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University of Kansas School of Social Welfare
Mission Statement

In the BSW and MSW programs, our practice-centered approach is designed to secure the students’ understanding of the concepts of empowerment and well-being, and is guided by four thematic foundational principles:

- A focus on people’s strengths
- The understanding of human diversity
- The promotion of social justice
- The development of a critical perspective

The School has a commitment to practicing educational approaches that directly and explicitly enhance the connection of theory and concepts to the needs of clients and communities and the demands of everyday practice. This commitment flows from the values and ethical principles of the profession and is enriched by our commitment to these four themes. We define the themes as follows:

**Strengths:** A perspective that recognizes, mobilizes and supports the inherent strengths of individuals, families, neighborhoods, organizations and communities to discover and develop their own and communal resources and assets in their struggle for a better quality of life.

**Diversity:** Understanding, valuing and engaging the broad range of differences and commonalities that are brought to the interaction between social workers, clients and communities and the social environment and that are reflective of clients’ culture, ethnicity, race, geography, gender, social class, sexual orientation, religion and physical and mental abilities, particularly when those differences are the cause for discrimination.

**Social Justice:** A commitment to promoting fairness, equality of power and equity of resources based on a complex understanding of the effects of economic, political and social structures on people’s life chances, particularly as it relates to economic inequality and the allocation of necessary social resources.

**Critical Perspective:** The capacity to engage in a deliberate and continuing examination of the assumptions underlying the theories, methods and approaches used by social work in understanding and responding to human needs.

Using these themes as a foundation, and in order to promote social work practice at generalist and advanced levels that advances the empowerment and well-being of individuals and communities, the mission of the University of Kansas School of Social Welfare is to educate students, conduct scholarly inquiry and provide leadership in the development of service delivery systems.

*Revised—May, 2008*
KU School of Social Welfare Goals

1. The commitment in our mission statement reflecting our educational obligations to further the profession and the university’s charge to provide high quality education is elaborated in our first goal.

_The University Mission Statement on Instruction:_ The University is committed to offering the highest quality undergraduate, professional and graduate programs, comparable to the best obtainable anywhere in the nation. (KU Mission Statement)

**Goal 1:** To prepare BSW and MSW students for competent, ethical, and culturally informed social work practice that focuses on the strengths of people, families, and communities.

2. The knowledge building commitment in our mission statement reflecting our mandate to advance both the profession’s knowledge base for practice and humane social policy as well the university’s research mission is elaborated in our second goal.

_The University Mission Statement on Scholarship and Research:_ The University attains high levels of research productivity and recognizes that faculty are part of a network of scholars and academicians that shape a discipline as well as teach it (KU Mission Statement)

**Goal 2:** To develop knowledge for the field of social work through basic and applied research/scholarship that informs effective social work practice and humane social policy.

3. The service and outreach commitment in our mission statement, reflects (a) our application of the scholarly and other resources of the School to provide leadership in the development of professional services, as well as (b) our host institution’s mandate to contribute to the betterment of people and communities from local to global levels. This commitment is elaborated in our third goal.

_The University Mission Statement on Service:_ The University first serves Kansas, then the nation and the world through research, teaching, and the preservation and dissemination of knowledge (KU Mission Statement)

**Goal 3:** To respond to the needs of communities from local to state to national and international levels for knowledge supporting practice and policy formulation, and advocacy for socially and economically vulnerable individuals and families in our communities.
The MSW Student Handbook

The MSW Student Handbook has been created to provide students with information regarding our programs, policies and practices. Students should use this in conjunction with the School of Social Welfare website (http://socwel.ku.edu/) and Academic Catalog (http://catalog.ku.edu/social-welfare/) to orient themselves to our programs, curriculum and resources. It is for informational purposes only and does not constitute a contract.

Accreditation and Certification

The Master of Social Work program has been continuously accredited by the Council on Social Work Education (CSWE) since 1949. The BSW program has been continuously accredited by CSWE since 1974. CSWE sets guidelines and policies which all accredited BSW and MSW programs must follow in order to attain their status as accredited institutions.

The University of Kansas

The University of Kansas, founded in 1866, has long been known for its commitment to academic excellence. With a faculty of over 1,900 and a student body of 27,000, the university serves as a major resource for teaching, scholarship and service for the state, the region and the nation.

The university awards doctorates in 63 fields and master’s degrees in nearly 100. Its library, with more than 3 million books and many maps, photographs, documents, microforms, and several historic collections, is one of the largest in the Midwest.

The university includes the main campus in Lawrence, the KU Medical Center in Kansas City, the University of Kansas School of Medicine – Wichita, and the Regents Center on the Edwards Campus in Overland Park. We also have a satellite BSW completion program at KCKCC and MSW program in western Kansas.

The University of Kansas belongs to the Association of American Universities, a select group of leading higher education institutions in the United States and Canada. Member institutions are chosen on the basis of their national significance in graduate students and research.

Non-Discrimination and Affirmative Action

Every aspect of the School of Social Welfare’s organization, policies, and practices is conducted without regard to race, gender, sexual orientation, physical ability, veteran status, national origin, age, or other cultural characteristics. Diversity among the student body is highly valued.

The School of Social Welfare is committed to providing an educational and work environment that is free from harassment and discrimination. A faculty group is available as Faculty Consultants on Harassment and Discrimination to any person in the school in response to problems of unethical or inappropriate treatment of individuals in the school or its field settings.
MSW Curriculum

Master of Social Work

The primary objective of the MSW Program in the School of Social Welfare is to prepare students for advanced social work practice. Students acquire a professional foundation of social work knowledge, values, and skills in a generalist social work model.

The School of Social Welfare has identified four main themes central to its view of social work practice—the strengths perspective, a critical perspective, human diversity, and social and economic justice. The MSW curriculum has been designed to systematically develop these themes throughout the progression of the coursework with the goal of graduating students prepared to enter advanced level social work practice.

The Foundation Level provides a solid generalist background in social work knowledge. Students take courses in social work practice, organizational and community practice, social policy analysis, human behavior and the social environment, and social work research. Practicum placements during the foundation year consist of 16 clock hours per week during each semester for a total of 480 hours.

During the Advanced Level, students select to follow either the clinical practice concentration or the social work administrative and advocacy practice concentration in preparation for advanced social work practice. In the clinical concentration, students take courses in clinical practice, an integrative seminar appropriate to their practicum placements, a diversity selective, psychopathology, a clinical practice selective, and one elective. Students following the administrative and advocacy practice concentration take courses in program design, advanced policies and programs, budgeting, managing outcomes, human resources, and advanced advocacy practice. All advanced level students spend 24 hours per week in the field during each semester for a total of 720 clock hours.

It is the student’s responsibility to become thoroughly acquainted with the degree requirements. Ultimately, the student is responsible for understanding and completing requirements for the degree. This process can be aided through use of the Degree Progress Report as well as the curriculum found in this handbook. (http://www.degreeprogress.ku.edu)
## MSW Program Objectives:
**Foundation, Clinical and SWAAP**

