

UTICA



UNIVERSITY



Master of Social Work

Student Handbook

Revised November 2022

This handbook was prepared to provide information and does not constitute a contract. Although every effort has been made to ensure the accuracy of the information in this Utica University MSW Student Handbook, those who use the Handbook should note that policies and procedures change from time to time and the changes may not yet be reflected in this document. In addition, a document of this size cannot include all the policies and information pertaining to students.

Additional information may be obtained from the Master of Social Work Program Director.

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Welcome to the Utica University MSW Program in Clinical Social Work

The MSW Student Handbook is designed to be used alongside the Utica University student handbook, and students are responsible for adhering to the content of both handbooks. Students will be updated annually about changes in policies and procedures via updates in this handbook. This Handbook is designed to help you better understand how the MSW academic program will prepare you for professional practice in social work. In addition, the Handbook is designed to ensure that students get the most out of their education while enrolled in the program.

This handbook is to be used in conjunction with the Utica University student handbook. The information included in this handbook has been chosen with two purposes in mind. First, an informed student is a better student. We want students to understand the educational goals and mission of the entire program in order to facilitate integration of individual course content into your overall view of the social work profession.

Second, the faculty and staff take seriously the responsibility of providing students with a quality education that will prepare them to fulfill their responsibilities as a professional social worker. This handbook provides students with the information necessary for them to take on that responsibility.

Note that the information included in this publication, including all procedures and policies, are accurate at time of writing but may have been subsequently altered by the University. For current policies and procedures, refer to the most current Graduate Catalog located on the Utica University website. Relevant information includes Course Descriptions, Schedule of Classes, Important Dates, Academic Policies and Procedures, Financial Policies and Procedures, and listings of Faculty, Administrative Officers, and Staff.

Utica University
Master of Social Work Program

Program Mission Statement

The mission of the MSW program at Utica University is to prepare students for excellence in social work practice using person in environment perspectives and recovery-oriented approaches.

Program Goals

The MSW Program at Utica University was established to:

1. Prepare students to solve problems that arise in the professional practice of clinical social work.
2. Prepare students to promote resilience among individuals, families, and groups.
3. Increase the number of skilled mental health professionals across the nation who honor diversity and difference.
4. Socialize students to assume the identity of a professional social worker and heed the profession's values and Code of Ethics.

Student Learning Outcomes

Outcome #1: Students will Demonstrate Ethical and Professional Behavior

Clinical social workers take measures of self-care and seek support in developing awareness, insight, and resiliency to prevent past traumas and retraumatization from impacting their professional lives; they monitor roles and boundaries; and they leverage supervision and consultation to ensure continued personal and professional growth throughout their careers. Clinical social workers should be aware of their own lived experiences of trauma and distress; their personal journeys toward resilience and mental health; they should be aware of the impact of these experiences on their own lives; and also aware of how these experiences may affect their work and relationships. They understand the values of the social work profession, its ethical standards, and applicable laws and policies, and use these professional parameters to guide decision-making. This would be demonstrated by way of:

- prioritizing client rights to self-determination;
- tolerating ambiguity in resolving ethical conflicts;
- advocating for a reduction or elimination of interventions that inhibit client autonomy;
- recommending advance directives and proactive wellness and crisis planning; and
- articulating how recovery-oriented practice is supported by the NASW Code of Ethics.

Outcome #2: Students will Engage Diversity and Difference in Practice

Clinical social workers appreciate nuance and intersectionality of identity the ways in which institutional and interpersonal traumas converge with other factors to produce marginalization and otherness. 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. Clinical social workers recognize that diversity and difference affect a person's experiences in life in ways that may include oppression, poverty, marginalization, and alienation or offer privilege, power, and acclaim. Clinical social workers understand historical, contemporary, and non-Western differences in constructions of mental health. They recognize the role that internalized oppression and shame plays in clients' lives. Clinical social workers are also attuned to the role that bias plays in diagnosis and service provision. This would be demonstrated by way of:

- exploring the meaning of labels, stigma, and shame inherent to all human diversity and difference;
- correcting for institutional bias in diagnoses and service provision; practicing cultural humility; and
- respecting the perspectives and lived experience of others who are different.

Outcome #3: Students will Advance Human Rights and Social, Economic, and Environmental Justice

Clinical social workers recognize that every person has basic human rights to freedom, safety, privacy, an acceptable standard of living, health care, and education. Clinical social workers advocate for human rights and social and economic justice. They acknowledge that people with disabilities have the right to determine how to live their lives and recognize that people with lived experience of trauma have faced significant and overt and internalized oppression, stigma, and shame, including poverty, fear, despair resulting from medical misunderstanding, and structural entanglement with the mental health system. This should be demonstrated by:

- advocating that clients act on legal, civil, and human rights;
- advocating for improvement in individuals' economic and living conditions;
- confronting injustice and discrimination; and
- helping professionals replace shame-based language with recovery-oriented, strength-based, hope- building language and action.

Outcome #4: Students will Engage In Practice-informed Research and Research-informed Practice

Clinical social workers use practice expertise to inform the selection and implementation of evidence-based interventions. They also evaluate their own practice and use research findings to improve services and policies. Clinical social workers can differentiate between evidence-based practices, promising practices, and those with insufficient evidence to support desirable treatment outcomes. Clinical social workers include client perspectives and points of view in developing research agendas to establish new interventions and evaluate existing ones. This would be demonstrated by:

- staying informed about emerging and promising approaches to recovery-oriented practice;
- applying quantitative, qualitative, participatory action research, and first person narratives to show that people can and do recover; and
- promoting the inclusion of service users and their viewpoints in all levels of research and evaluation.

Outcome #5: Students will Engage in Policy Practice

Clinical social workers recognize that mental health policy affects clinical service delivery, and actively engage in analyzing, developing, proposing, and altering health policy practice. Clinical social workers develop the professional judgement needed to determine whether mental health policies are consistent with the needs of diverse individuals, people with disabilities, and those with psychiatric conditions. They encourage clients and their families and loved ones to advocate for themselves. They understand how policy can negatively exacerbate social determinants of health (e.g., policies that discriminate or keep people impoverished). Clinical social workers support mental health policies that facilitate life in the community rather than through the criminal justice system or other institutions. This would be demonstrated by:

- analyzing and promoting policies that enhance equity, inclusion, and access;

- promoting community involvement in policy formulation; dismantling barriers to employment, civic engagement, education, and housing; and
- incorporating the voices and choices of a diverse array of people with lived experience of trauma on policy bodies.

Outcome #6: Students will Engage with Individuals, Families, and Groups

Clinical social workers understand that people are more than the sum of their identities or diagnoses. Clinical social workers understand that each individual has a unique, self-determined pathway to resilience, flourishing, and well-being, which can be recognized through shared decision-making and treatment-planning; and that these plans should remain flexible throughout the client's nonlinear journey toward mental health. This is demonstrated by:

- treating the voices of clients with primacy, dignity, and value;
- constructing safe, trusting, and hope-building relationships with clients and their families and other loved ones with permission;
- minimizing power differentials through the use of everyday language, transparency, authenticity, and shared decision-making;
- assuming the stance of learner and not expert;
- self-disclosing to a level or degree that is comfortable for the clinical social worker and likewise for clients.

