)	
2nd Focus (Anchor from another specialization) (1 course required)	SW 8251—SW Practice in Health, Disabilities, & Aging (3 credits) SW 8451—Assess & Engagement in Clinical SW (3 credits) SW 8551—Community Assessment and Intervention (3 credits)	
Field (6 credits required)	SW 8020— Specialization Field Pract & Seminar with seminar (6 credits) OR SW 8030— Advanced Stand Specialization Field Prac & Seminar (6 credits) <i>Students must take SW 8842—Advanced Social Work Evaluation concurrently with the specialization field placement. Students in 8020 have a peer-consulting seminar that meets on a monthly basis.</i>	
Free Electives (5 credits required)	Students can fulfill the requirement for five credits of free electives in the following way: <ul style="list-style-type: none"> - Select any of the specialization courses listed above that are not being used to satisfy other requirements; or - Select any SW course from another specialization if the course pre-requisites have been met and if the course is not being used to meet other requirements, or - Select any SW general elective (these are listed on page 23 of this Handbook), or - Any course from outside of Social Work, if the student has submitted a syllabus for review and approval by the MSW Program Director. 	

Child Welfare Focus in Families and Children

Students in the Families and Children specialization can focus their families and children coursework on child welfare by choosing the courses listed below as a part of their Families and Children specialization 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 their courses in consultation with their adviser and the IV-E Handbook.

Requirements for the Child Welfare Focus:

- **Specialization skills electives** – students must take SW 8363: Social Work in Child Welfare (3 credits) **and** SW 8361: Identification and Assessment of Family Violence (3 credits) or SW 8462: Adv Clinical SW Practice with Children and Adolescents (SW 8451 is a pre-requisite for this course).
- **Advanced Policy** – Students who specialize in child welfare must take the following course for their advanced policy requirement: SW 8804 – Child Welfare Policy (3 credits)
- **Free electives** - Students who complete the specialization must take the following class: SW 5905 – Permanency in Child Welfare (2 credits). 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 specialization 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 specializations can complete the focus 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 specializations who choose the child welfare focus 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 credits) and SW 8352—Intervention Methods with Families (3 credits).

Health, Disability and Aging Specialization

The Health, Disability and Aging specialization 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.

Curriculum Area	Choices (# of credits, Terms offered– subject to change)	Term/Year
Anchor and Boost	SW 8251—SW Practice in Health, Disabilities, & Aging (3 credits) SW 8261—Advanced Social Work Practice in Health Care (3 credits) <i>take concurrent with or after completing SW 8251</i>	
Specialization Skills Electives (2 courses required)	SW 8262—Empowerment Practice with People with Disabilities (3 credits) SW 8263—Advanced Direct Practice and Community-Based Intervention in Gerontology (3 credits) <i>(title change in process)</i> SW 8463—SW Practice w/Severe & Persistent Mental Illness (3 credits)	
Diversity – this course is offered in spring and summer	SW 8821—Social Work & Difference, Diversity & Privilege (2 credits)	
Advanced Research - practice	SW 8842—Advanced Social Work Evaluation (3 credits) <i>Must be taken concurrent w/specialization field placement (SW8020/ SW8030)</i>	
Advanced Policy (1 course required) <i>These courses are only offered in spring semesters</i>	SW 8805—Aging & Disability Policy (3 credits) SW 8806—Health & Mental Health Policy (3 credits) SW 8807—International and Comparative Social Welfare (3 credits)* <i>*This advanced policy course is an option only for those HDA students who are completing the international focus.</i>	
2nd Focus (Anchor from another specialization) (1 course required)	SW 8351—Assessment & Engagement with Families & Children (3 credits) SW 8451—Assessment & Engagement in Clinical SW (3 credits) SW 8551—Community Assessment & Intervention (3 credits)	
Field (6 credits required)	SW 8020— Specialization Field Practicum & Seminar with seminar (6 cr) OR SW 8030— Advanced Standing Specialization Field Practicum & Seminar (6 cr) <i>Students must take SW 8842—Advanced Social Work Evaluation concurrently with the specialization field placement. Students in 8020 have a peer-consulting seminar that meets on a monthly basis.</i>	
Free Electives (5 credits required)	Students can fulfill the requirement for five credits of free electives in the following way: <ul style="list-style-type: none"> - Select any of the specialization courses listed above that are not being used to satisfy other requirements; or - Select any SW course from another specialization if the course pre-requisites have been met and if the course is not being used to meet other requirements, or - Select any SW general elective (these are listed on page 23), or - Any course from outside of Social Work, if the student has submitted a syllabus for review and approval by the MSW Program Director. 	

Health, Disability and Aging Specialization – Integrated Behavioral Health Focus

The Integrated Behavioral Health focus is available to full-program HDA students who have completed their first year of study, including field placement, and to students with advanced standing who have chosen a HDA specialization. This practice requires a specific curriculum that is outlined below.

Curriculum Area	Choices (# of credits, Terms offered– subject to change)	Term/Year
Anchor and Boost	SW 8251—SW Practice in Health, Disabilities, and Aging (3 credits) SW 8261—Advanced Social Work Practice in Health Care (3 credits) <i>(take concurrently with or after taking SW 8251)</i>	
Specialization Skills Electives (2 courses required)	<i>IBH Focus must include:</i> SW 8463—SW Practice w/Severe & Persistent Mental Illness (3 credits) And choose one of the following: SW 8262—Empowerment Practice with People with Disabilities (3 credits) SW 8263— Advanced Direct Practice and Community-Based Intervention in Gerontology (3 credits)	
Diversity – this course is offered in spring and summer	SW 8821—Social Work & Difference, Diversity & Privilege (2 credits)	
Advanced Policy <i>The policy course is offered only in the spring semester.</i>	IBH focus students must select SW 8806 for the advanced policy requirement SW 8806—Health and Mental Health Policy (3 credits).	
Advanced Policy (1 course required)	IBH focus requires the following advanced policy class: SW 8806—Health & Mental Health Policy (3 credits)	
2nd Focus (Anchor from another specialization) (1 course required)	IBH focus requires the following for the 2nd anchor:: SW 8451—Assess & Engagement in Clinical SW (3 credits)	
Field (6 credits required)	SW 8020— Specialization Field Practicum & Seminar (6 credits) OR S W 8030— Advanced Standing Specialization Field Practicum & Seminar (6 credits) (Fall, Spring, Summer) <i>Students must take SW 8842—Adv Social Work Eval concurrently with the specialization field placement. Students in 8020 do not have a seminar.</i>	
Electives – 5 credits required HDA students who choose an IBH focus must complete five credits of free electives, including the courses listed to the R.	These electives are required of HDA students who have an IBH focus: SW 5903—Substance Abuse and Social Work (2 credits) SW 8901 – Assessment and Treatment of Trauma (2cr) Any 1 credit SW course	

Other Focus Areas in the MSW Curriculum: Gerontology and International

Students in the MSW Program can focus their course work in two additional areas, in addition to the Title IV-E focus in child welfare, and the integrated behavioral health focus allowed in Clinical Mental Health or Health, Disability and Aging. A focus indicates a specialization of study. As with specializations, a coursework focus is not noted by the University on your graduate school transcript.

Gerontology Focus in Health, Disability and Aging

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

Requirements for the Gerontology Specialization

Specialization skills electives – Students who choose the Gerontology focus within the HDA specialization must choose SW 8263 – Advanced Direct Practice and Community-Based Interventions in Gerontology as one of their specialization skills electives. They must complete their remaining skills elective course within the specialization, and cannot substitute courses from outside of Social Work to meet this requirement.

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

Free electives - All MSW students have 5 credits of free electives. Students who choose the Gerontology focus, must take SW 5912–Grief and Loss in Social Work Practice (1 credit) as one of their free elective credits. 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)
- GERO 5100–Topics in Aging. Evaluating Senior Housing: Post-Occupancy Evaluation Applied to Space & Behavior (3)
- GERO 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 focus must complete a field placement at a site that has been approved for meeting the requirements for this focus.

Students in other specializations other than Health, Disability and Aging, can also complete the gerontology focus 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 specializations who choose the gerontology specialization must meet all of the requirements listed above (the HDA specialization 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 Focus

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

Requirements for the International focus

Students can complete the international focus in any specialization (CMH, CP, FC, or HDA), with the following adjustments to their specialization courses:

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

Free Electives - MSW students who choose the international focus 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 focus must do a local field placement with an international component, or could do elective field credits using SW 8041 Specialized Field Placement.