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<th>Foundation Level</th>
<th>Clinical Concentration</th>
<th>SWAAP Concentration</th>
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<tbody>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly</td>
<td>Advocate for client access to the services of social work.</td>
<td>Maintain a social work identity within clinical settings.</td>
<td>Prepare for and advocate for the needs of vulnerable populations.</td>
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<tr>
<td>Practice personal reflection and self-correction to assure continual professional development.</td>
<td>Demonstrate the ability to develop clinical relationships with clients that reflect an understanding of both self and other.</td>
<td>Demonstrate the ability to develop respectful and productive relationships with other professional staff.</td>
<td>Identify unique qualities in professional boundaries when partnering with clients in community practice settings.</td>
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<tr>
<td>Attend to professional roles &amp; boundaries.</td>
<td>Demonstrate the ability to function within clearly-defined professional roles and boundaries based on client needs and agency context/services.</td>
<td>Plan for engaging in lifelong learning to enhance knowledge and skills for work with organizations and communities.</td>
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<tr>
<td>Demonstrate professional demeanor in behavior, appearance, and communication.</td>
<td>Identify specific areas where continued learning and supervision are needed in order to competently practice at the MSW level.</td>
<td>Demonstrate the ability to receive and assess the impact of supervision and consultation.</td>
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<tr>
<td>Engage in career-long learning.</td>
<td>Prepare for supervision with a clear agenda that identifies specific clinical questions and concerns.</td>
<td>Demonstrate the ability to provide and assess the impact of supervision and consultation.</td>
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<td>Use supervision and consultation.</td>
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<tr>
<td><strong>Apply social work ethical principles to guide professional practice.</strong></td>
<td>Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>Apply ethical decision-making skills to issues specific to clinical social work settings and practice.</td>
<td>Demonstrate the ability to apply ethical standards and laws for professional social work practice in work with organizations and communities.</td>
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<td>Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles.</td>
<td>Employ strategies of ethical reasoning to address the impact of technology and other advancements in clinical practice on client rights.</td>
<td>Recognize the ways in which complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments.</td>
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<tr>
<td>Tolerate ambiguity in resolving ethical conflicts.</td>
<td>Identify and use knowledge of relationship dynamics, including power differentials, to appropriately guide clinical interactions with clients.</td>
<td>Use strategies and models to resolve ethical conflicts in work with organizations and communities.</td>
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<td>Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>Recognize and manage personal biases that may affect the clinical relationship and impact clients' well-being.</td>
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<tr>
<td><strong>Apply critical thinking to inform and communicate professional judgments</strong></td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td>Articulate professional clinical impressions which integrate research knowledge, experiential learning, and client self-report.</td>
<td>Engage diverse constituents in critical community and organizational analysis and problem-solving.</td>
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<tr>
<td>Analyze models of assessment, prevention, intervention, and evaluation.</td>
<td>Demonstrate the ability to evaluate clients' strengths and vulnerabilities while utilizing specific clinical practice models.</td>
<td>Use logic, critical thinking, and creativity in written and oral communication with organizations and communities.</td>
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<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td>Critically evaluate, select, and utilize appropriate assessment, diagnostic, intervention, and practice evaluation tools.</td>
<td>Evaluate the applicability of relevant theoretical perspectives to clients' conditions.</td>
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<td>Demonstrate the ability to communicate informed clinical judgments, verbally and in writing, to other professionals.</td>
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<td>Safeguards clients' dignity in all communications.</td>
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<td><strong>Engage in diversity and difference in practice</strong></td>
<td>Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Demonstrate the ability to analyze oppression within systems of service delivery and its impact on client well-being.</td>
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<td>Perform community needs assessments which are inclusive of issues of class, culture, power and other differences.</td>
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<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>Demonstrates the ability to identify the intersection between one’s own privilege and power and the client’s culture and background within the context of the clinical relationship.</td>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values when engaging in organizing, advocacy, and administration with diverse groups.</td>
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<td>Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
<td>Identify and use practitioner/client differences to enhance the clinical relationship and work toward achieving client goals.</td>
<td>Continue to learn about, recognize, understand, and communicate the environmental and social contexts that shape realities for different people and groups.</td>
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<td>Utilize the strengths of differing life experiences to build inclusive communities and organizations.</td>
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<td>Advocate human rights and social and economic justice</td>
<td>View themselves as learners and engage those with whom they work as informants.</td>
<td>Demonstrate the ability to modify best-practice approaches in order to enhance cultural competence.</td>
<td>Engage with and ensure participation of diverse and marginalized community and organizational constituents.</td>
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<tr>
<td>Engage in research-informed practice and practice-informed research</td>
<td>Understand the forms and mechanisms of oppression and discrimination.</td>
<td>Integrate knowledge of the experience and effects of oppression, marginalization, discrimination, or historical trauma in treatment planning and interventions.</td>
<td>Advocate for human and civil rights individually and collectively.</td>
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<tr>
<td>Engage in practices that advance social and economic justice.</td>
<td>Advocate for human rights and social and economic justice.</td>
<td>Engage in advocacy practices that advance social and economic justice in both communities and organizations.</td>
<td>Effectively evaluate one’s own clinical practice and share results with other professionals.</td>
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<tr>
<td>Apply knowledge of human behavior and the social environment</td>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
<td>Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.</td>
<td>Incorporate a broad understanding of theories of change in planning and developing interventions within communities.</td>
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<tr>
<td>Critique and apply knowledge to understand person and environment.</td>
<td>Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments. Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.</td>
<td>Incorporate a broad understanding of theories of change in planning and developing interventions within organizations.</td>
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<tr>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>Analyze, formulate, and advocate for policies that advance social well-being.</td>
<td>Understand the impact of policies on clinical service delivery and the lives of clients and communicate this knowledge to relevant stakeholders.</td>
<td>Analyze policies by understanding the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed group.</td>
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<tr>
<td>Collaborate with colleagues and clients for effective policy action.</td>
<td>Demonstrate the ability to assemble appropriate evidence in advocating for policies that improve clinical services and advance client well-being. Engage in efforts to influence policies to promote improved clinical services and enhanced client well-being. Able to assess the effectiveness of advocacy efforts.</td>
<td>Actively use policy practice skills to advance policies that improve the effectiveness of social services and the well-being of people, especially the most vulnerable.</td>
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<tr>
<td>Respond to contexts that shape practice</td>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
<td>Consider changing social conditions and emerging trends to keep clinical services relevant to the experiences and evolving social contexts of client populations.</td>
<td>Strategically plan organizational and community change and development in response to changing social, economic, and political conditions.</td>
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<tr>
<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>Identify the social, cultural, political, economic, technological, environmental, and/or legal factors underpinning client problems.</td>
<td>Engage in collaborative practice with other social workers, service consumers, and community leaders to address problematic conditions.</td>
<td>Provide leadership in organizations and communities for effective, ethical interventions that improve the well-being of individuals, families, organizations, and communities.</td>
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<tr>
<td>ENGAGE Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.</td>
<td>Build professional clinical relationships with clients that establish clear boundaries and expectations.</td>
<td>Engage diverse community constituents and seek varied perspectives to prepare for community and organizational needs assessments.</td>
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<tr>
<td>Use empathy and other interpersonal skills.</td>
<td>Develop clinical relationships that are culturally appropriate and recognize interpersonal and contextual factors that affect the therapeutic relationship.</td>
<td>Use leadership skills to engage staff members and to promote organizational diversity.</td>
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<tr>
<td>Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td>Establish a collaborative process with clients around treatment goals and therapeutic modalities which incorporates clients’ preferences.</td>
<td>Use leadership skills to engage staff members in order to develop high levels of morale within organizations.</td>
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<tr>
<td><strong>ASSESS</strong> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Collect, organize, and interpret client data.</td>
<td>Synthesize client data from a variety of sources utilizing bio-psycho-social-spiritual assessment in order to form diagnostic impressions.</td>
<td>Assess and analyze client needs by integrating empirical and community data to inform the development of client-focused programs and services.</td>
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<td>Assess client strengths and limitations.</td>
<td>Elucidate clients’ presenting problems and assess their readiness for change.</td>
<td>Assess and analyze community and organizational capacities, strengths, and needs to support the development of client-focused programs and services.</td>
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<td>Develop mutually agreed-upon goal &amp; objectives.</td>
<td>Assess strengths and resources that are available to help address clients’ problems or circumstances.</td>
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<td>Select appropriate intervention strategies.</td>
<td>Use clinical assessments or diagnoses to help develop appropriate intervention strategies within the context of the agency’s services.</td>
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<td><strong>INTERVENTION</strong> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Initiate actions to achieve organizational goals.</td>
<td>Select and implement clinical treatment plans and evidence-based strategies based on client preferences as well as appropriate theory and research.</td>
<td>Intervene with communities and organizations through a variety of models, methods, strategies and tactics identified as appropriate to the context and need for change.</td>
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<td>Implement prevention interventions that enhance client capacities.</td>
<td>Utilize clinical frameworks and treatment protocols indicated by assessment findings.</td>
<td>Develop a program budget that reflects diverse funding sources to meet client needs.</td>
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<td>Help clients resolve problems.</td>
<td>Collaborate with other professionals to coordinate additional treatment services.</td>
<td>Develop comprehensive program and policy designs that reflect use of the best available research, client feedback, and practitioner wisdom.</td>
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<tr>
<td>NEGOTIATE</td>
<td>Facilitate termination of clinical relationships with attention to clients’ emotional well-being.</td>
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<tr>
<td>Facilitate transitions and endings.</td>
<td>Facilitate termination of clinical relationships by assisting clients to develop plans to maintain goal achievements.</td>
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</table>

**EVALUATE**  
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>EVALUATE</th>
<th>Critically analyze, monitor and evaluate interventions.</th>
<th>Monitor clients’ progress towards identified treatment goals and evaluate intervention effectiveness.</th>
<th>Evaluate key measurement indicators of program implementation and client outcomes to maintain and improve effective services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document clients’ progress in agency records as required.</td>
<td>Disseminate outcomes of interventions to help understand when and why interventions hinder or improve human wellbeing.</td>
<td>Use established research methods to evaluate clinical and practice effectiveness and/or outcomes.</td>
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</tbody>
</table>

2015-2016 MSW Student Handbook
**Sequence of MSW Courses**

1. **Foundation**
   - **Fall**
     - 710 Social Work Practice (3)
     - 720 Social Policy Analysis & Program Analysis (3)
     - 730 Human Behavior & the Social Environment (3)
     - 701 Field Practicum (7)
   - **Spring**
     - 711 Social Work Practice (3)
     - 713 Community and Organizational Practice (3)
     - 740 Social Work Research (3)
     - 701 Field Practicum (7)

2a. **Advanced Level – Clinical Concentration (as of Fall 2014)**
   - **Fall**
     - 810 Clinical Practice (3)
     - 83X Integrative Seminar (3)
     - 863 Psychopathology and Mental Health (3)
     - 801 Field Practicum (7)
   - **Spring**
     - 811 Clinical Practice Selective (3)
     - 87X Diversity Selective (3)
     - 8X Elective (3)
     - 801 Field Practicum (7)

2b. **Social Work Administrative & Advocacy Practice (as of Fall 2014)**
   - **Fall**
     - 840 Program Design and Grantwriting (3)
     - 841 Advanced Policy and Programs (3)
     - 849 Managing Financial Resources (3)
     - 804 Field Practicum (7)
   - **Spring**
     - 842 Assessing and Managing Outcomes (3)
     - 843 Program Management and Supervision (3)
     - 846 Advanced Community and Advocacy Practice (3)
     - 804 Field Practicum (7)

**MSW Foundation Curriculum. (32 credit hours)**

The MSW Foundation Curriculum consists of seven required courses:

**Social Work Practice. (SW 710, 711, 713)**

Based on the school’s unique strengths perspective, courses provide core knowledge and skills essential for working with individuals, families, groups, organizations and communities.