Outcome #7: Students will Assess Individuals, Families, and Groups

Clinical social workers assess client strengths and limitations while keeping in mind their life and environmental context, cultural background, and community norms alongside a clinical comprehension of the DSM. They have a critical understanding of the epidemiology of psychiatric diagnoses, the multiple causes of psychiatric conditions, and the role that culture plays in defining psychiatric diagnoses and practitioner responses to them. They distinguish between strengths assessment and problem assessment. They recognize the importance of trauma in assessment and take steps to mitigate retraumatization during the assessment process. This would be demonstrated by:

- assessing client talents, skills, abilities, and resources;
- identifying several explanations for client behavior, mental health, and resilience, from biological to psychological to environmental to social;
- assessing for trauma, comorbidities, suicidality, and physical health;
- helping clients to identify meaningful personal goals; and
- applying the DSM with reverence and skepticism.

Outcome #8: Students will Intervene with Individuals, Families, and Groups

Clinical social workers understand that education and support for family, friends, significant others, and allies can be key elements to supporting the client's process. They are knowledgeable about the importance of trauma-informed principles. They understand reputable evidence-based interventions for mental health and for whom they are applicable. This would be evidenced by:

- intervening through psychoeducation, employment, housing, resolving traumas, resilience self-management, peer support, and evidence-based approaches; encouraging clients to expand on existing social supports within the community, tap into existing resources, and surrounding him or herself with close supports around himself or herself;
- educating clients about the range of possible treatments, services, and pharmacological and nonpharmacological options, sharing potential positive and negative effects;

- ensuring that clients are ultimately responsible for all decisions that will impact their lives;
- establishing preventive measures to protect client self-maintenance and well-being.

Outcome #9: Students will Evaluate Practice with Individuals, Families, and Groups

Clinical social workers evaluate the effects of their services and interventions for their success in achieving stated goals and consistency with recovery values and individual goal achievement. This can be observed in:

- monitoring achievement of client-established goals and outcomes;
 - helping clients interpret data to inform their decision-making; and
 - involving client points of view in service and program evaluation and quality improvement.
- Admission Criteria for the Graduate Social Work Program

Admission Criteria for the Graduate Social Work Program

Applications to the Traditional Program

Students must include with their application:

- Transcripts – Official transcript of all undergraduate and any graduate credits from each school previously attended. Official transcript of undergraduate matriculation must show an overall minimum GPA of 2.5.
- Resume – Include details of all work including paid, volunteer, and internship experiences in addition to any human service or service-oriented experiences.
- Personal Statement - A 2-3 page personal statement explaining your interest in, preparation for, and compatibility with the social work profession. Your personal statement must demonstrate a commitment to social work values, talent for leadership, and discuss personality traits and behaviors that prepare you for social work practice.
- Two Letters of Recommendation- Letters of recommendation must be from a supervisor or instructor that describe your readiness for graduate work, demonstrated values consistent with social work practice, and appropriate interpersonal skills.
- GRE Scores – NOT required.
No course credit is given for life or work experience.

Applications to the Advanced Standing Program

Advanced Standing applicants must include:

- Transcripts- Official undergraduate transcript demonstrating the completion of a bachelor's degree in social work from a CSWE-accredited institution (or recognized by CSWE's International Social Work Degree Recognition and Evaluation Service). Official transcript from BSW program must show an overall minimum GPA of 2.5.
- Resume- Include details of all work including paid, volunteer, and internship experiences in addition to any human service or service-oriented experiences.
- Personal Statement – The content, critical thinking, and writing style of the applicant will provide important information regarding the student's understanding of the goals and values of the social work profession and ability to engage in graduate-level education. The personal statement should be 2-3 typed, double-spaced pages and address the following:
 - Reasons for applying for the MSW program at Utica University.
 - Work and/or volunteer experiences that factored into applying to the program.
 - Description and details of experience in the BSW program and how this experience has prepared you for the MSW program. This should detail social work skills and approaches learned.
 - Details of what you consider to be a major social problem as a means of displaying your awareness of issues in the field of social work.
 - Personal social work interests and career goals.
- Three Letters of Recommendation- The letters of recommendation must be from a supervisor or instructor that describe your readiness for graduate work, demonstrated values consistent with social work practice, and appropriate interpersonal skills.
- GRE Scores – NOT required.

- BSW Field Evaluation – A copy of most recent evaluation offered by the field instructor during BSW internship.
- ****Applicants will not be required to complete any coursework completed in the BSW, but may be required to make up coursework offered during the first year of the MSW program at Utica University that they would not likely have taken elsewhere. Unless they demonstrate that they took the equivalents, the advanced standing curriculum includes 1) Recovery: Theory, Values, and Skills, and 2) Assessment of Mental Health Across the Lifespan.****

****No course credit is given for life or work experience.****

Nonmatriculated Admissions

At the discretion of the MSW Program Director, a non matriculated admission status can be offered to an applicant who does not meet all admissions criteria. A student who is admitted on this basis is required to take the two first-semester MSW courses and earn grades of 3.0 or better in each. These courses will include: 1) Human Behavior in the Social Environment; and 2) Power, Privilege, and Oppression. Students who meet this requirement will be fully admitted to the MSW program in the next semester. Students will be informed of any non matriculated admission procedures if they are admitted on this basis.

A student who receives non matriculated admissions receives an admissions letter indicating that their full admissions is conditional on earning grades of B or better in the two required first semester courses. The MSW Program Director reviews final grades for the semester and issues a full letter of acceptance.

Graduate Matriculation

Matriculation refers to a student being accepted into a degree awarding program. Matriculated students can only be matriculated into one program at one institution at a time. Students who hold baccalaureate degrees from accredited institutions may take graduate courses without being accepted into a degree awarding program and are considered non-matriculated. A maximum of six credit hours can be taken as a non- matriculated student. A student who is not continuously enrolled (see Continuous Enrollment) will be deactivated and lose matriculated status. Loss of matriculated status means that the student will need to start repaying any student loans, they will no longer have access to electronic library resources, and will need to submit an Application for Readmission Form through the Office of the Registrar to be reactivated in order to regain matriculated status and be allowed to register for courses or be graduated. Students who return after losing matriculated status are readmitted under the terms of the catalog appropriate to the new matriculation term, not the catalog of the original matriculation term.

Non-Matriculated Course Work

A maximum of six credit hours can be taken as a non-matriculated student. Students may only take six credits of the following courses non-matriculated: SWK 501 and SWK 504.

Transfer Credit

As an institution of higher learning, Utica University strives to protect the integrity of its degree offerings. A maximum of six graduate credits graded B or higher from a regionally accredited institution may be applied to a Utica University graduate program at the time of matriculation. The credits must be judged to be equivalent to the courses being replaced by the program director and the school dean based on detailed information in syllabi supplied for evaluation. Both the program director and the school dean must

give written approval for the acceptance of transfer credits via the Graduate Transfer Credit Form.

Taking Courses at Another Institution

Matriculated Utica University students must obtain prior written approval from the program director before taking courses at another institution for credit at Utica University via the Permission to Study at Another Institution Form. Approval is not granted if the same or an equivalent course is offered at Utica University. Students who undertake such a study must meet all graduate requirements for the program in which they are matriculated. In addition, for a course to be transferred, the student must have achieved a grade of B or better in the course. Students who already have transferred six hours of credit from another college or university may not transfer additional course work.

Repeating a Course

A student can only repeat only two courses. Only courses in which the student earned a grade of B or below may be repeated, and a course may be repeated only once and with the written permission of the program director. When a course is repeated, the lower grade remains on the transcript but is no longer calculated into the student's GPA (credit is only awarded once).

