



DIVISION OF  
**SOCIAL**  
**WORK**  
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UNIVERSITY  
OF WYOMING 

# **Master of Social Work Student Handbook**

## **2022-2023**

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**Welcome to the University of Wyoming MSW Program!**

Did you know the MSW degree is among the most sought-after degrees today? Part of that reason is the bright job market for social workers. Healthcare, mental health, addictions, hospice, child welfare, geriatrics, school social work, and veterans are among the areas where the demand for an MSW degree is high. But beyond work with individuals, groups, and families is an increasing and exciting need and future for MSW graduates who are interested in working at the policy and advocacy level.

As Director of the MSW Program, I want to welcome you to the University of Wyoming Division of Social Work. Now is a great time to get your MSW degree at UW.

The MSW Student Handbook is your roadmap to successfully navigating your path to getting an MSW degree. The curriculum and course of study for the MSW degree for both the Standard and Advanced Standing programs are included; and information on important policies and procedures is also included. Please carefully review the material contained in the handbook. You can also access information about the Division at [www.uwyo.edu/socialwork](http://www.uwyo.edu/socialwork).

In addition to this handbook, you will want to look at other published or posted materials: the [University Catalog](#), published annually by the University of Wyoming; the [Course Schedule](#), published each semester by the University (WyoWeb is the most up to date); and the [Graduate Student Resources](#). Reading these University publications provides you with information about the many opportunities across campus for support, as well as university policies relative to graduate school.

Speaking for our dedicated faculty and staff, I hope your experience in obtaining your MSW degree is a rewarding one.

Sincerely welcoming each of you

Diane Kempson, MSW, PhD

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### Division Information

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## Section I: The Social Work Profession

The social work profession has a long-standing commitment to working with vulnerable and oppressed populations and advocating for social, economic, political, and environmental justice. Social workers assist individuals, families, couples, groups, communities, organizations, and institutions, including governmental agencies, to plan and institute change, using an understanding of the multi-dimensional problem context within which all service professions and clients work and live in that affects the practitioner as well as the client. At the heart of social work is the professional/advocacy relationships that foster change as agreed upon by the social work professional and the client with an emphasis on the strengths and resources inherent in the various systems, including but not limited to, the client, the social worker, the agency, and the larger macro context. Social work seeks to enhance social, political, health, environmental, and economic justice for all.

The social work profession engages in advocacy focused on optimal wellbeing and for prevention and treatment of socio-political problems. Beginning practitioners in Wyoming, a rural and sparsely populated state, must:

- Internalize social work values and ethics,
- Develop a sense of professional self as an integrated social justice worker,
- Develop a variety of professional skills,
- Expand the knowledge and theoretical bases appropriate for social justice work practice at all levels,
- Work to enhance the ability to locate and create resources needed either by a client or the social justice worker.
- Develop a deep and broad professional understanding of the multiple and conflicting systems in which we, as social justice workers, and our clients live and attempt to conduct the business of social justice practice.

Our social justice practice model is guided, but not limited, by our National Association of Social Workers (NASW) *Code of Ethics*. Our social justice education/practice, as defined by University of Wyoming, Division of Social Work, expands upon our NASW Code of Ethics and resurrects an older and much broader and more embracing notion of social justice practice as practiced by our predecessors, such as Jane Adams. Such sophisticated practice necessitates an ability to think conceptually at a systems level of understanding with the tenacity of spirit to advocate at multiple levels of practice within the problem context of the clients (including our own privilege and positionality as social workers) with whom we serve.

### Career Opportunities for Social Workers

Career opportunities are available to social workers in a wide variety of state, federal and other public agencies, private non-profit organizations, and private for-profit organizations, including hospitals, mental health centers, hospice, schools, adolescent treatment facilities, childcare centers, nursing homes, substance abuse treatment centers, public assistance agencies, probation and parole offices, correctional centers, community action agencies, and research facilities.

Students may use the UW Career Center during their academic careers to help ready them for locating jobs in the state. Social workers are in demand every day. The Division of Social Work posts and emails job notifications that are sent to us so students can identify potential jobs after graduating.

Students can also visit the [NASW social work website](#) and the new social work website, [Help Starts Here](#), which brings many career options to explore.

## National Association of Social Workers

Students are strongly encouraged to join the professional organization, [National Association of Social Workers \(NASW\)](#). Applications are available from the [Wyoming NASW](#). For additional information, contact the [NASW student representative or your regional representative](#). This information is accessible toll free through our state NASW office; contact Liz Dole-Izzo, the WY NASW Executive Director, at [edole-izzo.naswwy@socialworkers.org](mailto:edole-izzo.naswwy@socialworkers.org)

The National NASW office may be reached at 800-742-4089.

Students receive discounted rates and the following benefits:

- Social Work: The Journal of the National Association of Social Workers.
- NASW News: reporting on issues of interest from NASW, state chapters of NASW, and on national and state political concerns.
- Professional liability, health, life and other types of insurance for social workers.
- Annual conferences at the state, regional, and national levels.
- Notification of workshops and meetings of interest to social workers.
- MSW students are encouraged to participate in the Wyoming chapter of NASW. A representative to this chapter may be selected from current graduate students.

### NASW Wyoming Chapter

The Wyoming NASW is a professional membership association committed to growing, developing, and supporting a strong social work presence while upholding and promoting social work standards, values, and ethics. In September or October each year, the Wyoming chapter of NASW holds its [Annual Program Conference](#). The Division of Social Work offers a limited number of student scholarships (funds allowing) for the annual conference.

### Wyoming Mental Health Professions Licensing Board

Graduates of the Master of Social Work Program at the University of Wyoming are eligible to apply for licensure. For information about current requirements, [visit the Wyoming Mental Health Professions Licensing Board](#). For information on professional social work certification and licensing in all other states, students can contact:

Association of Social Work Boards  
400 South Ridge Parkway, Suite B  
Culpeper, VA 22701  
Phone: (800) 225-6880  
Fax: (540) 829-0562  
<https://www.aswb.org/>  
Email: [info@aswb.org](mailto:info@aswb.org)



## Section II: UW, College of Health Sciences, and Division of Social Work

### University of Wyoming: The Land Grant Tradition

The University of Wyoming is the state's only provider of baccalaureate and graduate education, research, and outreach services. UW combines major university benefits and small-school advantages, with more than 180 programs of study, an outstanding faculty, and world-class research facilities all set against the idyllic backdrop of southeastern Wyoming's rugged mountains and high plains.

The early days of UW's operation during the late 19th century was to serve the sparsely populated Wyoming Territory with a focus on a liberal-arts curriculum; the university consisted of only a few buildings. Today, the university is defined by its connections, from local to international. The university has expanded to include a vibrant UW campus in Casper, WY, and Cooperative Extension Service centers in all 23 counties and on the Wind River Indian Reservation. Beginning in spring 2017, ZOOM technology was fully operationalized for video/web conferencing, allowing students to attend outreach classes from their homes.