**Social Welfare Policy & Program Analysis. (SW 720)**

Course emphasizes the effect of social problems, policies and programs on peoples and gives students the skills to analyze the effectiveness of policies.

**Human Behavior and the Social Environment. (SW 730)**

Theoretical underpinnings essential for effective social work practice and for understanding the behavior of individuals and families.

**Social Work Research. (SW 740)**

Course offers students the opportunity to become informed consumers of social-work-relevant research and to develop skill in evaluating the effectiveness of their own work with clients and the effectiveness of the programs in which they work.
Foundation Field Practicum.  (SW 701)  (14 credit hours total)
Community agencies throughout Kansas and western Missouri offer practicum opportunities for the application of knowledge gained in other sequences. Field experiences for foundation level students extend the curriculum goal of generalist social work practice and are designed so that fundamental skills across multiple levels of intervention are acquired.

MSW Advanced Level Curriculum

Students at the advanced level select a concentration in either clinical social work practice or social work administrative and advocacy practice in accordance with their goals of either working directly with individuals, families and groups or at the macro level of practice in social advocacy and administration. The Clinical Concentration is offered at the Lawrence, Edwards, and the Western Kansas Campuses. Social Work Administrative and Advocacy Practice Concentration is only offered at Edwards, and classes are provided in a blended format only.  With the exception of one study abroad course offered by the SSW, students may not enroll in advanced-level classes before successfully completing foundation requirements, including SW 701.

Clinical Social Work Concentration

(32 Credit Hours).  The clinical social work concentration prepares students for social work practice with individuals, families and small groups.  The focus is on selecting and evaluating interventions based on needs in each situation, whether personal, interpersonal, or environmental. Social work theory and methods taught are applicable to the variety of practice settings in which clinical services are provided, as reflected in the list of practicum settings at the end of this handbook. Students expecting to sit for the Licensed Clinical Social Worker examination two years after the MSW must take the clinical social work practice concentration.

Clinical Practice.  (SW 810, 811)
Clinical social work practice occurs in a variety of settings, from large public and private agencies and institutions through many types of individual and group private practice situations. These courses are designed to teach advanced knowledge and skills that transcend contextual factors in order to produce a variety of positive client outcomes in a range of practice situations. Students also gain knowledge in the application of advanced theoretical and practice principles to client systems. Both SW 810 and SW 811 are required.

Integrative Seminar.  (SW 830, 832, 833)
Students select an integrative seminar that complements the advanced field practicum. Students demonstrate the capacity to integrate research, policy, direct practice, and human behavior in considering the issues central to an area of practice – child and family, health/mental health, and aging. Students will also be able to explain how diversity issues manifest themselves at both the policy and direct practice levels. Students meet this requirement through the completion of one integrative seminar course.
If you are interested in being a School Social Worker, it is highly recommended you complete an advanced level supervised field practicum placement in the school setting, integrative seminar, SW 830: Social Work in Child and Family Settings, and SW 834: Social Work in Schools. Students may consider taking SPED 725 Introduction to the Psychology & Education of Children and Youth with Disabilities as an elective, although this would be considered an “overload” of courses. As such, students interested in taking the additional elective should petition the MSW Director for permission to enroll in an overload.

**Psychopathology and Mental Health.** (SW 863)
Theories of mental health and psychopathology are compared concerning etiology, classification, assessment, and treatment of distress and mental disorders. Theories and practices are evaluated critically for their usefulness in a strengths approach to social work in mental health settings.

**Diversity Selective.** (SW 855* 870, 872, 873, 874, 878)
This cluster of courses is organized around understanding diversity and applying that understanding to specific populations of people who have been marginalized and oppressed. Students meet the requirement by choosing one diversity selective. *School approved study abroad (SW 855) may be used to fulfill the diversity elective, with the caveat that the students elective credit must be a clinical course offered within the school.

**Clinical Practice Electives.** (SW 834, 852, 855, 860, 861, 862, 865, 867, 868, 869, 879)
The clinical practice elective offers students an opportunity to acquire in-depth knowledge in a core area of clinical social work practice. Topics may include ethics, human sexuality, mental health and psychopathology, family mediation, loss and grief. Students must take at least 1 practice elective. Study abroad courses do not meet clinical practice elective requirements.

**Electives.** (SW 846, 847, 864, 875, and 855 - study abroad courses)
These courses are macro-oriented and do not have significant clinical content.

Note: SW 875 is a Readings and Investigations course. Taking this to fulfill an elective requirement requires prior approval of the MSW Director and a plan of study completed in conjunction with a full-time member of the faculty. Readings and Investigations proposals must be approved by December 15 for Spring Semester Classes, August 1 for Fall Semester classes and April 30th for Summer Semester classes. It cannot be used to replace a required course or required selective.

**Advanced Field Practicum.** (SW 801) (14 credit hours total)
Advanced experience in social work practice with individualized instruction from a professional social worker, offering continued opportunity to integrate theory and practice and to develop beginning social work competence in clinical social work. All students must complete the advanced field practicum.
Note: Earning an MSW in the Clinical Concentration requires 15 hours of course work which has clinical content covering issues of diagnosis and treatment. These courses include SW 810, 811, Integrative Seminars, SW 863 and the Diversity Selectives. However, Study Abroad courses do not contain clinical content. Only one Study Abroad course can be applied to the MSW degree, and those courses must be official course offerings of the School of Social Welfare.

If a student takes a Study Abroad course, they may count it toward the Diversity Selective or toward an elective. Thus, if they use Study Abroad as their Diversity Selective, they should take great care in making certain that their elective course contains clinical social work content. A student who counts study abroad toward their diversity selective should not take an elective such as Grantwriting, a Research and Investigations course, or an elective from outside the School of Social Welfare.

Social Work Administrative & Advocacy Practice Concentration

(32 credit hours). The social work administration concentration prepares graduates for management positions in public and voluntary human services organizations. The curriculum helps students achieve competence in managerial practice grounded in the knowledge and values of social work. Knowledge and skill areas include program design, managing information, managing people, managing resources, and program evaluation. This concentration prepares students to be program managers, supervisors, agency administrators, program monitors and evaluators, and social planners with voluntary health and welfare planning agencies; federal, state and local planning bodies; and advocacy and self-help organizations. As noted above, this concentration is offered only at the Edwards Campus, and classes are offered only in blended format. All of the following courses are required.

Program Design and Grantwriting. (SW 840)
    The focus is on techniques for designing culturally appropriate social programs that empower clients and promote well-being. Students also are provided opportunities for soon-to-be advanced practitioners to acquire the knowledge and skills necessary to participate in effective grant writing, which is necessary to execute the implementation of social programs.

Advanced Policy and Programs. (SW 841)
    The focus is on the development of skills to stay abreast of and knowledgeable about critical federal and state policies, regulations, and funding structures and streams in students’ chosen field of practice. Students will also learn how to research the literature on best practice and effective programs. All of these skills and consequential knowledge will be used to inform program design, resource acquisition, financial management, personnel management, outcome management, and other administrative functions.
Focus on the use of resources needed to operate a client-centered program. Includes budgeting techniques and their application; use of budgets for decision making, and problems of reallocation.

Assessing and Managing Outcomes for Administrative & Advocacy Practice. (SW 842)
Emphasis is on the use of information to improve human service program performance. Includes content for the design, implementation, and evaluation of information systems.

Program Management and Supervision: (SW 843)
This class focuses on helping students learn to supervise and manage social workers and other human service staff members, build teams and organizational cultures that maximize staff morale and job satisfaction, and create and maintain workplaces that reflect, contribute to, and celebrate diversity in the larger community. The class also includes a historical orientation to and a comparison of various theoretical perspectives on personnel management and related administrative work in human service agencies.

Advanced Community and Advocacy Practice. (SW 846)
This course is designed to build on the content of the foundation course on community and organizational practice by further developing the theories, methods, and skills of community and advocacy practice. The course will help students know and further develop the analytical and empirical skills needed to effectively manage and advocate with and on behalf of different human service communities. Throughout the course, skill-based exercises are presented to aid in understanding theoretical concepts.

Field Practicum. (SW 804) (14 credit hours total)
Advanced experience in social work practice with individualized instruction from a professional social worker, offering continued opportunity to integrate theory and practice and to develop beginning social work competence in social work administrative and advocacy practice.