Repeating a course may affect financial aid eligibility. Students are encouraged to speak with their student financial services counselor prior to registering. Note that a student is required to repeat a course in which a grade of F is received, which falls under the Academic Warning, Probation, and Dismissal Policy.

Assessment of Academic and Professional Performance

Academic Warning, Probation, and Dismissal Policy

At the end of each term, Utica University reviews student academic records to determine student standing, and whether action is warranted – whether that be academic warning, academic probation, or dismissal. Students must maintain good academic standing and good progress toward the degree each semester.

Good standing includes but is not limited to maintaining a cumulative GPA of at least 3.0 and the student not earning an F or a WF in a term. If students fail to maintain good academic standing, students may be subject to an academic warning, probation, or dismissal.

If a student receives an F or WF, the student will be placed on academic probation and must successfully retake the course, or an equivalent course as approved by the program chair, in the next semester. If the course is not offered in the next semester, the student may, with the approval of the program chair, remain as an active student and take courses appropriate to his/her course of study. However, the student must retake the failed course the next time it is offered.

Failure to successfully retake the course will result in dismissal from the program. The student is allowed to retake the course only once. Once the failed course is retaken, the grade of F or WF is no longer calculated into the GPA but remains on the transcript and counts toward dismissal. If the course is not required for the program, specialization or concentration in which the student is enrolled, the student, with the permission of the program director, may decide to not repeat the course, but the grade of F will remain calculated in the GPA.

Students will receive an academic warning or be placed on academic probation if their GPA falls below 3.0 in any given semester. If a student is placed on academic probation, the student will be notified by their academic advisor, at which point the student is expected to develop a proposal of how to take

corrective action to prevent the situation from occurring again. Students who do not meet the corrective action plan may be required to take a leave of absence from the program for one year. The program director and the student will discuss the conditions of readmission to the program at the time of reentry. If the situation occurs again, the student will be dismissed from the program.

This dismissal decision may be appealed to the Academic Standards Committee. Students who wish to appeal should consult with the Office of Graduate and Professional Studies.

If following a successful appeal and reinstatement, a student earns a second dismissal that dismissal cannot be appealed and is considered a permanent separation from the University. Some programs may have stricter policies or procedures, please see program-specific pages. Note: All the steps outlined in this policy may not happen to a student. It is possible for a student to be dismissed without previously being placed on probation, if that student meets the requirement for dismissal.

Assessment of Professional Performance

Field work grading is done by the course field instructor once per semester. Field instructors will give feedback in writing to Field Liaisons via the appropriate evaluation form, which will in turn be given to the instructor on the relevant course of field work applicable to the semester in which the student is engaging. The instructor of field work will be responsible for entering the grade.

Student performance is assessed over two semesters of field work, or however many that translates into in the part-time program. We anticipate that student performance will improve with each period of evaluation, based on basic learning principles, but it should vary across students. Nevertheless, every student must achieve a minimum standard of performance for each semester and must demonstrate evidence of sustained growth across all semesters.

Expectations for performance are set based on CSWE's nine core competencies. Students are required to arrange a meeting with their field instructor, and a written evaluation with their field instructor at the end of each semester. While the former is fairly informal, the latter utilizes a standard survey tool.

The midterm oral evaluation should occur between the sixth and ninth week of the term. The field instructor is expected to set aside a part of the regularly scheduled weekly conference during one of these weeks for this oral evaluation. The student should be notified in advance so she/he can prepare for the conference as well. It is a time for the student and field instructor to discuss how the student began, how she/he is progressing in the various areas of performance and learning, and what specific skills need to be developed in the remainder of the term. Extenuating circumstances that may have affected the student's learning should also be discussed (e.g., insufficient volume or suitability of assignments).

During the oral evaluation conference, both student and field instructor should share the initiative in evaluating performance. Assessments should be supported by practice illustrations and notes. A brief and informal reflection on the evaluation conference itself may be a useful way to end the conference.

The field instructor is responsible for writing and drafting the final evaluation. The student should be given some time to read, reflect, and assimilate the content. The field instructor and student should then meet together to review the evaluation. If the student raises objections or concerns and the field instructor agrees, then changes should be made in the evaluation.

There is a form that the field instructor must use at this time to complete the evaluation. They are to rate student performance on each competency on a scale from 0-10, with 0 reflecting the skill is not developed to 10, skill is mastered. The form also requires field instructors to offer examples of the student's work to

support the ratings assigned.

The field instructor ends the evaluation recommending a grade for the student in their respective field work course, either pass or fail. It then becomes the Field Work Seminar Faculty's ultimate responsibility to determine and grant the grade.

Termination Based on Academic Performance

A letter of academic probation will be issued to any student who meets any of the following criteria:

- GPA of less than a 3.0
- 1 grade of F
- 1 grade of WF

If a student receives an F or WF the student will be placed on academic probation and must successfully retake the course, or an equivalent course as approved by the program chair, in the next semester. If the course is not offered in the next semester, the student may, with the approval of the program director, remain as an active student and take courses appropriate to his/her course of study. However, the student must retake the failed course the next time it is offered. Failure to successfully retake the course will result in dismissal from the program. The student is allowed to retake the course only once. Once the failed course is retaken, the grade of F or WF is no longer calculated into the GPA but remains on the transcript and counts toward dismissal. If the course is not required for the program, specialization or concentration in which the student is enrolled, the student, with the permission of the program director, may decide to not repeat the course, but the grade of F will remain calculated in the GPA.

A letter of dismissal* will be issued to any student who earns two grades of F and/or WF.

This dismissal decision may be appealed to the Academic Standards Committee. Students who wish to appeal should consult with the Office of Graduate and Professional Studies.

If following a successful appeal and reinstatement, a student earns a second dismissal that dismissal cannot be appealed and is considered a permanent separation from the University.

Termination Based on Professional Performance

If a student does not pass a field work course, they are put on academic probation and must put into action a corrective action plan with their advisor that is acceptable to the program director. Students who do not meet the corrective action plan may be required to take a leave of absence from the program. The program director and the student will discuss the conditions of readmission to the program at the time of reentry. If the situation occurs again, the student will be dismissed from the program.

Grievance with Faculty

Students are encouraged to seek a resolution by directly speaking to their professor. If the student still feels the issue is unresolved, then speak with the MSW Program Director. If the student still feels the issue is unresolved, the MSW Program Director will contact the Dean of Health Professions and Education. If students report an issue with their field instructor or field education issue, the student may speak with their field advisor first. If the issue is still unresolved, the student can then speak with the Director of Field Education. If the student still feels the issue is unresolved, the Director of Field Education will contact the Dean of Health Professions and Education.

Advising

All students are assigned to a professional advisor from the core faculty, with whom they are expected to meet with twice annually. In addition, students will have access to career development professionals who can guide them through the interview process, discuss resume tips, and advise them about professional networking opportunities. Students will also work with success coaches who will help students navigate registration and coursework pathways. Some students may be required to contact their advisors prior to registering for courses in order to obtain a PIN.

Application for Degree

All students are required to apply for the degree by the deadline of the semester in which they anticipate completing their degree requirements. Students are NOT to wait until they've completed their last course or internship, or they will not graduate in that semester. The application process is a quick, online form on the Registrar's website; the link is also on the Office of Graduate and Professional Studies website. The deadlines to apply for degree are as follows:

- to be a May graduate – March 15
- to be an August graduate – June 15
- to be an August graduate AND participate in Commencement – March 15
- to be a December graduate – October 15

Continuous Enrollment

Graduate students at Utica University must be:

- Matriculated and enrolled in a credit-bearing course, OR
- Matriculated and enrolled in 997/998 Continuous Student Enrollment, OR
- On an approved Leave of Absence.