### University of Wyoming Mission Statement

The University of Wyoming is one of the nation's finest public land-grant research universities, dedicated to serving as a statewide resource for accessible and affordable higher education of the highest quality, rigorous scholarship, technology transfer, economic and community development, and responsible stewardship of our cultural, historical, and natural resources.

As Wyoming's only accredited university, we are committed to outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation, and the world.

### College of Health Sciences

The College of Health Sciences (CHS) is one of seven colleges at the University of Wyoming. CHS houses Division of Social Work, Division of Communications Disorders, Division of Kinesiology and Health, Division of Medical Education and Public Health, Fay Whitney School of Nursing, School of Pharmacy, and the Wyoming Institute for Disabilities (WIND).

Education and training of a workforce for the health professions continue to be the highest priority for the College in meeting the university's land grant mission and commitment to civic engagement. Wyoming, as well as the nation, faces continuing challenges in affordability and access to health care, coupled with a critical shortage of health care providers. Consequently, issues of education capacity will be linked to the priority of improving the health of the public through education, evaluation/research, and extension of selected clinical services in a rural environment.

### Division of Social Work

The Division of Social Work (DOSW) offers both Baccalaureate (BSW) and Master's (MSW) degrees in social work. The Division offers the BSW through on-campus education in both Casper (at University of Wyoming/Casper campus) and in Laramie (at the main campus). The **MSW is a hybrid program** consisting of face-to-face week- end classes, zoom video conferencing, and online course work. **The MSW program does not offer a fully online program.**

**Please note: THIS IS A FULL-TIME PROGRAM ONLY. PLEASE DO NOT ASSUME YOU CAN WORK FULL-TIME AND GO TO SCHOOL FULL-TIME FOR THE MSW PROGRAM, regardless of whether you did that in your undergraduate program or not.**

Both the BSW and MSW programs are accredited by the [Council on Social Work Education \(CSWE\)](#) and are guided by the Council's [Educational Policy and Accreditation Standards](#). The Division was reaffirmed by the CSWE in September 2019; reaffirmation occurs every 7 years.

Social work courses were first offered in the Sociology Department in 1967. In 1974, the BSW program was accredited by the CSWE and became an independent department. In 1984, the department moved from the College of Arts and Sciences to the College of Health Sciences with other professional programs. The first 10 MSW students entered the program in the fall of 1997, and 21 students graduated May 1999.

Currently, an average of 70-100 undergraduates major in social work annually, with about 30-40 BSW graduates each year. The MSW student census is typically about 40-50 students across the state, with about 18-25 MSW graduates annually. Class size for MSW courses is typically 12-22. The Division has eight full-time faculty members including the Director, one full-time staff person, and many adjunct faculty/professionals who teach on a part-time, contract basis for the program. The Division maintains relations with human services organizations throughout the state, region, and nation.

More information about the Division of Social Work, the Vision Statement, Goals and Objectives can be found on [Division of Social Work website](#).

### **MSW Admissions Process**

The MSW admissions committee utilizes a holistic model in reviewing applications. Information for review is drawn from:

1. Official transcripts
2. Personal statement
3. Academic essay
4. Professional references/recommendations
5. Resume

All applications are carefully reviewed in accordance with the Division's admission requirements and mission. Decisions are based on review of all application materials as they reflect the applicant's commitment to social work, social and economic justice, the values and ethics of the social work profession, and the applicant's potential as a graduate student, social work practitioner, colleague, and leader in the social work field. We also look for the intangible qualities that an applicant brings to the classroom and campus environment and to professional social work.

The admissions committee may sometimes request an interview with an applicant. The applicant may not request an interview with the committee.

### **Evaluating Program Outcomes**

The Division of Social Work has a planned approach to evaluate the outcomes and effectiveness of our program. At the end of each course, students are asked to evaluate each course and the instruction delivery of the professor for each

course. These evaluations are anonymous and reviewed by the Division Director and the faculty instructor after grades are posted.

With the competency-based curriculum required by CSWE, students and faculty assess mastery of core competencies and associated indicators in select courses and in field. Assessment results can be found at <http://www.uwyo.edu/socialwork/accreditation/>

## **Section III: Curriculum, Generalist and Advanced Generalist Programs of Study**

### **Curriculum**

The Master of Social Work curriculum in both the Standard Program and Advanced Standing Program is based on the advanced generalist practice model. The MSW program assumes two levels of professional preparation--the foundation level and the advanced level. Both levels of preparation include the study of nine curriculum areas, with the advanced generalist level being distinguished by increased complexity, depth, range of knowledge and skills, and integration of a social justice work model.

### **Foundation Generalist & Advanced Generalist: Perspective & Approach**

The MSW program assumes two levels of professional preparation:

- Foundation generalist: this level requires successful completion of an accredited BSW program and the summer bridge courses **OR** completion of the first year of the MSW program.
- Advanced generalist: this level requires successful completion of the second year of the MSW program.

### **Foundation Generalist Social Work Practice**

Foundation generalist is the focus of the first 34 credit hours of the MSW program. The generalist curriculum of the MSW program is built on a liberal arts perspective and provides a foundation for generalist social justice work practice. It is informed by bio-psycho-socio-behavioral-spiritual and ecosystems knowledge; requires students to be theoretically and methodologically open and knowledgeable; involves strengths-based interventions at all system levels; focuses on practice in rural areas; and is research-based. The generalist social work practitioner is prepared for beginning level social work practice and for beginning advanced generalist study.

### **Advanced Generalist Social Work Practice**

The concentration curriculum of the MSW program prepares students for advanced generalist social justice work, framed within an understanding of the multi-dimensional problem setting, both especially appropriate and relevant for social workers practicing in rural or frontier areas such as Wyoming. The advanced generalist concentration builds on the knowledge, values, and skills mastered at the foundation level. The advanced generalist curriculum requires that students have greater theoretical and methodological sophistication; increased ability in the selection and integration of practitioner roles; increased ability to integrate research into practice; a greater depth in the provision of services in and with larger systems, such as administration, supervision, policy analysis, and social planning; increased ability to analyze value and ethical dilemmas; increased ability to prevent and/or help solve difficulties in a wide range of diverse client systems with examination of the problem context that extends beyond the client's presenting issue; increased skill in providing leadership within organizations, the community, the profession, and in the broader environment; increased skill in interdisciplinary collaboration; and increased ability to address issues of social and economic justice, especially with populations at risk. The Advanced Generalist year provides opportunities to more clearly understand the nature of integrated social work practice that leads to an integrated social justice worker.