Note: A SWAAP student taking study abroad may apply that credit toward SW 843 Program Management and Supervision. Only one Study Abroad course can be applied to the MSW degree, and those courses must be official study abroad course offered by the School of Social Welfare.

Program Options

The School of Social Welfare offers several options for completing the requirements leading to the Master of Social Work degree. Many students enter as full-time students. They take 16 credit hours each semester and complete the degree in 2 academic years. Students who enter as part-time students complete in either a 3 or 4 year time frame. (See Appendix for samples of Completion Plans). Classes are offered at both the Edwards and Lawrence campuses, and distance drivers (those who drive more than 100 miles round trip) are assigned earlier enrollment times to increase the likelihood of obtaining course preferences. A program is also offered at our Western Kansas campuses in Hays and Garden City, although offerings on those campuses vary by year. Students elect a specific campus on which they take their coursework; changes to campus location must be approved by the Assistant Dean and are
subject to space availability considerations. All course work for the MSW must be completed within four academic years unless prior approval is provided. This would occur only under special circumstances and this decision would be made by the MSW Director in consultation with the Associate Dean for Academic Programs and the Director of Field Education.

The School offers classes in a blended course format, with courses meeting on campus 50% of the time, and 50% in an online format. All courses needed to complete the degree requirements are offered in this format. Not all classes are available in this format, although enough options are offered that students can earn their entire MSW degree taking blended courses. As noted above, all SWAAP classes are offered only in blended format on the Edwards Campus.

Required courses are offered only once each year. Additionally, advanced level elective courses and diversity selectives are offered during the summer session. Students may take summer classes after they have successfully completed all of the foundation requirements. Courses in the clinical concentration offered during the summer may be used to fulfill the diversity or clinical practice elective requirements and thereby lightening the course load during the regular academic year.

**Credit for Course Work Taken Outside the School of Social Welfare**

Students who wish to substitute a course taken outside the School of Social Welfare for an elective must petition the MSW Program Director before the beginning of the semester (for fall, August 1; for spring, December 15). Decisions about course substitution are made by the MSW Program Director in consultation with concentration chair. Petitions must include the course syllabus, verification that the course is a graduate course, and a transcript upon completing the course showing a grade of B or higher. Requests submitted after the beginning of the semester will not be considered. Students who choose field placements that require particular course work are responsible for meeting the academic requirements of the school as well as the field agency. No more than 3 hours of course work taken outside the school will be accepted to meet the elective program requirement.

**Request for Credit Waivers/Credit Transfer**

Students who request transfer from other programs accredited by the Council of Social Work Education must first go through the admission process and provide transcripts, a syllabus for each course for which credit is being requested, descriptions of field practicum content, written evaluations of field practicum performance, and the number of practicum clock hours. Course syllabi must include readings, assignments, and weekly topics covered in that class. Students requesting credit waivers must include these materials by February 15th. Waiver credit will not be offered for courses taken prior to admission for students accepted in the Advanced Standing Program. Courses submitted for waiver credit won’t be considered if a student earned a grade of less than a B.

Credits for continuing education institutes and workshops or programs conducted by nonaccredited or nondegree-granting organizations are not accepted. Students who request transfer from nonaccredited programs or who have had a similar course in another discipline have the option of taking a test-out examination for some required foundation courses. Additionally, please note that course work taken in an MSW program as a non-degree seeking student will not receive waiver credit. Finally, students may not receive waiver credit for advanced level coursework taken prior to completion of foundation level coursework in another MSW program. Students can request to enroll as nondegree seeking students and take SW 720, 730 or 740. However, is contingent upon admission as a nondegree seeking student.
and classroom availability after all current degree seeking students are enrolled. Up to six hours of credit as a nondegree seeking student can be applied toward the MSW degree should a nondegree seeking student later apply to admission into the MSW program. Any such credit will be given only for coursework in which the student earned a B or greater.

- **Testing out of Foundation Courses**
  Students who believe they have already mastered the content of SW 720, SW 730 or SW 740 may attempt to test out of the course. To test out, students take the equivalent of a final examination for the course. Up to 6 credit hours may be waived for testing out successfully. Students must take another 3 hour course at the advanced level if they pass all three exams. A student may attempt to test out of a course only once. Students are notified of examination dates via email.

- **Prior Work Experience**
  In accordance with national accreditation standards, prior employment and life experience may not be credited toward classroom course work or practicum requirements.
Advanced Standing

The School of Social Welfare also offers an Advanced Standing program for students who have completed a BSW degree from a CSWE-accredited social work program. Admission criteria is identical to the regular program, with special requirements for those who have less than two years of post-BSW social work experience. The admissions committee looks for strong BSW evaluations. Applicants with social work experience are more competitive. Those applicants are required to submit a copy of their practicum evaluations, and one of the three references must be from a social work classroom instructor. See application website for details.

The Advanced Standing program requires enrollment in 38 credit hours, as follows:

- A summer enrollment in two classes: (1) Advanced Standing Seminar (SW 712) organized around the school’s major curriculum themes and (2) an elective course selected by the student to broaden the base of knowledge. Students must earn a minimum grade of B in SW 712 in order to continue in the program.

- The advanced level of the MSW program (32 credit hours).

No credit will be given for courses taken before admission. The advanced level of this program may be taken full time or part time over two years. Advanced standing students may not apply transfer credits towards program requirements.
According to the Council on Social Work Education, field education is the signature pedagogy of the social work profession. Your practicum, also known as an internship, will help you to connect your classroom learning with a social work practice experience in the community. The Field Education Handbook contains specific information about the roles and expectations of the School, the field, and the student in the practicum experience, as well as the policies and procedures of the Field Education Office.
Selecting a Concentration

In the final January of the students’ foundation level, and upon acceptance of admission for advanced standing applicants, students will be asked to choose a concentration for the advanced level year in the MSW Program. Both concentrations build on the generalist perspective being developed in foundation level courses, and the concentrations provide students with the opportunity to develop advanced level knowledge and skill that builds on this foundation. The major difference in the two concentrations is the skills developed in order to impact the lives of people and help build a more just society. Students who are uncertain about their concentration choice may wish to consult with their faculty advisor.

By providing information about each of the concentrations, including curriculum requirements, description of courses, sample field placement descriptions, and examples of what students who graduated from each concentration are currently doing, students will make an informed decision. But before learning more about the concentrations...

What Do You Want?

It is important for you to think about who you are, what is important to you, and what brings you enjoyment in life. Here are a few questions that may guide you. Although not the same, you will be asked the same type of questions when you complete your practicum planning materials. So why not start now?!

- Why did you enter Social Work?
- What do you value most? (e.g. restorative justice, combating homelessness)
- What is important to you? (e.g. working directly with clients, doing research, influencing policy)
- Where do you most want to effect change? (e.g. with individuals, groups, families, in policy, research, community organization)
- Which track meets the most options of above?

Additional questions you may find helpful to think about are:

- Do you have a particular career goal upon graduation? A long-range goal?
- Do you have any preferences with respect to your career goals, such as the type of setting, type of client population, type of treatment issue, geographic location?
- Do you have special skills, e.g., a foreign language, sign language, etc. that you hope to use in your future social work practice?
Social Work Administrative and Advocacy Practice Concentration (SWAAP)

The social work administration and advocacy practice concentration prepares students in the professional application of social work theory and skill to the development and management of social service programs. The interaction between the acquisition of knowledge about program design, financial management, advanced policy, research, and best practices, personnel management and assessing and managing client outcomes is at the crux of the development of specialized knowledge and skills in social work administration and of a solid identity as a Social Work Administrator. This Concentration is offered only at the KU Edwards Campus and in blended class format only.

Clinical Social Work Practice Concentration

The clinical social work practice concentration prepares students in the professional application of social work theory and methods to the treatment and prevention of psychosocial problems, disability, or impairment, including emotional and mental disorders. Clinical practice includes the application of assessment and diagnostic strategies, the formation of a treatment plan that may include psychotherapy, counseling, client advocacy, systemic and organizational interventions, consultation and evaluation, and other clinically appropriate interventions with individuals, families, couples, groups, and social systems.
Advising is separated into two categories – academic and professional/career.

**Academic Advisors**

Academic advisors assist with enrollment and course selection. Enrollment happens twice each year – in the fall semester for spring, and in the spring for summer and fall. Students receive emails from the Office of the University Registrar announcing enrollment periods. Students are required to meet with their academic advisor to discuss academic issues, major requirements, course selection and basic policies. Group and individual appointments are available.

**Professional/Career Advisors**

In the fall semester students are assigned a member of the faculty who serves as their professional/career advisor. Students are encouraged to meet with their assigned faculty member to discuss academic issues, research developments in the field of social work, choice of concentration and field of practice, as well as possible career options.

Students who develop a good relationship with their advisors, or with other faculty members, can find this to be an important part of their academic career. It is recommended that students get to know their advisors and develop a rapport early on.

