



UNIVERSITY OF MINNESOTA

School of Social Work



M.S.W. Student Handbook

2016-2017

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

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

We hope this handbook helps you find your way through the information needed to be a graduate student in the M.S.W. program. Welcome to the M.S.W. program!

2016-2017 Academic Year

Fall semester 2016

A link the full 2016-2017 academic year calendar can be found at <http://onestop.umn.edu/calendars/index.html>.

Some dates to note:

September:

- **Tuesday, 9/6/2016:**
 - Classes begin

November

- **Tuesday, 11/8/2016**
 - Spring 2017 registration begins for students admitted to degree and certificate programs
- **Thursday, 11/24 – Saturday, 11/26/2016:**
 - University closed for Thanksgiving holiday
 - No SSW classes on Saturday, 11/26/2016**

December

- **Wednesday, 12/14/2016**
 - Last day of instruction for the fall semester, 2016
- **Friday, 12/16 – Thursday, 12/22/2016:**
 - Final Exams
 - Semester ends on Thursday, 12/22/2016
- **Friday, 12/23 – Monday, 12/26/2016:**
 - The University is closed

**SSW deviation from the University calendar for the fall semester 2016: There will be no classes on Saturday, November 26, 2016. The University calendar lists the Thanksgiving break as Friday and Saturday. The School of Social Work will not hold classes on Saturday, 11/26/2016

Spring semester 2017

A link the full 2016-2017 academic year calendar can be found at <http://onestop.umn.edu/calendars/index.html>.

Some dates to note:

January

- **Tuesday, 1/16/2017:**
 - University is closed for the Martin Luther King holiday
- **Tuesday, 1/17/2017:**
 - Spring semester classes begin

February

- **Monday, 2/1/2017:**
 - Last day for students in professional degree programs to apply for spring semester graduation

March

- **Monday, 3/13 – Monday, 3/17/2017:****
 - Spring break

April

- **Tuesday, 4/11/2017:**
 - Registration begins for May session and summer session 2017
- **Thursday, 4/13/2017:**
 - Registration begins for fall semester 2017

May

- **Saturday, 5/6/2017:****
 - Last day of instruction for MSW classes
- **Monday, 5/8 – Saturday, 5/13/2017:**
 - Final exams

**SSW deviation from the SSW calendar for the spring semester, 2016: There will be no classes on Saturday, 3/21/2017, and the last day of instruction in the MSW Program will be Saturday, May 6, 2017.

Mission and Goals of the Master of Social Work Program

Mission

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

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

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

Goals

The following goals for the M.S.W. program are derived from its mission:

1. The M.S.W. program will prepare graduate students for entry into advanced social work practice and leadership for the profession.
2. The M.S.W. 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 M.S.W. 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 M.S.W. program will continue to increase opportunities for graduate social work education among groups underrepresented in the profession.

Administrative Offices and Contact Information

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

<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
James Reinardy, M.S.W., Ph.D. <i>Director</i>	105C	612-624-3673	jreinard@umn.edu
Megan Morrissey, M.S.W., Ph.D. <i>Associate Director Director, M.S.W. Program</i>	105D	612-624-4210	mmorriss@umn.edu
Julie Cutting <i>Assistant to the Director</i>	105B	612-625-6122	jcutting@umn.edu
Joseph Merighi, Ph.D. <i>Director of Graduate Studies</i>	287	612-625-1984	jmerighi@umn.edu
Rosetta Cheers <i>M.S.W. Field Program Coordinator</i>	105	612-624-4241	rchears@umn.edu

Office of Student and Program Support Services – 140 Peters Hall

Contact Person	Peters Hall Room #	Phone Number	E-mail Address
MJ Gilbert, M.S.W. <i>Director of Field Instruction</i>	140D	612-624-4259	mgilbert@umn.edu
Zer Vang, M.S.W. <i>Director of Admissions</i>	140A	612-625-8712	vang0655@umn.edu
Jan Goodno <i>Student Personnel Worker</i>	140B	612- 624-4258	jgoodno@umn.edu
Andrew Howe <i>Student and Program Support Services</i>	140	612- 624-4905	howe0215@umn.edu
Cindy Pavlowski <i>Undergraduate and YDL Student Advi-</i>	140C	612-624-4290	pavlo002@umn.edu
Peggy Pond <i>Student and Program Support Services</i>	140	612-624-3700	ppond@umn.edu

Other helpful Twin Cities campus phone numbers

<p>Bookstore – Minneapolis www.bookstore.umn.edu</p> <p>Bookstore – St. Paul</p>	<p>Coffman Union 300 Washington Ave. S.E.</p> <p>St. Paul Student Center 2017 Buford Ave.</p>	<p>612-625-6000</p> <p>612-624-9200</p>
<p>Boynton Health Service http://www.bhs.umn.edu</p>	<p>410 Church Street, SE, Minneapolis 109 Coffey Hall, 1409 Eckles Ave., St.</p>	<p>612-625-3222</p> <p>612-624-7700</p>
<p>U Card Office http://www.umn.edu/ucard</p>	<p>Coffman Union 300 Washington Ave. S.E.</p> <p>St. Paul Student Center Info Desk 2017 Buford Avenue</p>	<p>612-626-9900</p> <p>612-625-9794</p>
<p>Disability Services - Minneapolis https://diversity.umn.edu/disability/</p>	<p>McNamara Alumni Center 200 Oak Street, Suite 180 Minneapolis</p>	<p>612-626-1333 (V/TTY)</p>
<p>Office of the Registrar – St. Paul Office</p>	<p>130 Coffey 1409 Eckles Ave, St. Paul</p>	<p>612-624-1111</p>
<p>Center for Urban and Regional Affairs (CURA) http://www.cura.umn.edu/</p>	<p>330 Humphrey Institute 301 19th Ave. S., Minneapolis</p>	<p>612-625-1551</p>
<p>Scholarships & Financial Aid (U of M) – Minneapolis http://onestop.umn.edu/finances/financial_aid/index.html</p>	<p>East Bank: 333 Science Teaching & Student Services 222 Pleasant St. SE, Minneapolis, MN 55455-0239</p> <p>West Bank: 130 West Bank Skyway 219 19th Avenue S. Minneapolis, MN 55455-0427</p> <p>St. Paul: 130 Coffey Hall 1420 Eckles Avenue St. Paul, MN 55108-6054</p>	<p>612-624-1111</p>
<p>Graduate School - Minneapolis http://www.grad.umn.edu/</p>	<p>322 Johnston Hall 101 Pleasant St. SE, Minneapolis</p>	<p>612-625-3490</p>

Office of Information Technology http://www1.umn.edu/oit	101 Coffman Union 300 Washington Ave. SE, Minneapolis 50 Coffey Hall 1420 Eckles Ave., St. Paul	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
Residency and Reciprocity Office - Minneapolis http://admissions.tc.umn.edu/costsaid/residency.html	240 Williams Hall 231 Pillsbury Drive SE, Minneapolis	612-625-2800 1-800-752-1000
Libraries http://www.lib.umn.edu/ <ul style="list-style-type: none"> • Wilson Library – West Bank, Minneapolis • Magrath Library – St. Paul • Social Welfare History Archives – West Bank 	309 19 th Ave South, Minneapolis 1984 Buford Ave, St. Paul Elmer Anderson Library 320 21 st Ave South, Minneapolis	612-624-3321 612-624-2233 612-624-6394

Useful off-campus phone numbers

Minnesota Board of Social Work www.socialwork.state.mn.us	2829 University Avenue SE, Minneapolis, MN 55414	612-617-2100
National Association of Social Workers National: www.socialworkers.org Minnesota chapter: http://www.naswmn.org/	750 First Street NE, Suite 700, Washington DC 20002 1885 University Avenue West, Suite 340 St. Paul, MN 55104	202-408-8600 651-293-1935
Council on Social Work Education www.cswe.org/	1701 Duke Street, Suite # 200, Alexandria, VA 22314	703-683-8080

Centers and Institutes in the School of Social Work

Centers and Programs	Peters Hall Room #	Phone Number
Center for Advanced Studies in Child Welfare (CASCW) http://cascw.umn.edu/	205	612-624-4231
Center for Restorative Justice and Peacemaking (CRJP) http://cehd.umn.edu/ssw/rjp	289	612-624-4923
Minnesota Center Against Violence and Abuse (MNCAVA) www.mincava.umn.edu/	170	612-624-0721
National Institute on Domestic Violence in the African American Community (IDVAAC) http://www.idvaac.org/	290	612-624-5357
Gamble-Skogmo Land Grant Chair in Child Welfare and Youth Policy http://cehd.umn.edu/ssw/g-s	233A	612-624-7242

MSW Curriculum

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

Knowledge statements and competencies

The 19-credit foundation reflects a generalist approach to social work practice. It prepares students to use a problem-solving framework and to view situations from a systems or “person-in-environment” perspective. The foundation curriculum provides the basic knowledge, skills, and values that are generic to social work practice and that are transferable from one setting to another and from one problem to another. Students focus their graduate work by completing 34 credits in an area of concentration (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging). Students who successfully complete the MSW curriculum have gained competency in the following areas:

2.1.1 Identify as a professional social worker and conduct oneself accordingly.

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

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Advanced social workers:

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

2.1.2 Apply social work ethical principles to guide professional practice.

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

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Advanced social workers:

- identify and analyze value-based and ethical dilemmas that arise in their area of practice (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging), using professional codes

of ethical standards (e.g., NASW Code of Ethics, International Federation of Social Work – Ethics in Social Work, Statement of Principles) and through appropriate professional consultation.

2.1.3 Apply critical thinking to inform and communicate professional judgments.

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

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Advanced social workers:

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

2.1.4 Engage diversity and difference in practice.

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

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

Advanced social workers:

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

2.1.5 Advance human rights and social and economic justice.

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

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Advanced social workers:

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

2.1.6 Engage in research-informed practice and practice-informed research.

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

Social workers:

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Advanced social workers:

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

2.1.7 Apply knowledge of human behavior and the social environment.

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

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

Advanced social workers:

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

Additional social workers in clinical mental health:

- demonstrate knowledge of ethno cultural, biological, psychological and spiritual frameworks, and multi-axial diagnostic classification systems used in the formulation of comprehensive mental health assessment and intervention planning.

2.1.8 Engage in policy practice to advance social and economic well-being

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

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

Advanced social workers:

- understand, compare, analyze, formulate and advocate for policies in an area of practice (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging).

2.1.9 Respond to contexts that shape practice.

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

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

Advanced social workers:

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

Advanced social workers in community practice:

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

2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

2.1.10(a)—Engagement

Social workers:

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Advanced social workers in Clinical Mental Health

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

Advanced social workers in Community Practice

- employ diverse strategies to engage with individuals, families, groups, organizations or communities

Advanced social workers in Family and Children’s Services

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

Advanced social workers in Health, Disability & Aging

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

2.1.10(b)—Assessment

Social workers:

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Advanced social workers in Clinical Mental Health

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

Advanced social workers in Community Practice

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

Advanced social workers in Family and Children’s Services

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

Advanced social workers in Health, Disability & Aging

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

2.1.10(c)—Intervention

Social workers:

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Advanced social workers in Clinical Mental Health

- use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems; and
- maintain accurate records documenting the assessment, interventions and outcomes.

Advanced social workers in Community Practice

- employ knowledge, skills and appropriate conceptual frameworks and theories to tailor a range of evidence-based interventions at organizations and various levels of communities.

Advanced social workers in Family and Children's Services

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

Advanced social workers in Health, Disability & Aging

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

2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Advanced social workers in Clinical Mental Health

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

Advanced social workers in Community Practice

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

Advanced social workers in Family and Children’s Services

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

Advanced social workers in Health, Disability & Aging

- apply research skills to analyze, monitor and evaluate and improve interventions and programs in health, aging and disability; and
- communicate and disseminate research and evaluation results to a variety of local, regional, national or global audiences.

General Program Requirements

The M.S.W. curriculum prepares professionals to enter advanced social work practice in a manner that helps individuals, families, groups, or 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 individuals 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 M.S.W. 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 on Friday evenings and Saturdays. Most students have a mix of courses across weekdays, evenings and weekends. Field days occur for most students on Mondays through Wednesdays, although some field agencies offer field hours in the evenings and on weekends, and 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. Course selection will be limited by your schedule limitations. Some required program components, such as new student orientation and field internships, take place during weekday business hours.

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

Advanced Standing – 34-credit minimum

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

- If the undergraduate social work degree was earned more than seven years before beginning graduate study;
- If the student received a grade of less than B (3.0) in an undergraduate social work course that fills a foundation requirement; OR
- If the undergraduate program did not include content considered a part of the School of Social Work's foundation curriculum and essential for moving into one of the concentration areas offered by the School.

The School waives foundation curriculum requirements for most students with advanced standing (with exceptions noted above), and they move directly into an area of concentration: Clinical Mental Health, Community Practice, Families and Children, or Health, Disability and Aging.

Transfer Students

A “transfer student” is a student who began her/his graduate study in social work as an admitted student at another CSWE-accredited M.S.W. program. Such students may transfer into either the full program or the advanced standing program. Students transferring into the full program generally have completed the foundation curriculum and the first field placement. 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 is limited in the number of credits that she/he may transfer into the degree program at the University of Minnesota School of Social Work. Any student receiving the M.S.W. degree from the University of Minnesota School of Social Work-Twin Cities campus must complete more than 50 percent of his/her graduate credits in this program. This means that full program students may transfer in no more than 26 semester credits to their program; advanced standing students may transfer in no more than 16 semester credits. (Three quarter credits are equivalent to two semester credits.)