### **Standard & Advanced Standing Programs of Study**

The Division of Social Work offers two graduate programs of study, both culminating in an MSW with a concentration in **advanced generalist social work practice**. The Standard program is designed for students who have an undergraduate degree other than a BSW, while the Advanced Standing Program is designed for those students with a BSW from a CSWE accredited program. We currently **do not** offer a part-time program.

The MSW curriculum for both programs is carefully sequenced to provide students the necessary information to proceed to the next level of coursework in accordance with CSWE standards. Students **must** successfully complete all required coursework at one level before being allowed to move to the more advanced level of coursework.

For example, all coursework from the foundation curriculum must be completed before a student may enroll in advanced generalist coursework. Students in the advanced standing program must successfully complete the summer bridge courses before enrolling in any advanced generalist courses.

### **Standard MSW Program**

Students entering the Standard Program begin their studies in the summer semester. Their first 34 credit hours are directed towards mastery of foundation courses and practicum that help prepare students for entry into the Advanced Generalist concentration.

### **Advanced Standing Program**

Advanced Standing Program students enter the MSW Program in the summer of their academic year. They complete bridge courses that prepare them for their continued study within the Advanced Generalist sequence.

## **Section IV: Course Schedule, Course Delivery, Field, and Research Requirements**

### **Course Schedule**

The Standard and Advanced Standing programs include courses and experiences focusing on the integration of theoretical comprehension, knowledge acquisition, skill development, and critical thinking within the framework of social work values and ethics. The curriculum is designed to be integrative, providing depth across a range of areas, for advanced generalist practice proficiency. Elective courses and field practicum placements are used to provide additional emphasis in selected, advanced generalist areas. Please review the list of courses and sequence of courses to be taken for [standard curriculum](#) and [advanced standing curriculum](#).

### **Course Delivery**

The graduate program operates as a hybrid model: 1) five intensive face-to-face weekends for fall and spring semesters and three intensive summer face-to-face weekends for incoming standard and advanced standing students; 2) classes that meet during the week via Zoom video connections; and 3) fully online courses (many of the electives are fully online).

All students are expected to be present for week-end intensive classes. Faculty are heavily invested in the in-person contact as a key component of graduate education. Wyoming is a large state; the university is committed to providing quality education for students state-wide. Weather is, at times, a significant concern in getting to the Laramie campus. The division is also committed to the safety and well-being of students. Consequently, students must be cognizant of possible weather conditions and make plans accordingly by coming to Laramie early and/or planning to leave a day or so after the week-end classes. While the division recognizes the hardship that this may cause for some, expectations are that students act proactively to ensure their presence in class.

Only university-approved absences from the Dean of Students Office suffice as an excused absence. All other absences result in penalties as decided by individual faculty members. Missing more than 20% of class time/hours places students at risk for failing the course.

Practice classes are held predominantly on intensive weekends. Some classes are held weekly via the web-conferencing platform, Zoom. Zoom allows students to join class from home, office, or anywhere else that is quiet and has a desktop, laptop, or mobile device and high-speed connectivity. Classes held via distance education in a community other than Laramie may attend class from home. At instructor discretion, students in Laramie may or may not attend class in person with the instructor on campus.

Expectations for Zoom videoconferencing:

- Just as in a classroom, be prepared to take notes
- Students are to be “live” in zoom classes; a blank screen or photo of the student does not suffice
- Maintain appropriate posture and appearance just as expected in face-to-face classes
- Have a webcam and microphone and be conscientious about a clear video image and good audio quality
- Join the zoom class on time
- Mute the microphone when not speaking
- Find a quiet place, without distractions, from which to attend

## MSW Field Practicum

According to the 2015 CSWE Educational Policy and Accreditation Standards, field education is the signature pedagogy of social work education as it “represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.”

The MSW standard program is designed to provide students with two distinct field-practicum learning experiences; the advanced standing program provides one graduate level field-practicum experience. Field- practicums represent the culmination of preparation for entry-level advanced generalist social work practice through a supervised practice experience in the 9 core competencies including knowledge, values, skills, and cognitive and affective processes learned in the classroom.

The foundation level practicum is 400 hours taken concurrently during Fall/Spring semesters of the student’s first year of study with other foundation course work. Students are typically in their field placement site from Oct 1 to April 30, for 16 – 18 hours per week.

The advanced generalist practicum is a 500-hour practicum taken concurrently during Fall/Spring semesters of the student’s advanced year of study. Students are typically in their field placement site from Sept. 5 - April 30, for 16 – 18 hours per week.

### Eligibility to Enter Field

In order to begin the field placement process, students must complete and submit the field placement application and must have either completed or be concurrently enrolled in all prerequisite courses. Access to the Field Placement Application is available only through Tevera, a software available to students for field work once they are enrolled.

Prerequisites for the Foundation Practicum include:

- Current admission to the MSW Program
- 3.0 GPA
- Completed or concurrently enrolled in foundation year coursework.

Prerequisites for the Advanced Generalist Practicum include:

- Admission to the MSW Program
- 3.0 GPA
- Successful completion of all Foundation coursework, including the summer bridge courses.

If a student earns an incomplete or an unsatisfactory grade in any coursework, the student is unable to move forward with a field practicum placement.

### Field Placements

In order to facilitate a productive learning experience for all field practicum students, many variables must be considered in determining a student's field practicum. The Director of Field Education is responsible for maintaining an array of field practicum sites; students work directly with the Field Director in coordination of the placement process. Students are given the opportunity to state their preferences as to learning activities, geographic location and type of agency in which they would like to be placed. **The Division, however, is ultimately responsible for determining where a student is placed for field practicum.** More details regarding the process of placement and the field practicum expectations are provided in the Field Handbook.

## **Field Practicum Grading**

**Because of the unique nature of the field practicum experience, the conventional letter grade system of evaluation is ill-suited for this course.** Therefore, students are evaluated in the field practicum course using an "S/U" grading system. A student who earns a grade of unsatisfactory (U) in a foundation level field practicum (SOWK 5450 or 5460) or in advanced generalist field practicum (SOWK 5850) will require review by the MSW Committee to determine whether the student will be allowed to continue in the program. The student may be required a Student Success plan and/or may be dismissed from the program.

## **Field Seminar Courses**

As a part of the Field education sequence, students must be concurrently enrolled in the appropriate Field Seminar course. These courses are designed as the field seminar course in which students are further evaluated in their abilities to demonstrate competency in the 9 Core Competencies and associated practice behaviors required by CSWE and the Division of Social Work (Appendix B). The Field Seminar courses are traditional grading (A-F). Students must receive a passing grade in any Field Seminar course in order to continue in their field placement. Additional policies and procedures related to field practicum expectations and process can be found in the MSW Field Practicum Handbook located on the UW Division of Social Work web site.