**What Advisors Cannot Do**

Advisors **cannot** do any of the following:

- change your grade in a course (this requires a grievance)
- allow you to enroll in a course that is full (this requires permission from the Assistant Dean)
- therapy (While faculty and staff members are certainly available to help students solve academic problems, Counseling and Psychological Services provides longer-term counseling for students)
- tell the Dean not to let a certain person teach a course again (this is why we ask you to fill out C&I evaluation forms)
- tell a teacher to let you (a) take an incomplete, (b) turn an assignment in late, or (c) not penalize you for lateness or absences

The faculty has determined optimal class sizes for all courses, which may vary according to the course. The faculty has also determined that when multiple sections of a course are offered, enrollment in those sections is to be distributed as evenly as possible. Students should anticipate that they might not get into their first choice of courses or sections. Students are encouraged to consider options before going through the enrollment process.

Note: You have been accepted to a particular campus and it is expected that you enroll in courses at that campus. If you are interested in a course at the other campus, contact the Assistant Dean to make arrangements. Accommodations are made on a space available basis.
Students are ultimately responsible for enrollment and for taking courses necessary to meet degree requirements. It is important to check your schedule for accuracy, including the practicum section. Corrections should be made as quickly as possible. Check your Degree Progress Report anytime at http://www.degreeprogress.ku.edu and compare to our published completion plans.

Grades

You can view your grades via Enroll and Pay.

Schedules

You can view your current class schedule via Enroll and Pay similar to above.

Adding/Dropping/Changing Sections, Withdrawing/Fee Assessment MSW Students

Students wanting to add or drop a course are advised to first consult with a School of Social Welfare advisor to review the impact of the action.

Before adding or dropping, students should consider:

- Required courses are only offered once each year.
- Enrollment in practicum generally is concurrent with enrollment in the appropriate practice class.
- Changes of section are only considered for scheduling reasons and only if space is available as determined by administrative staff. Students should not ask an individual instructor for permission.
- Students are expected to remain with the same instructor for both semesters of sequential courses. Mini-Courses, which are 1.5 credits each, are “paired” together and both must be completed in order to earn the full 3 hours of credit.
- Full-time students who drop a course during the foundation year must request a change in their academic plan of study using the online request found at http://socwel.ku.edu/academics/advising#msw.
- Refunds for dropped credit hours follow a set calendar. Please see the University Calendar for more information: http://www.registrar.ku.edu/.

Withdrawal From Degree Status

Students considering withdrawing are strongly advised to meet with their professional advisor. If the student and advisor conclude that withdrawal is the best option, students can complete forms online at http://socwel.ku.edu/leave-of-absence-change-msw-program.
Administrative Withdrawal

At times, when it comes to the school's attention that a student is enrolled in classes without the appropriate permission, we may take action to withdraw them administratively from classes. This can occur in several different situations, and the goal is generally to prevent students from being charged tuition and fees for classes in which they should not be enrolled. Such situations would include: 1) enrollment in classes for which prerequisites have not been met, 2) enrollment after a student has been dismissed or has withdrawn from the program, 3) enrollment while a student is on an official leave of absence from the program, and 4) enrollment in a course which does not meet the student's requirements for degree completion. Before pursuing an administrative withdrawal, reasonable efforts will be made to contact the student to request that they initiate the course withdrawal themselves.

Leave of Absence Status

Under certain circumstances an interruption of an academic program is considered, allowing the student a period of up to one year before returning to coursework. A leave of absence is not automatically approved, nor does the School consider a student to be on a leave of absence status simply because that student has chosen to not enroll.

A form for changing plan of study or requesting a leave of absence can be found online on the advising section of the school’s website http://socwel.ku.edu/leave-of-absence-change-msw-program. Students must submit a written request to the MSW Program Director for approval. The request must include a completion plan and a statement of the circumstances necessitating the withdrawal. The student must have completed a minimum of one semester of academic work and be in good standing to be eligible for leave of absence status.

Students on a leave of absence must contact the School one full semester prior to returning to coordinate practicum (fieldeducation@ku.edu) and enrollment. This is considered the student’s responsibility. Students should contact Becky Hofer to begin the process of readmission and the Field Education office regarding due dates for practicum planning materials.

Fee Assessment Petition Process

If a student wants to request that an assessment charge be reconsidered such as a late enrollment fee, reinstatement fee, tuition adjustment, staff rates, the student can follow one of the steps outlined below:

- Visit http://www.registrar.ku.edu/ and print a copy of the fee appeal form.
- The student can download this form and send it to the Registrar. The form will include specific guidelines. It is very important to explain why you want an assessment reconsidered. It is your responsibility to complete this section to insure timely processing.

Tuition Information

For specific information regarding tuition and fees including a breakdown of campus fees, go to http://www.affordability.ku.edu/.
Guidelines For Conduct

As students, you have certain rights and responsibilities, most of which are outlined either in the University Registrar’s website, [http://www.registrar.ku.edu/](http://www.registrar.ku.edu/) or in the KU Policy Library which is available at [http://studentaffairs.ku.edu/policies](http://studentaffairs.ku.edu/policies). It is strongly recommended that students familiarize themselves with the contents of these documents.

Ethical Standards

The School has a professional values commitment that requires the highest standards of conduct in human interactions. Thus, the School of Social Welfare strives to maintain an atmosphere that promotes understanding, inclusiveness, and mutual respect for people with diverse backgrounds. Because of our belief in the dignity of individuals and their right to be treated with respect regardless of race, gender, ethnicity, sexual orientation, age, class, religious beliefs, gender identity, and physical ability, the School does not condone any behavior that reveals prejudice, discrimination, or bigotry.

Nondiscrimination

The University of Kansas supports this value commitment in its policy on nondiscrimination.

... the university is committed to providing an equal opportunity for all qualified individuals to be considered for employment, benefits and conditions of employment, educational programs and activities, regardless of race, religion, color, sex, disability, national origin, ancestry, age, veteran status, sexual orientation, marital status, parental status, gender identity, or gender expression. ([http://policy.ku.edu/IOA/nondiscrimination](http://policy.ku.edu/IOA/nondiscrimination))

This value commitment is also part of the Code of Student Rights and Responsibilities ([http://policy.ku.edu/code-student-rights-and-responsibilities-student-code](http://policy.ku.edu/code-student-rights-and-responsibilities-student-code)). This Code “protects the rights of every student and describes responsibilities or expectations for student conduct. As such, it forms a significant part of the rules of the campus community. Students are expected to familiarize themselves with the policies that govern student conduct. This information may be found at: [http://studentaffairs.ku.edu/policies](http://studentaffairs.ku.edu/policies).

If a student believes that his/her rights have been violated they are encouraged to seek consultation from a faculty consultant on harassment and discrimination as detailed in the following section. Or, as with any member of the University community the student has the right to contact Human Resources and Equal Opportunity (HREO) to discuss their concerns and options. ([http://policy.ku.edu/IOA/nondiscrimination](http://policy.ku.edu/IOA/nondiscrimination))

The same rights afforded to students are afforded to all members of the University Community and violation of these rights by a student may be grounds for dismissal.
Academic Misconduct

The University Senate Rules and Regulations defines academic misconduct in Article II, Section 6, stating:

Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research. ([http://policy.ku.edu/governance/USRR](http://policy.ku.edu/governance/USRR))

One form of academic misconduct occurs when someone takes credit for work produced by another. Academic misconduct includes, but is not limited to:

1. Representing any work of another person, including materials from the professional literature, as one’s own product and achievement. This includes but is not limited to:
   
a. Quoting from another work without indicating the fact by quotation marks or indentation and acknowledging the source.
   
b. Paraphrasing without proper acknowledgement of the source.
   
c. Using the work of another student.
2. Giving or receiving unauthorized aid in any assignment or examination.
3. Submitting a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor.
4. Representing interactions of clients in written case materials that did not, in fact, happen or presenting untrue statements in such materials.
5. Fabricating data that are claimed to be real.

Academic misconduct is a serious ethical violation. The student who violates these provisions may receive a failing grade for the academic activity in question, or for the course in which the behavior occurred. They may also be referred for an Academic Review Committee meeting, which could result in a recommendation to the Dean of the School of Social Welfare that the student receive a formal censure for the behavior. In severe cases of academic dishonesty, the ARC could recommend suspension or dismissal from the MSW program.

Plagiarism and the appearance of dishonesty is avoided if proper bibliographic citations are included whenever the work of another is used. Proper bibliographic citations include four elements (Rudolph & Backstone, 1990).

1. Name of author or authors, correctly spelled and in the form that appears on the work.
2. Edition number for books; volume number and issue number, if there is one, for periodicals.
3. Complete publication date: month, day (if given), and year for periodicals; year for books.
4. Inclusive page number of articles; specific page numbers for cited parts of articles.
Grounds for Dismissal

Behavior that is illegal, does not adhere to the NASW Code of Ethics, or reflects other forms of inappropriate professional behavior will be grounds for dismissal from the MSW and BSW programs. This could include but is not limited to sexual or racial harassment or harassment concerning sexual orientation, threatening behavior, plagiarism, theft, and sexual misconduct with clients. This is inclusive of all behavior related to the status of students in the School of Social Welfare: interactions with clients, agency staff, faculty, and students.