The Foundation Curriculum

The 19-credit foundation curriculum is required for full program (53 credits) students and is waived 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—Models of Community Intervention SW 8154—Organizations and Policy Advocacy <i>These two classes meet together, as a single, 2-hour class. Students register for these two classes simultaneously, and remain in the same section for each class. For example, a student who registers for section 001 of SW 8153, should also register for section 001 of SW 8154.</i>	Each class is 1 semester credit, 2 credits total/Fall	
SW 8841—Social Work Research Methods	2 credits/Fall	
SW 8010—Seminar: Field Practicum I <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/Fall and spring, or summer block	
Total foundation credits – courses + field (420 hours)	19 credits	

- Full-time students complete the foundation curriculum in their first year of graduate study, with most of the coursework in the first semester. If they choose a concurrent field placement (420 hours, or 14 hours per week over spring and fall semesters) they complete the foundation in two semesters. If they choose a summer block placement (420 hours, @35 hours a week for 12 weeks in summer) they complete the foundation in a calendar (12-months) year.
- A practice seminar accompanies SW 8010-Foundation field, but students do not need a separate registration for the seminar.
- Students who do a concurrent placement register for 3 credits of SW 8010 in both fall and spring semesters while also enrolled in foundation practice methods courses (SW 8151 and SW 8152). Students who do a block placement register for 6 credits of SW 8010 in Summer Session.
- Part-time students complete the foundation courses in two academic years, generally taking two practice methods (8151 and 8152) in their second year of study while doing the first field placement (SW 8010).
- With the exception of SW 8010—Seminar: Field Practicum I, students must take courses in the foundation curriculum for a letter grade (A/F).
- Students may not substitute foundation courses with courses or credits from outside of the SSW.
- ***Students who choose a summer block placement or May/Summer Session classes have an overall increase in tuition as a result of matriculating in an additional registration period.***

The M.S.W. Concentrations: Overview and Outlines

All students complete a 34-credit concentration in one of the following four areas.

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

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

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

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

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

Concentration curriculum overview

- The concentration curriculum is 34 credits in length.
- Full program (53-credits) students who have completed the fall semester foundation curriculum, and students with advanced standing, follow the concentration curriculum for their specific concentration.
- Students can complete the concentration in three to six semesters of study.
- The concentration curriculum prepares students for practice across settings and populations by requiring an anchor and boost course from the concentration, 2 concentration skills electives, coursework in policy, diversity and research, coursework from at least one other concentration, and a field placement that supports the concentration.

Prerequisites

- A. Students with advanced standing may begin taking required concentration courses immediately.
- B. Full Program students (53-credits) must complete the following courses before taking **required** courses in the concentration:

- 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 8841—Social Work Research Methods
- SW 8153—Models of Community Intervention
- SW 8154—Organizations and Policy Advocacy
These two classes, SW 8153 and SW 8154, meet together, as a single, 2-hour class. Students register for these two classes simultaneously, and remain in the same section for each class.

Full Program students can begin taking required concentration courses concurrent with the following foundation courses.

- SW 8152—Social Work Practice Methods: Families and Groups
- SW 8010—Seminar: Field Practicum I

Clinical Mental Health Concentration

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

Curriculum Area	Class Number-Title, (# of credits) – Check schedule for terms offered	Term/Year
Anchor and Boost	<ul style="list-style-type: none"> • SW 8451—Assessment & Engagement in Clinical SW, (3 cr) • SW 8452—Core Concepts of Clinical Process, (3 cr) 	
Concentration Electives (2 courses required)	<ul style="list-style-type: none"> • SW 8352—Advanced Practice with Families (3 cr) <i>CMH students can use this FC “boost” class as a CMH concentration elective.</i> • SW 8461—Adv Clinical SW Practice w/Adults (3 cr) • SW 8462—Adv Clinical SW Practice w/Children & Adolescents (3 cr) • SW 8463—SW Practice w/Severe & Persistent Mental Illness (3 cr) <i>also a concentration elective for students in the HDA concentration</i> 	
Diversity	<ul style="list-style-type: none"> • SW 8821—Social Work & Difference, Diversity & Privilege (2 cr) 	
Advanced Research	<ul style="list-style-type: none"> • SW 8842—Advanced Social Work Evaluation (3 cr) <i>Must be taken concurrent w/concentration field placement (SW8020/SW 8030)</i> 	
Advanced Policy	<ul style="list-style-type: none"> • SW 8806—Health and Mental Health Policy (3 cr) • SW 8807—International & Comparative Social Welfare Policy (3 cr) 	
2nd Focus (Anchor from another concentration) (1 course required)	<ul style="list-style-type: none"> • SW 8251—Adv SW Practice in Health, Disabilities, and Aging – including Interprofessional Team Seminar (3 cr – Fall only) • SW 8351—Adv Practice I; Families and Children (3 cr) • SW 8551—Community Assessment and Intervention (3 cr – Spring only) <p><i>Additional credits in this category can fulfill the requirement for 5 elective credits</i></p>	
Field (6 credits required)	<ul style="list-style-type: none"> • SW 8020—Field Practicum II (6 cr) OR SW 8030—Advanced Standing Field Practicum plus seminar (6 cr) (Fall, Spring, Summer) <i>Students must take SW 8842—Adv Social Work Eval concurrently with the concentration field placement. Students in 8020 do not have a seminar.</i> 	
Choose up to 5 credits of electives, filling this requirement from <ul style="list-style-type: none"> • courses listed above not used to satisfy other requirements • courses listed in the cell to the R • From general electives listed at the end of this section. • Up to 6 credits can be taken outside of the SSW. 	<p>Community Practice</p> <ul style="list-style-type: none"> • SW 8552—Adv CP: Leadership, Planning & Program Development (3 cr) • SW 8561—Human Resources Mgmt in Human Service Agencies (3 cr) • SW 5562—Global Social Work and Social Development (3 cr) • SW 8563—Advanced Policy Advocacy (3 cr) <p>Families & Children</p> <ul style="list-style-type: none"> • SW 8352—Advanced Practice with Families (3 cr) <i>Students can take this “boost” class from the FC Concentration as a CMH elective. Must be taken concurrent with or following SW 8351 or SW 8451.</i> • SW 8361—Identification and Assessment of Family Violence (3 cr) • SW 8363—Social Work in Child Welfare (3 cr) <p>Health, Disability & Aging</p> <ul style="list-style-type: none"> • SW 8261—Advanced Social Work Practice in Health Care (3 cr) • SW 8262—Empowerment Practice with People with Disabilities (3 cr) • SW 8263—Advanced SW Interventions Gerontology (3 cr - Spring) <p>Policy</p> <ul style="list-style-type: none"> • SW 8804—Child Welfare Policy (3 cr) • SW 8805—Aging and Disability Policy (3 cr) <p>General and Advanced Electives – see the end of this section</p>	

Clinical Mental Health Concentration – Students receiving HRSA-IBH Training Funds

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

Curriculum Area	Class Number-Title, (# of credits) – Check schedule for terms offered	Term/Year
Anchor and Boost	<ul style="list-style-type: none"> • SW 8451—Assessment & Engagement in Clinical SW, (3 cr) • SW 8452—Core Concepts of Clinical Process, (3 cr) 	
Concentration Electives (2 courses required)	<p><i>IBH Fellows must complete these two concentration electives</i></p> <ul style="list-style-type: none"> • SW 8462—Advanced Clinical SW Practice w/Children & Adolescents (3 cr) • SW 8463—SW Practice w/Severe & Persistent Mental Illness (3 cr) <i>also a concentration elective for students in the HDA concentration</i> 	
Diversity	<ul style="list-style-type: none"> • SW 8821—Social Work & Difference, Diversity & Privilege (2 cr) 	
Advanced Research	<ul style="list-style-type: none"> • SW 8842—Advanced Social Work Evaluation (3 cr) <i>Must be taken concurrently w/concentration field placement (SW8020/SW 8030)</i> 	
Advanced Policy	<p><i>IBH Fellows must fulfill the advanced policy requirement with this class:</i></p> <ul style="list-style-type: none"> • SW 8806—Health and Mental Health Policy (3 cr) 	
2nd Focus (Anchor from another concentration) (1 course required)	<p><i>IBH Fellows must take this class as their second focus:</i></p> <ul style="list-style-type: none"> • SW 8251—Advanced SW Practice in Health, Disabilities, and Aging – which includes Foundations of Interprofessional Communication and Collaboration (FIPCC) (3 cr – Fall only) 	
Field (6 credits required)	<ul style="list-style-type: none"> • SW 8020—Field Practicum II (6 cr) OR SW 8030—Advanced Standing Field Practicum plus seminar (6 cr) (Fall, Spring, Summer) <i>Students must take SW 8842—Adv Social Work Eval concurrently with the concentration field placement. Students in 8020 do not have a seminar.</i> 	
Electives: CMH students who are IBH Fellows must complete 5 credits of free electives. These electives are listed in the cell to the right.	<p><i>These electives are required of CMH students who are IBH Fellows:</i></p> <ul style="list-style-type: none"> • SW 5903—Substance Abuse and Social Work (2) • SW 5810—Integrated Seminar in Behavioral Health (1) • SW 8901—Treating Trauma (2) 	

Community Practice Concentration

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	<ul style="list-style-type: none"> • SW 8551—Community Assessment & Intervention (3 cr, Spring only) • SW 8552—Adv CP: Leadership, Planning & Prog Development (3 cr – Fall only) 	
Concentration Electives (2 courses required)	<ul style="list-style-type: none"> • SW 8561—Human Resources Mgmt in Human Service Agencies (3 cr) • SW 5562—Global Social Work and Social Development (3 cr) • SW 8563—Advanced Policy Advocacy (3 cr) <p><i>Additional credits in this category can fulfill the requirement for 5 elective credits</i></p>	
Diversity	<ul style="list-style-type: none"> • SW 8821—Social Work & Difference, Diversity & Privilege (2 cr) 	
Advanced Research	<ul style="list-style-type: none"> • SW 8842—Advanced Social Work Evaluation (3 cr) <p><i>Community Practice MUST take SW 8842 during the academic year, registering in both fall and spring semesters. CP students should register for section 001 of this class.</i></p>	
Advanced Policy (1 course required)	<ul style="list-style-type: none"> • SW 8804—Child Welfare Policy (3 cr) • SW 8805—Aging & Disability Policy (3 cr) • SW 8806—Health & Mental Health Policy (3 cr) • SW 8807—International & Comparative Social Welfare Policy (3 cr)* <p><i>Additional credits in this category can fulfill the requirement for 5 elective credits</i></p>	
2nd Focus (Anchor from another concentration) (1 course required)	<ul style="list-style-type: none"> • SW 8251—Adv SW Practice in Health, Disabilities, & Aging – including Foundations of Interprofessional Communication & Collaboration (FIPCC) (3 cr – Fall only) • SW 8351—Adv Practice I: Families and Children (3 cr) • SW 8451—Assess & Engagement in Clinical SW (3 cr) <p><i>Additional credits in this category can fulfill the requirement for 5 elective credits</i></p>	
Field (6 credits required)	<ul style="list-style-type: none"> • SW 8020—Field Practicum II (6 cr) OR SW 8030—Advanced Standing Field Practicum plus seminar (6 cr) (Fall, Spring, Summer) <p><i>While most students take SW 8842 – Adv SW Evaluation concurrently with their concentration field placement (SW 8020 or SW 8030) CP students must take SW 8842 during the academic year, even if they are doing a summer block field placement. Students in 8020 do not have a seminar.</i></p>	
Electives Choose up to 5 credits of electives, filling this requirement from <ul style="list-style-type: none"> • courses listed above not used to satisfy other requirements • courses listed in the cell to the R • From general electives listed at the end of this section. • Up to 6 credits can be taken outside of the SSW. 	<p>Clinical Mental Health</p> <ul style="list-style-type: none"> • SW 8452—Core Concepts of Clinical Process (3 cr) <i>Must be taken concurrent with or following 8451</i> • SW 8461—Advanced Clinical Social Work Practice With Adults (3 cr) <i>Must be taken concurrent with or following 8451</i> • SW 8462—Adv Clinical SW Practice w/Children and Adolescents (3 cr) • SW 8463—SW Practice with Severe & Persistent Mental Illness (3 cr) <p>Families & Children</p> <ul style="list-style-type: none"> • SW 8352—Advanced Practice with Families (3 cr) <i>Must be taken concurrent with or following 8351 or 8451</i> • SW 8361—Identification and Assessment of Family Violence (3 cr) • SW 8363—Social Work in Child Welfare (3 cr) <p>Health, Disability & Aging</p> <ul style="list-style-type: none"> • SW 8261—Advanced Social Work Practice in Health Care (3 cr) • SW 8262—Empowerment Practice with People with Disabilities (3 cr) • SW 8263—Advanced SW Interventions Gerontology (3 cr) <p>General and Advanced Electives – see the end of this section</p>	