Students who do not fall into one of three above categories and have not been dismissed from the University will be deactivated and lose matriculated status. Students who have completed all of the course requirements for their graduate degree except for their culminating academic experience (e.g., portfolio) must maintain continuous enrollment until their project has been approved with all required edits completed. At the discretion of the program director, this can be accomplished by enrolling in a 997/998 continuous student enrollment course and paying the appropriate tuition/fee every semester until completion. The six-year time limit for completion of degree begins at the initial date of matriculation in a program and includes all time accumulated through enrollment in a 997/998 course. Failure to enroll in a 997/998 course will result in loss of matriculated status. A Leave of Absence Form must be submitted to request a formal leave of absence.

Leave of Absence

Leaves of absence may be granted at the discretion of the academic program for medical or other extenuating circumstances. To request a leave of absence, students must complete the appropriate Leave of Absence form and provide appropriate documentation where requested. Non-Medical leave of absence will be granted for one semester at a time only. Time accumulated during a leave of absence does not count toward the time limitation for completion of a graduate degree (see Academic Progress). For details regarding Medical Leaves of Absence, please refer to the Registrar's

Office website.

A leave of absence may NOT be used in place of enrolling in a 997/998 Continuous Student Enrollment course (see Continuous Enrollment).

Inactive Students

Students who are inactive (not enrolled) for at least two years but have not indicated their intent to withdraw from Utica University will be administratively withdrawn from their academic program. The University will no longer communicate with these students regarding registration or degree completion. A student who has been withdrawn but wants to return to complete their degree and is capable of completing the degree within the six- year limit of degree completion can submit an Application for Readmission Form. Students wishing to return who are unable to complete their degree within the six- year limit should see Readmission Applications Past the Six-Year Limit for more information.

Readmission

A matriculated student not in attendance for one or more full semesters loses matriculated status and will become inactive. In order to return to the University and regain matriculation status, students must apply for readmission. Students who return after losing matriculated status are readmitted under the terms of the catalog appropriate to the new matriculation term, not the catalog of the original matriculation term. The form to apply for readmission is available on the University's website www.utica.edu/readmission and must be completed and returned to the Office 16 of the Registrar prior to the start of the semester. Note that late submission of this form may impede the registration process.

Attendance Policy

Attendance is expected at every live session. Absences affect not only you, but your classmates as well. Professors will have different expectations about requirements for missing live sessions and coursework. Contact your professor for each class for specific instruction on work alternatives, if any, for missing class. Nevertheless, you must contact your course instructor via Utica University e-mail as soon as possible or preferably within 24 hours of missing the scheduled class.

Special Needs

Please contact Learning Services in the Academic Support Services Center (315-792-3032), in order to determine eligibility for services and to receive an accommodation letter. Any accommodations must be submitted in written documentation at least four days in advance or it will not be considered for the exam. We will work with you to help you in your efforts to master the course content in an effective and appropriate way.

Communication Policy

Students are responsible for checking the online course shell and Utica University e-mail for communication from their instructors. The official mode of communication at Utica University is the Utica University e-mail. All participation and communication are to be respectful and professional.

Student Communication Policy- Academic Concerns

When students have a concern about their learning experience, the following is the best path to a resolution.*

1. The student(s) shares the concern with the class, clinical or lab faculty member directly involved with

the concern.

2. If unresolved, the student(s) may request an appointment and send a written description of their concern to the Program Director

*Seeking a resolution without going directly to the faculty member, will risk a longer and more complicated response. However, the student(s) may wish to discuss the concern with their success coach and/or advisor to seek support and direction regarding the best way to articulate the concern, identify their need and identify suggestions for collaborative problem solving.

Remember that sometimes these e-mails are forwarded or shared with others in an effort to resolve your issue.

E-Mail

All students, staff, and faculty are issued an official Utica University e-mail account and are required to use it for official communication with Utica University students, staff, and faculty. Your UC e-mail account is the primary official channel through which the University will communicate with you; therefore you must check your account regularly. Information on using your Utica University e-mail account can be found at www.utica.edu/helpsheets.

Graduate Grading Policy

Students must earn a grade of B or better in all of the graduate social work courses.

Graduate Grade Range Percentages

Letter Grade	Percentage Range
A	94 - 100
A-	90 - 93.99
B+	87 - 89.99
B	84 - 86.99
B-	80 - 83.99
C+	77 - 79.99
C	74 - 76.99
F	0 - 73.99

Grade Changes

Once a grade has been reported, it may not be changed except to correct an error. All such cases must be reported by the course instructor and require the approval of the academic school dean. If a student believes that the grade reported by the course instructor is not accurate and after talking with the instructor still believes there is an error, the student may petition the Academic Standards Committee for a grade change.

Incomplete (I) Grade

A grade of I (Incomplete) is given only under extenuating circumstances. Students should not assume an I grade will be given just because they didn't complete the coursework in time. A student may request an I grade or an instructor can offer an I grade if exceptional circumstances warrant it, but the decision is ultimately at the discretion of the instructor. Such extenuating circumstances may include but are not limited to illness of the student or immediate family member, death of a family member or someone close,

special work circumstances (e.g., military deployment, acceptance into a law enforcement academy, caught in civil unrest), or a learning disability documented with the Office of Learning Services and presented to the instructor at the beginning of the course.

To allow a grade of I, there needs to be an agreement between the student and the instructor. An Incomplete Contract Form needs to be completed with a set deadline for completion of course requirements. Banner defaults the deadline to be six weeks from the Latest Final Grades Due date for the given semester (actual dates listed online at www.utica.edu/ogs/graduationdeadlines.cfm); note that the default deadline is based on the semester, not 8-week parts of term, so the default is the same for a D1 or a D2 course as well as a 16-week on-ground course in the same semester. The deadline entered in Banner means the new grade must be entered in Banner by that date, not that students must submit work by that date with time needed to grade the work.

The instructor, however, can change the default deadline based on the given circumstances. If the deadline is changed to a later date beyond the default deadline, please select the grade entry deadline for the part of term or semester in which you are allowing the extension, depending on what type of course it is (online versus on-ground). For example, a student taking a D1 course in the fall would receive an I grade default extension deadline in February. However, the circumstances allow you to consider extending the deadline to the end of summer. Check the Academic Calendar and Deadlines or contact the Registrar's Office to determine the grade entry deadline for that summer's D2 course. Using an existing grade entry deadline for the I grade extension deadline will allow any deficient grades to be reviewed in a timely manner by the Academic Standards Committee (or Graduate Academic Standing Subcommittee).

A grade of I will remain on the academic transcript. Any new grade earned by the student must be entered in Banner with the I grade included (e.g., IA, IB+). Failure on the part of the student to complete the requirements will result in a grade of IF, which is equivalent to a grade of F. Failure on the part of the instructor to enter an alternative grade OR extend the deadline by the entered I grade deadline will result in a grade of IF for the student, and the student will be referred to Academic Standards for the deficient grade.

All course grades must be submitted by the grade entry deadline for the part of term or semester in which the course is being taught. If an instructor is working with a student at the end of a course and allows the student extra time to submit final work that prohibits the instructor from submitting the student's grade by the grade entry deadline, an I grade MUST be given.