## **MSW Capstone Project: Plan A (thesis: SOWK 5960) or Portfolio (SOWK 5755)**

All MSW students must successfully complete a capstone project with written and oral components. The Plan A (Thesis) is a 2-credit course per semester for the fall and spring semesters of the advanced year that consists of the development of original research. The Portfolio is a 1-credit per semester course for the fall and spring semesters of the advanced year. The project is a considered and intentional collection of student learning, demonstrating mastery of 11 competencies that contribute to an integrated advanced generalist social work practitioner grounded in social justice advocacy work. Students register for capstone projects under two course options: SOWK 5755 Portfolio or SOWK 5960 Thesis Research (Plan A).

The thesis is original independent research. A thesis requires formation of a thesis committee consisting of three committee members, two in the division (one chair) and one tenured faculty member outside DOSW from the larger university; a proposal defense; an IRB proposal/submission/approval; and a final defense in the spring. There is no class time associated with the thesis. Be mindful that a thesis is very time-consuming; it is not unusual for thesis students to have to take additional time beyond their anticipated course work to complete their study.

There are several forms that must be completed, signed, and submitted to DOSW and Registrar's Office as part of the Plan A/Thesis requirements: Committee Assignment Form, Research Proposal Approval, and Report of Final Examination Results. Those forms can be found on the MSW website: [Plan A Forms](#)

The portfolio course documents one's growth as a professional social worker. Students write a narrative of their development and utilize core course assignments as well as select products from other course work and the practicum experience to address ways in which they have mastered CSWE/DOSW core competencies. For the portfolio option, students choose a chair and another committee member from inside the Division. The portfolio option also includes a 2-hour class once a month that meets on Fridays of intensive weekends with a final presentation in the spring.

Course section for a thesis or portfolio is determined by the instructor who is chair of the student's committee.



### **Termination from the Program due to Lack of Completion of Capstone Project at 6<sup>th</sup> year**

The "graduate clock" is what finally indicates when a student must finish the capstone project or be dismissed from the University and the graduate social work program. The University of Wyoming has policies regarding petition under exceptional circumstances for extension of time, and this information can be found at: (See "[Six Year Rule Petition](#)"). Be mindful that completion of the "six year rule petition" does not ensure acceptance of prior courses that are six years old or older. The "petition" will be reviewed by the MSW Committee as to relevance of past courses to today's social work practice field.

## Section V: Concentrations and Post-MSW Certificate Programs

The Division of Social Work has created *optional* secondary curricular areas with specialized content for graduate students. Concentration programs and minors are available only while graduate students are matriculated in their graduate social work programs. Certificate programs are post-graduate options and may be started while in a graduate degree program but can be completed after receiving the MSW degree.

### School Social Work

[The School Social Work Concentration](#) and [Graduate Certificate](#) provide specialization option in the Social Work program and serves as a specialized educational preparation for social workers that plan to work in Wyoming school systems. The concentration is offered for current students in the MSW Program, and the graduate certificate is offered for individuals who have graduated with an MSW degree in other concentrations or specializations and want to gain the pre-requisite coursework for certification in school social work. This concentration supports the post-graduate social worker that plans to seek certification with the Professional Teaching Standards Board of Wyoming (and possibly certified through other school boards in the U.S.).

### Rationale

Working in the K-12 school environments hold great challenges and demands for social workers. Social workers often are responsible for major aspects of meeting the supportive services for students and their families. Ultimately, the school provides supports to allow students to achieve their educational potential. School social workers are a vital member in the primary and secondary educational arena. These social workers must learn about the educational issues that surround this area of practice. Issues include mainstreaming, access to educational resources, Every Student Succeeds Act (ESSA), and educational assessments that support the individualized educational planning for children and youth. Since 1978, the National Association of Social Work (NASW) has established guidelines for School Social Work Services. Social workers can apply to NASW for a certificate for school social work and can learn more through their official website.

The Division of Social Work at the University of Wyoming has stipulated requirements to meet the preparatory requirements for school social work. This preparatory coursework has been evaluated by the Wyoming Department of Education (Professional Teaching Standards Board) and deemed sufficient for graduates of our program.

### School Social Work Graduate Concentration (for current MSW students)

The following describes the requirements for students who are currently in the MSW program and would like to complete the requirements in order to apply for school social work certification.

### Goals

The goals for this concentration are:

- prepare MSW social workers to help children and their families overcome the barriers to learning through interventions in the home, school, and community.
- enable graduate social work students to meet the Professional Teaching Standards Board requirements for school social work certification in Wyoming; and
- encourage communities through the state to develop and maintain effective school social work services.

## Course Requirements

SOWK 5810	School Social Work	3 credits
SOWK 5850	Advanced Field Practicum*	10 credits
And either		
SOWK 5755	Practice Evaluation	2 credits
or		
SOWK 5960	Thesis**	4 credits

\*Must be completed in a school setting. An internship certificate obtained through PTSB is required in order to complete a practicum in a school setting.

\*\*Project must be focused on K-12 educational arena.

## Application & Eligibility Process

Persons interested in this concentration should write a letter of interest and submit it to Billie Chapman (billchap@uwyo.edu). Admissions to the program are accepted throughout the year. Applicants must be accepted to the MSW program, have a 3.0 or better in MSW courses and have completed their BSW or MSW Foundation year.

**School Social Work Post-MSW Preparatory Certificate (for those who already have an MSW)** The following describes the requirements for individuals who already have an MSW degree and want to complete further education to meet the requirements to apply for school social work certification.

## Goals

The goals for this graduate preparatory certification for school social workers are as follows:

- prepare post-graduate MSW social workers to help children and their families overcome the barriers to learning through interventions in the home, school, and community;
- enable qualified post-graduate MSW professionals to meet the Professional Teaching Standards Board requirements for school social work certification in Wyoming; and
- encourage communities through the state to develop and maintain effective school social work services.

## Course Requirements

SOWK 5810	School Social Work	3 credits
SOWK 5850	Advanced Field Practicum*	10 credits

\*120 hours of practicum must be completed in a K-12 school setting. An internship certificate obtained through PTSB is required in order to complete a practicum in a school setting. As part of the practicum the student is required to create a 'service learning' project in a school setting to cover a period of 50 hours. Project proposals must be submitted to the instructor in the first week of the semester. Projects must be completed in the semester the student is enrolled.

Tied to the service-learning experience, each student will create a professional paper (equivalent to one credit hour of coursework or 30-45 hours of time commitment to paper's development and completion). This paper will be reviewed and graded (either "Satisfactory" or "Unsatisfactory") by the Faculty Advisor. The paper must

examine social work practice, policy, program development, or practice-related research/evaluation. The paper should be approximately 15 pages in length and follow APA guidelines.

