

UNIVERSITY OF PIKEVILLE

School of Social Work



MASTER OF SOCIAL WORK STUDENT HANDBOOK

March 2021

Welcome to the innovative online Master of Social Work (MSW) Program at the University of Pikeville School of Social Work! I am delighted that you have selected our Program for your graduate education and trust that you will find your studies and experiences in our program both challenging and rewarding.

The MSW program's unique specialization of clinical mental health and addictions includes a rigorous curriculum taught by expert faculty who are dedicated to preparing students to be advanced level clinical social workers and social work leaders/administrators. Have no doubt - this experience will change you, both professionally and personally. You will be challenged by learning new knowledge and will work hard to integrate that new knowledge with existing knowledge. You will work to perfect the skills you have and to learn advanced skills. You will explore complicated situations and complex social problems that will require you to embrace the values and ethics of social work in deeper and more intentional ways. As you encounter challenges (academic and otherwise) know that your UPIKE Social Work family (peers, faculty, and staff) is here to support you, encourage you, and assist you in navigating that growth process. In the end, you will emerge as a competent and ethical advanced level social work practitioner who is prepared to lead, tackle licensure, and facilitate change.

The MSW Student Handbook has been designed to serve as a supplement to other University publications. The Handbook was developed to provide you with important information regarding the Program's history, mission, goals, and curriculum and to help you understand the policies and procedures relevant to the School of Social Work and the MSW Program. The Handbook will also provide you with additional tips and information which we hope will enhance your experience as a social work student at the University of Pikeville. Please read this handbook carefully as you are responsible for its contents. The Program recommends you keep this handbook as a reference throughout your academic career in social work at the University of Pikeville.

We look forward to getting to know you and working with you during your time in the MSW Program. If you have a question or concern that is not covered in the Handbook, please feel free to drop by my office. I have an "open door" policy regarding all students and welcome your visits and questions.

Best wishes,

Genesia Kilgore-Bowling, PhD, MSW, CSW
Chair, School of Social Work
Director, MSW Program

MSW Program Mission Statement and Program Goals

The mission of the MSW Program at the University of Pikeville is to enhance the institution's mission by preparing advanced level social work practitioners and leaders whose multisystemic practice and research promotes individual and collective well-being, human rights, and social and economic justice in Central Appalachia and beyond.

The MSW program is committed to:

- Building on the base of humanistic inquiry that is rooted in a liberal arts education framework to prepare ethically grounded, competent, and culturally sensitive practitioners who can think critically and utilize knowledge based on scientific inquiry and best practices to apply the planned change process across all levels of practice.
- Affirming and manifesting the values of the profession
- Preparing practitioners who practice without discrimination and with sensitivity, knowledge, and skills related to clients' age (across the life course), class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, veteran status, race, religion, sex, and sexual orientation.
- Prevention or amelioration of personal, interpersonal, and societal problems, specific to Central Appalachia and those across the globe.
- Creating conditions in society which foster personal freedom and human dignity by using an ecological and strengths-based framework to empower individuals, families, groups, organizations, and communities.

The Program will:

- Prepare knowledgeable, ethical, and competent graduates for advanced, specialized multisystemic practice and research with diverse client systems across Central Appalachia and beyond.
- Prepare students for leadership roles in the social
- work profession and in human service agencies in the pursuit of advancing social, economic, and environmental justice and promoting human rights with an emphasis on Central Appalachia.
- Promote life-long learning, critical thinking, and scientific inquiry among all graduates
- Build and maintain collaborative partnerships with the human services community to address the complexities of personal, interpersonal, and societal problems specific to Central Appalachian region but also including those across the globe.
- Attract and retain distinguished faculty who model a strong social work identity, embrace the values and ethics of our profession, and are dedicated to meeting the individual needs of graduate students.

Social Work Graduate Competencies

The Council on Social Work Education has adopted a competency-based education framework. A competency-based approach refers to identifying and assessing what students demonstrate in

practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. (CSWE, 2015, p.6)

Upon the completion of the MSW Program, the graduate will:

Competency 1: Demonstrate ethical and professional behavior

Competency 2: Engage diversity and difference in practice

Competency 3: Advance human rights and social, economic, and environmental justice

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

Competency 5: Engage in policy practice

Competency 6: Engage with individuals, families, groups, organizations and communities

Competency 7: Assess individuals, families, groups, organizations and communities

Competency 8: Intervene with individuals, families, groups, organizations and communities

Competency 9: Evaluate practice with individuals, families, groups, organizations and communities

According to the Council on Social Work Education students completing an MSW Program curriculum should be able to do the following after completing the Generalist Year:

Competency	Generalist Professional Behaviors
Demonstrate Ethical and Professional Behavior	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
	Use technology ethically and appropriately to facilitate practice outcomes.