Harassment and Discrimination

The University of Kansas is committed to an open, diverse and inclusive learning and working environment that nurtures growth and development of all. KU holds steadfast in the belief that an array of values, interests, experiences, and intellectual and cultural viewpoints enrich learning and our workplace. The promotion of and support for a diverse and inclusive community of mutual respect requires the engagement of the entire University. The office of Institutional Opportunity & Access (IOA) has an institutional responsibility to enhance and strengthen diversity and inclusion at the University of Kansas - http://ioa.ku.edu/.

Students’ Rights to Confidentiality

The curriculum prepares professional social workers to be effective in helping clients and in collaborating with others on clients’ behalf. In the context of the School’s curriculum as contrasted with personal therapy, personal growth and self-awareness are not ends in themselves; they are means toward the ends of effective practice skills. Contrary to a contract for personal therapy, the educational contract may not require students to reveal personal information either to fellow students or instructors. Therefore, any course which requires self-disclosure as a teaching/learning methodology must (a) be optional for students to elect; (b) make explicit at the outset any requirements for expectations of self-disclosure; and (c) provide a rationale acceptable to Curriculum Committee that the nature of self-disclosure required can reasonably be expected to improve practice and that application of such experiences to practice will be made explicit for students. Self-disclosure, for the purpose of this document, is defined as disclosure of personal or family relationships or history.

The following specific guidelines must be followed with respect to students’ rights to confidentiality.

1. A student’s reactions to or feelings about clients and fellow workers are a legitimate concern of social work education. Students may be asked to examine these matters either in written assignments, practicum supervision, advisement, or liaison conferences.
2. Students may not be required involuntarily as a part of class or practicum to reveal information about their personal or family relationships or histories with the exception indicated in item 3 below. An assignment asking for personal or family information may, however, be utilized if an alternative assignment is available and given equal credit. For example, describe family relationships in literature instead of one’s own family or describe a person’s problem rather than one’s own problem.
3. A practice course may be offered which requires students to describe personal or family matters either in class or other assignments. Such a course may be offered under the following conditions:
a. Methodology and content of the kind described in (3) must be approved by Curriculum Committee as necessary for achieving course objectives.

b. Written course materials defining expectations of students regarding sharing of personal information must be made available at the outset of the course. The nature of the self-disclosure to be required and the context in which the self-disclosure will occur (e.g., assertiveness training, sharing of sexual experiences) must be made explicit in the course materials. The course materials must also contain a rationale for the types of self-disclosure expected indicating the specific ways in which such disclosure is expected to enhance practice skills.

4. Any information about him/herself which the student does choose to divulge must be treated by faculty and by fellow students with the same respect for confidentiality as that accorded to clients. That is, no mention of such confidences may be made unless directly connected with the education or practice of that student.

5. A breach of policy regarding student’s rights to confidentiality by either faculty or students shall be considered a violation of professional ethics and academic misconduct.

Confidentiality of Clients’ Information

1. In any instance in which a client is mentioned in a classroom or class assignment, whether in a brief vignette, oral or written case presentation, or any other manner, the following assurances of confidentiality must be observed:
   a. The names of persons who are clients, clients’ family members, agency personnel, and any other persons in their environments must be disguised so that they will not be recognizable.
   b. If the configuration of personal or family characteristics is such that it could render person(s) identifiable (age, family size or composition, race, occupation, handicap, etc.), some aspects of the configuration must be altered. Aspects least detrimental to understanding of the situation should be altered, but when there is doubt, the principle of confidentiality must take precedence over completeness in every detail.
   c. The specific place of work or schooling of clients should not be mentioned unless it is essential to the case and the entity is so large and the person’s other characteristics are sufficiently nonspecific that he/she cannot be identified.

2. Any discussion about clients in the classroom takes place in the context of professional learning and teaching. As such, it is protected by the social work profession’s ethics regarding confidentiality. Such content should never be discussed outside the classroom except with professional colleagues and then only for learning purposes.

3. Any written materials or tapes regarding clients must be prepared, used, and stored so as to ensure clients’ privacy. For tapes to be used in the classroom, clients’ permission must be gained in writing before taping may take place. Procedures used must be in conformity with University rules and regulations as well as with those of the student’s practicum agency. Responsibility to see to it that no one has access to such materials, except for legitimate professional purposes, rests with each student and faculty member.

4. A breach of the policy regarding confidentiality shall be considered a violation of professional ethics and academic misconduct.
**Student Advancement Policy**

The goal of the School is to prepare MSW students for advanced social work practice. The School is responsible for creating a learning environment that enables students to become effective social work practitioners. The School is also responsible for determining whether students have demonstrated the required level of achievement--classroom performance, professional behavior, and ethical behavior--sufficient to interact positively with client systems. Advancement is a means by which faculty ensure that each person graduated with a degree from The University of Kansas School of Social Welfare has adequate skills, knowledge, and judgment to assume the responsibilities of a professional social worker.

**Advancement Requirements**

Advancement of students from one semester to the next is contingent upon satisfactory progress each semester.

Students must maintain satisfactory progress towards meeting the following expectations:

1. **Academic Performance**
   MSW students are expected to maintain a 3.00 GPA, and satisfactory performance in non-letter graded courses.

2. **Professional Behavior**
   - Students are expected to obtain and analyze data, synthesize information, and reach sound assessment judgments.
   - Students are expected to plan and implement effective interventions.
   - Students are expected to relate well with clients and client systems, colleagues, agency supervisors, and community systems.
   - Students are expected to demonstrate a commitment to and skill in self-evaluation of practice.
   - Students are expected to respond to evaluation, testing, and criticism with appropriate modification of behavior.

3. **Ethical Conduct**
   - Students are expected to demonstrate honesty and integrity in all areas of the academic program.
   - Students are expected to adhere to ethical professional standards in all interactions with clients, peers, staff, regular and contract faculty, practicum instructors, and all other members of the University community.
   - Students are expected to abide by the standards as stated in the [NASW Code of Ethics](#), the Guidelines for Conduct found on page 32 and the University catalog and [Code of Conduct](#).
Advancement Procedures

Advancement is a process intended to assure that each student maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice. Students are automatically advanced and should consider themselves advanced unless they are otherwise informed.

The following steps will be taken when students do not meet the academic performance standards described above.

Academic Probation

- **MSW students: GPA between 2.86 and 2.99.**
  School will notify student and the Graduate Student Services Coordinator in writing, indicating grades needed to bring up GPA to expected level. Student and Graduate Student Services Coordinator develop a plan to meet grade requirements, which is to be placed in student’s file for reference.

- **MSW students: GPA of 2.85 and below.**
  Program Chair shall immediately notify the student and the student’s academic advisor in writing that the student has been placed on academic probation. An Academic Review Committee meeting will be scheduled to determine student’s continued status in the program - see below.

Unsatisfactory Progress in Practicum

- **Grade of U assigned in field practicum, indicating unsatisfactory progress.**
  Practicum instructor shall immediately notify the student and the practicum liaison. The liaison will notify the Director of Field Education, who will send written notice to student that an Academic Review Committee meeting will be held to review the student’s status.

Professional Standards & Ethical Violations

- **Serious Ethical Violation.**
  Any violation of the ethical conduct standards listed in this handbook (see p. 36), or of the NASW Code of Ethics (the professional standards) or the University Code of Conduct shall require a meeting of the Academic Review Committee.

Academic Review Committee

When students are having difficulties in either the classroom or in practicum settings, they are generally able to resolve the situation directly with their instructor or through seeking the advice of their faculty advisor or field liaison. In some cases, however, these situations cannot be successfully resolved through interaction with faculty or staff members. When this occurs, an ARC meeting can be requested by a classroom instructor, faculty advisor, or a field liaison. Appropriate situations for such a request could include: (1) student academic problems, (2) student classroom behavior issues, (3) student practicum performance problems, (4) student practicum behavior issues, (5) being on academic probation, or (6) engaging in ethical violations. The Academic Program Director then determines whether an ARC is indicated.
The ARC is convened by the Academic Program Director. When an ARC meeting is convened by the Academic Program Director due to classroom issues, an invitation to participate is issued to the student, the Director of Field Education, and the student’s faculty advisor. Classroom instructors and or Associate Directors of Field Education may be invited in some cases (at the MSW Program Director’s discretion), although generally their written report regarding the classroom concerns is used as their input for the meeting. When the issues are related to Field Education performance or behavior, the Academic Program Director issues an invitation to participate in the meeting to the student, the Director of Field Education, and in some cases, the Field Liaison. Students may not invite additional participants to an ARC Meeting. If a student does not attend a scheduled ARC meeting, the ARC meeting will proceed in the student’s absence and the student will be provided with a written report of the meeting and its outcome. At a minimum, the Academic Review Committee requires the attendance of the Academic Program Director, and the Director of Field Education or their designated proxy representatives.

During this meeting, relevant information provided by all participants will be reviewed. In most cases, a corrective action plan will be developed to help the student address the performance or behavior issues. In a case where resolution of the problem performance or behavior does not seem to be possible, the ARC may recommend to the Dean of the School of Social Welfare that the student be discharged from the MSW program.