### **Application, Eligibility Process, and Advisor Assignment**

MSW post-graduates may apply for this preparatory certificate program. Persons interested in applying should write a letter of interest and submit it to Billie Chapman (billchap@uwyo.edu). Applicants must have a 3.0 GPA or better in MSW courses. When accepted into the certificate program, the student is to be assigned a faculty advisor who aids in planning the student's course of study.

## **Section VI: Advising, Graduate & Transfer Credits, and Library Support**

### **Advising for Graduate Social Work Students**

Communication and information are necessary for successful progress towards earning the MSW. This is accomplished through student orientations, student representation on Division of Social Work Committees, and the advisement process. Student orientation/advisements are scheduled throughout the MSW program to facilitate smooth progress from semester to semester, from foundation content to advanced generalist content, and from coursework to field practicum. Attendance at student orientations is required.

Advisors are responsible for academic and career advising, monitoring a student's progress in the program, and problem solving. Advisors are available throughout the semester as the need arises for consultation. The Director of the MSW Program serves as the advisor for all new incoming students.

At the start of the Advanced Generalist year, students are required to select a faculty member to serve as Chair of their Graduate Committee, regardless of whether the student chooses to do the Thesis (Plan A) or the Portfolio. The Chair of the student's committee is responsible for providing guidance and advising throughout the Advanced Generalist portion of the MSW program.

### **Graduate Credits and Transfer of Credits**

Academic credit for life experience or previous work experience in whole and in part in lieu of the field practicum or of courses is not allowed, as specified in the Curriculum Policy Statement of The Council on Social Work Education. Students who have completed graduate social work courses at another institution that is accredited by CSWE may be allowed to transfer up to nine credits, providing:

- The course is demonstrated to be a graduate level course;
- A student has earned a grade of B or better in the course;
- The courses were taken within the past six years;
- The MSW Program Director approves the credits.

### **Library Support for Graduate Students**

Graduate students are very fortunate to have committed library assistants at the UW Coe Library who strive to serve as a student advisor/resource person to help with research and reading assignments. Resource librarians can be reached at the Coe Library or via email: [Coe Library](#).

## Section VII: Student Resources

### Student Financial Support

Students may apply for scholarships and Graduate Assistantships within the Division and across campus, as they are available. The Division may also provide assistantships through grants. In addition, the College of Health Sciences and/or other programs throughout the university may provide funding for assistantships. The responsibilities of a graduate assistantship, its funding level, and who is eligible vary depending on the expectations of a funding source. Specific information will be given to each student selected for a graduate assistantship. Students are selected based on the expectations of the funding source, financial need, academic success, and full-time graduate student status. Other funding is available through Student Financial Aid. See University of Wyoming Office of Student Financial Aid at <http://www.uwyo.edu/sfa/>.

### UW Resources

<b>Advising/Career/Exploratory Studies Center (ACES)</b>	307-766-2398
<b>Coe Library</b>	307-766-3190
<b>Financial Aid Office</b>	307-766-2116
<b>Information Technology</b>	307-766-4357
<b>Residential Life and Dining Services</b>	307-766-3613
<b>Wyoming Department of Transportation (WyDOT)</b>	307-777-4375
<b>Student Health Service</b>	307-766-2130
<b>Student Organizations/Campus Activities Center</b>	307-766-6340
<b>University Counseling Center</b>	307-766-2187
<b>University Store</b>	307-766-3264
<b>Writing Center</b>	307-766-5250
<b>WyoOne ID Card Office</b>	307-766-5268

### Student Social Work Graduate Associations

#### Student Organizations and Student Representatives

Representation on Division Committees provides an excellent opportunity for students to impact education policy and stay informed of student issues. MSW students may volunteer and/or be asked to represent the Division of Social Work on:

- Faculty Search Committees
- MSW Committee
- College of Health Sciences Research Committee
- Division Advisory Committee
- Student Recruitment and Retention
- College of Health Sciences Student Appeals Committee

#### AMSW<sup>2</sup>

The Council on Social Work Education requires the Division of Social Work to have a recognized and active student organization in order to maintain accreditation. The Associated MSW Students of Wyoming (AMSW<sup>2</sup>)

became an officially recognized student organization by ASUW in 1998. MSW students are urged to join in order to connect, support, and be supported by other master's students.

## **Miscellaneous Resources**

[Division of Social Work Funding Opportunities](#)

[Social Work \(SOWK\) Course Descriptions](#)

[Graduate Student Resources](#)

[Graduate Student Policies](#)

[National Association of Social Workers Code of Ethics](#)

[Universal Declaration of Human Rights](#)

[International Federation of Social Workers Ethical Principles](#)

## **Section VIII: Policies**

### **University of Wyoming Policies**

#### **Academic Honesty**

Academic honesty is expected. Academic dishonesty, such as cheating and [plagiarism](#), will not be tolerated; the provisions of [UW Regulation 2-114](#) apply.

#### **Appeals Process**

The University of Wyoming, as a fully accredited public institution of higher education, must comply with general laws, regulations, and principles of fairness, uniformity, and accountability. Exceptions to uniform application of general regulations are justified only in extraordinary circumstances when necessary to prevent or remedy an unfair or unjust consequence. Exceptions to regulations may be petitioned by submitting the appropriate form to the Vice President of Academic Affairs. If any of the signers recommend that the petition be denied, the registrar may deny the exception, make further inquiries, or refer the matter to the Vice President for Academic Affairs for direction. If all the signers recommend that the exception be granted, the registrar may concur (and process the exception) or may deny the exception and refer the matter to the Vice President for Academic Affairs for direction. If the registrar denies the petition, the student may elect to pursue the petition with the Vice President of Academic Affairs. For more detailed information, please refer to the Petitions and Appeals heading of [Graduate Student Regulations and Policies](#).

#### **Continuous Enrollment**

Students must remain continuously enrolled throughout their degree program. Reactivation is required if a student's enrollment lapses beyond 12 months.

#### **[Harassment and Discrimination](#)**

Campus environment characterized by diversity, free inquiry and expression, and balanced by interpersonal civility has always been, and continues to be, a top priority of the University of Wyoming. Civil discourse is an essential aspect of the search for and transmission of knowledge. Words and actions that promote and encourage self-worth, respect and dignity are consistent with the university's mission. Conversely, words or actions that reflect prejudice, stereotypes and discrimination are antithetical to the mission of the university and cannot be countenanced. Please refer to this [website](#) for more detailed information on the discrimination policy.

#### **[Sexual Misconduct](#)**

The policy of the University of Wyoming prohibits sexual and all forms of harassment including race, color, religion, gender, national origin, age, disability, and sexual orientation, etc. All students, faculty, and staff have a responsibility to assist in the enforcement of this policy, be aware of its contents, and to abide by its terms.