The instructor is responsible for keeping track of I grade deadlines and extending the deadline if needed and warranted. Should a student be approaching the I grade deadline and indicates the work may not be completed in time, the instructor should consider the possibility of extending the I grade deadline, even by a week or two, and negotiating that extension with the student and via an Incomplete Contract Form. Any new deadline extensions must be entered in Banner. If the instructor is not willing to take on the responsibilities associated with an I grade – including working with the student as needed – then the recommendation is not to give I grades.

Intellectual Honesty

Utica University expects its faculty and students to observe traditional canons of scholarly discourse, academic behavior, and due process. The faculty at Utica University expect intellectual honesty from students. Intellectual honesty is necessary for the free exchange of ideas. Plagiarism, a serious form of intellectual dishonesty, is defined as the use of ideas and phrases in the writings of others as one's own without crediting the source.

Cheating refers to both giving and receiving unauthorized assistance in taking examinations. Students who assist other students in acts of plagiarism and/or cheating, or who otherwise contribute to acts of intellectual dishonesty, are subject to the appropriate penalties.

Academic dishonesty includes both cheating and plagiarism. Plagiarism is the intentional or unintentional use of other people's ideas, words, and/or factual information without crediting the source. Cheating refers to both the giving and the receiving of unauthorized assistance in the taking of examinations or in the creation of assigned and/or graded class work.

Utica University faculty are authorized to assign academic penalties for intellectual dishonesty, including the grade of "F for cheating." Students who receive an "F for cheating" forfeit their rights to withdraw from the course without penalty. Students who wish to appeal a penalty should consult with Academic Support Services. Appeals are heard by the Academic Standards Committee, which may recommend a more or less severe penalty.

You are expected to read and abide by the University policies, which outlines the student's responsibilities and consequences for violations of the Utica University Code of Student Conduct. A student's name or other unique identifier on any course exercise (theme, report, notebook, performance, computer program, course paper, laboratory or practicum or co-op report, examination, website or quiz) is taken as assurance that the exercise is the product of the student's own thoughts and study, and that it is expressed in the student's own words and produced without assistance, except as indicated by quotation marks, references and footnotes acknowledging use of printed sources or other outside help. Any examination must be solely the student's own work, unless otherwise directed by the faculty member. Communication is not allowed between or among students while an examination or quiz is being taken, nor are students permitted to consult books, papers, study aids, or notes without the faculty member's explicit permission. Misunderstanding of the code is not an acceptable excuse for academic misconduct. If a student is uncertain whether a practice is permitted in a particular course, the student should consult the faculty member instructing the course in order to avoid the accusation of academic misconduct".

Prohibited behavior is outlined by Utica University as:

1. Academic dishonesty which includes, but is not limited to: plagiarism, cheating, misuse of academic resources or facilities, misuse of software, data, equipment, or networks, or any act that hinders the academic process.
2. Academic and professional misconduct which includes, but is not limited to: misuse of academic resources or facilities, behavior in and outside of the classroom, misuse of software, data, equipment, or networks, or any act that hinders the academic process.

Instances of academic dishonesty may be referred to the Academic Standards Committee by the Office of Student Affairs, and instances of academic misconduct may be referred by the Academic Standards Committee to the Office of Student Affairs for possible action through the student conduct process. Behavior by a student may result in both academic action and action through the student conduct process. As these processes are separate, the decision rendered in one place will not determine the decision rendered in the other. Please refer to the University catalog for a complete description of the definition and procedures followed for cases involving academic dishonesty. You are expected to maintain a high level of integrity, consequences for inappropriate academic behavior could range from a '0' on the particular assignment to failure in the course.

Plagiarism Warning

Plagiarism will not be tolerated. This notice is considered your first warning. If you are unclear about what constitutes plagiarism it is your responsibility to seek appropriate guidance. Utica University faculty are authorized to assign academic penalties for intellectual dishonesty, including the grade of "F for cheating." Students who receive an "F for cheating" forfeit their right to withdraw from the course without penalty. Students who wish to appeal a penalty should consult with Academic Support Services. Appeals are heard by the Academic Standards Committee, which may recommend a more or less severe penalty.

Plagiarism Procedure

Any student who plagiarizes or cheats in any way (e.g., tests, papers, presentations) is subject to penalty and sanctions by the instructor, the Office of Student Conduct, and/or the Academic Standards Committee. When academic dishonesty (cheating or plagiarism) is detected by a faculty member, the faculty member determines the appropriate sanction. Sanctions that can be imposed by the faculty member include work assignments (such as repeating a paper) or penalty grades, up to and including the grade of "F for Cheating." Sanctions other than work or grade penalties must be recommendations on the part of the department to the Dean of the relevant academic division.

Regardless of the sanction imposed, the faculty member must inform the student of intellectual dishonesty in writing and copy the Office of Academic Affairs using the form letter to be found on the Academic Honesty website at <http://www.utica.edu/academic/facultyinfo/intellectualdishonesty.cfm>. Academic Affairs checks to see if this is a repeat offense. A repeat offense may occur on different assignments in the same class or in different classes. If it is a repeat offense, Academic Affairs informs the student in writing that the materials are being forwarded to Academic Standards Committee for review. Academic Affairs collects relevant material from the faculty member, including syllabi and assignment sheets. Academic Affairs receives any materials submitted by the student. Academic Standards Committee convenes a meeting to review the case. The Associate Provost brings the collected material to the meeting.

Following the meeting the Chair of the Academic Standards Committee informs the student in writing of the committee's decision. Student appeals are directed to the Office of Academic Affairs, and any appeal of the decision is heard by the Provost. Appeals must be filed by the student within 14 days of the date of the letter from Academic Standards.

Policy on Submission of Assignments

You will complete several written assignments throughout this course. Your written work is used to assess your ability to integrate your learning and apply it in practice. Quality documentation is stressed and expected. You must submit your work according to instructions and by the due date indicated. Late assignments may be refused. Unacceptable assignments will receive a zero (0) grade and may be returned to you for re- accomplishment, at faculty discretion. You are encouraged to keep a copy of each electronic assignment you submit during the semester. If an instructor is willing to accept a late paper, the instructor reserves the right to reduce the grade on any late paper up to 5 points per day. You are expected to notify your instructor of any extenuating circumstances (such as illness, injury or emergencies), which may affect your ability to be timely in your submissions. Students who are unable to attend clinical for any reason will not be able to meet the objectives of a clinical course which will result in course failure. They may withdraw from the course and return at a later date when they are able to engage in all elements of the course (didactic and field work) to meet all the objectives resulting in successful course completion.

Written Assignments

Writing assignments are an important skill that graduate students in the Utica University Social Work Program. It is important that the student is familiar and understands the Utica University Academic Integrity Policy. It is important that graduate students submit their best work for assignments. It is up to the instructor of record for each class whether or not to accept late assignments or allow assignments to be re-written to improve the student's grade. All courses within the social work program will follow the writing guidelines according to APA format.

Extensions

Extensions may be granted at the discretion of the faculty member. It is the right of the faculty member to refuse an extension. Extensions MUST be requested before the due date of the assignment in writing via the Utica University E-mail. No extension will be granted without a proposed date the assignment will be submitted included in the written request.

Questions About Grading

If you have questions about a grade on any assignment, discussion, or exam, you must contact the instructor of record of the course with your questions within one week of the grade being posted.