	Use supervision and consultation to guide professional judgment and behavior.
Engage Diversity and Difference in Professional	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
	Present themselves as learners and engage clients and constituencies as experts of their own experiences.
	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Advance Human Rights and Social, Economic, and Environmental Justice	Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
	Engage in practices that advance social, economic, and environmental justice.
Engage in Practice-informed Research and Research-informed Practice	Use practice experience and theory to inform scientific inquiry and research;
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
	Use and translate research evidence to inform and improve practice, policy, and service delivery.
Engage in Policy Practice	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
	Assess how social welfare and economic policies impact the delivery of and access to social services.
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

<p>Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>
<p>Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>
<p>Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>
<p>Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>
<p>Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>
<p>Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>
<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>
<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>
<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>

	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
	Facilitate effective transitions and endings that advance mutually agreed-on goals.
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Select and use appropriate methods for evaluation of outcomes.
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

With the unique specialization of UPIKE’s MSW program, students who complete the specialized curriculum should be able to do the following after completing the Specialization Year:

Competency	Specialized Professional Behaviors
Demonstrate Ethical and Professional Behavior	Maintain a social work identity within clinical settings.
	Engage in reflective practice and recognize how strengths and weaknesses, biases, experiences, and affective reactions impact professional practice.
	Engage in ongoing self-regulation, self-correction, self-care, and utilize supervision/consultation to maintain competence and professionalism.
	Apply appropriate ethical decision making skills and frameworks to issues related to clinical mental health and addictions, while maintaining compliance with local, state, and

	<p>federal law and regulations, and in alignment with the NASW Code of Ethics.</p> <p>Demonstrate ethical use of technology in order to enhance practice outcomes and provide proper safeguards for clients.</p> <p>Articulate and demonstrate your role on interprofessional teams.</p>
Engage Diversity and Difference in Professional	<p>Identify when they need to address issues of diversity in clinical practice and utilize diversity and difference from a strengths-based perspective.</p> <p>Apply research knowledge of diverse populations in order to utilize various prevention and harm reduction strategies, engagement strategies, assessment tools, and interventions in ways that are sensitive to diversity and difference</p>
Advance Human Rights and Social, Economic, and Environmental Justice	<p>Advocate for the elimination of structural barriers that prevent equality and equity, particularly as it applies to mental health and addiction services.</p> <p>Utilize knowledge of the impact of oppression, discrimination, marginalization, alienation, and historical trauma to guide prevention efforts, engagement, assessment, and interventions with diverse individuals, families, and groups across the lifespan.</p>
Engage in Practice-informed Research and Research-informed Practice	<p>Apply critical thinking to analyze research methods and findings.</p> <p>Use evidence-based strategies for prevention, engagement, assessment, and intervention with diverse individuals, families, and groups by mental illness and addictions.</p> <p>Ethically evaluate your own practice using practice knowledge, client feedback, and research methodology.</p>
Engage in Policy Practice	<p>Assess how policies/laws impact the well-being of diverse individuals, families and groups and how they impact the delivery of mental health and addictions services.</p> <p>Effectively engage in political action to influence policies that affect individuals, families, and groups living with mental illness and addiction.</p>

	Empower clients to advocate for recovery-oriented policies and services.
Engage with Individuals, Families, Groups, Organizations, and Communities	Apply knowledge of human behavior in the social environment, person-in-environment, diversity, strengths-based perspective, and other multidisciplinary theoretical models to engage clients, families, and groups living with mental health and addiction.
	Adapt engagement strategies to meet the needs of diverse clients, families, and groups.
	Implement professional use of self and maintain boundaries and monitor your own affective reactions.
	Utilize empathy, reflection, and interpersonal skills to effectively engage diverse clients.
Assess Individuals, Families, Groups, Organizations, and Communities	Use critical thinking to evaluate, select, and adapt multidimensional bio-psycho-social-spiritual-cultural assessment tools to meet the needs of diverse individuals, families, and groups.
	Collect and organize data and apply critical thinking to interpret information from clients and their constituencies.
	Identify the strengths, resiliencies, coping skills, and informal support systems of individuals, families, and groups facing mental illness and addiction.
	Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data.
	Utilize differential diagnoses in the process of assigning appropriate diagnosis.
	Collaborate with their clients to develop mutually agreed on intervention goals and objectives that utilize the client's strengths and skills to address identified needs and challenge.
Intervene with Individuals, Families, and Groups	Collaborate with other professionals in the mental health and addictions specialized fields of practice, to coordinate services and to achieve beneficial practice outcomes.