Families and Children Concentration

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

Curriculum Area	Class Number-Title, (# of credits) – Check schedule for terms offered	Term/Year
Anchor and Boost	<ul style="list-style-type: none"> • SW 8351—Adv Practice I: Families and Children (3 cr) • SW 8352—Advanced Practice with Families (3 cr) <i>Also a concentration elective for students in the CMH Concentration</i> 	
Concentration Electives (2 courses required)	<ul style="list-style-type: none"> • SW 8361—Identification and Assessment of Family Violence (3 cr) • SW 8363—Social Work in Child Welfare (3 cr) • SW 8462—Adv Clinical SW Practice With Children and Adolescents (3 cr) <p><i>Additional credits in this category can fulfill the requirement for 5 elective credits</i></p>	
Diversity	<ul style="list-style-type: none"> • SW 8821—Social Work & Difference, Diversity & Privilege (2 cr) 	
Advanced Research	<ul style="list-style-type: none"> • SW 8842—Advanced Social Work Evaluation (3 cr) <p><i>Must be taken concurrent w/concentration field placement (SW8020/SW 8030)</i></p>	
Advanced Policy (1 course required)	<ul style="list-style-type: none"> • SW 8804—Child Welfare Policy (3 cr) • SW 8805—Aging & Disability Policy (3 cr) • SW 8806—Health & Mental Health Policy (3 cr) • SW 8807—International & Comparative Social Welfare Policy (3 cr) <p><i>Additional credits in this category can fulfill the requirement for 5 elective credits</i></p>	
2nd Focus (Anchor from another concentration) (1 course required)	<ul style="list-style-type: none"> • SW 8251—Adv SW Practice in Health, Disabilities, & Aging – including Foundations of Interprofessional Communication & Collaboration (FIPCC) (3 cr – Fall only) • SW 8451—Assess & Engagement in Clinical SW (3 cr) • SW 8551—Community Assessment and Intervention (3 cr – Spring only) <p><i>Additional credits in this category can fulfill the requirement for 5 elective credits</i></p>	
Field (6 credits required)	<ul style="list-style-type: none"> • SW 8020—Field Practicum II (6 cr) OR SW 8030—Advanced standing Field Practicum plus practice seminar (6 cr) (Fall, Spring, Summer) <p><i>Students must take SW 8842—Advanced Social Work Evaluation concurrently with the concentration field placement. Students in 8020 do not have a seminar.</i></p>	
Electives Choose up to 5 credits of electives, filling this requirement from	<p>Clinical Mental Health</p> <ul style="list-style-type: none"> • SW 8452—Core Concepts of Clinical Process (3 cr) <i>Must be taken concurrent with or following 8451</i> • SW 8461—Adv Clinical SW Practice With Adults (3 cr) <i>Must be taken concurrent with or following 8451</i> • SW 8462—Adv Clinical SW Practice w/Children & Adolescents (3 cr) • SW 8463—SW Practice with Severe & Persistent Mental Illness (3 cr) <p>Community Practice</p> <ul style="list-style-type: none"> • SW 8552—Adv CP: Leadership, Planning & Program Dvlpmnt (3 cr) • SW 8561—Human Resources Mgmt in Human Service Agencies (3 cr) • SW 5562—Global Social Work and Social Development (3 cr) • SW 8563—Advanced Policy Advocacy (3 cr - Spring) <p>Health, Disability & Aging</p> <ul style="list-style-type: none"> • SW 8261—Advanced Social Work Practice in Health Care (3 cr) • SW 8262—Empowerment Practice with People with Disabilities (3 cr) • SW 8263—Advanced SW Interventions Gerontology (3 cr) <p>General and Advanced Electives – see the end of this section Students receiving Title IV-E – Child Welfare Fellowships – see Child Welfare Specialization below</p>	
<ul style="list-style-type: none"> • courses listed above not used to satisfy other requirements • courses listed in the cell to the R • From general electives listed at the end of this section. • Up to 6 credits can be taken outside of the SSW. 		

Child Welfare Specialization* in Families and Children

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

REQUIREMENTS FOR THE CHILD WELFARE SPECIALIZATION:

Concentration electives – at least 2 courses are required. Students who specialize in child welfare should choose:

- SW 8363 – Social Work in Child Welfare (3 credits) **REQUIRED FOR THE SPECIALIZATION, and**
- SW 8361 – Identification and Assessment of Family Violence (3 credits), **OR**
- SW 8362 – Advanced Clinical Social Work with Children and Adolescents

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 elective:

Students who complete the specialization must take the following class, and they can use two of their five free elective credits for this class:

- SW 5905 – Permanency in Child Welfare (2 credits)

Field:

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

Remaining elective credits:

Students who choose the child welfare specialization within the Families and Children concentration have three, rather than five, free electives.

Students in other concentrations can complete the specialization in child welfare, but doing so will require additional credits beyond the 53-credit minimum for full-program students, and the 34-credit minimum for students with advanced standing. Students in other concentrations who choose the child welfare specialization must meet all of the requirements listed above (2 concentration electives, SW 8804, SW 5905, and an approved field placement), and must also complete the following classes:

- SW 8351 – Advanced Practice I: Families and Children
- SW 8352—Advanced Practice with Families

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

Health, Disability and Aging Concentration

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

Curriculum Area	Choices (# of credits, Terms offered– subject to change)	Term/Year
Anchor and Boost	<ul style="list-style-type: none"> • SW 8251—Adv SW Practice in Health, Disabilities, & Aging – including Foundations of Interprofessional Communication & Collaboration (FIPCC) (3 cr – Fall only) • SW 8261—Advanced Social Work Practice in Health Care (3 cr – Spring only) <i>take concurrent with or after completing SW 8251 – Adv SW Prac in HDA</i> 	
Concentration Electives (2 courses required)	<ul style="list-style-type: none"> • SW 8262—Empowerment Practice with People with Disabilities (3 cr) • SW 8263—Advanced SW Interventions Gerontology (3 cr) • SW 8463—SW Practice w/Severe & Persistent Mental Illness (3 cr) <i>also a concentration elective for students in the CMH concentration</i> 	
Diversity	<ul style="list-style-type: none"> • SW 8821—Social Work & Difference, Diversity & Privilege(2 cr – Spring, Summer) 	
Advanced Research	<ul style="list-style-type: none"> • SW 8842—Advanced Social Work Evaluation (3 cr) <i>Must be taken concurrent w/concentration field placement (SW8020/ SW8030)</i> 	
Advanced Policy (1 course required)	<ul style="list-style-type: none"> • SW 8805—Aging & Disability Policy (3 cr) • SW 8806—Health & Mental Health Policy (3 cr) • SW 8807—International and Comparative Social Welfare (3 cr)* <p><i>Additional credits in this category can fulfill the requirement for 5 elective credits</i> *This advanced policy course is an option only for those HDA students who are completing the international specialization.</p>	
2nd Focus (Anchor from another concentration) (1 course required)	<ul style="list-style-type: none"> • SW 8351—Advanced Practice I; Families and Children (3 cr) • SW 8451—Assess & Engagement in Clinical SW (3 cr) • SW 8551—Community Assessment & Intervention (3 cr, Spring only) <p><i>Additional credits in this category can fulfill the requirement for 5 elective credits</i></p>	
Field (6 credits required)	<ul style="list-style-type: none"> • SW 8020—Field Practicum II (6 cr) OR SW 8030—Advanced Standing Field Practicum plus seminar (6 cr) (Fall, Spring, Summer) <i>Students must take SW 8842—Adv Social Work Eval concurrent with the concentration field placement. Students in 8020 do not have a seminar.</i> 	
Electives Choose up to 5 credits of electives, filling this requirement from	<p>Clinical Mental Health</p> <ul style="list-style-type: none"> • SW 8452—Core Concepts of Clinical Process (3 cr) <i>Must be taken concurrent with or following 8451</i> • SW 8461—Advanced Clinical Social Work Practice With Adults (3 cr) <i>Must be taken concurrent with or following 8451</i> • SW 8462—Adv Clinical SW Practice w/Children and Adolescents (3 cr) <p>Community Practice</p> <ul style="list-style-type: none"> • SW 8552—Adv CP: Leadership, Planning & Program Development (3 cr) • SW 8561—Human Resources Mgmt in Human Service Agencies (3 cr) • SW 5562—Global Social Work and Social Development (3 cr) • SW 8563—Advanced Policy Advocacy (3 cr) <p>Families & Children</p> <ul style="list-style-type: none"> • SW 8352—Advanced Practice with Families (3 cr) <i>Must be taken concurrent with or following 8351 or 8451</i> • SW 8361—Identification and Assessment of Family Violence (3 cr) • SW 8363—Social Work in Child Welfare (3 cr) <p>General and Advanced Electives - Listed at the end of this section</p>	

Health, Disability and Aging Concentration - Students receiving HRSA-IBH Training Funds

The Integrated Behavioral Health (IBH) Training Fellowship is available to full-program HDA students who have completed their first year of study, including field placement, and to advanced standing students who have chosen a HDA concentration. This training fellowship requires a specific curriculum that is outlined below. Please note that the HDA concentration with the IBH fellowship is **35 credits**. This means that the entire program for full-program students is *54 credits total*, and for advanced standing students the entire program is *35 credits total*.

Curriculum Area	Choices (# of credits, Terms offered– subject to change)	Term/Year
Anchor and Boost	<ul style="list-style-type: none"> SW 8251—Advanced SW Practice in Health, Disabilities, and Aging – which includes Foundations of Interprofessional Communication and Collaboration (FIPCC) (3 cr – Fall only) SW 8261—Advanced Social Work Practice in Health Care (3 cr – Spring only) <i>take concurrently with or after taking SW 8251 – Adv SW Prac in HDA</i> 	
Concentration Electives (2 courses required)	<p>IBH Fellows must complete the following HDA elective:</p> <ul style="list-style-type: none"> SW 8463—SW Practice w/Severe & Persistent Mental Illness (3 cr) <p>IBH Fellows fulfill their remaining concentration elective with one of the following:</p> <ul style="list-style-type: none"> SW 8262—Empowerment Practice with People with Disabilities (3 cr) SW 8263—Advanced SW Interventions Gerontology (3 cr) 	
Diversity	<ul style="list-style-type: none"> SW 8821—Social Work & Difference, Diversity & Privilege (2 cr – Spring, Summer) 	
Advanced Research	<ul style="list-style-type: none"> SW 8842—Advanced Social Work Evaluation (3 cr) <p><i>Must be taken concurrently w/concentration field placement (SW8020/ SW8030)</i></p>	
Advanced Policy (1 course required)	<p>IBH Fellows must fulfill the advanced policy requirement with this class:</p> <ul style="list-style-type: none"> SW 8806—Health & Mental Health Policy (3 cr) 	
2nd Focus (Anchor from another concentration) (1 course required)	<p>IBH Fellows must choose the following class for their second anchor:</p> <ul style="list-style-type: none"> SW 8451—Assess & Engagement in Clinical SW (3 cr) 	
Field (6 credits required)	<ul style="list-style-type: none"> SW 8020—Field Practicum II (6 cr) OR SW 8030—Advanced Standing Field Practicum plus seminar (6 cr) (Fall, Spring, Summer) <p><i>Students must take SW 8842—Adv Social Work Eval concurrently with the concentration field placement. Students in 8020 do not have a seminar.</i></p>	
Electives – 6 credits required HDA students who are IBH Fellows must complete 6 credits of free electives. These electives are listed in the cell to the right.	<p>These electives are required of HDA students who are IBH Fellows:</p> <ul style="list-style-type: none"> SW 5903—Substance Abuse and Social Work (2 cr) SW 5810 —Integrated Seminar in Behavioral Health (1 cr) SW 8462—Advanced Clinical Work with Children and Adolescents (3 cr) <p>NOTE: <i>IBH-funded students complete 6, rather than 5, credits of free electives. This means that full-program HDA students who are IBH Fellows complete a program that has a total of 54 credits, and advanced standing HDA students who are IBH Fellows complete a program that has a total of 35 credits.</i></p>	

Gerontology Specialization* in Health, Disability and Aging

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

REQUIREMENTS FOR THE GERONOTOLGY SPECIALIZATION:

Concentration electives – at least 2 of the designated concentration electives are required, one of which MUST be:

SW 8263–Advanced Direct Practice and Community-Based Interventions in Gerontology (3 credits)

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 specialization, must take the following, and can use their 5 credits of free electives to fulfill this requirement.

Students who complete the specialization must take the following class in social work

- SW 5912–Grief and Loss in Social Work Practice (1 credit), **AND**

must also take three credits of Gerontology from outside SSW or from Gerontology-related Special Topics inside the School. This component of the specialization must be approved, but some possible courses outside of the SSW which would meet this requirement include:

- DHA 5481–Promoting Independence in Housing & Community (3)
- FSOS 8105–Family Gerontology (3)
- GERO 5100–Topics in Aging. Evaluating Senior Housing: Post-Occupancy Evaluation Applied to Space & Behavior (3)
- GERO 5105–Multidisciplinary Perspectives on Aging. (3)
- GERO 5110–Biology of Aging (3)
- GERO 5111–Aging and Chronic Illness (2)
- GERO 5112–Aging Policy and Demographics (3)
- KIN 5385–Exercise for Disease Prevention and Management 3)
- PSY 5138–Psychology of Aging (3)
- PUBH 6904–Nutrition and Aging (2)
- PUBH 7580–Organizational and HR Management in Long Term Care (4)
- PUBH 7581–Gerontology and Services for Long Term Care Residents (2 to 4 credits) - Grant, Staff
- PUBH 8803–Long-Term Care: Principles, Programs, and Policies (3)
- RSC 5814–Age, Exercise, and Rehabilitation (2)
- SOC 8590–Sociology of Time Topics in Life Course Sociology (3)

Field:

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

Remaining elective credits:

Students who choose the gerontology specialization within the HDA concentration will have one or two credits of free electives, depending on the outside course that they choose.