#### **[Student Code of Conduct](#)**

#### **College of Health Sciences Policies**

##### **[Academic Ethics Guidelines](#)**

#### **Division of Social Work Policies**



## **MSW Scholastic Requirements**

University and College of Health Sciences policies governing scholastic requirements, including major changes, probation and dismissal, apply to students enrolled in the MSW program.

In addition to university/college requirements, the MSW program has the following scholastic requirements:

- Students must maintain at minimum a GPA of 3.0.
- Students must pass all core MSW courses with a “B” or better.
- Students must pass elective courses with a “C” or better.
- Students must complete field courses/seminar with an “S” or satisfactory grade.
- Failure to meet these scholastic requirements prohibits MSW students from progressing in the program and/or entering field practicum.

A student, who is unable to continue with the sequencing of required courses because of not meeting scholastic requirements, necessitates remaining out of the program for a year until the course is offered again. If the student intends to return to the MSW program to continue with course work, the student must write a letter to the MSW Committee at the beginning of spring semester prior to the academic year of return to request permission to resume MSW course work again during that next academic year. The student must explain to the committee the issues involved, from the student’s perspective, of circumstances involved that resulted in inability to successfully complete the course in the past. The student is to also explain what has changed in the student’s life that sets the stage to be successful in moving forward in the program-of-study.

An interview with the Director of Division of Social Work is an important part of the exit process; the interview is intended for the director to understand from the student’s perspective what led to the situation that resulted in the inability to be successful academically.

## **Student Academic and Professional Performance Review Policy**

One of the most important considerations in successfully completing the degree requirements in the Division of Social Work (DOSW) is for students to perform at the appropriate level academically and professionally. While this is the case for most Division of Social Work students, there are occasions where there may be faculty concerns about a student’s academic and/or professional performance. The purpose of this policy is to provide students with feedback and direction for successful completion of course(s) or the program.

Listed below are representative areas of academic and/or professional performance by students that should trigger a concern, although other areas could as well.

- Student performance in the field practicum is unsatisfactory.
- Student is dismissed from field practicum.
- Student performance in a didactic course is unsatisfactory or failing.
- Student exhibits a pattern of behavior that is judged to hinder the student’s development as a professional. Behaviors prescribed in DOSW course syllabi, the University of Wyoming Student Code of conduct, and the National Association of Social Workers Code of Ethics will be used by faculty as a guide.

- Matters of academic dishonesty must follow the procedures documented in [UW Regulation 2-114](#).

#### Procedure

- The student will receive feedback concerning the academic, professional performance or field concerns from the faculty at the time of the occurrence.
- Following this, concerns raised by a faculty member shall be directed to the appropriate program director (BSW, MSW, Field).
- In consultation with the Program Director and/or Field Director, the course faculty member will develop a Focused Learning Plan with the student, specifying an action plan with a timeframe and potential outcomes of the situation (See Templates in Appendix A and B).
- The faculty (and others as appropriate) will discuss the plan with the student. The student, and others as appropriate, including faculty member, faculty advisor or faculty liaison, program director, and field director will sign the appropriate Focused Learning Plan, which will be placed in the student's DOSW record.
- Failure to adhere to the Focused Learning Plan may result in failure of the course or dismissal from the program.
- A follow-up conference(s) to review the student's progress will occur according to the timeline outlined in the Focused Learning Plan. Documentation will be attached to the original Focused Learning Plan.

APPROVED BY DOSW ADMIN TEAM ON July 7, 2017

#### **Grievance Procedures and Appeals Processes**

Any student or student group may use the Division of Social Work procedures for resolution of student disputes arising from decisions or actions of Division faculty, staff, or administrative officials. The only grounds for appeal shall be allegations of prejudice towards the appellant; capricious evaluation; or capricious treatment (refer to the [Student Code of Conduct](#) and [UW Regulation 11-1](#)).

Appeals must be completed within the time frames specified.

Students should first attempt to resolve the issue informally with the person involved. When the issue relates to an action regarding a class, the student should meet with the instructor of the involved course first.

If the student is not satisfied with the outcome of the informal resolution, an appeal can be made to the Division of Social Work (DOSW) and will proceed pursuant to the process outlined below. The written appeal should be forwarded to the DOSW Student Affairs Committee via the DOSW administrative offices. The appeal must be presented to the Director of DOSW or designee no later than fifteen (15) school days after the act complained of has occurred. If the act complained of occurred between academic terms, the student shall file the complaint no later than fifteen (15) school days after the beginning of the next academic term. A written appeal shall consist of a letter to the Student Affairs Committee presenting the action being appealed, the basis of the appeal, and any supporting documents.

The Chair of the DOSW Student Affairs Committee or designee will make preliminary inquiry to ascertain whether the appeal is supported by available evidence. If not, the Chair or designee shall dismiss the appeal. The Chair, in consultation with the Director of the DOSW, may also assist in the resolution of the matter through administration disposition. Otherwise, an appeal hearing shall proceed according to the process outlined below.

The DOSW Student Affairs Committee will hear the appeal. Neither the faculty member involved in the academic decision/action that is the focus of the appeal nor the Director will be a member. The chair for the hearing is elected by the committee members.

*THE CHAIR OR DESIGNEE WILL:*

- Coordinate the appeal process
- Notify the student and faculty member of the time and overall process of the hearing. Notify both the student and faculty member that all materials pertinent to the review, including whether any witnesses will be called, must be submitted to the Chair or designee at least (5) business days prior to the hearing.
- Distribute all materials pertinent to the appeal from the student and faculty member to members of the hearing panel and the student and faculty member at least three (3) business days prior to the hearing.
- Preside over all sessions of the panel; ensure procedural conduct consistent with fairness. Maintain, with the assistance of DOSW staff, integrity (of the record) and confidentiality of the proceeding except as required by administrative or other legal process.
- Dismiss any person from hearing room who becomes disorderly during proceedings; document behavior and subsequent action; and keep documentation with the record of the proceedings.
- Submit the panel's findings of fact and the recommendation to the Director in writing and with a rationale within five (5) days of the hearing. All panel members shall sign the findings of fact and recommendation.

*APPEALS HEARING:*

- The chairperson shall call the meeting to order. The chairperson will ask the appeal panel members, the student, and the faculty member to identify themselves. The chairperson shall review the procedural guidelines and the specific aims and limitations of the appeal process; e.g. the purpose is to ensure fairness to the student and not to substitute the judgment of the instructor.
- The conduct of the hearing will be informal and will be determined by the panel.
- None of the parties may be represented by legal counsel at the hearing, although a support person, approved by the chair of the hearing panel, may be present at the hearing. The support person may not testify or participate in the hearing.
- During the hearing both parties will be allowed to make a statement to the panel in support of their case. Following this, both student and faculty member will have an opportunity to respond to the other's statement.
- After the student and the faculty member(s) have presented their statements and responses, questions may be raised.
- Witnesses may present statements on behalf of either the student or faculty/staff. The student, faculty member and committee members can ask questions of the witnesses.
- During any hearing, the panel is authorized to request the appearance or additional evidence of any student, faculty, staff member, or other employee of the University as witness.
- If the student or faculty member/staff does not appear at the hearing, the written statements will be the entire presentation by that person, and the panel's recommendation will be made accordingly.