	Utilize their knowledge of theory, research, practice experience, and assessment results to critically evaluate, select, and apply best practices and evidence-informed intervention strategies with regards to most effective mental health and substance abuse treatments.
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with individuals, families, and groups in the realm of mental health and substance abuse treatment.
	Collaborate with individuals, families, and groups on their preferences for intervention and meeting goals and objectives in dealing with mental health and addictions, as well as soliciting feedback about how the intervention strategies are impacting them.
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Monitor client’s progress towards mental health and addiction treatment goals and evaluate intervention effectiveness.
	Monitor, critically analyze, and evaluate mental health and addiction treatment processes, outcomes, and client satisfaction and use those results to inform practice.
	Evaluate mental health and addiction treatment programs to assess their effectiveness in meeting the needs of diverse individuals, families, and groups.
	Monitor barriers to providing effective mental health and addiction treatment services to individuals, families, and groups.

Social Work Program Curriculum

In order to facilitate the mastery of the aforementioned competencies, the UPIKE MSW program has developed an innovative curriculum. The organizing framework of the curriculum is based upon two general criteria:

Criterion One: The curriculum must be relevant to the mission and goals of the program, driven by the CSWE definition of generalist social work practice and the UPIKE School of Social Work’s vision of specialized practice, and inclusive of the purposes, values, and ethics of the social work profession.

Criterion Two: The curriculum design must include content, pedagogy, and educational activities that provide opportunities for students to demonstrate competence of the nine interrelated competences defined by the CSWE. In order to achieve this, we have utilized the “Why We Do, What We Do” framework outlined by Sherr and Jones (2014¹) as an overarching organizing framework. This framework emphasizes the two components of professional practice: 1) “Why We Do” references the professional identity of social work and focuses on knowledge, values, and skills; and 2) “What We Do” references the foundations of generalist and advanced social work practice methods. Each competency can be categorized into one of the components based on the knowledge, values, skills, and cognitive and affective processes that make up each individual competency. The following table is a visual depiction of the categorization of the nine social work competencies.

WHY WE DO	WHAT WE DO
Competency 1: Demonstrate Ethical and Professional Behavior	Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Competency 2: Engage Diversity and Difference in Practice	Competency 5: Engage in Policy Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The Generalist Curriculum (30 credit hours)

SW 500 The Social Work Profession.....	3
SW 515 Human Behavior in the Social Environment for Generalist Practice.....	3
SW 540 Generalist Practice with Individuals and Families.....	3
SW 550 Generalist Practice with Groups.....	3
SW 560 Generalist Practice with Communities and Organizations.....	3
SW 570 Social Policy: Analysis and Advocacy.....	3
SW 575 Social Work Research Methods.....	3
SW 585 Applied Learning in Field Education I.....	1.5
SW 586 Applied Learning in Field Education II.....	1.5

¹ Sherr, M. E. & Jones, J. M. (2014). Introduction to competence –based social work: The profession of caring, knowing, and serving. Chicago, IL: Lceum Books.

SW 595 Applied Learning in Field Education III.....	1.5
SW 596 Applied Learning in Field Education IV.....	1.5
SW 5XX Elective.....	3

Generalist Curriculum Course Descriptions

SW 500 The Social Work Profession..... 3

The course introduces the social work profession and its intellectual, historical, and ethical foundations. The course highlights the role of the profession in the development of social welfare and emphasizes key concepts and theoretical frameworks of generalist social work practice. The course also provides an exploration of various practice areas on the micro, mezzo, and macro levels. An in-depth exploration of the profession’s value and ethics is explored, and students are provided with ethical decision-making models to assist in addressing ethical issues on all levels of practice and with diverse populations. In addition, the course emphasizes the importance of self-awareness, self-reflection, self-correction (when necessary), and the practice of self-care as integral to effective social work practice. *Prerequisite: Admission to Regular Standing MSW program*

SW 515 Human Behavior in the Social Environment for Generalist Practice..... 3

This course presents and discusses the biological, psychological, social, cultural and environmental elements of human behavior across the life span. Students learn and apply theories from various disciplines that explain human behavior and the interactions between individuals, groups, communities, and societies. Special attention given to the implications of diversity in relation to human development and behavior. *Prerequisites: Admission to Regular Standing MSW Program and pre- or corequisite of SW 500*