Social Work General Electives

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

- SW 5903—Social Work and Substance Abuse (2 credits)
- SW 5904—Facilitation and Conflict Management (2 credits)
- SW 5905—Permanency in Child Welfare (2 credits)
- SW 5906—Advanced Ethical Decision Making (1 credit)
- SW 5907—School Social Work (1 credit)
- SW 5912—Grief and Loss (1 credit)
- SW 5913—Working with Immigrant Populations (2 credits) – this course is only offered in summer

The following courses are advanced electives and only open to students with advanced standing, or students who have completed the entire foundation curriculum, including SW 8010.

- SW 8901 – Assessment and Treatment of Trauma (2 credits)
- SW 8902—Social Work Supervision, Consultation and Leadership (2 credits)

Classes Outside the School of Social Work

Students may take up to 5 credits of specialization courses (not generalist 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 specialization credits with a course from outside of social work must obtain approval from the chair of the specialization 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 specialization elective can be substituted for a course outside SSW.

Please note that only specific courses from the Center for Spirituality and Healing (course prefix CSPH) are accepted as free electives. The approved course list is on the MSW Canvas site.

Note: Generalist 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 on 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, including field credit(s) for life experience. (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— Specialization 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.

All students take the following specialization class concurrent with or before SW 8020: SW 8821—Social Work and Difference, Diversity and Privilege

Students must take the following specialization classes concurrent with or before SW 8020:

Clinical Mental Health students:

SW 8451—Assessment and Engagement in Clinical Social Work Practice (3 credits)

SW 8452—Core Concepts of Clinical Process (3 credits)

Community Practice students:

SW 8551—Community Assessment and Intervention (3 credits)

SW 8552—Advanced Community Practice: Leadership, Planning and Program Development (3 credits)

Families and Children students:

SW 8351—Assessment and Engagement with Families and Children (3 credits)

SW 8352—Intervention Methods with Families (3 credits)

Health, Disability and Aging students:

SW 8251—Social Practice in Health, Disability, and Aging (3 credits)

SW 8261—Advanced Social Work Practice in Health Care (3 credits)

CMH, FC and HDA students take the following specialization 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.

Advanced Standing Students – 34 credits

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 Specialization 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 specialization courses, or in a summer block placement following completion of specialization 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 specialization classes concurrent with or before SW 8030:

Clinical Mental Health students:

SW 8451—Assessment and Engagement in Clinical Social Work Practice (3 credits)

SW 8452—Core Concepts of Clinical Process (3 credits)

Community Practice students:

SW 8551—Community Assessment and Intervention (3 credits)

SW 8552—Advanced Community Practice: Leadership, Planning and Program Development (3 credits)

Families and Children students:

SW 8351—Assessment and Engagement with Families and Children (3 credits)

SW 8352—Intervention Methods with Families (3 credits)

Health, Disability and Aging students:

SW 8251—Social Practice in Health, Disability, and Aging (3 credits)

SW 8261—Advanced Social Work Practice in Health Care (3 credits)

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 specialization 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.

Dual Degrees

The School of Social Work offers three dual master's degree programs:

Offered with the Humphrey School of Public Affairs

- **Master of Social Work/Master of Public Policy (MSW/MPP)**
- **Master of Social Work/Master of Urban and Regional Planning (MSW/MURP)**

Offered with the School of Public Health.

- **Master of Social Work /Master of Public Health (MSW/MPH)**

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 specializations:

MSW Community Practice Specialization: The course requirements for the Community Practice Specialization 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 Specializations: Dual degree students who choose an MSW specialization other than the Community Practice specialization 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 specialization 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 specialization for the MSW degree, and a specialization 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 specialization (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 specialization with the consent of the specialization head, or as electives. Note that these SW courses do not substitute for required PA courses.

Social work courses of particular relevance to MSW/MPP students include:

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

Public Affairs (PA) courses that could be approved for cross-counting

Social Work Requirement	Public Affairs Substitution
<p>Foundation research course SW 8841 Social Work Research Methods (applies to full program students only)</p>	<p>Students can substitute MPP required research courses as a substitute for SW 8841 – Social Work Research methods, by completing two of the following: One course from: <input type="checkbox"/> PA 5032 – Applied Regression (2 credits) <input type="checkbox"/> PA 5044 – Applied Regression: Accelerated (2 credits), and One course from: <input type="checkbox"/> PA 5033 – Multivariate Techniques (2 credits) <input type="checkbox"/> PA 5041 – Qualitative Methods for Policy Analysts (4 cr)</p>
<p>Community Practice elective courses– two are required. (Two one-credit courses count as one elective course).</p> <p>SW 8561 Human Resources Mgmt in Human Services Agencies SW 8563 Advanced Policy Advocacy</p>	<p>With the approval of MSW Program Director, a Public Affairs course listed below or another course can be substituted for <u>one</u> specialization elective in Community Practice:</p> <p>PA 5011 Management of Organizations PA 5101 Management and Governance of Nonprofit Organizations PA 5251 Strategic Planning and Management</p> <p>Note: Additional Public Affairs courses may be proposed to the MSW Program Director</p>
<p>Advanced Policy Requirement</p> <p>Social work students choose from: SW 8804 Child Welfare Policy (3 credits) SW 8805 Aging & Disabilities Policy (3 credits) SW 8806 Health/Mental Health Policy (3 credits) SW 8807 International & Comparative Social Welfare Policy (3 credits)</p> <p>The dual degrees allow substitution of the policy requirement with one of the listed PA policy courses.</p>	<p>The advanced policy requirement can be substituted with a course listed below, except for students receiving Title IV-E funding:</p> <p>PA 5261 Housing Policy PA 5401 Poverty, Inequality, and Public Policy PA 5405 Public Policy Implementation PA 5412 Aging and Disability Policy PA 5421 Racial Inequality and Public Policy PA 5422 Diversity and Public Policy PA 5431 Public Policies on Work and Pay PA 5441 Education Policy and the State Legislature PA 5451 Immigration, Health and Public Policy PA 5452 Immigration and Public Policy</p> <p>Additional Public Affairs courses may be proposed to the MSW Program Director.</p>
<p>Advanced Research Requirement</p> <p>SW 8842 – Advanced SW Evaluation (3 credits) Or SW 8843 – Social Work Program Evaluation (3 credits)</p>	<p>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</p>

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 specialization. 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.

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 specialization in social work for the dual MSW/MURP plan is the Community Practice specialization. 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 specialization 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.

MSW credits that can fulfill MURP requirements	MURP credits that can fulfill MSW requirements
<p>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:</p>	<p>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 specialization. An MSW student within the Community Practice specialization could count the MURP courses shown below toward the MSW degree:</p>
<p>SW 5562 Global Social Work and Social Development (3 credits) SW 5913 Working with Immigrant Populations (2 credits) SW 8551 Community Assessment and Intervention (3 credits) SW 8552 Advanced Community Practice: Leadership, Planning, and Program Development (3 credits) SW 8561 Human Resources Mgmt. in Human Services Agencies (3 credits) SW 8563 Advanced Policy Advocacy (3 credits) SW 8804 Child Welfare Policy (3 credits) SW 8805 Aging and Disabilities Policy (3 credits) SW 8806 Health and Mental Health Policy (3 credits) SW 8807 International & Comparative Social Welfare Policy (3 credits) SW 8821 Social Work & Difference, Diversity & Privilege (2 credits) SW 8841 Social Work Research Methods (2 credits) SW 8842 Advanced Social Work Evaluation (3 credits)</p>	<p>PA 5311 Program Evaluation (3 credits) may substitute for the Advanced Social Work Evaluation course (3 credits).</p>
<p>Other SW 8552 Advanced Community Practice: Leadership, Planning, and Program Development (3 credits) Substituting for PA 5253 Participatory Management and Public Involvement Strategies (3 credits)</p> <p>SW 8841 Social Work Research Methods (2 credits) and SW 8842 Advanced Social Work Evaluation (3 credits) substituting for PA 5034 Community Analysis and Planning Techniques (2 credits) and PA 5035 Survey Research and Data Collection (1.5 cr.)</p>	<p>Advanced Policy Requirement</p> <p>One of the following may substitute for the Social Work Advanced Policy requirement (3 credits):</p> <ul style="list-style-type: none"> PA 5212 Managing Urban Growth & Change (3 credits) PA 5261 Housing Policy (3 credits) PA 5521 Devel Planning & Policy Analysis (3 credits) PA 5412 Aging and Disability Policy (3 credits) PA 8202 Network & Places: (4 cr) PA 8204 Econ & Workforce Devel (4 cr)
<p>Additional Social Work course substitutions can be proposed to the Public Affairs Director of Graduate Studies.</p>	<p>One of the following may substitute for one of the Community Practice Specialization elective courses:</p> <ul style="list-style-type: none"> PA 5511 Community Economic Development (3 credits) PA 8201 Environment and Infrastructure Plan (4 cr) PA 8203 Neighborhood Revitalization Strategies & Theories (4 cr) <p>One of the following may substitute for the free electives requirement (2 cr.):</p> <ul style="list-style-type: none"> PA 5401 Poverty, Inequality and Public Policy (3 credits) PA 5421 Racial Inequality and Public Policy (3 credits) PA 5451 Immigrant Health Issues (3 credits) PA 8312 Analysis of Discrimination (3 credits) <p>Additional Public Affairs course substitutions can be proposed to the MSW Program Director.</p>

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 the graduate program coordinator in 140 Peters Hall.