- The hearing may take place by video teleconferencing. The conference will be scheduled by DOSW personnel and, at the discretion of the chairperson, may be set up with an impartial independent proctor to accompany the student at the distance site. At the end of the hearing, after the student and faculty are dismissed from the video conferencing, the audio/visual teleconference will be re-established with just the members of the hearing panel, if needed.
- The panel has five (5) business days following the hearing to render its findings of fact and recommendations.
- The panel shall submit, to the Director, its findings of fact and recommendations in writing, with all panel members' signatures.
- The panel shall follow established procedures, maintaining confidentiality of the hearing and related records.

*THE DIRECTOR WILL:*

- Receive the findings of fact and recommendation of the panel.
- Make a final decision within ten (10) business days after receipt of the panel's findings of fact and recommendation.
- Notify the parties in writing of her/his decision immediately thereafter. This does not preclude verbal communication of findings.

*FURTHER APPEAL:*

Further appeal shall be in accordance with the College of Health Sciences Appeals procedures.

APPROVED BY DOSW ADMIN TEAM ON July 7, 2017

**Excluded from the above procedures is any allegation involving discrimination or harassment in violation of the University of Wyoming's [Harassment and Discrimination](#). Those matters shall follow the procedures outlined in the above stated University policies.**

**Division of Social Work Readmission Policy**

If for any reason, a student must take a leave-of-absence from the program, including the decision to defer admission to the following academic year once accepted into the program, the student must follow the readmission policy. The decision to readmit is based on the professional judgment of the MSW Program Admissions Committee following a re-admission hearing and is contingent on space available in the program. Students must meet the standards and curriculum requirements in effect at the time of readmission; students may also be required to repeat previous coursework. Readmission to any program/option requires a hearing. The process for a readmission hearing is as follows:

*THE STUDENT WILL:*

- Apply for readmission to the Program Director (MSW) which includes the following:
  - A letter requesting a readmission hearing
  - A typed explanation of the circumstances that led to withdrawal or caused the unsatisfactory performance
  - A typed proposal addressing the student's plan to satisfactorily complete the program.
- Any additional information may be submitted to the panel a minimum of four days prior to the hearing.

*THE MSW PROGRAM ADMISSIONS COMMITTEE CONDUCTS THE READMISSION HEARING:*

- The chairperson of the MSW Program Admissions Committee or designee will serve as the chair of the hearing panel and receives the application from the student

- The panel is composed of MSW Committee members.
- The hearing will be limited to the panel members and the student.

*THE CHAIRPERSON OR DESIGNEE WILL:*

- Notify the student of the time, place of the meeting and the timeline of the delivery of the final decision. Preside over the hearing.
- Call the meeting to order.
- Ask the panel members and student to identify themselves.

*REVIEW THE PROCEDURE:*

- The student will be asked to present his/her case. The panel may ask questions and/or ask for clarification.
- The student will be excused from the hearing.
- The panel will consider the student's oral and written presentations, the student's file in the Division of Social Work, the University records, and any other relevant materials.
- The panel will deliberate and make a final determination about the student's readmission.
- The panel will submit their recommendation to the appropriate Program Director within five business days of the hearing.

The Program Director will notify the student in writing of the outcome within ten business days of the hearing.

APPROVED BY DOSW ADMIN TEAM ON July 7, 2017

**Continuation of Portfolio**

If a student chooses a portfolio as their capstone course, the student must successfully complete the fall semester of the Portfolio in order to move forward into the spring semester and the final courses.

**Final Examination/Plan A or Portfolio Presentation**

All thesis students must complete a final exam at least 10 days prior to the final completion date established by the University each semester. The final exam will be an oral defense of the Plan A/Thesis with the student's thesis committee. The student's thesis must comply with [university regulations](#).

Students who elect the Portfolio project as their capstone course must complete a final presentation prior to the last day of spring classes. The student must arrange with the chair and inside committee member for the meeting, and the student is responsible for reserving a room through the administrative assistant for the presentation. Students are welcomed to invite family and/or friends for the presentation. The chair and inside committee member may also choose to discuss the portfolio further without guests.

**Graduation**

In order to graduate, all students must complete an [Anticipated Graduation Date form](#). Students must also have successfully completed all coursework required for the graduate degree in social work.

Portfolio students must submit their final and completed project to their chair.

Thesis students must submit an approved Research Advisory Committee form, Report of Final Exam, and their final thesis to the Registrar's Office. The graduate These forms must be received no later than one week prior to graduation or other date as determined by the Registrar. Social work faculty and staff will assist students with filing these forms at the appropriate times.

## **Section IX: Division of Social Work Awards and Recognitions**

Special recognition and award areas have been developed by the Division of Social Work at UW to express our appreciation for students, faculty and alumni achievements and, ultimately, to honor various types of contributions that support and advance the academic mission and direction of the Division. The Division of Social Work views these special recognitions and awards as a process that contributes to a spirit of "open appreciation" for the learning that is required of the social work professional, and the investment made toward achieving a social work degree--the commitment needed to become a competent integrated social worker. Below, each special recognition and award is described, including identifying the anticipated time frame for nominations, who can submit a nomination and some general criteria that defines these recognition awards.

For each special recognition area, the Director is responsible to give adequate announcement time requesting nominations be submitted. Nomination statements must address the defined criteria. When a nomination is made, the Division Director may ask the nominee for their resume and acknowledge that they are willing to be considered for the award for which they have been nominated. Written nominations should be submitted to the main office of the Division before final due dates.

An Awards Review Committee, appointed by the Director, consists of faculty members representing both campuses. This committee will also be responsible to periodically review the nomination processes and work to assure that these special recognitions bring positive benefit to the Division of Social Work—its students, faculty and alumni.

These special recognitions and awards will be presented at the Social Work graduation celebration each year and/or may be recognized at other events as they arise.