Class Participation

Professional behavior demands a responsible and mature approach to participation in class. Class participation is an important element of learning. Critical skills are best acquired through the experiential learning that takes place in live sessions. Class participation includes timely completion of asynchronous assignments, attendance at live sessions, punctuality, preparation for class, contributions to in-class discussions, professional behavior in live sessions, and eagerness to learn and share.

Support

Technology

It is the student's responsibility to make sure that they have the proper technology (i.e. computer, webcam, etc.) as well as reliable access to the internet prior to synchronous sessions and exams in order to complete course work. If a student anticipates a technology issue prior to any of these situations, their instructor and Instructional and Information Technology Services should be notified proactively. Exam retakes are not allowed. Students should contact Information Technology Services immediately if there is a technology issue during an exam. All of these situations will be reviewed by the Course Instructor and Program Director.

Student Success Websites

Utica University Computer Help Desk is available for computer related problems including password issues. They can be reached by phone at (315) 792-3115. The help desk is available from 0830- 1700 Monday- Friday. You may also contact them via email at helpdesk@utica.edu.

Engage Support

Engage Learning Management System support is available 24/7 through Engage support hotline or Chat with Engage Support located under the help link at the bottom of the Engage shell webpage of each course.

Course Delivery Support

Course Delivery Support is available under the help corner. To contact support, click 'Get Assistance with

Your Course' link. This message will be sent to the course delivery support person. Use this support regarding questions on course delivery, i.e., you can't access the quiz or you found a broken link.

Library Resources

Janis Winn, MLS, is the best resource at Utica University on all matters related to library resources, literature reviews, and database searching. She is the designated social science librarian and will be able to assist you with any of your academic needs. She can be reached at jcwinn@utica.edu. You may also visit the library online at <http://www.utica.edu/academic/library/resources/resources.cfm>

SMARTHINKING Online Learning and Writing Support Services

Smarthinking is an online tutoring service available to all Utica University students free of charge. It provides tutoring in a variety of subjects, some of which are available 24 hours a day, 7 days a week. Some services are live interactions while others are asynchronous where questions or papers can be submitted and a response received in ~24-48 hours. Graduate students may find the Writing Lab very helpful, where they can submit a portion of a paper and specify the area of assistance needed (e.g., grammar, punctuation, transitions). The link to SMARTHINKING is on the Engage course shell.

Read and Write Gold

Read and Write Gold is software to help you read, write, study, and research and can be found at: <https://www.utica.edu/student/development/learning/rwgold/>

Student Conduct in Academic and Professional Domains

Student Code of Personal Conduct

The Utica University Department of Social Work upholds the Utica University Student Code of Student Conduct. Students are referred to this document

[http://www.utica.edu/student/conduct/Utica%20College%20Code%20of%20Student%20Conduc t.pdf](http://www.utica.edu/student/conduct/Utica%20College%20Code%20of%20Student%20Conduc%20t.pdf)

It is expected that students will be respectful and professional in all participation and communication. You are expected to maintain professional conduct and speech in all aspects of this course. Professional behavior demands you have a responsible and mature attitude in your approach to your course both in person and online. Disrespectful, unethical, unsafe and or unprofessional behaviors will not be tolerated within the MSW program and can result in course failure and or dismissal from the Utica University MSW program.

Code of Ethics

The University supports the National Association of Social Workers' Code of Ethics and expects students, faculty, and field instructors to abide by its provisions. A copy of the Code can be accessed on the N.A.S.W. web site: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Netiquette

"Netiquette" is civil and respectful behavior in electronic communication, including discussion forums, chat services, e-mail, video conferences, and social media. Such behavior is essential to the integrity of the academic environment and the free exchange of ideas. In order to keep your communication academically professional and appropriate you should avoid:

- Personal attacks. The subject under discussion is always the content of the idea and not the characteristics of the person expressing that idea.
- USING ALL CAPITAL LETTERS IN A SENTENCE suggests to others that you are yelling at the reader.
- Using many exclamation points to end your sentence as this also implies you are yelling at, or are very upset with, the reader!!!!!!!
- Writing offensive or sarcastic messages.
- Sending numerous e-mails with the same point in a short period of time.

In order to keep your communication professional, remember the following principles:

- Always respect the opinions of others and keep your opinions positive. A robust discussion will have disagreements, even strong disagreements, but should not degenerate into personal attack.
- Always avoid offensive, rude, and sarcastic messages. If you receive a message of this nature, do not respond in the same tone. If this type of communication continues from someone, inform your faculty member.
- Never send a message when you are angry or upset. Leave it in draft form, walk away, and review it later after you have calmed down.
- Utica University is committed to maintaining an open and free learning environment. Violations of the netiquette policy may result in disciplinary action, including being referred to the Student Conduct Process for violation of the Code of Student Conduct.

Relocation

Utica University is not yet accredited by the Council on Social Work Education. This means that not all states will honor the degree when applying for licensure. We expect to complete accreditation by the end of 2024, which means that all students who entered as early as Fall of 2021 will be retroactively covered by the accreditation.

Therefore, those who relocate from New York State may not be able to access licensure upon completion of the degree. Students changing their state of residence, as defined by the state in which they intend to reside, are required to complete a Relocation Form, which can be obtained from their Academic Advisor. Once the form is submitted, the Academic Advisor will verify eligibility and will notify the student. Students will not be allowed to continue in the program until their relocation is approved.

Criminal Background Check and Drug Testing

Some internships may require that students undergo a background check and fingerprinting before their practicum experience as a program requirement. A drug test may be required if the practicum agency requires this of the student prior to starting their practicum experience. This will be at the student's expense.

Health Insurance

Proof of health insurance is required for all students enrolled in practicum courses. Utica University will charge your account to ensure the requirement. If you have your own health insurance, this charge can be waived at <http://www.haylor.com/college/utica-college/>. Please note that information you provide regarding your insurance will be verified. Students who have been found to not have health insurance will automatically be re-enrolled in Utica University's Health Plan and will be charged accordingly.

Malpractice Insurance

Students must have professional liability (malpractice) insurance. The University participates in a group malpractice insurance plan in which a course fee will be included upon registration in practicum experiences. For this reason, students may not participate in fieldwork without enrollment in the appropriate fieldwork course.

Predisposing Medical Conditions

Prior to any practicum experience, it is in the student's best interest that he or she informs faculty of any predisposing medical condition that may compromise his or her health and safety and/or client safety. Such conditions/treatments include but are not limited to pregnancy, medications which may alter alertness or judgment, etc. Confidentiality will be maintained and all reasonable accommodations will be made to facilitate student progress.

Alcohol and Other Substance Policy

It is expected that all students adhere to the Utica University alcohol and other drug policies as stated in the Utica University Student Handbook. It is the policy of the Department of Social Work that students be free of chemical impairment during participation in any part of their program including classroom or field work activities. A chemically impaired student is defined as a person who, while in the classroom or practicum setting, is under the influence of either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs. Students found to be under the influence of substances during academic or field experiences will be dismissed from the program.

Leave of Absence

Leaves of absence may be granted at the discretion of the academic program for medical or other extenuating circumstances. To request a leave of absence, students must complete the appropriate Leave of Absence form and provide appropriate documentation where requested.

Non-Medical leave of absence will be granted for one semester at a time only. Time accumulated during a leave of absence does not count toward the time limitation for completion of a graduate degree (see Academic Progress). For details regarding Medical Leaves of Absence, please refer to the Registrar's Office website.