Minors

MSW students may complete a designated minor that further develops their area of specialization within the MSW program, or another area of practice interest. Students who wish to declare a minor should work with their academic advisers and must submit the [Request to Add or Remove a Graduate Minor form online at One Stop](#). 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 <https://catalogs.umn.edu/>). 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.

Student Participation in Governance in the University and the School of Social Work

Students in the MSW Program have the right and the opportunity to participate in formulating and modifying policies affecting academic and student affairs. The School encourages participation at the University and at the School levels.

Participation at the University level:

The *Council of Graduate Students (COGS)* is the Recognized Student Governance Association (RSGA) at University of Minnesota that represents, advocates for, informs, facilitates communications among, and supports Twin Cities graduate students (students who are seeking a research degree: a Ph.D. or a Master's that is associated with a Ph.D. program). COGS exists for the following purposes:

To advocate for the best interest of graduate students within the University of Minnesota and act as the representative organization for the graduate student body.

Financially provide for graduate students through a grant process.

Promote social community within the graduate student body.

All COGS-fee paying graduate students are members of the COGS General Assembly (GA). Each graduate program can elect one voting GA member amongst all their graduate students to represent their program. Students interested in learning more about participation in COGS should visit the COGS website at: <https://cogs.umn.edu/>

Participation in student organizations:

Through your student services fees and in collaboration with COGS, the University supports a number of graduate student organizations whose purposes range from entertainment to advocacy and activism. The School encourages MSW students to visit the Graduate Students Organizations website for more information and for opportunities to connect with groups that may be of interest.. For more information visit the Student Organizations homepage at: <https://grad.umn.edu/diversity/student-organizations>

Participation in governance in the School of Social Work:

Students in the M.S. W. Program have the right and the opportunity to participate in formulating and modifying policies affecting academic and student affairs. Students can participate in four ways:

- Participation on M.S.W. Curriculum committees (M.S.W. Program Committee, Clinical Mental Health Committee, Community Practice Committee, Families and Children Committee, Health, Disability and Aging Committee).
- Participation on the Equity, Justice and Inclusion Committee
- Participation in the School of Social Work Council
- Formulating and participating in a student created organization

Participation on M.S.W. Curriculum Committees

According to the Bylaws of the School of Social Work, policies and practices that affect the M.S.W. curriculum and student affairs emerge in M.S.W. curriculum committees. Students have the right to participate on those committees through student representatives. The maximum number of students on any one committee will be up to one-third the number of faculty members, except when otherwise provided by University of Minnesota rules, the College of Education and Human Development, or these bylaws. The School administration will inform students of the right and the opportunity to participate at the New Student Orientation, through this M.S.W. Student Handbook, and through announcements on the M.S.W. Student Canvas site.

Faculty chairs of curriculum committees will reach out to students to seek volunteers to serve as student representatives on committees. Responsibilities of student representatives are posted on the M.S.W. student canvas site and include attending committee meetings; participating in the work of the committee; seeking student input and feedback on issues before the committee and representing those perspectives in the committee; and, voting on issues before the committee.

Participation on the Equity, Justice and Inclusion Committee

The Equity, Justice and Inclusion Committee will meet outside of the designated Wednesday afternoon committee meeting time to facilitate widespread student participation. The School encourages student participation on this committee, and student participation is not limited by the policy defining the maximum number of students as one-third the number of faculty members.

The School administration will inform students of the right and the opportunity to participate on the Equity, Justice and Inclusion Committee at the New Student Orientation, through this M.S.W. Student Handbook, and through announcements on the M.S.W. Student Canvas site.

The Equity, Justice and Inclusion committee is lead by a team of three co-chairs: two faculty members and one student member. The leadership of the committee will inform students of the opportunity to participate, the issues the committee is considering, and will invite student participation.

Participation in the School of Social Work Council

The School of Social Work Council (SSWC) serves as an open forum for discussion and review of policies and programs in the SSW. Recommendations can be made to the Director or any SSW committee. Voting on resolutions and recommendations may take place at any meeting of the SSWC. However, all items for consideration for a vote must be submitted to the Council members at least three (3) days in advance of the meeting.

The student body is encouraged to establish an undergraduate and a graduate student organization and to select representatives to serve on the SSWC and SSW committees as provided for by these bylaws. If there is no duly authorized student organization, student representatives may be invited to serve by the Director.

The administration will inform MSW students of the role of the School of Social Work Council at the New Student Orientation, and will invite students to consider serving as student representatives. As an open forum, all M.S.W. Students have the opportunity to attend and participate in SSW Council meetings. The M.S.W. student body has one voting representative, as do all of the educational programs within the School.

Formulating and participating in student-initiated and led organizations

M.S.W. students have the right and the opportunity to create student-initiated and led organizations as a means of initiating and modifying policies that affect the M.S.W. curriculum and student affairs. Students who wish to create a formal organization within the School are referred to the Council of Graduate Students (COGS) to work collaboratively with this graduate student organization to create a formal structure that will be recognized by the University and by the School of Social Work. A formal organization requires bylaws, officers, and a faculty adviser.

The School will provide support through a faculty adviser when students wish to create a formal student organization. Policy proposals that emerge through a student organization will be referred to the appropriate standing committee in the School for discussion, debate, and adoption, following the process outlined in the School of Social Work Bylaws.

Social Work Licensing in the State of Minnesota

The State of Minnesota has 4 social work licenses, with each license 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 on the MSW Canvas site and online here: <https://www.cehd.umn.edu/ssw/graduate/master-of-social-work/>.

All syllabuses in the MSW Program list the number of clinical content hours contained in each MSW course. At graduation time, after the last MSW grades have been recorded, students should request an audit of their clinical content hours earned through their MSW coursework. 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 <https://mn.gov/boards/social-work/>.

University and SSW Policies Related to the MSW Program

University of Minnesota Policies:

- University of Minnesota Student Conduct Code
 - http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf
- Sexual Harassment Policy
 - <https://policy.umn.edu/hr/sexharassassault>
- Student Academic Grievance Policy
 - <https://policy.umn.edu/education/studentcomplaints-proc02>
- Policy on Makeup Work for Legitimate Absences
 - <https://policy.umn.edu/education/makeupwork>

MSW Program Policies:

- Standards of Performance in the MSW Program – p. 40
- MSW Policy on Incomplete Grades – p. 48
- Discontinuance from the MSW Program and the University – p. 50
- Transfer of Credit Policy – p. 51
- Grading Options – p. 53
- Directed Study, Research Projects, or Independent Study – p. 55

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:

- National Association of Social Workers (NASW) Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics.aspx>)
- Standards of Practice and Ethical Conduct, as defined by the Minnesota Board of Social Work (<https://mn.gov/boards/social-work/licensees/standardsofpractice/>) 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.

E. Emotional Management Capabilities Necessary for Performance in Program and Professional Practice

I. 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.

II. 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 coursework taken as an MSW student, (see MSW Policy on Incomplete Grades) and
- III. Following University of Minnesota policy passed in 2002, students must maintain active student status by enrolling in classes each fall and spring semester (summer registration is not required for active status).
 - 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.
 - Students not registered every fall and spring term as described above are considered to have withdrawn; their Graduate School records are deactivated.
 - When a student is unable to enroll in classes for a semester, they must request a leave of absence (<https://onestop.umn.edu/academics/take-leave-absence>), indicating the semester(s) they intend to be away from active enrollment.
 - A student who fails to maintain active student status must reapply to the program in order to activate further enrollment.
 - Students admitted in 2013 and beyond must complete all degree requirements for the M.S.W., and have a degree awarded within five years after admission and matriculation in the program.
 -

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 good standing in the MSW Program 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. Required courses in the generalist and specialization curricula are graded courses (A-F) with the exception field courses (SW 8010, SW 8020, SW 8030, and SW 8041), and students may not take these courses on an S-N basis.