### **MSW Student of the Year Award**

This special recognition is given to graduating MSW student or a defined group of students who has gone above and beyond the minimum requirements of the social work program. This student(s) should be a good student colleague, shown strong/outstanding growth as a social worker through his/her studies, and has taken on leadership and service roles. The student(s) should also show imagination, resourcefulness, and uphold the Code of Ethics. *Nominations from MSW students and faculty. Nominations accepted in spring. Presented at the Social Work Graduation Reception.*

### **Phoenix Award**

This special recognition is given to a graduating BSW or MSW social work student(s) who has persevered to graduate, considering great personal challenge(s). The student must uphold the Code of Ethics. *Nominations from MSW and/or BSW students and faculty. Nominations accepted in spring. Presented at the Social Work Graduation Reception.*

### **Student Recognition for Exemplary Community Service and/or Good Citizenship**

This special recognition is given to MSW and/or BSW student(s) who has taken extensive leadership and service role(s) within the community. The student(s) should also show imagination, resourcefulness, and uphold of the Code of Ethics. *Nominations from MSW and BSW students and faculty. Nominations accepted in spring. Presented at the Social Work Graduation Reception.*

### **Graduate Social Work Student Research Special Recognition**

This special recognition is given to a graduating MSW student or defined group of students doing group research that has developed and undertaken an exemplary research study in accordance with current Division

policies for Plan A or Plan B research. The student(s) must be in or beyond the data analysis stage in the research project. Students may be nominated in the year following their research completion and who may have been awarded their degree in the last 12 months. *Nominations from MSW students and faculty. Nominations accepted in spring. Presented at the Social Work Graduation Reception.*

### **Innovation and Creativity Graduate Student Special Recognition**

This special recognition is given to an MSW student or defined group of students who has developed a creative and innovative project during his/her academic studies. *Nominations from MSW students and faculty. Nominations accepted in spring. Presented at the Social Work Graduation Reception.*

### **Field Instructor of the Year Special Recognition Award**

This special recognition award is given to a Field Instructor who has provided mentoring, supervision, and support for the student throughout field placement. This is done by balancing the learning objectives and the needs of the agency; assists with creative ideas for a broad base of experience at multiple levels of practice (micro, mezzo, macro), provides consistent and constructive feedback while balancing task and process during weekly supervision, models professionalism, models and teaches ethical behavior, applies research and best practices, and has a commitment to social justice. *Nominations from students, faculty, and field agencies. Nominations accepted in spring. Presented at the Social Work Graduation Reception.*

### **Alumnus/a of the Year Award**

Nominations from students, faculty, and community. This special recognition award is given to a social work student alumnus who graduated as either a BSW or MSW. The alumnus/a will have been working in the field for at least 2 years. The recipient should also have advanced knowledge of social work practices, made significant contributions to a social agency, contributed to the profession through his/her research, and/or contributed nationally and/or internationally in ways that demonstrate vital leadership and commitment to individuals and families. The award is presented at the College of Health Sciences Alumni Luncheon on Homecoming weekend.

## **Section X: CSWE Educational Policy and Accreditation Standards**

CSWE has revised its accreditation standards for providing competency-based education effective the beginning of the 2015-2016 academic year. This involves programs holistically assessing 9 core competencies identified below:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

These competencies are assessed in the classroom and field via a set of indicators developed by the faculty of the Division of Social Work. While the same 9 competencies must be assessed in both the BSW and MSW programs, the indicators used differ in the foundation and advanced levels of the MSW program.

### **Generalist Social Work**

Generalist social work is conceptualized by the Division using the core competency-directed education mandated through EPAS 2015. Miley, O'Melia, and Dubois (2010) describe the way that social workers view their practice, a view that is like the view through a wide-angle lens of a camera. "Generalist social workers view problems in context, combining practice techniques to fit the situation, and implementing skills to intervene at multiple system levels" (p. 9). Viewing problems in context requires an understanding that client problems do not reflect individual "problems" but rather reflect evolving "multi-dimensional problem contexts" within which all of us with the present societal structures must negotiate.

Generalist practice necessitates an appreciation of the circular nature of the systems perspective-- person ←→ environment—along with an appreciation of the significance of relationships in the change process.

### **Advanced Generalist Social Work**

Advanced generalists build upon the social work generalist foundation with increasing depth and breadth in advanced integrated practice through assessment of the multidimensional problem-setting using a strength-based approach, self-reflective leadership, and ethical advocacy for societal transformation (Lavitt, 2009). Advanced integrated practice requires multiple professional skills, ability to select among a wide range of alternatives, and creativity to address complex practice challenges in an ever-changing world. The MSW program's philosophical position is situated within Janet Finn's *Just Practice: A Social Justice Approach to Social Work* (2020). The MSW program focuses on the 5 key concepts of her book: *meaning, context, power, history, and possibility*.

Assessment of the multidimensional problem-setting is used to contextualize client issues within historical, present and future time domains, micro/mezzo/macro subsystems and multiple practice domains, including power, possibility, context, history and meaning (Finn, 2020). Advanced integrated practitioners use sophisticated reflection skills to analyze the "fit between one's theoretical models, methods, and their effectiveness to produce the desired change" (Finn, pg. 268). Finally, advanced integrated practitioners



promote justice-seeking interventions at all levels using social work values in order to be a catalyst for transformation. Advanced integrated practice challenges the artificial divide of micro/macro practice that promotes competition for resources and students. Instead, the advanced integrated practitioner is grounded in the *Just Practice* framework of social justice with an emphasis on reflexivity and critical thinking and a commitment to the ongoing development of consciousness relative to the historical and political context of social work and the contexts within which we, as social workers, and our clients live (Finn & Molloy, 2020).

Advanced integrated practitioners:

- assume a key role in societal transformation through reflective leadership, assessment of multidimensional problem-setting, and ethical advocacy to promote social justice locally and globally,
- negotiate real world practice needs which are unique, ambiguous, unstable and complex in situations defined by value conflicts, and
- use a multidimensional practice approach that focuses not only on micro, mezzo and macro levels, but also on the historical context, power dynamics, meaning, and possibility.

For more detailed information on accreditation standards, please refer to the CSWE [website](#).

#### References

Finn, Janet (2020). *Just Practice: A Social Justice Approach to Social Work* (4<sup>th</sup> ed.). New York: Oxford Press.

Finn, Janet, & Molloy, Jen (2021). Advanced integrated practice: Bridging the micro-macro divide in social work pedagogy and practice. *Social Work Education*, 40(2), 174-189.

Lavitt, Melissa R. (2009). What is *advanced* in generalist practice: A conceptual discussion. *Journal of Teaching in Social Work*, 29(4), 461-473.

## Appendix A: Focused Learning Plan: Didactic Courses

Student Name:

Student ID:

Faculty Name:

Date:

Course:

Details
Description of Issue/Behavior
Plan for Success:
Timeline and Potential Outcome:
Acknowledgement
Student Signature/Date
Faculty Signature/Date
Faculty Advisor Signature/Date
Program Director Signature/Date

## Appendix B: Focused Learning Plan: Field

Student Name:

Student ID:

Faculty Name:

Date:

Details
Description of Issue/Behavior
Plan for Success:
Timeline and Potential Outcome:
Acknowledgement
Student Signature/Date
Faculty Signature/Date
Field Instructor Signature/Date
Faculty Advisor Signature/Date
Faculty Liaison Signature/Date
Program Director Signature/Date