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

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

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

International Specialization*

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

REQUIREMENTS FOR THE INTERNATIONAL SPECIALIZATION:

CONCENTRATION CORE in one of four areas of concentration (CMH, CP, FC, or HDA). The concentration core includes the anchor, boost, and 2 concentration electives in any of the four concentrations (see concentration outlines in the preceding pages).

Advanced Policy – Students who choose the international specialization must choose the following course for their advanced policy requirement:

- SW 8807–International and Comparative Social Welfare Policy (3 credits). This policy class is a choice in all of the concentrations.

Additional specialization requirements:

MSW students who choose the international specialization must complete the following class as a part of the specialization:

- SW 5562 – Global Social Work and Social Development – ***required of all students in the specialization*** (3 cr – fall semester).

Students must also choose one of the following classes as a part of the international specialization:

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

Students may use their free electives to complete this requirement.

Field Placement

- Field placement with international component
 - International field placement, or
 - Local field placement with international focus (placement working with refugees/immigrants, working on international organizing/policy, etc.). Students in the specialization should work with the field team to secure a field placement that meets the requirements of the specialization.
 - Students with advanced standing who choose an international specialization must do a local field placement with an international component, or could do elective field credits using SW 8041 – Elective Social Work Field.

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

General Electives - the following courses are general electives that are not associated with any single concentration, and that are open to all MSW students who meet the prerequisites.

- SW 5903—Social Work and Substance Abuse (2 cr)
- SW 5904—Facilitation and Conflict Management (2 cr)
- SW 5905—Permanency in Child Welfare (2 cr)
- SW 5906—Advanced Ethical Decision Making (1 cr)
- SW 5907—School Social Work (1 cr)
- SW 5908—Technology and Communication in SW (1 cr)
- SW 5909—Social Work with Involuntary Clients (2 cr)
- SW 5912—Grief and Loss (1 cr)
- SW 5913—Working with Immigrant Populations (2 cr – this course is only offered in Summer)
- SW 8901 – Assessment and Treatment of Trauma (2 credits)
- SW 8902—Social Work Supervision, Consultation and Leadership (2 cr)

Advanced Elective – open to students with advanced standing, or students who have completed the entire foundation curriculum, including SW 8010 – Seminar: Field Practicum I.

- SW 8901—Assessment and Treatment of Trauma (2 cr)

Classes outside of the School of Social Work

Students may take up to 6 concentration credits of concentration courses (not foundation credits) outside of the School of Social Work (i.e., graduate course work in other University departments) but are not required to do so. Students who wish to substitute concentration credits with a course from outside of social work must obtain approval from the chair of the concentration committee and the M.S.W. program director, and complete the Course Waiver or Course Substitution Form included in this *Handbook* before taking the course.

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

Other considerations when selecting courses in the advanced curriculum:

Adviser: Students should consult with their adviser and attend concentration-advising meetings as they select courses for the concentration.

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

Field Instruction

General Policies Related to Field:

- Field policies are outlined in the *M.S.W. Field Manual* (<http://www.cehd.umn.edu/ssw/current/msw/field/default.asp>) which is available online through the School's Web site.
- Students must be registered for field credits in the academic session during which they are actually completing most field hours.
- Students receive a grade of satisfactory/not satisfactory (S/N) for field, and the final grade is not given until the placement is completed.
- In accordance with accreditation guidelines from the Council on Social Work Education, the School of Social Work does not give academic credit for life experiences, including field. (Standard 3.2.5 – Student Professional Development in the Educational Policy and Accreditation Standards.)
- Students with advanced standing must complete their single field placement in the surrounding region, but can use elective field credits (SW 8041) to complete an international or national field placement.

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 has no seminar requirement. The field requirement is completed through the following two classes:

SW 8010—Seminar: Field Practicum I (**at least** 420 hours in the field agency plus a field seminar; 6 academic credits)

SW 8020—Field Practicum II (**at least** 600 hours; 6 academic credits; there is no seminar with SW 8020)

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 and SW 8152) 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. Students who take SW 8010 as a summer block placement register 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. Students who take SW 8020 as a summer block placement register for 6 credits in the May/Summer session.
- Students take the following concentration classes concurrent with or before SW 8020:

All students: SW 8821—Social Work and Difference, Diversity and Privilege

Clinical Mental Health students:

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

Community Practice: Organizing, Leadership and Advocacy students;

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

Families and Children students:

- SW 8351—Advanced Practice I: Families and Children (3 cr)
- SW 8352—Advanced Practice with Families (3 cr)

Health, Disability and Aging students:

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

- CMH, FC and HDA students take the following concentration class concurrent with SW 8020:

SW 8842—Advanced Social Work Evaluation

CP students take SW 8842—Advanced Social Work Evaluation during the academic year, even when they choose a summer block placement for SW 8020.

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

Students with Advanced Standing

Students with Advanced Standing take one field placement of **at least** 600 hours, with the value of 6 academic credits. Students with advanced standing complete the field requirements through the following class:

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

Students can complete the field placement over the course of the academic year while taking required concentration courses, or in a summer block placement following completion of concentration requirements. A concurrent placement requires 20 hours each week in the field agency for a total of 600 hours. A block placement requires 40 hours each week over 15 weeks.

- A required practice seminar that meets every other week accompanies SW 8030.
- Students who take SW 8030 as a concurrent placement register for 3 credits of SW 8030 each semester. Students who take SW 8030 as a summer block placement register for 6 credits in the May/Summer session.
- Students take the following concentration classes concurrent with or before SW 8030:

Clinical Mental Health students:

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

Community Practice: Organizing, Leadership and Advocacy students;

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

Families and Children students:

- SW 8351—Advanced Practice I: Families and Children (3 cr)
- SW 8352—Advanced Practice with Families (3 cr)

Health, Disability and Aging students:

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

- Students with advanced standing who complete a concurrent placement (fall and spring semesters) should take SW 8821 – Social Work and Difference, Diversity and Privilege in the summer session, if they wish to complete all of their requirements in a 12-month calendar year, with three matriculation periods. CMH, FC and HDA students take the following concentration class concurrent with SW 8030:

SW 8842—Advanced Social Work Evaluation

CP students take SW 8842—Advanced Social Work Evaluation during the academic year, even when they choose a summer block placement for SW 8030.

- 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 – Elective Field Credits.

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.

Social Work Licensing in the State of Minnesota

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

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

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

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

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

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

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

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

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

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

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

Dual Degrees

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

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

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

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

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

Students may begin their studies in either program. The School recommends that a dual degree student complete a full year in one program followed by a full year in the other program. A dual degree student must be officially enrolled in each program for at least three semesters (or two semesters in social work in the case of social work students with advanced standing). Dual degree students should consult with their advisers and with dual degree advising materials as they progress through their dual degree plan. A copy of the SSW/Humphrey Dual Degree Form (forms can be found here: <http://www.cehd.umn.edu/ssw/Current/msw/default.asp>) should be attached to each unit's degree program form.

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

Master of Social Work/Master of Public Policy (MSW/MPP)

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

Overview

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

Degree Requirements: MPP

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

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

Social work courses of particular relevance to MPP students include:

- SW 8551 Community Assessment and Intervention, 4 cr
- SW 8552 Advanced Community Practice: Leadership Planning and Program Development, 2 cr
- SW 8561 Human Resources Management in Human Service Agencies, 2 cr
- SW 8562 Human Services Finances, 2 cr
- SW 8563 Advanced Policy Advocacy, 2 cr
- SW 8821 Social Work and Difference, Diversity and Privilege, 2 cr
- SW 8842 Advanced Social Work Evaluation, 3 cr
- SW 5801 Policies and Programs in American Social Welfare, 2 cr
- SW 8154 Organizations and Policy Advocacy, 1 cr
- SW 8841 Social Work Research Methods, 2 cr
- SW 8153 Models of Community Intervention, 1 cr
- SW 8802 Social Policy & Economic Security of Disadvantaged Populations, 2 cr
- SW 8804 Child Welfare Policy, 2 cr
- SW 8805 Aging and Disabilities Policy, 2 cr
- SW 8806 Health and Mental Health Policy, 2 cr
- SW 8807 International and Comparative Social Welfare Policy, 2 cr
- SW 5904 Facilitation and Conflict Management, 2 cr
- SW 5911 Global Social Work and Social Development, 2 cr

SW 5913 Working with Immigrant Populations, 2 cr

SW 8902 Social Work Supervision, Consultation and Leadership, 2 cr

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

Social Work Requirement	Public Affairs Substitution
<p>Foundation research course</p> <p>SW 8841—Social Work Research Methods (applies to full program students only)</p>	<p>PA 5035—Survey Research and Data Collection AND PA 5032—Intermediate Regression Analysis OR PA 5036—Regional Economic Analysis OR PA 5037—Regional Demographic Analysis</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 8562 Human Services Finances SW 8563 Advanced Policy Advocacy</p>	<p>With the approval of SSW Director of Graduate Studies, a Public Affairs course listed below or another course can be substituted for <u>one</u> concentration elective in Community Practice:</p> <p>PA 5011—Management of Organizations PA 5101—Management Governance of Nonprofit Organizations PA 5123—Financial and Development Strategies for Nonprofit and Public Organizations PA 5131—Conflict Management: Readings in Theory and Practice PA 5251—Strategic Planning and Management PA 8105—Human Resources and Org. Performance</p> <p>Note: Additional Public Affairs courses may be proposed to the School of Social Work Director of Graduate Studies.</p>
<p>Advanced Policy Requirement</p> <p>Social work students choose from:</p> <p>SW 8804 Child Welfare Policy, 2 cr SW 8805 Aging & Disabilities Policy, 2 cr SW 8806 Health/Mental Health Policy, 2 cr SW 8807 International & Comparative Social Welfare Policy, 2 cr SW 8808 Social Policy & Economic Security of Disadvantaged Populations, 2 cr</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 5411—Child Development and Social Policy PA 5412—Aging and Disability Policy PA 5421—Racial Inequality and Public Policy PA 5422—Diversity and Public Policy PA 5431—Labor Policy PA 5441—Education Policy and the State Legislature PA 5451—Immigrant Health Issues. PA 5452—Immigration and Public Policy</p> <p>Additional Public Affairs courses may be proposed to the School of Social Work Director of Graduate Studies.</p>
<p>Advanced Research Requirement</p> <p>SW 8842 – Advanced SW Evaluation, 3 cr.</p>	<p>The following PA course can substitute for the advanced research requirement:</p> <p>PA 5311—Program Evaluation</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 concentration. Given pertinent content and responsibilities, the second placement (SW 8020 for full program students and SW 8030 for advanced standing students) can also count as the internship required by Public Affairs.

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

For further information about School of Social Work requirements, contact the MSW program director at SSW (612-624-4210 or 1-800-779-8636). For information about the MPP/MSW dual degree plan at the Humphrey School, contact Alicia George, Assistant Academic Advisor at 612-624-2909 or albe0138@umn.edu ;

Master of Social Work/Master of Urban and Regional Planning (MSW/MURP)

Overview

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

Degree Requirements

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

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

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

Final Exam/Paper and Additional Requirements

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

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

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

Student Procedures

Application Process

The student must be accepted by both the Humphrey School and the School of Social Work in separate admissions processes. Students may apply to both programs at the same time or can delay submitting one application for a year. A student who is admitted to both programs for the same academic year must select the program in which to enroll first and inform each school in a timely manner. Both the Humphrey School and the School of Social Work will defer admission for dual degree students for one year.

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

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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.

Filing the MURP Degree Program

Students should pay careful attention to coordinating the terms and process of the dual degree. Because of the complexity of dual degree completion, it is especially important that the degree programs are approved and filed early so any potential problems can be addressed. A copy of the SSW/Humphrey Dual Degree Form (<http://www.cehd.umn.edu/ssw/Documents/MSW/MURPMSW.xls>) should be attached to each department's degree program form. For further information regarding the SSW requirements, contact Professor David Hollister (612-624-3695 or 800-779-8636). At the Humphrey School, contact Joel Mixon, Associate Academic Advisor at 612-626-9896 or mixon005@umn.edu. Further information is available at <http://www.hhh.umn.edu/degrees/murp/>.