5. Accommodations for Disabilities

- A. 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 Disability Resource Center (DRC) (<https://disability.umn.edu/>).
- B. This office determines eligibility and makes recommendations for reasonable accommodations. Instructors cannot make accommodations without instruction from the DRC.

6. Distribution of Standards and Student Responsibility for Familiarity with Standards

- A. The Standards of Performance are included in the MSW Student Handbook, which is 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>).
- B. The School informs all students of the Standards of Performance at required meetings for newly admitted students (e.g., registration meetings, orientations) and posts the Standards on the MSW Canvas site, which is the official repository for policies guiding the MSW Program. The School also informs students that they are subject to 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 Regents' Student Conduct Code, and makes these available on the MSW Canvas site.
- C. Students are responsible for the information contained in the Standards, and are informed of this responsibility as noted above in item B.

7. Procedures for a Review of Performance

A. Scholastic Performance – Classroom

At the end of fall, spring and summer instructional periods, each MSW student enrolled for that term will receive written electronic notification from the DGS indicating the student's standing in the MSW program (e.g., whether the student is or is not in good standing). The notification will be sent to the student's University

email account. Students found not to be in good standing must meet with their academic adviser to develop a plan for the student to return to good academic standing within 2 matriculation periods, excluding May and summer sessions.

When a student's cumulative grade point average falls between 2.50 and 3.0, the DGS will instruct the graduate program coordinator (GPC) to place a hold on the student's registration (blocking further enrollment in the program) and instruct the student to meet with her/his academic adviser to develop a plan to improve academic performance within a specified time period. The student must provide a copy of the plan to the DGS to within the first two weeks of the following regular (fall, spring, summer) matriculation period. The hold remains in place until a plan has been received by the DGS. When the plan is received, the DGS will instruct the GPC to remove the hold.

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 cumulative grade point average falls below a 2.5 may not continue course work in the MSW program. In such cases, the DGS will advise a student to withdraw from the MSW program. Should the student choose not to withdraw the DGS will consult with the director of the School and advise dismissal from the M.S.W. Program.

Academic grievances, based on a claimed violation of a University rule, policy, or established practice, are handled within the School of Social Work. Academic grievances do include student complaints regarding grades and other evaluation of student work, University employment, University decision, or disciplinary action under the Board of Regents Policy: Student Conduct Code. For further information on addressing academic grievances, students are directed to <https://policy.umn.edu/education/studentcomplaints>.

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.

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, field coordinators and the student will follow the review process that is outlined in the *MSW Field Manual*, which is available on the SSW Website, the IPT Platform and the MSW Canvas page.

C. Professional Performance

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 responsible for 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 Community Standards 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 Community Standards 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 and the Office For Community Standards. 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 Community Standards. 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 any disciplinary action resulting from behavioral violations, other than dismissal, to the DGS. Program dismissal can be appealed to the College of Education and Human Development. Students have the opportunity to file a grievance if they believe the School has violated a policy, rule, or established practice in taking adverse action against the student based on academic reasons. Students should be guided by the Addressing Student Academic Complaints policy: <https://policy.umn.edu/education/studentcomplaints>.

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.

MSW Policy on Incomplete Grades

Occasionally, a student may not complete all course requirements within the course of a semester. When this happens, a grade of incomplete may be allowed.

When an “I” (incomplete) grade is allowed:

According to University policy, the “I” grade may be assigned when:

- Extraordinary circumstances (as determined by the instructor) exist to justify extending the deadline for course completion and the student has successfully completed a substantial portion of the course’s work with a passing grade (a student who has not completed a substantial portion of coursework does not meet the criteria for an “I” grade). Examples of extraordinary circumstances include health concerns (e.g. extended illnesses, mental health issues, etc.) serious accidents, or other personal or family emergencies. The instructor may ask the student for documentation;
- There is reasonable expectation that the student can successfully complete unfinished coursework within a specified time frame, not to exceed one year from the end of the term in which the student received the “I”;
- The instructor acknowledges that the “I” is not given to help a student improve their grade in the course.
- If requesting an incomplete grade, students should be aware that:
 - assignments submitted after a semester has ended may not be graded immediately.
 - no instructor is required to grade assignments for incompletes while that instructor is away from University responsibilities due to sabbatical or leave

When an “I” (incomplete) grade is not allowed:

Incompletes (“I” grades) may not be assigned when:

- A student is required to attend the course to resolve the incomplete. University policy prohibits student from sitting in a course without being registered.
- A student needs to repeat the course. Students must not re-register for a course in order to complete an “I” grade.
- A student cannot make up the work on their own; if completion of the work requires that a student attend the class in substantial part a second time, assigning an “I” is not appropriate.

Assigning a grade of “I” (incomplete):

- I. Instructors define under what circumstances they will allow a grade of Incomplete (I) for a course, and are instructed to publish their policy on the course syllabus.
 - If an instructor allows a grade of incomplete, the syllabus should note the following:
 - i. 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
 - ii. The deadline by which a student must request and negotiate any agreement for an incomplete.
 - When an incomplete is allowed, a student may receive a grade of “I” only if she/he has negotiated and completed a Contract for Completion of Incomplete Grades (https://design.umn.edu/sites/design.umn.edu/files/2020-10/students_incomplete_grade_contract.pdf) with the instructor **before the end of the semester**.
 - It is the student’s responsibility to request an incomplete and initiate the process of negotiating the contract for an incomplete.
 - At the end of each semester, instructors are responsible for:

- i. Informing the M.S.W Program Director of all incompletes assigned in any given course; and,
 - ii. Due dates for completion of outstanding course requirements.
 - iii. The above can be accomplished by providing the M.S.W. Program Director with a copy of the incomplete contract.
- If requisite conditions of attendance and completed work to date are not met, an instructor has the right to refuse a grade of “I.”

Completing the terms of the contract:

- If the student completes the course work during the time specified in the contract with the instructor, the student should notify the Director of the M.S.W. Program that the work for the incomplete is no longer outstanding. This can be accomplished even if the instructor of record has not yet submitted a grade for completed work or for the course.

When an incomplete contract goes unfulfilled:

- When a student **does not** complete the work in the specified time period and fails to negotiate a new contract with the instructor, the M.S. W. Program Director, after consultation with the instructor and the DGS, will direct the graduate program coordinator to 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.
- Only the instructor of record for the course in question can grant exceptions to the terms of this policy.

Accumulating incompletes:

- When a student accumulates more than 6 semester credits (or their equivalent) of incompletes that are a part of their graduate social work coursework (including courses taken outside of the School of Social Work) the DGS will instruct the graduate program coordinator (GPC) to place a hold on the student’s records, preventing further enrollment in the program. The hold will remain in place until the DGS receives a copy of a plan worked out by the student and the instructor(s) to complete and submit unfinished work and remove the incomplete from the student’s record.
- A student who receives a grade of “I” in a course that is a part of their 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,” and follow School of Social Work policy. Although another department may not require a contract in order to receive a grade of “I,” M.S.W. students are still required 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.

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 http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf

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, SW 8030, and/or SW 8041) 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 specialization 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.
- d. The MSW Program does not accept courses for transfer that were taken when the student was in an undergraduate status.

Transfer students (a student who began her/his graduate social work program at another CSWE-accredited social work program, and who has been an active graduate social work student within the preceding three years) 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 / Specialization 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

Most courses in the MSW Program require an A/F grade basis. There are two major exceptions to this requirement:

- All field credits – SW 8010, SW 8020, SW 8030 and/or SW 8041 use an S/N grade basis
- Spanning electives, that is, electives that do not fall under a specific area of practice specialization use an S/N grade basis

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

Generalist Courses

SW 5051 – Human Behavior and the Social Environment
SW 5101 – Historical Origins and Contemporary Policies and Programs 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
SW 8841 – Social Work Research Methods

Clinical Mental Health Core Courses:

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 Core Courses:

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 Core Courses:

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 Core Courses

SW 8251—Social Practice in Health, Disabilities, and Aging

SW 8252—Health, Disability and Aging: Advanced Interventions

SW 8261—Advanced Social Work Practice in Health Care

SW 8262—Empowerment Practice with People with Disabilities

SW 8263—Advanced Social Work Interventions Gerontology

Courses that go across specialization areas:

SW 8804 – Child Welfare Policy

SW 8805 – Aging and Disability Policy

SW 8806 – Health and Mental Health Policy

SW 8807 – International and Comparative Social Welfare

SW 8821—Social Work & Difference, Diversity & Privilege

SW 8842—Advanced Social Work Evaluation

SW 8843—Social Work Program Evaluation

Students indicate their 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 specialization curriculum; or
- Credits within an independently designed specialization.
- 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 specialization 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 credits)
- SW 8262—Empowerment Practice with People with Disabilities (2 credits)
- SW 8263—Advanced Social Work (Direct Practice & Community) Interventions Gerontology (2 credits)

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 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.