SW 540 Generalist Practice with Individuals and Families..... 3

This course presents the generalist practice model with an emphasis on individuals and families. The course introduces the foundational skills necessary to facilitate the planned-change or problem-solving process in micro level practice. Students will examine the importance of cultural competence and strengths-oriented practice in fulfilling social work’s obligation to serve vulnerable and oppressed populations. The course will also address the unique ethical situations of generalist social work practice with individuals and families. *Prerequisite or corequisite of SW 515*

SW 550 Generalist Practice with Groups..... 3

This course presents the application of social work generalist skills in practice with groups. The course focuses on group work as a social work intervention method, stages of group development, group dynamics, and group processes. Students will integrate knowledge of various theoretical models and techniques in social work practice with groups. Special consideration is given to the implications of diversity and unique ethical considerations for group work. *Prerequisite or corequisite of SW 515*

SW 560 Generalist Practice with Communities and Organizations..... 3

This course emphasizes generalist macro level social work practice by expanding the student’s generalist social work knowledge and skills to include organizational and community assessment, community organizing, organizational change, program planning, evaluation, and

grant writing. Special attention is given to the impact of oppression, discrimination, and prejudice on populations-at-risk and macro practice in general, as well as the unique ethical considerations of macro practice. *Prerequisites: SW 515*

SW 570 Social Policy: Analysis and Advocacy..... 3

This course provides students with knowledge and skills to engage in policy practice, giving attention to policy analysis, writing/revising policy, and advocacy. Students will analyze historical and contemporary social problems, programs, and policies within a social justice framework. The course will also explore various approaches and strategies for effective advocacy. Special emphasis will be placed upon the impact of policy and programs for vulnerable and oppressed populations. Ethical considerations in policy practice are also examined. *Prerequisites: SW 515*

SW 575 Social Work Research Methods..... 3

This course introduces students to the process of conducting scientific research, which includes: concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, and report writing. Students will learn how research enables social workers to better serve clients. Ethical considerations for conducting social work research will be examined, as well the social work practitioner's obligation to engage in research. Special emphasis will be placed upon the importance of evidence-based practice and the evaluation of client outcomes. *Prerequisites: SW 515*

SW 585 Applied Learning in Field Education I..... 1.5

This course is one of four parts of the foundation field instruction sequence and provides students with the opportunity to apply generalist knowledge, values, ethics, and skills to actual social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 100 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Program Field Education Manual*

SW 586 Applied Learning in Field Education II..... 1.5

This course is one of four parts of the foundation field instruction sequence and provides students with the opportunity to apply generalist knowledge, values, ethics, and skills to actual social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 100 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Program Field Education Manual*

SW 595 Applied Learning in Field Education III..... 1.5

This course is one of four parts of the foundation field instruction sequence and provides students with the opportunity to apply generalist knowledge, values, ethics, and skills to actual social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education.

Students are required to complete 100 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Program Field Education Manual*

SW 596 Applied Learning in Field Education IV..... 1.5

This course is one of four parts of the foundation field instruction sequence and provides students with the opportunity to apply generalist knowledge, values, ethics, and skills to actual social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 100 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Program Field Education Manual*

The sample plans outlined below demonstrate two possible ways to completing the generalist curriculum. These plans are useful advising tools as they aid the students and their advisors in mapping out course work.

Regular Standing – Two-year model (1 year to complete the generalist curriculum)

Fall		Spring		Summer	
1 st 7 weeks	2 nd 7 weeks	1 st 7 weeks	2 nd 7 weeks	1 st 7 weeks	2 nd 7 weeks
SW 500 The Social Work Profession (3)	SW 540 Generalist Practice with Individuals and Families (3)	SW 550 Generalist Practice with Groups (3)	SW 560 Generalist Practice with Communities & Organizations (3)	SW 575 Social Work Research Methods (3)	Elective (3)
SW 515 HBSE for Generalist Practice (3)	SW 570 Social Policy: Analysis & Advocacy (3)	SW 585 Applied Learning in Field Education I (1.5)	SW 586 Applied Learning in Field Education II (1.5)	SW 595 Applied Learning in Field Education III (1.5)	SW 596 Applied Learning in Field Education IV (1.5)
Total: 12 hours		Total: 9 hours		Total: 9 hours	

After this year is successfully completed, the student moves on to the specialized curriculum.