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 concentration. An MSW student within the Community Practice concentration could count the MURP courses shown below toward the MSW degree:</p>
<p>SW 5801 Policies & Programs in American Social Welfare (2 cr) SW 5802 Social Welfare History (1 cr.) SW 5911 Global Social Work and Social Development (2 cr.) SW 5913 Working with Immigrant Populations (2 cr.) SW 8153 Models of Community Intervention (1 cr.) SW 8154 Organizations and Policy Advocacy (1 cr.) SW 8551 Community Assessment and Intervention (4 cr.) SW 8552 Advanced Community Practice: Leadership, Planning, and Program Development (2 cr.) SW 8561 Human Resources Mgmt. in Human Services Agencies (2 cr.) SW 8562 Human Services Finances (2 cr.) SW 8563 Advanced Policy Advocacy (2 cr.) SW 8808 Social Policy & Economic Insecurity of Disadvantaged Populations (2 cr.) SW 8804 Child Welfare Policy (2 cr.) SW 8805 Aging and Disabilities Policy (2 cr.) SW 8806 Health and Mental Health Policy (2 cr.) SW 8807 International & Comparative Social Welfare Policy (2 cr.) SW 8821 Social Work & Difference, Diversity & Privilege (2 cr.) SW 8841 Social Work Research Methods (2 cr.) SW 8842 Advanced Social Work Evaluation (3 cr.)</p>	<p>PA 5311 Program Evaluation (3 cr.) may substitute for the Advanced Social Work Evaluation course (3 cr.).</p>

<p>Other SW 8552 Advanced Community Practice: Leadership, Planning, and Program Development (2 cr.) Substituting for PA 5253 Participatory Management and Public Involvement Strategies (3 cr.)</p> <p>SW 8841 Social Work Research Methods (2 cr.) and SW 8842 Advanced Social Work Evaluation (3 cr.) substituting for PA 5034 Community Analysis and Planning Techniques (2 cr.) and PA 5035 Survey Research and Data Collection (1.5 cr.)</p>	<p>Advanced Policy Requirement</p> <p>One of the following may substitute for the Social Work Advanced Policy requirement (3 cr):</p> <ul style="list-style-type: none"> PA 5212 Managing Urban Growth & Change (3 cr.) PA 5261 Housing Policy (3 cr.) PA 5521 Devel Planning & Policy Analysis (3 cr.) PA 5412 Aging and Disability Policy PA 8202 Network & Places: (4 cr.) PA 8204 Regional 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 Concentration elective courses:</p> <ul style="list-style-type: none"> PA 5253 Participatory Management and Public Inv. Strat (3 cr.) PA 5511 Community Economic Development (3cr.) 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 elective requirement (2 cr.):</p> <ul style="list-style-type: none"> PA 5401 Poverty, Inequality and Public Policy (3 cr.) PA 5421 Racial Inequality and Public Policy (3 cr.) PA 5451 Immigrant Health Issues (3 cr.) PA 8312 Analysis of Discrimination (3 cr.) <p>Additional Public Affairs course substitutions can be proposed to the School of Social Work Director of Graduate Studies.</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 Kathryn Schwartz, School of Public Health, 612-626-8802; Room D305, Mayo, 420 Delaware St. SE, Minneapolis, MN 55455; 612- 626-3500 or 1-800-774-8636 (1-800-SPH-UofM); <http://www.sph.umn.edu/>. In the School of Social Work contact Dr. James Reinardy at 612-624-3673 or 1-800-779-8636 (1-800-SSW-UofM); <http://www.cehd.umn.edu/ssw/>.

Minors

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

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

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

Policies and Procedures Related to the M.S.W. Program

The following policies and procedures are contained within this section of the Handbook:

- **Standards of Performance in the M.S.W. Program**
- **Discontinuance from the M.S.W. Program and University**
- **SSW Transfer of Credit Policy**
- **Grading Options**
- **Online Registration**
- **Graduation Procedures**
- **Degree Time Limits for Master's Degree**
- **Directed Study, Independent Study, or Research Project**
- **Written Class Assignments**
- **Returning Student Papers**
- **Plagiarism**
- **Master's Degree: Performance Standards and Progress**
- **Sexual Harassment Policy**
- **Student Academic Grievance Policy**
- **Policy on Legitimate Absences**

Standards of Performance in the M.S.W. 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 (<http://www.socialworkers.org/pubs/code/code.asp>)
- Standards of Practice and Ethical Conduct, as defined by the Minnesota Board of Social Work (<https://mn.gov/boards/social-work/licensees/standardsofpractice.jsp>), and,
- University of Minnesota Board of Regent’s Student Conduct Code (http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)

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

2. Program Performance Standards

Basic Abilities Necessary for Academic Success and to Acquire Professional Skills

A. Communication Skills – Written and Oral

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

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

Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen

to others. Demonstrates sufficient skills to understand content presented in the program, to complete all assignments adequately, and to meet the objectives of field placement experiences, as specified by faculty.

B. Interpersonal Skills

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

C. Knowledge and Critical Thinking Skills

Exhibits sufficient clarity of thinking and knowledge of social work as a profession to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in a liberal arts perspective that includes relevant social, behavioral, and biological science knowledge and research.

Demonstrates the ability to assess differentially. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice. Can articulate and use the problem-solving process: plan, monitor, and evaluate practice interventions and social policies.

D. Use of Technology

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

Emotional Management Capabilities Necessary for Performance in Program and Professional Practice

1. Stress Management

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

2. Emotional Management

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

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

A. Professional Commitment

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

B. Ethical Behavior

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

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

C. Professional Behavior

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

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

D. Self Awareness

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

E. Commitment to Professional Learning

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

4. Scholastic Performance

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

- I. Maintain a minimum grade point average of 3.0 (on a 4.0 scale) in all graduate course work taken as an MSW student (grades),
- II. Have no more than 6 semester credits (or their quarter equivalent) of incompletes (grade "I") in all graduate course work taken as an M.S.W. student, and
- III. Maintain active student status by enrolling in classes each fall and spring semester or registering for non-credit/non-tuition using Grad 999 status (maintain active student status).

B. Grades

- I. Instructors in social work classes use the University of Minnesota Grading Policy from the University Faculty Senate policy (<http://www.policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>).
- II. The Graduate School grade point average standard for good standing is 2.80, but the standard for the School of Social Work is a 3.0 minimum overall grade point average (A = 4.0).
- III. Students may not use any course, including field courses (SW 8010, 8020, or 8030) in which they receive a grade of D, F, or N (no credit) to meet requirements for the M.S.W. degree.

- IV. Students with less than a 3.0 grade point average or incompletes in SW 8151, 8152, 8153, or 8154 must have the permission of the director of field instruction in order to register for SW 8020.
 - V. Full program students must take all foundation course work (except for SW 8010 – Field Practicum I) for a letter grade (A-F) and must earn a cumulative GPA of 3.0 in foundation level course work in order to take required courses in their area of concentration.
- C. “I” (incomplete) grades
- I. Incompletes (“I” grades) are discouraged when circumstances prevent a student from participating in a majority of the instructional and learning activities in an M.S.W. course. In those instances students are encouraged to withdraw from the course and re-enroll at a time when circumstances allow for their participation. The School of Social Work may support a student’s request to the Graduate School for a registration exception in certain circumstances (e.g., medical reasons) but cannot guarantee that the request will be accepted and does not have control over decisions related to tuition reimbursement.
 - II. Instructors have responsibility for noting in the course syllabus if they permit incomplete (or “I”) grades.
 - III. If an instructor allows a grade of incomplete, the syllabus should note the following:
Circumstances under which a grade of incomplete may be given, including the amount of work and attendance required before a student may be considered for a grade of incomplete; and
The deadline by which a student must request and negotiate any agreement for an incomplete.
 - IV. All instructors have the right to refuse to give a grade of “I” (incomplete).
 - V. If an instructor allows a grade of INCOMPLETE, a student may receive a grade of “I” only if she/he has negotiated a Contract for Completion of Incomplete Grades with the instructor before the end of the semester.
 - VI. The student has responsibility for requesting the incomplete from the instructor and initiating the process of negotiating terms for completion of work.
 - VII. The instructor has responsibility for submitting a signed contract for all incompletes at the time the instructor submits grades for the course. The Student Services Office (140 Peters Hall) maintains copies of incomplete contracts.
 - VIII. If the student completes the course work during the time specified in the contract with the instructor, the student should notify the director of graduate studies (DGS) that the work for the incomplete is no longer outstanding. The student should inform the DGS that outstanding work has been submitted, even though the instructor may not yet have graded the work and submitted a grade change request.
 - IX. When a student does not complete the work in the specified time period and fails to negotiate a new contract with the instructor, the director of graduate studies, after consultation with the instructor, will change the “I” to a grade of “F” (failure) or “N” (not satisfactory) after a period of 2 academic terms, with May and summer sessions counting for a single term.
 - X. Students should be aware that assignments submitted after a semester has ended may not be graded immediately. Instructors may not be able to grade assignments and submit final grades for long periods, especially during the May and summer sessions.
 - XI. Students should be aware that no instructor is required to grade assignments for incompletes while that instructor is away from University responsibilities due to sabbatical or leave.
 - XII. Only the instructor of record for the course in question can grant exceptions to the terms of this policy.
 - XIII. When a student accumulates more than 6 semester credits (or their equivalent) of incompletes the DGS will have a hold placed on the student’s records. The student will be unable to register for any more courses until the director of graduate studies (DGS) receives a copy of a plan worked out by the student and the instructor(s) as to how the incompletes will be eliminated.

- XIV. The above policy applies to M.S.W. students taking social work courses. A student who receives a grade of “I” in a course that is a part of her/his degree program but that is taken outside of the School of Social Work is required to follow that department’s policy on negotiating a grade of “I.” Although another department may not require a contract in order to receive a grade of I, students are encouraged to negotiate a contract that describes plans for completing outstanding work in a course outside of social work. Credits taken outside of the School of Social Work for which a student receives a grade of “I” are included in the total number of credits of “I” allowable in order for the student to be in good standing.
- XV. Enrollment and Maintaining Active Student Status
- a. Following University of Minnesota policy, a student attending an M.S.W. class must be officially enrolled in the class, whether for grade basis or through audit.
 - b. Maintaining active status is critical and is required in order to participate in the University community as a Graduate School student. This includes registering for course work, taking examinations, submitting milestone forms, or filing for graduation.
 - c. According to Graduate School policy passed in 2002, students must maintain active student status by registering in every fall and spring term (summer session registration is not required for active status).
 - d. Students who are not taking classes can maintain active graduate student status by registering for Grad999 (a non-credit/non-tuition status). Students are limited to two consecutive semester terms registering for Grad 999. After two consecutive terms they must petition the MSW Program Director for an extension of the Grad 999 status, providing an explanation of how Grad 999 status will move them to making timely progress on their MSW degree program requirements. The School of Social Work has the right to deny an extension of Grad 999 status for a student who does demonstrate that such a status will promote progress toward their degree requirements.
 - e. Students not registered every fall and spring term as described above are considered to have withdrawn; their Graduate School records are deactivated.
 - f. Those who wish to resume graduate work must request readmission to the Graduate School (and if readmitted, must register) to reactivate their status.
 - g. Students must complete all degree requirements for the M.S.W. within five years.

5. Accommodations for Disabilities

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

6. Distribution of Standards

A. Distribution

The Standards of Performance are included in the MSW Student Handbook, which available online through the School’s webpage. The Standards are also included in the M.S.W. 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. Student Familiarity with the Standards of Performance

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

- I. They have reviewed the Standards of Performance, the NASW Code of Ethics, the Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, and the University of Minnesota Board of Regent's Student Conduct Code, and
- II. They agree to adhere to the behavioral expectations set forth in these documents, and
- III. They understand that failure to meet the standards could lead to disciplinary action, including dismissal from the MSW program and the School of Social Work.

7. Procedures for a Review of Performance

A. Scholastic Performance – Classroom

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

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

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

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

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

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

A student whose grade point average falls below a 2.5 may not continue 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.

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

B. Scholastic Performance – Field

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

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

Student progress is evaluated along two axes:

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

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

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

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

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

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

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

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

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

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

A student who receives a grade of “N” in a field setting (SW 8010, SW 8020, and SW 8030) may seek a new field placement only with approval from the director of field instruction. If the student receives a grade of “S” for the repeated course, she/he will have satisfied the field course requirements.

In cases where the director of field instruction has concerns about allowing the student to be placed in another field setting, the director of field instruction will:

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

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

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

C. Professional Performance—Non-Academic Behavioral Violations

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

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

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

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

- II. When informal consultation and planning are not successful in resolving concerns related to a student's performance, a faculty member should bring the concern to the attention of the relevant program administrator(s) (MSW program director, director of field instruction, director of graduate studies or Director of the School of Social Work) if this has not already occurred. The program administrator will develop a plan to address the concern through meetings with the student, faculty members who are directly involved in the student's instruction, and one additional faculty member who does not have a personal connection with the student and who is not directly involved in the student's instruction.
- III. The program administrator or other appropriate faculty member (e.g., director of field instruction) will provide the student with a written summary of any meetings and agreements made with the student to modify her/his behavior to conform to the Standards of Performance.
- IV. If the behaviors are of a serious nature that raise concerns about the student's preparedness/ability to engage in their graduate program or in a practice setting, and/or if prior meetings with the student have been unsuccessful in resolving concerns, the program director will ask the DGS to convene a committee of appropriate faculty members (including at least one faculty member who does not have a personal connection with the student and who is not directly involved with the student's instruction) who will:
 - a. hold a hearing to consider the behavioral allegations against the student;
 - b. allow the student and an advocate/adviser to participate in the hearing, question the evidence presented, and offer the student's own evidence in response to the allegations;
 - c. tape record the hearing;
 - d. determine if the student is guilty of the behavioral violation(s) and if so, decide the appropriate sanction(s); and
 - e. communicate its decision to the student in writing.

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

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

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

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

- a. Documentation that an act of plagiarism has occurred, including physical copies of the student's work and the original source if available; and
- b. Copies of any written communication between the instructor and the student about the act of plagiarism and any academic consequences (for example, lowered grade or a grade of 0 on an assignment) for

committing an act of plagiarism, or notes taken after a verbal communication with the student about the same; and

- c. Documentation of efforts taken by the faculty member to instruct the student about how the student can learn more about plagiarism in order to avoid plagiarism in the future.
- d. The student will be invited to add comments to the report as representative of her/his perspective on the incident.
- e. The DGS will share the information with the MSW Program Director, and will provide a copy of the report to the Office for Student Academic Integrity. A single copy of the report will remain within the School of Social Work.
- f. The report will remain on file with the DGS until the student leaves the program. At that point the written record will be destroyed.
- g. The report will not be shared with other faculty members unless there are multiple reports (2 or more) on the same student and the DGS determines that other faculty members and/or the academic advisor have a need to know in order to follow other appropriate disciplinary actions as outlined in steps 1-3 above.