Clinical Mental Health Specialization Competencies

The Clinical Mental Health specialization 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.

Competency 1: Demonstrate Ethical and Professional Practice

Clinical mental health social workers are knowledgeable about many forms of diversity and difference (e.g., culture, age, health/mental health functioning, educational attainment, sexual orientation/gender identity, socioeconomic status, race/ethnicity, etc.) and how these components influence the therapeutic relationship and clients' presenting concerns. Clinical mental health social workers understand how various dimensions of diversity affect explanations of health/mental health and well-being, as well as help-seeking behaviors. Clinical mental health social workers value cultural strengths and recognize the importance of tailoring their strategies to meet the needs of diverse clients. Clinical mental health social workers monitor their biases, reflect on their own cultural beliefs, and use and apply knowledge of diverse populations and complex health/mental health delivery systems to enhance client well-being. Clinical mental health social workers recognize the need to conceptualize cases using an intersectional perspective. Clinical mental health social workers:

- Apply ethical reasoning and decision making skills to arrive at decisions in clinical mental health practice, and
- Maintain clinical supervision and consultation relationships, and engage in lifelong learning to ensure that social work practice is congruent with social work ethics and values.

Competency 2: Engage Diversity and Difference in Practice

Clinical mental health social workers are knowledgeable about many forms of diversity and difference (e.g., culture, age, health/mental health functioning, educational attainment, sexual orientation/gender identity, socioeconomic status, race/ethnicity, etc.) and how these characterize and shape the experiences of individuals as well as organizations and communities. Clinical mental health social workers also demonstrate an understanding of mechanisms of oppression and discrimination, including the ways in which the practitioner's own social location (i.e., facets of identity that are linked with dominant or subordinate groups) impacts practice with diverse communities. Clinical mental health social workers critically assess social problems, particularly those resulting from oppression, poverty, marginalization, and alienation, and work individuals, families and groups. Clinical mental health social workers:

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in relation to clinical social work practice,
- Utilize a social justice approach, and culturally relevant engagement, assessment, and interventions specific to the context of CMH, and
- Demonstrate self-regulation and relationship skills when working across

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

Clinical mental health social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic, and environmental justice. Clinical mental health social workers integrate their knowledge of the global interconnections of oppression and human rights violations directly in their clinical work. Clinical mental health social workers assess clients' physical environment for the availability of safe shelter, food, water, and air. Clinical mental health social workers are adept at recognizing where social and structural forces marginalize people and thus work to advocate for policies that promote justice, advance human rights, and promote environments in which all individuals can thrive. Clinical mental health social workers:

- Demonstrate comprehension of disparities and their development, contribute to knowledge about institutional barriers to equality, and apply specialization-appropriate strategies to advance social, economic, and environmental justice, and

- Assess the availability of safe shelter, water, food, and air.

Competency 4: Engage in practice-informed research and research-informed practice

Clinical mental health social workers use a range of research methods to advance the science of community practice social work and to evaluate their own practice. Clinical mental health social workers rely on evidence from multiple sources, including research and the scholarly literature, to guide their practice, staying informed of the most current evidence-informed practice models. Clinical mental health social workers are able to identify the strengths and limitations of practice models and to assess their applicability with diverse organizations and communities. Clinical mental health social workers know and apply the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge, and can translate research findings into effective practice. Clinical mental health social workers:

- Distinguish, appraise, and integrate multiple sources of knowledge and practice wisdom, tailoring research-informed methods to include diverse populations,
- Systematically evaluate the efficacy of interventions to inform ongoing practice decisions, and
- Engage in lifelong learners to stay informed of the most recent evidence informed practice models.

Competency 5: Engage in Policy Practice

Clinical mental health social workers recognize how policies and laws can constrain or enhance individuals' life opportunities. Clinical mental health social workers that policies and laws can create movement toward equal distribution of social and economic resources or can work against such equity. In making assessments, clinical mental health social workers give attention to the constraining or privileging aspects of policies and laws, and consider how these may impact their clients' well-being. Clinical mental health social workers monitor policies and laws for their unintended consequences and for their equitability. Clinical mental health social workers understand their role in implementing social policy and recognize their professional responsibility in advocating for policy reform. Clinical mental health social workers:

- Collaborate with program participants and appropriate constituents for policy action related to practice, resource distribution and access to services, and
- Apply a social justice approach and practice experience to advocate for the development or reform of policy.

Competency 6: Engage with Individuals, Families and Groups

Clinical mental health social workers are knowledgeable about theories and evidence-based processes for engaging and forming collaborative alliances with individuals, families, and groups across diverse settings, populations, and clinical presentations. Informed by strength based and ecological perspectives, engagement processes are responsive to the intersectionality of the cultural context and interpersonal dynamics of each clinical relationship. Clinical mental health social workers:

- Are aware of their own cultural and lived experiences and their impact on clinical engagement processes,
- Are aware of the impact of social injustice on engagement processes and actively work to enhance collaboration with clients through addressing these injustices in the clinical relationship, and
- Identify ways to enhance collaboration with clients and promote their empowerment, including seeking their input and feedback regarding the treatment process and fostering their capacity to provide feedback to other members of the treatment team.

Competency 7: Assess Individuals, Families and Groups

Clinical mental health social workers recognize that humans are profoundly impacted by the environmental, economic, community and cultural contexts in which they live and recognize that the process of clinical assessment is dynamic, multifaceted and ongoing. Clinical mental health social workers understand the relational aspects of the assessment process and employ interpersonal skills to create healing alliances with individuals, couples and family systems. Clinical mental health social workers collaborate effectively with health, mental health, and other professionals to effectively coordinate and promote comprehensive client care that aligns with best practices. Clinical mental health social workers demonstrate an ability to rely upon scientific evidence while also employing critical

thinking to adapt assessment approaches and also understand the impact of one's own personal experience, position of power and privilege, cultural identification, spiritual beliefs, values and explicit and implicit biases on the therapeutic alliance and assessment process. Clinical mental health social workers:

- Obtain, organize, and evaluate various types of assessment data for salience and relevance to the diagnostic process,
- Reflect upon their own power and privilege and evaluate the impact of these on the therapeutic alliance and assessment process, and
- Demonstrate an ability to follow appropriate assessment protocols and employ a structured differential diagnostic process to arrive at a diagnostic conclusion that is supported by available evidence.

Competency 8: Intervene with Individuals, Families and Groups

Clinical mental health social workers provide education about evidenced based modalities and collaborate with clients to select appropriate interventions. Clinical mental health social workers tailor interventions to the cultural contexts and specific needs of individual, families, groups and communities. Clinical mental health social workers recognize the impact of the social environment and actively intervene at mezzo and macro levels to promote the well-being of clients. Clinical mental health social workers function as members of interdisciplinary teams and coordinate care within and among providers and agencies. Clinical mental health social workers elicit client feedback about how the interventions are affecting the client. Clinical mental health social workers:

- Select psychotherapeutic interventions based on a critical knowledge of theory, research, and practice experience, and
- Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions, and
- Demonstrate an ecological understanding of the transactional relationship between emotional/ behavioral difficulties and social problems—poverty, crime, social inequality, institutional racism, sexism, religious and/or ideological bias, homophobia, and transphobia—and incorporate this understanding into their interventions, and
- Intervene effectively with individuals, families and groups, while eliciting client feedback and knowing when to modify approaches.

Competency 9: Evaluate Practice with Individuals, Families and Groups

Social workers assess the efficacy of their practice in ongoing ways that are responsive to client needs and feedback. They use qualitative and quantitative methods, choosing evaluation methods that are informed by existing theory and research with specific populations and contexts. Social workers recognize that evaluating practice involves ongoing self-reflection related to barriers that may interfere with effective treatment. They disseminate findings as appropriate to improve practice interventions. Social workers:

- Select and use appropriate methods for evaluation of intervention outcomes, and
- Demonstrate ethical and culturally responsive application of evaluation methods, and
- Disseminate findings as appropriate to improve practice.

Community Practice Specialization Competencies

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.

Competency 1: Demonstrate Ethical and Professional Practice

Community practice social workers apply knowledge of organizational, community and legislative policies, standards, and rules in the communities and organizations with which they are working. They differentially utilize theories, research, and macro practice skills to enhance the well-being of organizations and communities. Community practice social workers understand how to navigate ethical issues in organization, community, and policy advocacy contexts. They engage in supervision and lifelong learning to ensure that their practices are congruent with social work values and ethics. They recognize the importance of life-long learning and are committed to continually updating their skills to ensure that they are relevant and effective. Community practice social workers understand emerging forms of technology and the ethical use of technology in practice. Community practice social workers:

- Demonstrate professional use of self that critically appreciates and incorporates the values and perspectives of the communities and organizations within which they work, and
- Identify how their professional values are implemented and challenged within differing models of community practice.