Student Representation on Department of Social Work Committees

Students are invited to participate in the MSW program's decision-making process in a variety of ways, one of which is to become a member of a Social Work Advisory Board. Student representatives are needed on the following committees: Curriculum, Assessment, and Diversity. Please contact the Program Director if you are interested in participating on any of these committees.

Equal Opportunity Statement

Utica University is an equal opportunity, affirmative action institution, and accepts students and employs individuals without regard to race, creed, color, sex, pregnancy, ethnic or national origin, religion, marital status, age, sexual orientation, gender identity, gender expression, veteran status, disability, citizenship status, genetic predisposition, domestic violence victim status, or protected status under applicable local, state, or federal law. This nondiscrimination policy covers admissions, employment, and access to and treatment in Utica University programs, services, and activities.

This policy applies to all terms and conditions of employment including, but not limited to, recruiting, hiring, placement, promotion, termination, layoff, transfer, leave of absence, compensation, benefits, training, and social and recreational programs.

The Department of Social Work adheres to the statement of equal opportunity in every aspect of student recruitment, admission, and retention. As a profession dedicated to social justice, it goes further by explicitly valuing diversity along the dimensions of age, socioeconomic status, cultural heritage, race, ethnicity, faith, residence in urban and rural settings, gender identity, sexual orientation, disabilities, lived experience of recovery, and academic background. It is the policy of Utica University to admit students who can benefit from the educational opportunities it offers and whom the University has the capabilities to serve. Students are admitted on the basis of their potential for intellectual, social, personal, and professional growth.

Gaining admission into, or continuation in, pre-professional and professional programs requires that students exhibit behavior(s) appropriate to practicing within the social work profession. Evidence of moral turpitude, inappropriate behavior, failure to abide by the Student Code of Conduct, failure to abide by the relevant profession's code of conduct, or other acts deemed unbecoming of a profession by the Administration of Utica University will result in denial of entry into a program or denial of continuation in a program. Utica University welcomes people with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 (as amended) and The Americans with Disability Act of 1990 (ADA), does not discriminate on the basis of handicap. Students are responsible for informing the faculty of any need for accommodations as identified by the coordinator of Learning Services, located in Academic Support Services.

Principles

Utica University Department of Social Work commits to the following principles and policies:

All MSW students must abide by the basic principles laid out by the University Code of Conduct. Utica University is a community committed to the principles of civility and fairness in pursuit of a purposeful academic experience. Students (residential, commuter, and online), staff, and faculty can expect that every interaction will be governed by the values of the University - lifelong learning, ethical behavior and integrity, honest communication, and the well-being of others. These are integral components of Utica University. The Code of Student Conduct articulates the connection between student behavior and these norms and expectations of the University community. While most alleged violations of the Code of Student Conduct occur while the student is on campus, students involved in off-campus incidents may also be charged through the University's conduct process. This occurs when the alleged incident adversely affects members of the University community, interferes with the daily lives of local residents, and/or jeopardizes the University's positive public relationship with the community/public.

Because master's degree programs in social work must be accredited by the Council on Social Work Education (CSWE), registered by the state, and graduates must seek licensure by the state board of

social work, there are a number of mandates that drive the curriculum.

The primary guidelines for graduate education in social work are:

- Council on Social Work Education (CSWE)
- New York State Board of Education
- Association of Social Work Boards (ASWB)

Course Descriptions

SWK 501: Human Behavior in the Social Environment

The purpose of this course is to introduce the social work student to knowledge of human development as a base for social work practice. Life span development from conception to death and dying is examined. This course focuses on theories and knowledge related to biological, sociological, psychological, spiritual and cultural processes and development across the lifespan. It addresses the environmental conditions that support or inhibit individual and family growth; and variations arising from ethnicity, class, cohort, gender, race, sexual orientation, religion, abilities, and other differences.

SWK 502: Recovery Theory, Values, and Skills

Students learn the recovery philosophy, understand the research supporting it, and practice skills to support recovery in clients.

SWK 503: Evidence for Practice

This introduction to using research evidence in social work practice is the first of two required courses in the evidence-based practice sequence and is based on the need for social work practitioners to develop an early appreciation for the place of scientific inquiry in the resolution of social problems and the specific problems encountered by their clients. The course focuses on finding, assessing, and synthesizing research evidence to support practice approaches with clients and client systems.

SWK 504: Power, Privilege, and Oppression

This course examines the oppression of diverse populations and its effect on multicultural social work practice. The course is intended to increase awareness of multidimensional aspects of race/ethnicity, gender, sexual orientation, ability, mental health, and socioeconomic status in social work practice with individuals, families, organizations, and communities. The premise of the course recognizes that the United States is a multicultural society and asserts that competent social work practice cannot occur without understanding how diversity strengthens and enriches us all.

SWK 505: Assessment of Mental Health Across the Lifespan

This course focuses on the assessment of psychological, social, and biological contributors to mental health disorders in children, youth, adults, and older adults and the use of assessment as a guide for treatment/clinical interventions. It examines the strengths and weaknesses of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) classification system in the context of social work values and ethics. It examines symptoms, theories of etiology, treatment interventions and prognosis within each diagnostic category and reviews a variety of assessment tools in the context of ethnicity, race, gender

identity and expression, sexual orientation, ability, and historically oppressed and/or disadvantaged populations.

SWK 506: Advocating for Mental Health

This foundation course furnishes students with the orienting knowledge and skills needed to advocate for and raise awareness about mental health policies and to understand their relevance to social work practice.

Students become familiar with basic issues, concepts, values, terminology, frameworks, and ethical issues that define mental health advocacy. It exposes students to knowledge about political, legislative, and legal advocacy, as well as builds skills in working with news media around interviews, press releases, and fundraising. It alerts them to mental health policy's contribution to both oppression and social justice and informs them of how social workers can work to support but also to change the mental health system.

SWK 511: Social Work with Individuals, Families, and Groups

This course presents generalist foundation knowledge and skills essential to interpersonal practice while considering the community, organizational, and policy contexts in which social workers practice. It integrates content on multiculturalism, diversity, social justice, and social change issues, and it relies on the historical, contextual, and social science knowledge. The student's field experience and advanced clinical practice methods courses will build upon the skills presented in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, religion, and ability as these relate to interpersonal practice.

SWK 512: Social Work with Communities, Organizations, and Policies

This course covers basic content in community organizing, management, and policy and evaluation, and prepares students to take more advanced courses in their concentration. During this course, students focus on:

(1) Understanding the context of macro practice; (2) Identifying problems at the community and organizational level; (3) Organizing and building relationships within communities and organizations; and (4) Organization-based and community-based policy making, planning, and program development. It is partly survey in nature, touching on a range of methodologies and emphases, and providing an appreciation of the historical and contemporary importance of these methods in social work.

SWK 601: Clinical Social Work Practice I

Focuses on advanced social work, clinical and client advocacy skills and techniques at each stage of the helping process, and with difficult practice situations as these apply to individuals, client groups, couples, and family systems. Case examples are drawn particularly from the client populations. This course builds on the foundation of the first year and advances knowledge by focusing upon the therapeutic relationship as the framework for helping and developing interviewing and assessment skills appropriate with challenging clients and supported by empirical research. Course content explores assessment and treatment principles from the interpersonal, psychodynamic, and cognitive-behavioral approaches.