VI. Standards for Documentation in Review

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

Documentation should specify:

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

8. Student Right to Respond/Appeal

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

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

9. Dismissal from the M.S.W. Program and the School of Social Work

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

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

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

Final authority regarding student continuation in the M.S.W. program and the School of Social Work rests with the Director of the School of Social Work on recommendation from the director of graduate studies.

Discontinuance from the M.S.W. Program and University

All students in the M.S.W. 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 M.S.W. 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 M.S.W. 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 M.S.W. 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 M.S.W. program outline expected academic and professional behavior as well as possible reasons for discontinuance from the M.S.W. program and procedures for applying the Standards.

Academic Criteria for Discontinuance

1. A grade point average of 3.00 is required for graduation (A=4.00, B=3.00, C=2.00). The credits from field (SW 8010, SW 8020, and/or SW 8030) are excluded from this computation because all field work is graded on an S/N (satisfactory/not satisfactory) basis. No more than one third of all concentration courses (excluding field practicum) may be taken on an un-graded (S/N) basis. All foundation courses except SW 8010 – Field Practicum I must be taken for a grade, on an A-F basis.
2. A student whose grade point average falls below a 2.5 may not continue course work in the M.S.W. program. The director of graduate studies will advise a student to withdraw from the M.S.W. 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 M.S.W. 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.

SSW Transfer of Credit Policy

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

1. A **full program (53 credit)** student may transfer a **total of 8 semester credits** into her/his M.S.W. 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 M.S.W. 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 M.S.W. 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 M.S.W. 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.
2. **Transfer students** (a student who began her/his graduate social work program at another CSWE-accredited social work program) must complete at least 51% of her/his graduate course work at the University of Minnesota School of Social Work. Students transferring to the full program may transfer up to 26 credits; students transferring to the advanced standing program may transfer up to 16 credits. Transfer students are allowed to transfer field credits. Transfer credits must meet curriculum requirements of the School of Social Work. Transfer students should consult with the M.S.W. Program Director to discuss distribution of transfer credits.
 3. Students in approved **dual degree** programs may count some credits toward curriculum requirements in both fields. Full program students pursuing the M.S.W. / MPH dual degree can double count 12 credits; Full program students pursuing the M.S.W. / MPH or M.S.W. / MURP dual degree can double count 21 credits; students with advanced standing who are pursuing the dual degree can double count 15 credits.
 4. In accordance with accreditation guidelines from the Council on Social Work Education, the School of Social Work does not give academic credit for life experiences, including field. (Standard 3.2.5 – Student Professional Development in the Educational Policy and Accreditation Standards.)

The School requires approval from the adviser and the M.S.W. program director in the following instances of transferring credits:

5. The School encourages M.S.W. students to take courses in other graduate departments, but students must receive approval of such courses from their academic adviser and from the M.S.W. program director before registering for the class. Students should submit a syllabus and/or a course description in order to determine the appropriateness of the course in relation to the M.S.W. curriculum.

6. Matriculated M.S.W. 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 M.S.W. 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 M.S.W. program at the University of Minnesota during the student's time of enrollment.
7. **Foundation Courses / Concentration Requirements:** The School of Social Work applies the following criteria when a student requests a waiver or credit transfer for required courses:
 - a. If the student takes a University of Minnesota graduate level course as a non-degree-seeking student and achieves a grade of at least B (3.0), credit can be transferred with approval of the M.S.W. 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 M.S.W. credit requirement may be possible after approval of and discussion with adviser and M.S.W. Program Director.
 - c. If content is similar and credit is not transferable according to the limitations above, conference between student and M.S.W. 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.
8. Courses from the following sources cannot be transferred to the M.S.W. program:
 - a. No more than 3 credits of graduate courses from other schools or universities unless the student was admitted to a graduate program at that school or university and the course was part of that program.
 - b. Credit from undergraduate courses.
 - c. 5000-level courses that have not been approved for graduate credit.
 - d. Courses with grades below B (3.0).

Grading Options

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

MSW students have the option to take some of their graduate M.S.W. courses on an S/N basis. Students are allowed S/N credits as follows:

1. All field credits are completed on an S/N basis.
2. Spanning electives may be taken on an S/N basis.

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

- All foundation classes, outside of field, must be taken for a letter grade (A-F).
- **Advanced Curriculum classes:**

Classes in the following required curriculum areas must be taken for a letter grade (A-F):

SW 8842—Advanced Social Work Evaluation

SW 8821—Social Work & Difference, Diversity & Privilege

Advanced Policy

SW 8802—Social Policy & Economic Security of Disadvantaged Populations

SW 8804—Child Welfare Policy

SW 8805—Aging & Disabilities Policy

SW 8806—Health & Mental Health Policy

SW 8807—International & Comparative Social Welfare Policy

Clinical Mental Health

SW 8451—Assessment and Engagement in Clinical Social Work Practice

SW 8452—Core Concepts of Clinical Process

SW 8461—Advanced Clinical Social Work Practice with Adults

SW 8462—Advanced Clinical Social Work Practice with Children and Adolescents

SW 8463—Social Work Practice with Severe and Persistent Mental Illness

Community Practice

SW 8551—Community Assessment and Intervention

SW 8552—Advanced Community Practice: Leadership, Planning and Program Development

SW 8561—Human Resources Management in Human Service Agencies

SW 8562—Human Services Finances

SW 8563—Advanced Policy Advocacy

Families and Children

SW 8351—Advanced Practice I; Families and Children

SW 8352—Advanced Practice with Families

SW 8361—Identification and Assessment of Family Violence

SW 8362—Social Work Interventions with Families

SW 8363—Social Work in Child Welfare

SW 8462—Advanced Clinical Social Work Practice With Children and Adolescents

Health, Disability and Aging

SW 8251—Advanced Social Practice in Health, Disabilities, and Aging (4 cr)

SW 8252—Health, Disability and Aging: Advanced Interventions (2 cr)

SW 8261—Advanced Social Work Practice in Health Care (2 cr)

SW 8262—Empowerment Practice with People with Disabilities (2 cr)

SW 8263—Advanced Social Work Interventions Gerontology (2 cr)

A student must indicate her/his grade option (A-F or S/N) at the time of registration.

- If a student does not so indicate, he/she 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 Onestop Web site for the calendar for changing the grade base
- 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

Graduation Procedures

When the time arrives for you to graduate (it **will** happen), follow the steps and timetable outlined below.

Six months before the expected graduation date

- Obtain a copy of your U of MN transcript (can be unofficial) from the Office of the Registrar. For information on registrar service centers (location, hours, phone numbers, etc.) see the One Stop Web site page at http://www.onestop.umn.edu/contact_us/index.html. Students who need assistance with transcripts can contact Jan Goodno for assistance (612.624.4258 / 1.800.779.8636 / or jgoodno@umn.edu).
- Complete a **Graduate Degree Plan**. This form is available in the stack trays in the M.S.W. Student Lounge (25 Peters Hall) or the SSW Student and Program Services Office, 140 Peters Hall). When filling in the Graduate Degree Plan, include information about all classes that you will complete for the M.S.W. degree. Instructions for completing the form are on the back of the form itself. You can see a sample of a form in **FORMS** section of this handbook.
- Attach your transcript to the **Graduate Degree Plan**. The form will not be processed without a transcript.
- Make copies of your transcript and completed **Graduate Degree Plan** for your records.
- Bring your completed Graduate Degree Plan, with the attached transcript, to your academic adviser for her/his signature. Your adviser will route the Graduate Degree Plan to the student personnel worker (Jan Goodno), who will review the forms to ensure that you have completed all program requirements.
- If program requirements are missing, the student personnel worker will contact you directly, and also notify your academic adviser.
- If all program requirements are complete, the student personnel worker will route the form to the Director of Graduate Studies, who will sign the form and route it to the College for approval.

One Semester Before the Expected Graduation Date

- If all requirements of the Graduate Degree Plan are complete (courses completely filled in, required signatures affixed, transcript attached), the College will approve the degree program and notify you by email. Jan Goodno will send the Graduation Packet to you by e-mail attachment.
- If you intend to participate in the commencement ceremony for the College of Education and Human Development, you must RSVP electronically by the deadline emailed to you along with other details regarding the College's ceremony. The School of Social Work also holds a recognition ceremony once each year for graduate students at or near completion of their degree requirements. This Recognition Ceremony is distinct from College's commencement ceremony.
- Contact Jan Goodno at jgoodno@umn.edu if you do not receive notice of approval of your Graduate Degree Plan within two months of submitting the complete paperwork.

One month before the submission of your final grades

The Application for Degree form that you received in your graduation packet should be filed at the Office of the Registrar. **YOU MUST SEND THIS FORM TO THE MAIN OFFICE OF THE REGISTRAR (130 COFFEY HALL – ST. PAUL, OR 160 WILIAMSON HALL - MINNEAPOLIS) IN ORDER FOR THE UNIVERSITY TO ISSUE YOU A DIPLOMA AND POST "M.S.W." TO YOUR TRANSCRIPT.** You must file this form on or before the first workday of the month in which you wish to graduate officially. All academic requirements must be completed by the last workday of that month. This includes the recording of grades for all coursework on the Graduate Degree Plan. Check your Graduate Degree Plan against a current transcript. If final grades are missing, contact the instructor to find out when the grade will be posted.

Making changes to the Graduate Degree Plan:

If you make changes to your Graduate Degree Plan (i.e., you drop a class and add a different one) after you have submitted your form, you need to complete a Petition form. These forms are available in the Student Services office in 140 Peters Hall. You will find a sample of the Petition form in **FORMS** section of this handbook.

Ask your academic adviser to sign the Petition form, make a copy of the signed form, and route it to Jan Goodno, the Student Personnel Worker, who will forward the form to the Director of Graduate Studies. After the DGS signs the form it will be sent to the Graduate School.

Receiving your diploma

Provided that all of your paperwork has been submitted and processed – from the Graduate Degree Plan to the Application for Degree form – the University of Minnesota will mail your diploma to you. The University mails diplomas approximately three months after the end of the month in which the degree was conferred.

Official Transcripts

Information and forms to obtain an official copy of your transcript can be found at [the http://www.onestop.umn.edu/](http://www.onestop.umn.edu/) (from the Students panel, under “Grades and Transcripts,” select the link for “Request for an official transcript”).

Degree Time Limits for Master's Degree

The Master's degree must be completed within five years from the date of matriculation.

It is assumed that the adviser, the Director of Graduate Studies and the student will all cooperate in a responsible manner to keep track of the student's individual time limit and the progress required to meet that deadline.

If the student is unable to complete the degree by the deadline, he or she may petition for an extension of the time period. Contact Jan Goodno, the Student Personnel Worker, at jgoodno@umn.edu, for details concerning the petition process.

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 M.S.W. 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 M.S.W. curriculum offered in semesters, intersession and summer sessions during the period of the student's enrollment in the M.S.W. degree program; and
- Under the tutorial guidance of a faculty member(s).

Research Projects have the following role in the M.S.W. curriculum:

- Development of a methodological skill in conducting research; and/or
- Investigation of a topic of interest to the student, and
- Under the tutorial guidance of a faculty member(s).

Directed Study, Independent Study or Research Projects may be used for:

- A maximum of 4 credits of the student's degree program;
- Elective credits in the concentration curriculum; or
- Credits within an independently designed concentration.
- Specially structured learning opportunities on material not available through regularly scheduled courses in the M.S.W. 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—Models of Community Intervention
 SW 8154—Organizations and Policy Advocacy
 SW 8841—Social Work Research Methods
 SW 8010—Seminar: Field Practicum I

Required courses in the concentration curriculum

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

Advanced Policy

SW 8802—Social Policy & Economic Security of Disadvantaged Populations
 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—Advanced Practice 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—Advanced Practice I: Families and Children
- SW 8352—Advanced Practice 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—Advanced Social Practice in Health, Disabilities, and Aging (4)
- SW 8252—Health, Disability and Aging: Advanced Interventions (2)
- SW 8261—Advanced Social Work Practice in Health Care (2 cr)
- SW 8262—Empowerment Practice with People with Disabilities (2 cr)
- SW 8263—Advanced Social Work (Direct Practice & Community) Interventions Gerontology (2 cr)

Directed Study, Independent Study or Research Projects MAY be used for:

General Electives (see page 25)

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

Forms for a **Directed Study, Independent Study, or Research Project** are available in Peters Hall room 140, on online in this handbook.

Written Class Assignments

The ability to communicate effectively in writing is essential to graduate study and professional social work practice. The SSW expects and requires that term papers and other written class assignments be in good English and conform to accepted rules and conventions of good writing.

Poor writing detracts from the quality of a paper, even though a student may have mastered the subject matter. If the paper contains misspelled words, errors in grammar and improper documentation, or if the manuscript is poorly prepared, the student's performance suffers accordingly. Professional effectiveness may also be adversely affected by poor writing because professional social workers are constantly communicating in writing through case records, reports and letters to clients, supervisors, administrators and other staff, legislators and other members of the community.