Competency 2: Engage Diversity and Difference in Practice

Community practice social workers are knowledgeable about many forms of diversity and difference (e.g., culture, age, health/mental health functioning, educational attainment, sexual orientation/gender identity, socioeconomic status, race/ethnicity, etc.) and how these characterize and shape the experiences of individuals as well as organizations and communities. CP social workers also demonstrate an understanding of mechanisms of oppression and discrimination, including the ways in which the practitioner's own social location (i.e., facets of identity that are linked with dominant or subordinate groups) impacts practice with diverse communities. Community Practice social workers critically assess social problems, particularly those resulting from oppression, poverty, marginalization, and alienation, and work within organizational and community contexts to address them. Community practice social workers:

- Use reflection on one's own social location (i.e., privileged and/or marginalized statuses) to engage as an ally to marginalized communities, and
- Through life-long learning, seek opportunities to enhance knowledge and skills related to macro practice with diverse communities.

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

Community Practice social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and communities and the need to advocate for social, economic, and environmental justice. Community practice social workers demonstrate a commitment to advancing human rights (e.g., freedom, safety, privacy, adequate standard of living, health care, education) of marginalized groups. They apply knowledge of global oppression, human rights violations, and theories of human need to guide action that promotes social and economic justice and human rights. Community Practice social workers work with organizations and communities to implement strategies to eliminate oppressive structural barriers for marginalized groups and promote the civil, political, environmental, economic, social and cultural and democratic human rights. Community practice social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights in policy, organizational, and/or community settings, and
- Engage in practice with policies, organizations, and/or communities that advance social, economic, and environmental justice.

Competency 4: Engage in practice-informed research and research-informed practice

Community practice social workers use a range of research methods to advance the science of community practice social work and to evaluate their own practice. They rely on evidence from multiple sources, including research and the scholarly literature, to guide their practice, staying informed of the most current evidence-informed practice models. They are able to identify the strengths and limitations of practice models and to assess their applicability with diverse organizations and communities. Community practice social workers know and apply the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge, and can translate research findings into effective practice. Community practice social workers:

- Distinguish, appraise, and integrate multiple sources of knowledge and practice wisdom, tailoring research-informed methods to include diverse populations, and
- Systematically evaluate the efficacy of interventions to inform ongoing practice decisions, and
- Collaborate with community partners to conduct program evaluation and policy analysis, and
- Engage in lifelong learners to stay informed of the most recent evidence informed practice models.

Competency 5: Engage in Policy Practice

Community Practice social workers recognize how policies and laws can constrain or enhance opportunities within organizations and communities. They understand social forces and welfare state theories, and that policies and law can create movement toward equal distribution of social and economic resources, or can work against such equity. Community practice social workers use various strategies to engage diverse communities and organizations for political action and social change. Community practice social workers:

- Collaborate with program participants and appropriate constituents for policy action related to practice, resource distribution and access to services, and
- Apply a social justice approach and practice experience to advocate for the development or reform of policy.

Competency 6: Engage with Groups, Organizations, and Communities

Community Practice social workers understand the engagement process with groups, organizations and communities, and apply their knowledge and skills in engagement to interact effectively with identified client systems. Community practice social workers understand and utilize community practice social work theoretical frameworks in the engagement process with client systems. Community practice social workers demonstrate skills in collaboration and working across differences, and use various strategies to engage diverse communities and organizations. Community practice social workers are able to examine their personal experience critically, in order to demonstrate their understanding of its impact on the process of engagement. Community practice social workers:

- Understand the theoretical basis of community practice social work, including theories of social justice, communities, and organizations, and
- Understand the major tasks, processes and technologies employed in engaging groups, organizations and communities, and
- Employ strategies to develop collaborative relationships with diverse groups, organizations and communities in order to attain desired outcome.

Competency 7: Assess Groups, Organizations, and Communities

Community practice social workers apply their knowledge and skills in assessment to assess groups, communities and organizations. Community practice social workers understand and utilize community practice social work theoretical frameworks in the assessment process, with particular emphasis on social justice theories. Community practice social workers are also able to examine their personal experience critically, in order to demonstrate their understanding of its impact on the process of assessment and decision-making. Community practice social workers:

- Employ community, organizational, and issue analyses to arrive at a common understanding of issues and needs, and
- Understand and employ, critically reflexive and culturally sensitive analysis in order to work with diverse groups, organizations and communities.

Competency 8: Intervene with Groups, Organizations, and Communities

Community practice social workers understand that their professional practice is an interactive process joined together with, and on behalf of groups, organizations and communities. Community practice social workers know and apply at an advanced level evidence informed interventions to achieve the goals of the client systems they serve and of which they are a part. They understand theories of human behavior and the social environment, particularly theories on organizational and community development, and apply this knowledge in their practice. The macro methods they apply are evidence informed. They are skilled in collaborating with other disciplines and advocacy groups in promoting organizational goals and community well-being. Community practice social workers:

- Demonstrate an ability to work collaboratively with organizations and communities in determining modes/models of macro practice that are sensitive and appropriate to the organizational and community context and challenges, and
- Employ modes/models of group, organizational and community intervention, determined through collaborative processes with client systems.

Competency 9: Evaluate Practice with Groups, Organizations, and Communities

Social workers assess the efficacy of their practice in ongoing ways that are responsive to client needs and feedback. They use qualitative and quantitative methods, choosing evaluation methods that are informed by existing theory and research with specific populations and contexts. Social workers recognize that evaluating practice involves ongoing self-reflection related to barriers that may interfere with effective treatment. They disseminate findings as appropriate to improve practice interventions. Social workers:

- Select and use appropriate methods for evaluation of intervention outcomes, and
- Demonstrate ethical and culturally responsive application of evaluation methods, and
- Disseminate findings as appropriate to improve practice.

Families and Children Specialization Competencies

Families and Children specialization 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.

Competency 1: Demonstrate Ethical and Professional Practice

Families and children social workers recognize the importance of relationships, family systems in ecological context, person-in-environment, strength perspectives, professional use of self, and adherence to ethical and value-guidelines for professional practice. Families and children social workers differentially utilize theories, research, and their family-centered practice skills to enhance the well-being of individuals, families and communities in an ethical manner. Families and children social workers understand how to navigate ethical issues in an organizational context, use supervision to ensure that their practices are congruent with social work values and ethics, adapt to rapidly changing technologies, and make ethical use of technology in practice. Families and children social workers:

- Apply ethical reasoning and decision making skills to arrive at decisions in practice that involves families and children.
- Maintain appropriate supervision and consultation relationships, and engage in lifelong learning to ensure that social work practice is congruent with social work ethics and values.

Competency 2: Engage Diversity and Difference in Practice

Families and children social workers are knowledgeable about many forms of diversity and difference (e.g., culture, age, health/mental health functioning, educational attainment, sexual orientation/gender identity, socioeconomic status, race/ethnicity, etc.) and how these components influence the practitioner-client relationship and families' and children's' presenting concerns. Families and children social workers understand how various dimensions of diversity in families and communities affect explanations of health/mental health and well-being, as well as use of supports and services. Families and children social workers, value differential cultural strengths and recognize the importance of tailoring their strategies to meet the needs of diverse clients. Families and children social workers monitor their biases, reflect on their own cultural beliefs, and use and apply knowledge of diverse populations and complex social service systems to enhance family and child well-being. Families and children social workers recognize the need to conceptualize family systems using an intersectional perspective. Families and children social workers:

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in relation to complex settings that serve families and children.
- Utilize a social justice approach culturally relevant engagement, assessment, and interventions specific to the complex settings that serve families and children.
- Demonstrate self-regulation and relationship skills when working across difference.

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

Families and children social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic, and environmental justice. Families and children social workers integrate their knowledge of the global interconnections of oppression and human rights violations directly in their work with families and children. Families and children social workers assess clients' physical environment for the availability of safe shelter, food, water, and air. Families and children social workers are adept at recognizing where social and structural forces marginalize and oppress people and thus work to advocate for policies that promote justice, advance human rights, and promote environments in which all individuals and families can thrive. Families and children social workers:

- Understand the forms and mechanisms of oppression and discrimination and advocate for just distribution of resources, and
- Demonstrate full comprehension of disparities and their development, contribute to knowledge about institutional barriers to equality, and apply specialization appropriate strategies to advance social, economic and environmental justice.