Regular Standing – Three-year Model (1.5 years to complete the generalist curriculum)

Fall		Spring		Summer	
1 st 7 weeks	2 nd 7 weeks	1 st 7 weeks	2 nd 7 weeks	1 st 7 weeks	2 nd 7 weeks
SW 500 The Social Work Profession (3)	SW 515 HBSE for Generalist Practice (3)	SW 540 Generalist Practice with Individuals & Families (3)	SW 570 Social Policy: Analysis & Advocacy (3)	SW 575 SW Social Work Research Methods (3)	Elective (3)
Total: 6 hours		Total: 6 hours		Total: 6 hours	

Fall		Spring		Summer	
1 st 7 weeks	2 nd 7 weeks	1 st 7 weeks	2 nd 7 weeks	1 st 7 weeks	2 nd 7 weeks
SW 550 Generalist Practice with Groups (3)	SW 560 Generalist Practice with Communities & Organizations (3)	SW 585 Applied Learning in Field Education I (1.5)	SW 595 Applied Learning in Field Education III (1.5)	Begin specialized curriculum	Specialized curriculum
		SW 586 Applied Learning in Field Education II (1.5)	SW 596 Applied Learning in Field Education IV (1.5)		

After this 1.5 year is successfully completed, the student moves on to the specialized curriculum.

The Specialized Practice Curriculum (30 hours)

SW 615 Psychopathology.....	3
SW 620 Addictions: Theory, assessment, diagnosis, & treatment.....	3
SW 640 Clinical Practice with Individuals and Families.....	3
SW 650 Clinical Practice with Groups.....	3
SW 660 Leadership and Clinical Administration.....	3
SW 670 Mental Health and Addiction Policy.....	3
SW 675 Social Work Practice Evaluation.....	3
SW 685 Advanced Applied Learning in Field Education I.....	1.5
SW 686 Advanced Applied Learning in Field Education II.....	1.5

SW 695 Advanced Applied Learning in Field Education III.....	1.5
SW 696 Advanced Applied Learning in Field Education IV.....	1.5
SW 6XX Elective.....	3

SW 615 Psychopathology..... 3

This course builds on the knowledge base of human behavior and the social environment and examines psychopathology from an ecological perspective and explores historical and contemporary approaches to diagnosis and treatment. Using the Diagnostic and Statistical Manual of Mental Disorders as an organizing framework, this course will explore the impact of bio-psycho-social-spiritual influences on the incidence, course, and treatment of mental disorders on diverse populations across the lifespan. The course emphasizes the acquisition of diagnostic skills as they relate to comprehensive social work assessment and the development of social work interventions. The course also introduces and briefly describes the most effective treatments, and treatment combinations for mental illness, including medication. Ethical issues in clinical social work practice with diverse and multicultural clients and the role that clinical social workers play in an interprofessional treatment team are addressed. *Prerequisites: Admission to Advanced Standing MSW Program or completion of foundation curriculum.*

SW 620 Addictions: Theory, Assessment, Diagnosis, and Treatment..... 3

This advanced clinical concentration course will examine the etiology and epidemiology of chemical and behavioral addictive disorders. Addiction is explored from multiple theoretical perspectives (biological, sociological and psychological) and the relationships between and among addictive behaviors and socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, gender identity, age, physical and mental ability, spirituality, religion, and intersectionality are investigated. The course will also evaluate the holistic impact of addiction on clients, families, social support networks, workplaces, and communities. Emphasis is placed on the development of the knowledge and skills necessary to effectively engage in the prevention, assessment, diagnosis, and treatment of addictive disorders using evidence-based approaches. *Prerequisites: Admission to Advanced Standing MSW Program or completion of foundation curriculum*

SW 640 Clinical Practice with Individuals and Families..... 3

The course expands the knowledge base and skill set of generalist social work practice by emphasizing advanced clinical practice with diverse clients, including children, youth, adults, and families affected by mental illness and addiction. This course focuses on the knowledge, values, and skills driving direct practice and gives attention to the exploration and utilization of the therapeutic alliance and the application of evidence-based theories and other intervention methods with individuals and families. Students will demonstrate theoretical and practical knowledge and skills to engage and assess clients, to define and prioritize issues, to set mutually developed goals, to implement the planned change, and then monitor and evaluate the clinical intervention(s). The course will discuss various ethical issues associated with clinical practice and the challenges associated with the process of engaging, assessing, and designing interventions which are sensitive to and account for diversity and difference. The course will also explore the importance of self-care, self-reflection, and use of self in the therapeutic process. *Prerequisites: Admission to Advanced Standing MSW Program or completion of foundation curriculum*

SW 650 Clinical Practice with Groups..... 3

The course expands the knowledge base and skill set of generalist social work practice by emphasizing advanced group work as a treatment modality for diverse clients affected by mental illness and addiction. The course emphasizes the application of research-based models and theories to guide the engagement, assessment, development, implementation and evaluation of interventions with groups. The course explores the therapeutic factors inherent in group processes, as well as the role of the clinical social worker in forming, planning, facilitating, documenting, and evaluating groups. The course will also address the unique ethical issues associated with advanced group work and the need to ensure that group work reflects sensitivity to client diversity. *Prerequisites: Admission to Advanced Standing MSW Program or completion of foundation curriculum*