Although individual instructors may establish more specific guidelines and requirements, in general, the following rules should be followed:

Format

- Class papers and written class assignments should be typed, double-spaced on one side of white, 8-1/2 x 11 paper. Leave a one-inch margin on all sides.
- Papers should be headed by a title, should be properly documented and, when appropriate, must include a bibliography.
- Papers should be carefully proofread to correct misspellings, errors in grammar and punctuation and confusing sentences. Facts of publication should be carefully checked.
- The School of Social Work has adopted the *Publication Manual of the American Psychological Association* as the style manual to be used for written assignments. Exceptions include alternate instructions from field agencies or publishers. The APA manual is the only manual that may be required by the instructor. It is available at University Bookstores.

Returning Student Papers

To avoid violating the privacy of students and the possibility of plagiarism, written material produced in connection with a class or field instruction must be viewed as "confidential" material. Therefore, the School requires that faculty either return papers directly to the student in person, or by means of a self-addressed, stamped envelope provided by the student. Papers may also be left by instructors in Peters Hall 105 to be picked up by students. Papers will only be kept in Peters Hall 105 for one semester before being discarded (shredded). Students may be asked to provide proper identification before a paper will be returned. Under no circumstances should the papers be left in hallways or in student mailboxes.

Faculty members may not retain copies of student papers to use as sample papers in classes, or for their own research, without the express permission of the student and without appropriate acknowledgment.

Plagiarism

Prepared by Nancy Johnston

In writing papers in graduate classes, you will almost always need to use the thoughts, ideas and written and spoken words of others. The reader should always be clear about what are your own, original thoughts and what are words and ideas from materials that you are using to develop your own ideas. Plagiarism is the use of others' words and ideas as though they were your own. Plagiarism can range from directly copying others' material without proper citation to paraphrasing another's work without proper acknowledgment and/or citations. In either case, plagiarism constitutes scholastic dishonesty and is an offense under the Student Conduct Code of the University of Minnesota. Students found to have plagiarized material in work that they submit as their own in School of Social Work classes are subject to sanctions that range from a failing grade for that assignment to a failing grade for that course or even expulsion from the School or the University.

If you have any question about when to cite the work of another or whether or not you are using the proper form of citation and reference, you should consult the Publication Manual of the American Psychological Association, available in the Bookstore, or a faculty member. You may also find the following site, sponsored by the University of Indiana, helpful: <https://www.indiana.edu/~istd/>.

As the APA manual explains, there are a few simple rules for checking yourself on proper citation:

- When using others' material directly (a direct quote), you must enclose all quoted material in quotation marks and, using APA style, provide the citation with a page number (see below).
- When paraphrasing another's work, use your own language and style. Don't just rearrange words and sentences. You must still provide a citation for the source (see examples below).
- Provide a citation, using APA style, for each borrowed item in a reference at the end of your paper. A reference list is usually what is used in the papers you write; it provides the information that someone would need to look up the sources that you used for your paper. A reference list is different from a bibliography, which is more general to your subject, cites work for background reading or further reading and may include descriptive notes. You should check with your instructor if you are not sure whether they are talking about a reference list or a bibliography. However, your paper must document specifically the sources for your research materials.

The following examples may illustrate the problems that confront students when they write papers. Original material is given and cited (using APA style) and examples of writing using the original material are given. Two of the examples are plagiarized and two examples use acceptable documentation.

An example of original material that you might read and want to include in your paper is found in a book chapter:

Plotnick, R.D. (1992). Income support for families with children. In P.J. Pecora, J.K. Whittaker, & A.N. Maluccio (Eds.), *The child welfare challenge* (pp. 59-90). New York: Aldine De Gruyter.

“Causes of Continuing High Levels of Child Poverty. There are three main reasons why child poverty has remained high. First, because of increases in divorce and the rate of out-of-wedlock births, a larger proportion of children live in single-parent families. The parent is usually the mother. Such families are much more likely to be poor than two-parent families because a single mother's earning power tends to be low, the absent fathers often fail to contribute child support and the public assistance benefits are low. This demographic shift has helped increase poverty among children. Second, during the past 20 years, an increasing proportion of heads of families have been unable to earn enough income to keep their dependents out of poverty. This is partly because the distribution of earnings has become more unequal. Third, real government income support benefits for children declined from the early 1970s to the early 1980s (Committee on Ways and Means, 1985, p. 182) and have not recovered in recent years. We will return to income support policy issues later.”

The above example is unacceptable because the writer has just extracted from another's writing words and facts that are not his/her own. If this writer were an expert in child poverty and knew from his/her own research that the above reasons for poverty were true, this writer could probably produce such a paragraph. However, your instructor is unlikely to think that you are the original author of the above. What has been done here is paraphrasing of Plotnick's work and

not acknowledging the original author.

Another **unacceptable** version:

There are several reasons for child poverty: divorce, out-of-wedlock births, low single mother's earning power, low incomes and decrease in government supports for children since the early 1980s. In addition average real income hasn't grown much in recent years and also income distribution has become less equal (Plotnick, 1992).

This example is also plagiarism. Although the writer has given a citation, it is not clear how much of the paragraph is from Plotnick, i.e., the whole paragraph or just the last sentence. The writer has also copied directly from the original material, changing a few things around, changing a few words, etc. Again, the writer would have to be an expert in child poverty to make the above statements without documentation.

Acceptable Uses of the Original Material

Researchers who study income support policies point to several reasons why child poverty in particular has remained high in recent years. Plotnick (1992) suggests three main reasons: increases in divorce rates and out-of-wedlock births which mean more single parents (usually women) with lower earning power; lower wages; and a decrease in government support benefits for children. To emphasize the latter, Plotnick points out that "...real government income support benefits for children declined from the early 1970s to the early 1980s (Committee on Ways and Means, 1985, p. 182) and have not recovered in recent years" (p. 64).

This version acknowledges the expert source at the outset and properly cites the material so that the reader could easily find it. A citation within a quotation should never be omitted (the Committee on Ways and Means, above), but you need not include it in your reference list. In fact, it would be dishonest to include it in your reference list unless you went to the original source (as given by Plotnick) and read for yourself what the Committee testimony had to say. Then, in your paper, you could quote the Committee data directly, again using proper documentation.

Another **acceptable** use of the material would be:

The discussion about child poverty often revolves around whether policy makers believe that it is caused by governmental policies or by the parents or guardians of the children. It is difficult to separate the causes. For example, Plotnick (1992) cites reasons for high child poverty rates that could be blamed on either or both individuals or governmental policies: more divorces and out-of-wedlock births which lead to lower incomes (single parents are usually women with low incomes); a low rate of increase in average earning power; and declining governmental benefits for children. Plotnick further comments that "absent fathers often fail to contribute child support," but also that "public assistance benefits are low" (p. 64).

The writer here not only correctly cited the authority but, in the writer's own words, has begun to analyze the arguments and material being used. This writing is what we strive for, that is, an understanding of the research for your paper and an effort to compare, analyze and synthesize it in your own words.

The authors you read and other sources of information (interviews, legislative hearings, reports, videos, etc.) should be partners that support your understanding and expression of your own ideas. Just be sure always to be clear about what is yours and what is theirs!

Master's Degree: Performance Standards and Progress

<http://www.policy.umn.edu/Policies/Education/Education/MASTERSPERFORMANCE.html>

(University of Minnesota Administrative Policy)

Students are responsible for knowing all program requirements of their master's program when they matriculate. If program requirements change, students may elect to continue under the requirements in effect when they matriculated, provided they have remained in good standing.

The advisor and the Director of Graduate Studies (DGS) for the program are jointly responsible for helping each student plan and appropriately complete the requirements in a timely fashion. The DGS is also responsible for ensuring that each student receives training appropriate to the discipline in the responsible conduct of research and ethical teaching and scholarship.

Programs and collegiate units may have additional and/or more stringent requirements.

I. Pre-Matriculation Requirements for Programs

Programs must, before students begin their first term of study:

- Provide each student a current graduate program handbook, specifying the program's requirements and policies governing successful degree completion
- Assign each student a temporary advisor

II. Progress Review

- a. **Annual Review** Programs must review the progress of each master's student annually. Students deemed not to be in good standing must be informed of the results of the review in writing, with a copy to the student's advisor.
- b. **Degree Plan** Master's degree students must have an approved degree plan on file in the collegiate unit in order to defend and/or apply for degree clearance. It is recommended that the degree plan be filed at least one term (fall or spring semester) before the intended term of the defense and/or application for degree clearance. The degree plan must be archived in the system of record. For students intending to pursue a minor:
 - i. In master's programs that include a final examination/defense, students must declare the minor prior to the examination/defense.
 - ii. In master's programs that do not include a final examination/defense, students must declare the minor prior to filing for degree conferral.

III. Performance Standards

- a. **Continuous Enrollment** Students are required to enroll every semester (fall and spring) from the time of matriculation until degree conferral.
- b. **Time Limit for Earning the Master's Degree** All requirements for the master's degree must be completed and the degree awarded within the shorter of five calendar years after initial enrollment in the graduate program or the more restrictive time frame specified by the program.

Students who are unable to complete the degree within the time limits described above due to extraordinary circumstances may petition the program and collegiate unit for an extension of up to 12 months. Students must obtain the approval of their advisor/s and program DGS and submit the petition by the deadline.

- If a petition is approved, the student is notified in writing of the expectations for progress and for the month/year of degree conferral.
- If the petition is denied, the student is notified in writing that he or she will be terminated from the graduate program upon expiration of the limit.

Students who have been terminated under such circumstances may apply for readmission to the program; however, readmission is not guaranteed.

- c. **Minimum Grade Requirements** To remain in good academic standing students should meet the minimum GPA requirement specified by the graduate program or 2.800 (on a 4.000 scale), whichever is higher. Students who have filed a master's degree plan should maintain a 2.800 GPA for courses included on the degree plan. Only courses with grades of A, B, C (including C-) and S may be counted toward the degree. Students who have not yet filed a degree plan should maintain an overall GPA of 2.800. Students who fall below the program's minimum GPA requirement may be terminated from the program.

Note: Students must have at least a 2.800 GPA for courses included on the degree plan at the time of degree clearance.

- d. **S/N grades for courses** A minimum of 2/3 of the course credits included on a degree plan must be taken A/F.

Exception

Programs with a distinctive student population or approved joint-degree programs may request a program-wide exception to the five-year time limit for earning the master's degree.

Effective Date

This policy applies to all students admitted after January 1, 2013. Students who matriculated before January 1, 2013 may choose to continue under the policies in effect when they initially matriculated in their graduate program.

This policy does not apply to first professional degrees. (The first professional degrees are the J.D., M.D., Pharm.D., D.V.M., D.D.S, and L.L.M. degrees.)

Reason for Policy

Assists student and advisor in planning for timely completion of program requirements; provides timely evaluations to students as they proceed through program; alerts student and advisors to problems, and provides opportunity to develop best approach for addressing those problems; creates clear record in cases where program decides to terminate student.

Forms/Instructions

- OTR 198: [Master's Degree Plan](#)

- [Master's Degree: Request for extension to the maximum time limit](#)
- [Master's Degree: Program-wide exception to the maximum time limit](#)

Appendices

- [Graduate Program Handbook: Guidelines](#)
- [Annual Graduate Student Reviews: Guidelines](#)
- [Mutual Roles and Responsibilities for Faculty and Graduate Students: Guidelines](#)

Frequently Asked Questions

- [Master's Degree: Performance Standards and Progress FAQ](#)

Definitions

Good standing/good academic standing

Students remain in good standing if they: (a) make timely progress towards degree completion as required by the program and by this policy; (b) maintain a GPA at or above the minimum set by the program and by this policy; and (c) pass all appropriate examinations within the time frame specified by the program.

Responsibilities

Collegiate Units

- Ensure appropriate review of coursework on the degree plan (including any subsequent changes to an approved degree plan); archive the degree plan in the system of record
- Set college deadline for students who are requesting an extension to the time limit for completing master's degrees
- Review and approve program-wide requests for exceptions to the time limit for completing the master's degree, archive requests in the system of record
- Review and approve requests for extensions to the time limit for completing the master's degree; archive petitions in the system of record

Departments/Programs

- Clearly state the program requirements for maintaining good standing in the Graduate Program Handbook, even if they are identical to the requirements in this policy
- Review and approve the degree plan (including any subsequent changes to an approved degree plan)
- Review and approve requests for extensions to the time limit for completing the master's degree; notify students in writing of the decision and subsequent actions (i.e., expectations for progress and for the month/year of degree conferral or termination from the program upon expiration of the limit)

Students

- Must obtain the required approvals and file the degree plan with the collegiate unit
- Must initiate the request for an extension to the maximum time limit for completing the master's degree, obtain the approval of their advisor/s and program DGS, and submit their request for an extension by the deadline

Related Information

- Administrative Policy: [Admission for Master's and Doctoral Degrees](#)
- Administrative Policy: [Appointments to Graduate Examination Committees](#)
- Administrative Policy: [Leave of Absence and Reinstatement from a Leave: Graduate Students](#)
- Administrative Policy: [Master's Degree: Completion](#)
- Administrative Policy: [Readmission or Changes to Master's or Doctoral Degree Objectives](#)

OTHER UNIVERSITY DOCUMENTS may provide information and guidance relevant to the graduate education experience.