Competency 4: Engage in practice-informed research and research-informed practice

Families and children social workers utilize quantitative and qualitative research methods to evaluate their practice and to advance the science of social work. Families and children social workers rely on evidence from multiple sources, including research and the scholarly literature, to guide their practice, staying informed of the most current evidence-informed practice models. Families and children social workers are able to identify the strengths and limitations of available research evidence, and examine their applicability to diverse client groups. Families and children social workers select interventions informed through a combination extant research, previous experience, client feedback, and practice wisdom. Families and children social workers apply principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge, and can translate research findings into effective practice. Families and children social workers:

- Distinguish, appraise, and integrate multiple sources of knowledge and practice wisdom, tailoring research-informed methods to include diverse populations,
- Systematically evaluate the efficacy of interventions to inform ongoing practice decisions, and
- Engage in lifelong learning to stay informed of the most recent evidence informed practice models.

Competency 5: Engage in Policy Practice

Families and children social workers recognize how policies and laws can constrain or enhance individuals' life opportunities. Families and children social workers understand that policies and laws can create movement toward equal distribution of social and economic resources or can work against such equity. In assessments, Families and children social workers include attention to the constraining or privileging aspects of policies and laws, and consider how these may impact their clients' well-being. Families and children social workers monitor policies and laws for their unintended consequences and for their equitability. Families and children social workers understand their role in implementing social policy and recognize their professional responsibility in advocating for policy reform. Families and children social workers:

- Collaborate with program participants and appropriate constituents for policy action related to practice, resource distribution and access to services, and
- Apply a social justice approach and practice experience to advocate for the development or reform of policy.

Competency 6: Engage with Individuals, Families and Groups

Families and children social workers recognize the importance of the engagement process and incorporate differential use of self in initial encounters. Families and children social workers rely on the ecological perspective to inform their relationships with diverse families and children; are aware of how interpersonal dynamics and cultural factors shape the client relationship; and use relational techniques to develop relationships. Families and children social workers develop differential engagement skills with families and groups which differ from individual approaches. Families and children social workers value collaboration and thus integrate clients' input in the development of their service goals. Families and children social workers use the engagement process to help clients convey their thoughts and concerns within the client relationship as well as to other providers/stakeholders. Families and children social workers:

- Integrate and demonstrate advanced knowledge, values and skills specific to engaging individuals, families, groups, organizations, and communities.
- Apply a social justice approach to knowledge, skills and values when engaging with Individuals, families, groups, and
- Demonstrates self-regulation and relational skills while engaging with individuals, families, groups, organizations and communities.

Competency 7: Assess Individuals, Families and Groups

Families and children social workers engage in an ongoing, dynamic and interactive assessment process which directly informs their interventions. Families and children social workers value holistic assessment and use comprehensive approaches to identify clients' strengths and resiliencies, their coping skills, and adaptation to traumatic and stressful life events. Families and children social workers understand how their personal experiences may impact the assessment process. Families and children social workers recognize the power of intergenerational family patterns on individuals and families. Families and children social workers elicit client feedback about

their experience of the assessment process, reflect upon varied meanings, implications and use of the assessment, and finalize assessment outcomes in collaboration with clients. Families and children social workers:

- Integrate and demonstrate advanced knowledge, values and skills specific to assessing individuals, families, groups,
- Apply a social justice approach to knowledge, skills and values when assessing individuals, families, groups, and
- Demonstrate self-regulation and relational skills while assessing with individuals, families, groups, organizations and communities.

Competency 8: Intervene with Individuals, Families and Groups

Families and children social workers employ dynamic and interactive evidence-informed interventions in their work with client systems. Their interventions emerge from a holistic assessment and build upon clients' strengths and resiliencies, their coping skills, and adaptation to traumatic and stressful life events. Families and children social workers understand how their personal experiences may impact intervention processes. Families and children social workers recognize the power of intergenerational family patterns on individuals and families. Families and children social workers work collaboratively with clients through the intervention process, eliciting client feedback, and adjusting interventions when indicated through client feedback. Families and children social workers:

- Integrate and demonstrate advanced knowledge, values and skills specific to implementing evidence-informed interventions with individuals, families, groups,
- Apply a social justice approach to knowledge, skills and values when intervening with individuals, families, groups, and
- Demonstrates self-regulation and relational skills through the intervention process with individuals, families, groups.

Competency 9: Evaluate Practice with Individuals, Families and Groups

Social workers assess the efficacy of their practice in ongoing ways that are responsive to client needs and feedback. They use qualitative and quantitative methods, choosing evaluation methods that are informed by existing theory and research with specific populations and contexts. Social workers recognize that evaluating practice involves ongoing self-reflection related to barriers that may interfere with effective treatment. They disseminate findings as appropriate to improve practice interventions. Social workers:

- Select and use appropriate methods for evaluation of intervention outcomes, and
- Demonstrate ethical and culturally responsive application of evaluation methods, and
- Disseminate findings as appropriate to improve practice.

Health, Disability and Aging Specialization Competencies

The Health, Disability and Aging specialization 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.

Competency 1: Demonstrate Ethical and Professional Practice

Social workers who work in health settings, with persons with disabilities, and with older adults (HDA social workers) recognize the importance of relationships, systems, the person-in-environment, the strengths perspective, and the inter-professional practice context of practice with people affected by distinct and interconnected issues related to health, disability and aging. HDA social workers differentially utilize theories, research, and practice skills to enhance the well-being of clients at multiple levels, from individual to community. HDA Social workers understand how to navigate ethical issues in practice settings, and in the organizational contexts. HDA Social workers in these settings use supervision and engage in lifelong learning to ensure their practices are congruent with social work values and ethics. HDA Social workers, understand emerging forms of technology and the ethical use of technology in practice. Health, disability, and aging social workers:

- Apply ethical reasoning and decision making skills to arrive at decisions in work with people affected by interconnected issues related to health, disability and aging,
- Maintain appropriate supervision and consultation relationships, and engage in lifelong learning to ensure that their practice is congruent with social work ethics and values, and
- Demonstrate effective collaboration and communication within the context of team-based care.

Competency 2: Engage Diversity and Difference in Practice

HDA social workers are knowledgeable about many forms of diversity and difference (e.g., culture, age, health/mental health functioning, educational attainment, sexual orientation/gender identity, socioeconomic status, race/ethnicity, etc.) and how these components influence the practitioner-client relationship and clients' presenting concerns. HDA social workers understand how various dimensions of diversity affect explanations of health and well-being, as well as help-seeking behaviors. HDA social workers value cultural strengths and recognize the importance of tailoring their strategies to meet the needs of diverse clients. HDA social workers monitor their biases, reflect on their own cultural beliefs, and use and apply knowledge of diverse populations and complex health delivery systems to enhance client well-being. HDA social workers recognize the need to conceptualize cases using an intersectional perspective. Health, disability, and aging social workers:

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in relation to complex settings,
- Utilize a social justice approach culturally relevant engagement, assessment, and interventions specific to the complex settings in which they work, and
- Demonstrate self-regulation and relationship skills when working across difference.

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

HDA social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic, and environmental justice. HDA social workers integrate their knowledge of the global interconnections of oppression and human rights violations directly in their in health care settings, with persons with disabilities, and with older adults. HDA social workers assess clients' physical environment for the availability of safe shelter, food, water, and air. HDA social workers are adept at recognizing where social and structural forces marginalize and oppress people and thus work to advocate for policies that promote justice, advance human rights, and promote environments in which all individuals and families can thrive. Health, disability, and aging social workers:

- Understand the forms and mechanisms of oppression and discrimination and advocate for just distribution of resources, and
- Demonstrate full comprehension of disparities and their development, contribute to knowledge about institutional, barriers to equality, and apply specialization-appropriate strategies to advance social, economic, and environmental justice.

Competency 4: Engage in practice-informed research and research-informed practice

HDA social workers utilize a range of research methods to evaluate their practice and to advance the science of clinical social work practice. They rely on evidence from multiple sources, including research and the scholarly literature, to guide their practice, staying informed of the most current evidence-informed practice models. HDA social workers are able to identify the strengths and limitations of practice models and to assess their applicability with diverse client groups. HDA social workers select interventions informed through a combination extant research, previous experience, client feedback, and practice wisdom. HDA social workers apply principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge, and can translate research findings into effective practice. Health, disability, and aging social workers:

- Distinguish, appraise, and integrate multiple sources of knowledge and practice wisdom, tailoring research-informed methods to include diverse populations,
- Systematically evaluate the efficacy of interventions to inform ongoing practice decisions, and
- Engage in life-long learning to stay informed of the most recent evidence informed practice models.