SWK 602: Clinical Social Work Practice II

This course addresses therapeutic work with couples, families and groups. The focus is on the professional use of self in differentiated ways to enhance therapeutic outcomes. Reinforcement of the connections among theory, evidence-based practice, interventions and culturally appropriate and anti-oppressive stances toward social work practice occurs. The course builds on the advanced techniques of practice taught in Clinical Social Work I. Clinical Social Work II is designed to prepare students to

conceptualize and deliver social work services to couples, families and groups. Emphasis is on developing competence in processes for helping prevent problems, and to enhance, develop and restore social functioning.

SWK 605: Motivational Interviewing

Motivational Interviewing (MI) is an evidence-based counseling/communication method designed for evoking intrinsic motivation for positive behavior change. Originally developed in the drug and alcohol field, MI is now being widely applied in a variety of settings, including social services, health care, mental health, public health, and criminal justice. This course will introduce participants to the theories, principles, and skills of MI. The class will focus primarily on the use of MI by social workers and will include use of role and real-play to demonstrate and practice skills. Following the Eight Stages of Learning MI students will be guided through a sequence of learning activities to develop and refine the skills of MI and to begin a process for developing proficiency in MI. Students will also become proficient in identifying and coding MI skills. Use of MI skills with other counseling methods will also be covered.

SWK 606: Cognitive Behavioral Therapies

This course examines major cognitive approaches to social work practice, suggesting methods focusing on clients' problem-solving abilities, building on client strengths, targeting specific thought patterns that impede clients from reaching goals, and assessing outcomes in terms of changes in thinking and behavior. Theory is applied to individuals, dyads, families, and groups. Additionally, this course examines relevant research suggesting both indications and contraindications of approaches. The cognitive behavioral model of the relationships among events, thoughts, behaviors, and emotions is applicable to numerous contexts and challenges, whether in mental health services or another type of social work practice.

SWK 613: Mental Health Policy

Mental health and substance use policies and service delivery issues are among the most recognized and critical social problems in the United States. This course provides an overview of mental health policies and service delivery models in mental health care, with an emphasis on achieving quality and addressing disparities. It includes a critical review of United States' historic and developing policy issues, as well as mental health financing and delivery systems, and other key issues in the field. Students will participate in critical analysis of issues and will examine various proposals to improve mental health policy and programs.

SWK 614: Clinical Case Evaluation

This course is designed to prepare students in the basic principles of practice of clinical case evaluation and its application to social work practice in agency settings. Students will learn to evaluate their clinical social work practice using single case evaluation and data visualization techniques.

SWK 623: Psychodynamic Theory

The purpose of this course is to review the evolution of psychodynamic theory and consider key concepts in psychoanalysis, ego psychology, object relations theory, self- psychology, attachment theory, relational and intersubjective theories and current findings in cognitive neuroscience relevant to psychodynamic psychotherapy. Participants will explore human psychological functioning as explained by these various psychodynamic theories and through the biopsychosocial lens that informs social work practice. Students will examine how factors such as race, class, gender, culture and biology are interwoven with often

unconscious, internal psychological determinants, creating the complexities of human behavior that challenge us in our clinical work.

SWK 624: Trauma and Recovery

This course examines social work practice theories and intervention approaches and skills as they apply to practice with childhood and adult survivors of physical, sexual and other forms of abuse and trauma. Particular attention will be made to the use of engagement, assessment, planning, intervention, evaluation and follow up on the micro, mezzo, and macro levels of practice. An emphasis will also be placed on diversity and use of social work ethics and values when working with survivors of abuse and trauma.

Sequence of Courses

The MSW program is delivered over 2 2/3 years via 6-9 credits per semester, 3 credits per 8-week term for most semesters, and with an average of 12.5 hours of Field Work per week (400 hours spread out over eight 16-week semesters). This course sequence is designed with flexibility for students to distribute their field work requirements. Students would must complete an average of 12.5 hours of weekly of field work including group supervision provided during the 3-credit field work course taken simultaneously as field work hours are completed. Students must also engage in supervision with their field supervisor.

Year One	Semester One		Semester Two		Semester Three	
	D1	D2	D1	D2	D1	D2
	SWK 501: Human Behavior in the Social Environment	SWK 504: Power, Privilege, and Oppression	SWK 511: Social Work with Individuals, Families, and Groups	SWK 503: Evidence for Practice	SWK 502: Recovery, Theory, Values, and Skills	SWK 505: Mental Health and Mental Illness
			SWK 521: Field Seminar 1		SWK 522: Field Seminar 2	
Year Two	Semester Four		Semester Five		Semester Six	
	D1	D2	D1	D2	D1	D2
	SWK 512: Social Work with Communities and Organizations	SWK 506: Advocacy for Mental Health	SWK 601: Clinical Social Work Practice I	SWK 602: Clinical Social Work Practice II	SWK 605: Motivational Interviewing	SWK 606: Cognitive Behavioral Therapies
					SWK 621: Field Seminar 3	
Year Three	Semester Seven		Semester Eight			
	D1	D2	D1	D2		
	SWK 613: Mental Health Policy	SWK 614: Clinical Case Evaluation	Clinical Social Work Elective- SWK 615: Psychodynamic Theory	Clinical Social Work Elective- SWK 616: Trauma and Recovery		
	SWK 622: Field Seminar 4					

Field Education Plan

Generalist Internship Plan

The chart to follow illustrates the field education plan students are expected to perform to reach 400 internship hours by the end of their generalist sequence of courses.

Within one year over two semesters, the student will perform internship hours with their agency and participate in a field seminar course concurrently. Students must perform internship hours as well as undergo supervision of at least 1.5 hours of supervision weekly. Supervision hours will count towards the overall internship hours. Students must engage in 1.5 hours of supervision with their supervisor bi-weekly and participate in 1.5 hours of group supervision during the field seminar course bi-weekly. Students will alternate supervision between the field supervisor and field seminar course each week. For instance, the first week, students will participate in group supervision for 1.5 hours during the field seminar course; the next week, students will participate in 1.5 hours of supervision with the field supervisor. Over two semesters (16 weeks), students must complete a total of 400 internship hours. This option allows for, on average, the performance of 12.5 internship hours weekly including the 1.5 hours of supervision weekly.

Generalist Sequence Field Education Plan for 400 Internship Hours
SWK 521: Field Seminar, AND 176 Hours in the Field, AND 24 Hours of Supervision= 200 Hours
SWK 522: Field Seminar, AND 176 Hours in the Field, AND 24 Hours of Supervision= 200 Hours

Specialized Internship Plan

The sample chart to follow illustrates the field education plan students are expected to perform to reach 500 internship hours by the end of their specialized sequence of courses.

Within one year over two semesters, the student will perform internship hours with their agency and participate in a field seminar course concurrently. Students must perform internship hours as well as undergo supervision of at least 1.5 hours of supervision weekly. Supervision hours will count towards the overall internship hours. Students must engage in 1.5 hours of supervision with their supervisor bi-weekly and participate in 1.5 hours of group supervision during the field seminar course bi-weekly. Students will alternate supervision between the field supervisor and field seminar course each week. For instance, the first week, students will participate in group supervision for 1.5 hours during the field seminar course; the next week, students will participate in 1.5 hours of supervision with the field supervisor. Over two semesters (16 weeks), students must complete at total of 500 internship hours. This option allows for, on average, the performance of 14 internship hours weekly including the 1.5 hours of supervision weekly.

Specialized Sequence Field Education Plan for 500 Internship Hours
SWK 621: Field Seminar, AND 226 Hours in the Field, AND 24 Hours of Supervision= 250Hours
SWK 622: Field Seminar, AND 226 Hours in the Field, AND 24 Hours of Supervision= 250 Hours