Board of Regents, Code of Conduct, adopted 7/12/96

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

Board of Regents, Academic Freedom and Responsibility, adopted 9/8/95

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

Graduate Assistant Office, Handbook for Graduate Assistants

University Senate, minutes, April 19, 1990

<http://www1.umn.edu/ohr/gae/>

Student Conduct Code

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

Council of Graduate Students (COGS)

<http://www.cogs.umn.edu/>

Sexual Harassment Policy

<https://policy.umn.edu/hr/sexualharassment>

(University of Minnesota Policy)

Adopted by the Board of Regents December 11, 1998

Section I. Definition.

Subd. 1. Sexual Harassment. “Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic advancement in any University activity or program;

submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or

such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program.

Subd. 2. Member of the University Community. “Member of the University community” or “University member” means any University of Minnesota faculty member, student, or staff member, or other individual engaged in any University activity or program.

Section II. Policy.

Subd. 1. Prohibition. Sexual harassment by or toward a member of the University community is prohibited.

Subd. 2. Responsibility to Report. Department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers must take timely and appropriate action when they know or should know of the existence of sexual harassment. Other persons who suspect sexual harassment should report it to an appropriate person in their unit or to the University equal opportunity officer.

Subd. 3. Administrative Responsibility. Each campus must adopt procedures for investigating and resolving complaints of sexual harassment in coordination with the director of equal opportunity and affirmative action.

Subd. 4. Disciplinary Action. A violation of this policy may lead to disciplinary action up to and including termination of employment or academic dismissal.

*See <http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html>

What To Do If You Are Harassed

From *Sexual Harassment*, a booklet prepared by the Office of Equal Opportunity and Affirmative Action, 274 McNamara Alumni Center, 200 Oak Street SE, Minneapolis campus, East Bank, 612-624-9547 (TTY 612-626-8947).

If you find yourself feeling uncomfortable about someone’s behavior related to a sexual issue, you may be experiencing sexual harassment. Sexual harassment includes a range of behaviors, some more harmful than others, but none acceptable. If you are uncertain about whether something happening to you is sexual harassment, talk to someone you trust about the situation.

If the person harassing you has power over your education or employment, it is understandable that you might fear reprisal if you take steps to end the harassment. You have a right to pursue your education and conduct your job in an environment free of this kind of interference. The University’s policies are intended to protect you against reprisals.

Informal Resolution

Early efforts to control a potentially harassing situation are very important. Sometimes you can stop sexual harassment by telling the person directly that you are uncomfortable with his or her behavior and would like it to stop. Writing a letter to the person or talking to the person’s supervisor can also be effective. Go to one of the resources for sexual

[Return to Table of Contents](#)

harassment information listed in this brochure, or discuss the matter with a friend. Talk to others who might also be victimized by the harasser, since harassment often involves more than one victim.

An advocate or the University's sexual harassment officer for sexual harassment complaints can advise you on the most appropriate course of action and can assist you with your complaint if you choose an informal approach.

Formal Complaints

If you decide to file a formal complaint, it will be resolved according to established University procedures. For the most part, the procedures depend on the status of the person against whom the complaint is being filed, not the status of the person bringing the complaint. However, civil service and represented employees have the option of using grievance procedures initiated in the usual way.

Students should contact the Office of Equal Opportunity, 274 McNamara Alumni Center, 200 Oak Street SE, Minneapolis, 612-624-9547 (TTY 612-626-8947). Information, advocacy and counseling is also available at the Aurora Center, 612-626-2929. 24-hour crisis line: 612-626-9111.

See the School of Social Work's *Field Instruction Manual* for specific policies and procedures for sexual harassment in field placements.

Nepotism and Consensual Relationships

University of Minnesota Policy (Amended by the Board of Regents December 11, 1998)

Section I. Definitions.

Subd. 1. Member of the University Community. "Member of the University community" or "University member" shall mean any University of Minnesota faculty member, student, or staff member, or other individual engaged in any University activity or program.

Subd. 2. Personal Relationship. "Personal relationship" shall mean marital or other committed relationship, significant familial relationship, or consensual sexual or romantic relationship.

Section II. Employment and Academic Activities.

Subd. 1. Prohibited Activities. A member of the University community may not directly influence the University employment or academic progress of a University member with whom he or she has a personal relationship. Prohibited activities include, but are not limited to, hiring, promotion, supervision, evaluation, determination of salary, grading, and advising.

Subd. 2. Noncompetitive Appointments. This policy does not prohibit noncompetitive appointments of spouses and partners otherwise authorized by University policy.

Subd. 3. Relationships with Current Students. Personal relationships between faculty members or advisors and their current students are very unwise and may violate other University policies, even when prohibited activities have been avoided, because of the trust accorded to faculty members and advisors by students, the power differential inherent in academic associations, the difficulty of making alternative arrangements for grading and evaluation, and the risk of real or perceived favoritism toward the student in the personal relationship and the potential harm to this student and other students.

SECTION III. Administrative Directives.

Subd. 1. Procedures Required. The president shall adopt procedures for the implementation of this policy. The procedures must contain the provisions outlined in subdivisions 2-5.

Subd. 2. Consultation. Consultation shall be mandatory for University members who are or will be in a position to engage in an activity prohibited by section II.

A consultation process shall be designed to ensure that:

- appropriate steps are taken to avoid the prohibited activity,
- steps taken will not unreasonably disadvantage either University member,
- the consultation is with an appropriate administrator, and appropriate confidentiality is provided.

Subd. 3. Goal of Consultation. Compliance with this policy may be achieved either by structuring the conditions of the employment or academic association of the related parties so as to avoid or eliminate the prohibited activities or by avoiding the personal relationship that may lead to the prohibited activities. The structuring of the association must be done after appropriate consultation and must not unreasonably disadvantage either University member.

Subd. 4. Power Disparity. When a power disparity exists in the employment or academic association of the individuals in the personal relationship, the employment or academic interests of the subordinate must be protected when structuring the association to avoid the prohibited activity.

Subd. 5. Exclusions. In exceptional circumstances an exclusion from section II, subd. 1 may be granted when eliminating the prohibited activities would unreasonably disadvantage one or both of the University members involved in a personal relationship. In the event that an exclusion is granted, safeguards must be implemented to help ensure that any employment or academic decisions regarding the involved University members are made impartially.

Section IV. Disciplinary Action.

A violation of section II, subd. 1 may lead to disciplinary action up to and including termination of employment or academic dismissal. Participation in and adherence to the consultation process may mitigate disciplinary action.

Student Academic Grievance Policy

University of Minnesota Administrative Policy

The University has adopted a conflict resolution process for processing student academic complaints. You can find an outline of this process at this

link: http://www.policy.umn.edu/Policies/Education/Student/STUDENTCOMPLAINTS_PROC01.html.

Policy on Makeup Work for Legitimate Absences

(University of Minnesota Administrative Policy)

The University has defined accommodations that instructors must make for legitimate absences. These are outlined in the policy found here: <http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Forms

The following forms are contained within this section of the Handbook:

- [Student Update Form](#)
- [Minor Declaration Form](#)
- [Course Waiver or Course Substitution Form](#)
- [Independently Designed Concentration](#)
- [Directed Study, Independent Study , and Research Projects](#)
- [Contract for Completion of Incomplete Grades](#)

Student Update Form

This form should be submitted to the M.S.W. program director. Please discuss changes in your academic program with your adviser.

Name : _____ ID#: _____ Date: _____ -

Name Change to: _____ Date: _____

Address Change

Phone Number: _____

E-mail: _____

Change of Adviser

I wish to change my adviser to _____

I agree to provide advising services to this student:

(Signature of Proposed Adviser)

Dual Degree or Minor Change

I would like to complete a dual degree in:

____ Public Health ____ Public Affairs

I would like to complete a minor in:

Concentration Change

I wish to change my concentration to: _____

Financial Aid Changes

I have received the following financial aid:

Department: _____

Type: TA RA Other _____

Term: Fall Semester Spring Semester Intersession Summer Session Year: _____

% Time: _____ Dollar Amount: _____

Outside Source: _____

Minor Declaration Form

Student Name: _____

Student email address: _____

Adviser: _____ Date Entered: _____

Proposed Minor Field: _____ DGS: _____ (in Minor Field)

Requirements for Minor

(Include # of credits, title, course number and semester taken. Note: Minor credits may not be used to meet M.S.W. foundation or concentration requirements. They can be used for outside and inside electives only.)

Proposed Examining Committee

1. (SW) _____

2. (SW) _____

3. (Minor Area) _____

Expected Semester of Oral Exam: _____

Expected Semester of Graduation: _____

_____ Approved _____ Not Approved

Director of Graduate Studies

Course Waiver or Course Substitution Form

Instructions

This form is to be used to request either waiver of a course or substitution of another course for any program requirements. Waiver occurs when you are exempted from a course on the grounds that you have completed an equivalent content course (usually in your undergraduate program) which cannot be applied to your graduate program; waiver does not reduce the number of credits required for your graduate degree but does provide opportunity for additional electives in your program. Substitution means that you request replacing a program requirement with some other graduate course; the course being substituted will appear on your Universal Degree Form and these credits will count toward meeting degree requirements. You should initiate a request for waiver or substitution through a discussion with your adviser. If a substitution is requested for a concentration course you must also receive approval from the Chair of the Concentration Committee. Finally, the form should be submitted and signed by the M.S.W. Program Director and a copy should be placed in the students file.

Name: _____ **Request Date** _____

Student email address: _____

This is a request for: ___ course waiver ___ course substitution

Course you wish to be exempted from completing: _____

Basis for request: Attach syllabus or other documentation of course you have completed with content comparable to this course; if this is a request for course substitution, be sure to indicate the title and number of course you wish to substitute for the above course on your program.

Action

Adviser: ___ Approve ___ Disapprove _____

(Signature/Date)

Concentration Chair*: ___ Approve ___ Disapprove _____

(Signature/Date)

M.S.W. Prog. Dir: ___ Approve ___ Disapprove _____

(Signature/Date)

*Required if request is to waive or substitute a concentration requirement

The completed signed original of this form is filed in the student's file.

Independently Designed Concentration

The School offers four concentrations (Clinical Mental Health; Community Practice; Families and Children; Health, Disability and Aging) to second year and advanced standing students. If these concentrations are not consistent with your career goals, you may design (in consultation with a faculty person) and request approval for an independently designed concentration.

Name _____ Date _____

Student email address: _____

When do you expect to complete the M.S.W. degree? _____

Title of your proposed independent concentration _____

Attached to this request a typewritten statement to respond to these questions:

- What is the purpose of your independent concentration (for what type of social work will you be preparing)?
- Identify objectives for your independent concentration. These should be stated in terms of skills. What do you expect to be able to do when you complete the concentration?
- Describe the type of field experience you would like for your second year. What do you expect to do during your field experience?

List the social work courses (both number and title) you will complete as a part of your independent concentration. (Do not include foundation courses; we assume you have completed all foundation courses before beginning your concentration work.)

List the electives (both number and title) you will take from outside social work as a part of your independent concentration.

Approved by:

Faculty adviser with whom you consulted to write the proposal

(is or will be your adviser): _____ Date _____

M.S.W. program director: _____ Date _____

Directed Study, Independent Study, and Research Projects

A student in the Master of Social Work program may complete up to four semester credits of independent study as a part of her/his degree program. M.S.W. students who choose to do a directed study, an independent study, or a research project must complete this form, providing a description of the study or project. Students complete the form with consultation from the faculty member who will oversee the study or the research project. Students must receive approval from the M.S.W. program director before beginning the study or the research project. Please refer to the outline of the purpose of directed and independent studies and research projects in the M.S.W. curriculum (page 65) to determine if your proposed project is appropriate.

Faculty members voluntarily agree to oversee a directed study, independent study, and research projects.

Please prepare this form in triplicate and give copies to instructor and the M.S.W. program director. Keep one copy for yourself.

Student's Name: _____

Student email address: _____

Instructor's Name _____

Semester of Registration: F / S / Intersession or Summer Session Year: _____

Number of Credits _____: A/N S/N (circle one)

Course Number: _____

Title of Project: _____

Statement of learning goals and expectations and 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 is three (3) hour(s) per week per credit for the semester (e.g., 1 credit equals 45 hours of work over the semester). Students should also meet with the instructor on a regular basis, noting meeting times in the description of the study.

Student's Signature: _____

Instructor's Signature: _____

M.S.W. Program Director Signature: _____

The signed original of this completed form will be stored in the student's file.

*Note: if the M.S.W. program director does not receive a copy of this contract, a grade cannot be assigned for the semester.

Contract for Completion of Incomplete Grades

Student Name: _____

Student email: _____

Course #: _____ Sec: _____ Cr: _____

Semester/Year: _____ Student ID# _____

Instructor: _____

I, _____, have agreed to receive a grade of Incomplete in the above course, recognizing that I must complete required work and meet the following deadline(s) as negotiated between myself and the instructor.

I will complete and turn into the instructor the following assignments by the specified dates below:

_____ by date: _____

_____ by date: _____

_____ by date: _____

In making this contract I understand the following:

- I have a time limit of two semesters to complete all work for a class in which a grade of Incomplete ("I") was given;
- When the work is completed I will notify the director of graduate studies;
- If I am unable to complete the work in the required two semesters, and I have not negotiated a new contract with the instructor, the "I" grade will be changed to a grade of "F" or "N" by the director of graduate studies.

The instructor has the right to refuse to negotiate a new contract.

_____ Date: _____

(Signature of student)

_____ Date: _____

(Signature of instructor)

The signed form is filed in the Student and Program Services Office (170 Peters Hall) until all outstanding work is completed and a grade has been submitted.