The Academic Review Committee acts on all unusual requests, such as retroactive withdrawal from all classes, and makes recommendation to the Associate Dean for Academic Programs.

Dismissal

The Academic Review Committee may determine that it is inappropriate for the student to continue in the program. These instances include, but are not limited to, serious ethical violations or continued unsatisfactory progress that prohibits the student from meeting the School’s standards for successful graduation. Under these circumstances, the program chair, in consultation with the other members of the committee, may recommend to the Dean that the student be dismissed from the School. The Dean’s office notifies the student of the decision to dismiss.

In the event that a student is dismissed, the student may appeal the decision following the Grievance procedures of the School.

“The written statement of the complaint or grievance shall set forth the facts upon which the grievance is based and shall indicate the provision or provisions of the University rules and regulations alleged to have been violated, or members alleged to have been unlawful, arbitrary or capricious.” See Grievance Procedure, page 43 (revised Oct. 14, 1999).

Grading

Graduate level courses in the School of Social Welfare are graded A for exceptional performance, B for work meeting graduate standards, C for below graduate standards and F for failure, unsatisfactory work with no credit granted toward the degree. A grade of C- or below is not a passing grade in graduate level courses.
Plus/minus grades may be given and calculated in the overall grade point average.

**Grade Point Average (GPA)**

The grade point average is determined by dividing the number of grade points earned by the number of credit hours.

- A = 4 points  
- A- = 3.7  
- B+ = 3.3  
- B = 3  
- B- = 2.7  
- C+ = 2.3  
- C = 2  
- F = 0.

**Probation**

Students are placed on probation if the 3.0 grade-point average required for the degree is not maintained, if an unsatisfactory grade is received in practicum, or if substantial work remains incomplete at the end of a semester. MSW students with a GPA of below a 3.0 may not be allowed to enroll in 800 level classes.

Practicum is graded on an S/U (satisfactory, unsatisfactory) basis. A grade of P (for progress) is given at the end of the first semester, showing satisfactory progress. No credit is given toward the degree unless both semesters of practicum are completed at a satisfactory level. Grades for practicum are given by the faculty liaison.

**Incompletes**

Incompletes are given only for circumstances beyond a student’s control. If the course is part of a sequence (710-711, 810-811), you cannot begin the second course until the incomplete has been completed. In all other cases, incompletes must be completed by the end of the following semester or they will be changed to F’s.

It is the student’s responsibility to request an incomplete from the course instructor stating the date the work is to be completed. If the instructor agrees to grant the request, they must submit a completed agreement form (available online), which will be maintained in their student file. A copy of the agreement will also be sent to the student by the Graduate Student Services Coordinator. A grade of incomplete will be reported only if the agreement has been received before the end of the semester and prior to the time that course grades must be submitted. Incompletes must be removed by the end of the subsequent semester; otherwise the grade will be changed to F.

**Grade Reports**

Grade reports will be available to students on-line via Enroll & Pay. Many faculty who use Blackboard may also post grades there. Printed grade reports will only be mailed if specifically requested by the student.
**Grade Appeal**

A change of grade may be made only if:

- the original grade resulted from error, or
- (2) the original grade was “I” or “P” (Ref. University Senate Rules and Regulations 2.3.1). In certain exceptional cases (sexual harassment, misconduct, incapacitation), a faculty committee may assign the course grade (Ref. 2.3.2.).

The University Senate Rules and Regulations state: “A student may initiate a grade appeal of a final course grade if he or she believes that there has been an improper application of the grading procedure announced for the course by the instructor” and for field practicum, as stipulated in the Field Practicum Handbook. An appeal should follow the grievance procedures of the School (the School’s grievance procedure is detailed on page 43). Final appeal is the University Judicial Board.
Process for Student Complaints
Regarding Instructors and Faculty

Step 1:
Address the issue with your instructor either through direct communication (in writing, email, or face-to-face discussion) or your mid-semester feedback form.

   Exception: If you feel you are experiencing discrimination on the basis of race (including racial harassment), religion, color, sex (including pregnancy, sexual harassment, and sexual violence), disability, national origin, ancestry, age, status as a veteran, sexual orientation, marital status, parental status, gender identity and gender expression, you should contact:

Office for Institutional Opportunity & Access
Carruth-O'Leary Room 153
1246 West Campus Road
Lawrence, KS 66045
785-864-6414
785-864-8069 FAX
711 TTY
IOA@ku.edu
http://ioa.ku.edu/discrimination-0

Step 2:
If the issue is not resolved, the next step is to contact the Academic Programs Coordinator:

   Dana Shafer
   Academic Programs Coordinator
   School of Social Welfare
   University of Kansas
   1545 Lilac Lane
   Lawrence, KS 66045-2510
   (785) 864-2292
dshafer@ku.edu

This will initiate communication with the instructor/GTA, the instructor’s faculty mentor, the student, and the student’s faculty mentor. If the instructor in question is a faculty member, the communication will include the faculty member, the Associate Dean for Academic Programs, the student, and the student’s faculty mentor. This may result in a face to face meeting.

Step 3:
If the issue is not resolved, contact the University Ombudsman at:

   34 Carruth O'Leary
   (785) 864-7261
   ombuds@ku.edu

The mission of The University of Kansas Ombuds Office is to ensure that all members of the university community receive fair and equitable treatment. The Ombuds Office carries out its mission via two
complementary approaches: (1) receiving and attempting to resolve individual grievances on a confidential, informal basis; and 2) supporting systems change that advance the goal of a fair conflict management system. The purpose of the Ombuds Office is to act as “an ear to the people” so every voice at The University of Kansas can be heard and receive impartial attention without fear of retaliation and loss of privacy. In doing so, the Ombuds Office serves as an independent, confidential, neutral and informal resource to the entire university community. For more information about this office, please visit: http://www2.ku.edu/~ombuds/

Step 4:
If the issue is not resolved, a grievance can be filed in accordance with the School of Social Welfare grievance procedure that follows.
Grievance Procedures

Grievance Procedures:
Approved by School of Social Welfare Faculty: October 14, 1999

Pursuant to Article XIV of the University Senate Code (Code) and Articles V and VI of the University Senate Rules and (USRR) of the University of Kansas, Lawrence, the School of Social Welfare establishes the following procedure for the hearing of grievances within the School. In all instances where questions arise relative to the application of these procedures, the matter(s) will be resolved by conformance with the Code and the USRR. This procedure shall not be used to hear disputes assigned to other hearing bodies under USRR Article VI, Section 4.

For disputes involving alleged academic misconduct or alleged violations of student rights, the initial hearing normally will be at the School level. The option to hold an initial hearing at the Judicial Board level exists if both parties agree, or either party petitions the Judicial Board chair to have the hearing at the Judicial Board level and the petition is granted. The petition must state why a fair hearing cannot be obtained at the unit level; the opposing party has an opportunity to respond to the petition (USRR 6.4.3.1).

General Provisions

Purpose. The purpose of these procedures is to resolve conflict situations within the University community. The governance system does not command sanctions and has no enforcement powers. Its aim, therefore, is to find the facts of a contested situation and to make reasonable and appropriate recommendations to those having the legal power and the responsibility to act. Recommended action should be in the University community’s best interest and protective of the rights of the individuals involved (see Article VI, § 1).

This procedure shall be the sole procedure available to faculty, staff and students at the School level. Complaints in which the dean is named as a respondent shall be processed under the Provost’s grievance procedures. Except as provided in USRR 6.5.4, no person shall be disciplined for using the grievance procedure or assisting another in using the grievance procedure.

The collegial atmosphere of the University community and of the School of Social Welfare is best served through informal resolution of disputes. Prior to pursuing formal grievance procedures, the grievant should attempt to resolve the matter informally through direct or indirect consultation with the other party or through discussions with one’s advisor or other supervisory personnel. If resolution of the disagreement is not achieved at this informal level, participants shall be referred to mediation, where, in an atmosphere of respect and fair dealing and with the assistance of a neutral third party, they will have the opportunity to resolve the grievance in a non-adversarial process.

The School of Social Welfare shall provide a copy of this procedure to anyone who requests it.

1. To start the grievance process, the complainant must submit a written complaint to the dean or chair of the Faculty Executive Committee. If submitted to the dean, the dean shall refer the complaint to the chair of the Faculty Executive Committee. The complaint shall
contain a statement of the facts underlying the complaint and shall specify the provision(s)
of the Faculty Code of Conduct, University Senate Code, The University Senate Rules and
Regulations, the Code of Student Rights and Responsibilities, or other applicable rule,
regulation, or law allegedly violated. The complainant shall indicate the injury suffered as a
result of the challenged conduct. The complaint shall also indicate the witnesses or other
evidence relied on by the complaining party, and copies of any documents relevant to the
complaint shall be attached to the complaint.

2. At the time the complaint is submitted to the chair of the Faculty Executive Committee, the
complaining party shall provide a copy of the complaint, with accompanying documents, to
the dean and to the party/parties (respondent(s)) charged in the complaint.