SW 660 Leadership and Clinical Administration..... 3

This advanced course prepares students for roles as supervisors, leaders, and administrators in a variety of human services organizations through the provision of the necessary knowledge, values, and skills to effectively respond to an organization's challenges and opportunities. In this course students examine leadership theory and leadership development, evidence-based management practices, as well as the process, ethics, and legalities associated with administrative, educational, and supportive supervision. The course will address managing technology and information; strategic planning; resource/financial development and philanthropy; marketing strategies; monitoring and evaluating organizational effectiveness; and other issues associated with successful leadership and supervision. *Prerequisites: Admission to Advanced Standing MSW Program or completion of foundation curriculum*

SW 670 Mental Health and Addictions Policy..... 3

This advanced graduate course will focus on the development of knowledge, values and skills needed to effect policy change for mental health and addiction service delivery systems at an organizational, community, and legislative levels. The processes and politics of making policies related to mental health and addiction will be examined from historical and contemporary perspectives. Emphasis is placed on "policy practice" and the course will examine the knowledge and political skills needed to effectively analyze policy, be an effective advocate, and impact public policy and social change. Special consideration is also given to how the mental health system has historically and contemporarily related to populations-at-risk and the impact it has had on service provision and policy development. *Prerequisites: Admission to Advanced Standing MSW Program or completion of foundation curriculum*

SW 675 Social Work Practice Evaluation..... 3

This research course builds on the knowledge base of prior research courses and focuses on providing students with the knowledge and skills needed to evaluate their own practice and the effectiveness of practice interventions with diverse and multicultural clients. This course reviews a variety of qualitative and quantitative evaluation designs, methodologies and techniques applicable to evaluating clinical social work practice. The course also addresses the social work clinician's ethical responsibility to monitor practice and to recognize other issues associated with the evaluation of findings and the use of the findings. *Prerequisites: Admission to Advanced Standing MSW Program or completion of foundation curriculum*

SW 685 Advanced Applied Learning in Field Education I..... 1.5

This course is one of four parts of the specialized field instruction sequence and provides students with the opportunity to apply knowledge, values, ethical, and skills to advanced social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 150 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Field Education Manual*

SW 686 Advanced Applied Learning in Field Education II..... 1.5

This course is one of four parts of the specialized field instruction sequence and provides students with the opportunity to apply knowledge, values, ethical, and skills to advanced social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 150 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Field Education Manual*

SW 695 Advanced Applied Learning in Field Education III..... 1.5

This course is one of four parts of the specialized field instruction sequence and provides students with the opportunity to apply knowledge, values, ethical, and skills to advanced social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 150 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Field Education Manual*

SW 696 Advanced Applied Learning in Field Education IV..... 1.5

This course is one of four parts of the specialized field instruction sequence and provides students with the opportunity to apply knowledge, values, ethical, and skills to advanced social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 150 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Field Education Manual*

Social Work Program Admission Procedures

University of Pikeville Master of Social Work (MSW) Program is designed to prepare students for advanced practice in the field of social work and offers a specialized curriculum focused on mental health and addictions. The MSW is delivered online with courses being offered year-round to meet the needs of working professionals.

The program also offers two paths of study: a 30- hour Advanced Standing Option for students who hold a degree from a program accredited by the Council on Social Work Education (CSWE) and meet additional admission criteria; and a 60- hour program for students who have completed a baccalaureate degree in an area other than social work or completed a social work degree with

a program that was not accredited by the CSWE.

Social Work Admission Requirements: Regular Standing, 60-hour program

**To be completed by students who do not hold an undergraduate social work degree from a program accredited by the Council on Social Work Education (CSWE) or who do not meet additional criteria for Advanced Standing.*