Competency 5: Engage in Policy Practice

HDA social workers recognize how policies and laws can constrain or enhance individuals' life opportunities. HDA social workers understand that policies and laws can create movement toward equal distribution of social and economic resources or can work against such equity. In conducting assessments, HDA social workers include attention to the constraining or privileging aspects of policies and laws, and consider how these may impact clients' well-being. HDA social workers monitor policies and laws for their unintended consequences and for their equitability. HDA social workers understand their role in implementing social policy and recognize their professional responsibility in advocating for policy reform. Health, disability, and aging social workers:

- Collaborate with clients, program participants and appropriate constituents for policy action related to practice, resource distribution and access to services,
- Apply a social justice approach and practice experience to advocate for the development or reform of policy, and
- Use their knowledge of policy and systems to assist clients in accessing the benefits and services which would enhance the safety and wellbeing of diverse persons and inform the development of systems better suited to client needs.

Competency 6: Engage with Individuals, Families Groups and Communities

HDA social workers effectively engage with diverse individuals, families, groups, communities, organizations, and systems related to health care, disability and aging; engage clients in the context of intersecting and complex systems of care. HDA social workers adjust and apply diverse strategies for client engagement based upon the unique needs of the client system. HDA social workers understand the intersections of health, mental health, lifespan development, aging, ethnicity, culture, aging and social determinants of health and are prepared to engage clients across differences. Health, disability, and aging social workers:

- Effectively engage with diverse individuals, families, groups, communities, organizations, and systems related to health care, disability and aging; engage clients in the context of intersecting and complex systems of care,
- Demonstrate knowledge and skill related to working across differences, engaging stakeholders in problem solving efforts, identifying strength, vulnerabilities, inter-dependencies and needs of diverse and unique client systems, and Exhibit skill navigating complex systems of care delivery on behalf of client needs and interests, demonstrate awareness of intersections between systems of care as these impact client outcomes., and collaborate effectively within an interprofessional practice context.

Competency 7: Assess Individuals, Families Groups and Communities

HDA social workers demonstrate the ability to assess diverse individuals, families, groups, communities, organizations, and systems related to clients living with health care, disability and aging. HDA social workers assess clients in the context of intersecting and complex systems of care with specific attention paid to the unique strengths, vulnerabilities, needs and interests of people with health care needs, disabling conditions, and/ or aging related concerns to promote, safety, wellbeing and community engagement. HDA social workers reflect upon personal

experiences, biases and beliefs in order to ensure these do not impact their work with the client systems. Health, disability, and aging social workers:

- Employ advanced tools, techniques, and population- specific knowledge to assessment,
- Critically apply advanced strategies and theories related to assessment of HDA populations, and collaborate with interprofessional practitioners to formulate comprehensive assessments and plans.

Competency 8: Intervene with Individuals, Families Groups and Communities

HDA social workers intervene with Individuals, families, groups, organizations and communities using evidence based approaches informed by client interests and practice experience.

HDA social workers provide services to diverse individuals, families, groups, communities, organizations, and systems related to health care, disability and aging using client centered, empowerment-oriented approaches. HDA social workers intervene with clients in the context of intersecting and complex systems of care, applying micro, mezzo and macro methods based on a good understanding of client needs, interests and goals. Health, disability and aging social workers

- Apply evidence- based interventions strategically in HDA practice,
- Adapt or modify the knowledge base to the strengths and vulnerabilities of client systems in HDA settings,
- Collaborate with interprofessional IP teams and systems across sites and over time, and
- Engage effectively with culturally-sensitive approaches to Differentiate transition and termination approaches that reflect the needs, interests and cultural priorities of HDA clients.

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

Social workers assess the efficacy of their practice in ongoing ways that are responsive to client needs and feedback. They use qualitative and quantitative methods, choosing evaluation methods that are informed by existing theory and research with specific populations and contexts. They recognize that evaluating practice involves ongoing self-reflection related to barriers that may interfere with effective treatment. They disseminate findings as appropriate to improve practice interventions. Health, disability, and aging social workers:

:

- Select and use appropriate methods for evaluation of intervention outcomes, and
- Demonstrate ethical and culturally responsive application of evaluation methods, and
- Disseminate findings as appropriate to improve practice.

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 [Onestop.umn.edu](http://onestop.umn.edu). The School also publishes a director at: <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

Administrators	Peters Hall Room #	Phone Number	E-mail Address
Joseph Merighi, MSW, PhD <i>Interim Director of the School of Social Work</i>	105C	612-625-1984	jmerighi@umn.edu
Megan Morrissey, MSW, PhD <i>Associate Director Director, MSW Program</i>	105D	612-624-4210	mmorriss@umn.edu
Julie Cutting <i>Assistant to the Director</i>	105B	612-625-6122	jcutting@umn.edu
Lynette Renner, PhD <i>Director of PHD Program</i>	287	612-624-8795	Renn0042@umn.edu

Office of Student and Program Support Services

Contact Person	Peters Hall	Phone Number	E-mail Address
MJ Gilbert, M.S.W	140D	612-624-4259	mgilbert@umn.edu
Nate Gorr	140C	612-625-8712	gorna@umn.edu
<i>Graduate Program Coordinator</i>	140	612- 624-4258	
Rosetta Cheers	140	612-624-4241	rchears@umn.edu
Peggy Pond	105	612-624-3700	ppond@umn.edu

MSW Student Handbook, 2021-2022
Centers and Institutes in the School of Social Work

Centers and Programs	Peters Hall	Phone Number
Center for Advanced Studies in Child Welfare (CASCW) https://www.cascw.umn.edu	205	612-624-4231
Center for Restorative Justice and Peacemaking (CRJP) http://www.d.umn.edu/rip/	289	612-624-4923
Gamble-Skogmo Land Grant Chair in Child Welfare and Youth Policy	233A	612-624-4721
Minnesota Center for Chemical and Mental Health	170	612-626-9042

Other helpful Twin Cities campus phone numbers

Bookstore – Minneapolis www.bookstore.umn.edu	Coffman Union 300 Washington Ave. S.E.	612-625-6000 612-624-9200
Bookstore – St. Paul		
Boynton Health Service http://www.bhs.umn.edu	410 Church Street, SE, Minneapolis 109 Coffey Hall, 1409 Eckles Ave., St.	612-625-3222 612-624-7700
Disability Resource Center - Minneapolis https://diversity.umn.edu/disability/	McNamara Alumni Center 200 Oak Street, Suite 180	612-626-1333 (V/TTY)
Office of the Registrar – St. Paul Office	130 Coffey 1409 Eckles Ave, St. Paul	612-626-4432
Receiving Financial Aid – One Stop Student Services http://onestop.umn.edu/finances/financial_aid/index.html	East Bank: 333 Robert H. Bruininks Hall 222 Pleasant St. S.E. Minneapolis, MN 55455-0239 West Bank: 130 West Bank Skyway 219 19 th Avenue S. Minneapolis, MN 55455-0427	612-624-1111

MSW Student Handbook, 2021-2022

Graduate School - Minneapolis http://www.grad.umn.edu/	322 Johnston Hall 101 Pleasant St. SE, Minneapolis	612-625-3490
Office of Information Technology http://www1.umn.edu/oit	101 Coffman Union 300 Washington Ave. SE, Minneapolis 50 Coffey Hall	612-301-HELP (4357)
St. Paul Campus Career Center http://www.careerhelp.umn.edu/	198 McNeal Hall 1985 Buford Avenue, St. Paul	612-624-2710
Libraries http://www.lib.umn.edu/ <input type="checkbox"/> Wilson Library – West Bank, Minneapolis <input type="checkbox"/> Magrath Library – St. Paul	309 19 th Ave South, Minneapolis 1984 Buford Ave, St. Paul	612-624-3321 612-624-2233

Useful off-campus phone numbers

Minnesota Board of Social Work https://mn.gov/boards/social-work/	2829 University Avenue SE, Minneapolis, MN 55414	612-617-2100
National Association of Social Workers National: https://naswmn.socialworkers.org/ Minnesota chapter: https://www.naswmn.socialworkers.org	750 First Street NE, Suite 700, Washington DC 20002 1885 University Avenue West, Suite 340 St. Paul, MN 55104	800-742-4089 651-293-1935
Council on Social Work Education www.cswe.org/	1701 Duke Street, Suite # 200, Alexandria, VA 22314	703-683-8080

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 specialization 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> - follow the steps for a Plan C program.
3. Finish all program requirements and make sure final grades are entered.