3. Upon receipt of the complaint, the chair of the Faculty Executive Committee shall contact
the respondent to verify a copy of the complaint has been received and to provide the
respondent with a copy of these procedures.

4. Pursuant to University Senate Code 14.2c, a respondent has the privilege of remaining
silent and refusing to give evidence in response to a complaint. The respondent also has the
right to respond and give evidence in response to the complaint.

5. The respondent shall submit a written response to the chair of the Faculty Executive
Committee within 14 calendar days of receiving the complaint. The response shall contain
the respondent’s statement of the facts underlying the dispute and any defenses to the
allegations made in the complaint. The response shall indicate the witnesses or other
evidence relied on by the respondent and copies of any documents relevant to the
response shall be attached. The respondent shall provide a complete copy of the response
to the complaining party.

6. Upon receipt of the response, the chair of the Faculty Executive Committee shall contact
the complaining party to verify a copy of the response has been provided.

7. Upon receiving the complaint and response, or if the respondent fails to respond within the
14-day time period, the chair of the Faculty Executive Committee shall appoint a committee
comprised of three School of Social Welfare faculty members, to consider the complaint.
The committee members shall be disinterested parties who have not had previous
involvement in the specific situation forming the basis of the complaint.

8. Pursuant to USRR 6.8.4.2, the chair of the committee may contact other hearing bodies
within the University to determine whether a grievance or complaint involving the
underlying occurrence or events is currently pending before or has been decided by any
other hearing body.

9. Time Limits: To use this procedure, the complainant must file the written complaint with
the chair of the Faculty Executive Committee within six months from the action or event
that forms the basis of the complaint. The six-month time period shall be calculated using
calendar days (including weekends and days during which classes are not in session). The
chair of the Faculty Executive Committee shall accept complaints during the period from
May 15 to August 15, but need not take action on them during that period. Nothing in this
procedure prevents the chair from referring the parties to mediation and/or the grievance
committee from hearing or otherwise acting on the complaint during this time if none of
the participants’ rights are violated by doing so.

10. Upon receiving the complaint, if the chair of the Faculty Executive Committee determines
that any of the following grounds exist, s/he may recommend to the Dean that the
complaint be dismissed without further proceedings. The ground for such dismissal are:
(a) the grievance or another grievance involving substantially the same underlying
occurrence or events has already been, or is being, adjudicated by proper University
procedures; (b) the grievance has not been filed in a timely fashion; (c) the committee lacks jurisdiction over the subject matter or any of the parties; (d) the grievance fails to allege a violation of a School or University rule; (e) the party filing the grievance lacks standing because s/he has not suffered a distinct injury as a result of the challenged conduct and has not been empowered to bring the complaint on behalf of the University; or (f) the party filing the grievance has been denied the right to file grievances pursuant to USRR, 6.5.4.

11. If the chair of the grievance committee determines that a grievance on its face properly should be heard by another body, the chair of the grievance committee will recommend that the chair of the Faculty Executive Committee send the grievance to the appropriate hearing body without further proceedings in the School. The chair of the Faculty Executive Committee will send a copy of the referral to the complainant(s) and any responding parties.

12. Unless either party to the dispute waives mediation, mediation shall occur prior to a hearing on the dispute. Mediation shall be governed by USRR 6.2.3. A mediator shall be selected by the parties either from a list of trained and/or experienced mediators maintained by the University Ombudsman and the Judicial Board Chair, or the parties may agree on another individual to serve as a mediator. If the parties cannot agree on a mediator, they may request that the Associate Dean for Academic Programs or the Ombudsman select the mediator. The procedures to be followed in mediation shall be determined by the mediator in consultation with the parties.

13. If mediation is successful, the mediator will forward to the dean, the chair of the Faculty Executive Committee, the chair of the appointed grievance committee, and all parties a letter indicating the outcome of the mediation and the terms upon which the parties have agreed to resolve the dispute. This letter shall be a recommendation to the Chair of the Faculty Executive Committee. The Chair will notify the mediator, the grievance committee chair, and the parties that the recommendation has been accepted, modified, or rejected.

14. If mediation is not successful, the mediator will notify the dean, the chair of the Faculty Executive Committee, the grievance committee chair, and the parties that mediation has terminated. If mediation is not successful, or if it is waived by either party, the grievance committee will schedule a hearing no later than 30 calendar days from the written submission of the complaint. The 30-day period may be extended for good cause as determined by the chair of the committee. The 30-day period shall be suspended during the mediation process. The hearing will be closed unless all parties agree that it shall be public.

15. Each party may represent him or herself or be represented by an advisor or counsel of his or her choice.

16. Each party has the right to introduce all relevant testimony and documents if the documents have been provided with the complaint or response.

17. Each party shall be entitled to question the other party’s witnesses. The committee may question all witnesses.

18. Witnesses other than parties shall leave the hearing room when they are not testifying.

19. The chair of the hearing, in his/her discretion, may place reasonable time limits on each party’s presentation of evidence and arguments.

20. The chair of the grievance committee shall have the authority and responsibility to keep order, rule on questions of evidence and relevance, and shall possess other reasonable powers necessary for a fair and orderly hearing.
21. The hearing shall not be governed by the rules of evidence, but the chair of the grievance committee may exclude evidence s/he deems irrelevant, unnecessary, or duplicative. Statements or admissions made as part of the mediation process are not admissible.

22. The grievance committee will make an audiotape of the hearing but not of the deliberations of the grievance committee. The audiotape will be available to the parties, their authorized representatives, the members of the committee, the chair of the Faculty Executive Committee, and the dean. If a party desires a copy of the audiotape or a transcript of the tape, that party will pay for the cost of such copy or transcript. In the event of an appeal, the audiotape will be provided to the appellate body as part of the record of the case.

23. After presentation of evidence and arguments, the grievance committee will excuse the parties and deliberate. The grievance committee’s decision will be a written recommendation to the dean. The grievance committee shall base its recommendations solely on the information presented at the hearing.

24. The grievance committee will send its written recommendation to the dean and the parties as soon as possible and no later than 14 calendar days after the end of the hearing.

25. Each party shall receive notice of the decision of the dean to accept, modify, or reject the recommendation of the committee within 14 calendar days of receiving the committee recommendation. The dean will advise the parties of the procedure available to appeal the decision.
Appendices

MSW Completion Worksheets
## MSW Program Requirements

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<tr>
<th>Semester</th>
<th>Course</th>
<th>Date or Check When Completed</th>
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<tr>
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**SUMMER:** After completing all foundation requirements, students may take up to 6 SCH during the summer. Diversity selectives, clinical practice electives and electives may be offered.
### Clinical Practice

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            830, 832 or 833 (3)  
            863 (3)  
            801 (7) | ☐  
            ☐  
            ☐  
            ☐  |
| SPRING   | 811 Selective (3)  
            Diversity Selective (3)  
            Elective (3)  
            801 (7) | ☐  
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### Social Work Administrative & Advocacy Practice

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| FALL     | 840 (3)  
            841 (3)  
            849 (3)  
            804 (7) | ☐  
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| SPRING   | 842 (3)  
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### Part-Time Completion Plans

#### 3 Year Clinical

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**SUMMER**

*After all foundation level (SW 7xx) courses are successfully completed, including practicum, a student has the option to take one or two summer courses. We offer: *Diversity Selectives/Clinical Practice Electives ________***

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*(Depending on summer enrollment, may take summer before, during the semester offered or during summer following).*

* *(Depending on summer enrollment, may take summer before, during the semester offered or during summer following).*
# Part-Time Completion Plans

## 4 Year Clinical

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### Part-Time Completion Plans

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## Part-Time Completion Plans

### 4 Year SW Admin.

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# Advanced Standing Clinical, Full-Time

## 38 Credit Hours

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<td>810 (3) 830, 832, 833 (3) 863 (3) 801 (7)</td>
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# Advanced Standing SWAPP, Full-Time

*38 Credit Hours*

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Any Other  
Summer Offering (3) | ☐ ________________  
☐ ________________ |
| **FALL** | 840 (3)  
841 (3)  
849 (3)  
804 (7) | ☐ ________________  
☐ ________________  
☐ ________________  
☐ ________________ |
| **SPRING** | 842 (3)  
843 (3)  
846 (3)  
804 (7) | ☐ ________________  
☐ ________________  
☐ ________________  
☐ ________________ |
# Advanced Standing Clinical Part-Time

*38 Credit Hours*

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<tr>
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<td>Any Other Summer Offering (3)</td>
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| **Year 1** | | |
| FALL | 830, 832, 833 (3) | ☐ ______ |
| | 863 (3) | ☐ ______ |
| SPRING | Diversity Selective (3) | ☐ ______ |
| | Elective (3) | ☐ ______ |

| **Year 2** | | |
| FALL | 810 (3) | ☐ ______ |
| | 801 (7) | ☐ ______ |
| SPRING | 811 Selective (3) | ☐ ______ |
| | 801 (7) | ☐ ______ |
## Advanced Standing SWAPP Part-Time

### 38 Credit Hours

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### First Summer

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### Year 1

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### Year 2

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