1. Complete the MSW graduate application and submit the application fee;
2. An undergraduate degree from a regionally accredited institution;
3. A preferred overall GPA of 3.0 (on a 4.0 scale). Must submit transcript from degree granting institution and transcripts from any graduate work;
4. A minimum of 21 credit hours of undergraduate liberal arts coursework *
 - a. Six hours of social science (sociology, psychology, communication, political science, economics, anthropology, and human geography)
 - b. Six hours in arts and humanities (philosophy, ethics, art, music, theatre, religion, foreign language, and literature/writing)
 - c. Three hours in an introductory biology course or human based biology course.
 - d. Six hours in natural sciences or mathematics - Must include a course in statistics.
5. The applicant must submit three recommendation forms. If you are currently enrolled in an academic program or have graduated within the last five (5) years, one of the recommendations must be from a current or former professor and the other recommendations will be accepted from individuals in any of the following categories:
 - a. Professor
 - b. Social Work Professor
 - c. Field Supervisor
 - d. Professional Social Worker
 - e. Work or Volunteer Supervisor
6. The applicant must sign an acknowledgement form stating that they can access and have reviewed the online MSW Handbook.
7. The applicant must review and sign a declaration to behave in a manner consistent with the National Association of Social Workers Code of Ethics.
8. The applicant must sign an acknowledgement form stating that they are willing to submit to a background check and drug screen which may be necessary for field education and that they may be responsible for the costs of such.
9. The applicant must sign an acknowledgement form stating that they understand that due to the online nature of the course they may be required to submit recorded video of self as part of program and/or class requirements.
10. The applicant must submit a personal statement approximately four pages in length, double-spaced, which addresses the following:
 - a. Why have you chosen to study social work? Why are you seeking graduate education at this time? What are your career goals for the five years following graduation?
 - b. Describe the prior experiences, if any, that you have had with online learning, identify any challenges that you anticipate with completing an online MSW, and briefly discuss your strategies for academic success.
 - c. Discuss specifically how you will plan for and accommodate the required hours per week needed to complete the field hours while in the program. If you are

expecting to be employed while in the program, discuss how you will ensure your availability for field placement hours.

- d. What information or experience influenced your choice in making an application to this school? How will you contribute to the University of Pikeville MSW program and to your peers?

**Please note that any liberal arts coursework not completed on admission to the MSW program, must be completed before beginning the advanced curriculum.*

Social work Admission Requirements: Advanced Standing, 30-hour program

**To be completed by students who have completed an undergraduate degree in social work from a program accredited by the Council on Social Work Education (CSWE).*

1. Complete the MSW graduate application and submit the application fee;
2. An undergraduate social work degree from a program accredited by the CSWE with no more than eight years between degree conferral and the start date of the MSW program;
 - a. Applicants holding a degree conferred more than eight years prior to beginning the MSW program ***may*** be considered if the applicant has been consistently employed in the field and/or consistently maintained a professional social work license. Documentation of employment and/or license is required.
3. A required overall GPA of 3.0 at the degree granting institution (on a 4.0 scale). Must submit transcript from degree granting institution and transcripts of any graduate work;
4. A grade of B or better on all undergraduate required social work courses;
5. The applicant must submit three recommendation forms. One recommendation must come from a field supervisor and/or current employer, if working in a social work-related position. If the applicant is currently enrolled in an academic program or has graduated within the last (5) years, one of the recommendations must be from a current or former professor. Additional recommendations will be accepted from individuals in any of the following categories:
 - a. Professor
 - b. Social Work Professor
 - c. Field Supervisor
 - d. Professional Social Worker
 - e. Work or Volunteer Supervisor
6. The applicant must sign an acknowledgement form stating that they can access and have reviewed the online MSW Handbook.
7. The applicant must review and sign a declaration to behave in a manner consistent with the National Association of Social Workers Code of Ethics.
8. The applicant must sign an acknowledgement form stating that they are willing to submit to a background check and drug screen which may be necessary for field education and that they may be responsible for the costs of such;
9. The applicant must sign an acknowledgement form stating that they understand that due to the online nature of the course they may be required to submit recorded video of self as part of program and/or class requirements;
10. The applicant must submit a personal statement approximately four pages in length, double-spaced, which addresses the following:

- a. Why have you chosen to study social work? Why are you seeking graduate education at this time? What are your career goals for the five years following graduation?
- b. Describe prior experiences, if any, that you have had with online learning, identify any challenges that you anticipate with completing an online MSW, and briefly discuss your strategies for academic success.
- c. Discuss specifically how you will plan for and accommodate the required hours per week needed to complete the field hours while in the program. If you are expecting to be employed while in the program, discuss how you will ensure your availability for field placement hours.
- d. What information or experience influenced your choice in making an application to this school? How will you contribute to the University of Pikeville MSW program and to your peers?

**Please note that students applying for advanced standing must submit at least one recommendation form from a field supervisor and/or current employer.*

The Application Process

The [MSW Program application](#) for admission is available on the UPIKE School of Social Work website in electronic format. The application gathers basic demographic and academic information and also requires the student to upload their most recent resume and complete a personal statement, which is outlined above in the admission criteria. As part of the application process, students are also required to review and agree to several acknowledgements (agreement with MSW Student Handbook, requirement to uphold the principles in the NASW Code of Ethics, willingness to submit to a background check and/or drug screening, and technology and video requirements. All completed program applications will be reviewed by the MSW Admissions Committee. This committee is composed of all MSW faculty members, a minimum of two (2) practicing social workers with MSWs and clinical licensure and chaired by the MSW Program Director.

Once a completed application has been received, the Program Director reviews each electronic application to ensure that the applicant meets the criteria for admission to the program path to which they are applying (30 hour-Advanced Standing or 60 hour-Regular Standing). If so, the application is passed on the MSW Admissions Committee. At least two members of the Committee (one MSW faculty member and one clinical social worker) will complete an independent review each application and will review the personal statement and reference forms to gain more information about the applicant, the applicant's fit for the UPIKE MSW Program, the profession, and graduate study in general. The review is electronic and is guided by a scoring sheet. The sheet includes non-scoring information about the student and scored information such as GPA requirements, reference recommendations, and personal essay to capture dispositional criteria. A personal interview may be requested prior to decision. It is important to note that this process simultaneously admits students to both the University of Pikeville and the MSW program.

The MSW Committee is charged with determining if an applicant should be fully admitted, conditionally admitted, or denied admission. Conditional admission would permit admission to the MSW program but outline specific conditions which must be met (i.e. completion of liberal

arts courses, GPA requirements) within a specified time frame in order to continue in the MSW Program. The conditions are clearly outlined in the notification communication and the MSW Program Director will make any necessary referrals to on campus resources. All applicants will then be notified in writing within two weeks of the date of the decision of the Committee. The MSW Program utilizes email to notify the student but also sends a hard copy via US mail.

If admitted, students are required to attend an online MSW Program Student Orientation. This orientation serves as an informational session that will include, but is not limited to, addressing MSW program policies (academic and behavioral), how to access email and navigate Canvas, the learning management system, library resources, how to contact their advisor, preparation for and administration of the MSW program exit exams and other topics deemed appropriate by program faculty and administrators. In addition, the orientation also provides the opportunity for new students to be introduced to the MSW administrators and faculty and to each other through the requirement of uploading an introductory video. Each orientation includes synchronous Q and A sessions to allow students time to ask questions regarding various aspects of the MSW program.

MSW Field Education – General Overview

Field Education is the signature pedagogy of social work education and provides the opportunity to students to “practice” or try out social work in an approved field setting. Under the direction of professional social workers and Program faculty members who are dedicated to assisting students in the learning process, students are immersed in social work practice. Each MSW student is required to complete a total of 900 hours of experiential field learning. The Generalist Curriculum requires the completion of 400 hours which is spread across a four-course practicum sequence (SW 585, 586, 595, & 596). The Specialized Curriculum requires the completion of 500 hours which is also spread across a four-course practicum sequence (SW 685, 686, 695, & 696). These courses also include a seminar component that is comprised of class meetings and a variety of assignments including the learning contract, a practicum portfolio, weekly supervision logs, and online discussions. The learning contract is grounded in the nine interrelated competencies and requires students, in collaboration with their field instructor/task supervisor to identify specific tasks within their field placement which will allow them to demonstrate professional mastery of the competencies. Throughout the field practicum, students are expected to perform the tasks identified in the learning contract through in-person contact with clients and constituencies. Learning activities are designed by the field instructors with the goals of encouraging student mastery of the competencies and promoting an increase in challenge and responsibility that is consistent with entry level professionals. The student’s level of mastery for each identified competence is evaluated by their field instructor at midterm and then the end of the semester utilizing the contract as the guide for professional evaluation. Detailed information regarding admission requirements for field education, placement process, and eligible agencies can be found in the UPIKE MSW Field Education Handbook.

School of Social Work Policies and Procedures

***Policies are subject to change. It is the student's responsibility to stay abreast of changes and updates.*

Student Civility

From the moment an application for admission to a social work program within the School of Social Work is accepted, the student is expected to conduct themselves like a professional social worker. Social work is a noble profession with a deep commitment to the core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence (National Association of Social Workers, 2008). These values, particularly the values of dignity and worth of a person, importance of human relationships, and integrity, work together to guide the actions of social workers to ensure professionalism and civility. Social Work students at the UPIKE School of Social Work are expected to do the same. In fact, to assist in this process, all applicants sign a declaration to behave in a manner consistent with the NASW Code of Ethics.

Civility in the academic environment is important because it fosters feelings of respect and worth for all individuals and creates a safe, enjoyable, and distraction free environment for the teaching and learning process. Examples of incivility for campus based and online programs include, but are not limited to, the following:

- ❖ Threatening others – includes physical threats, verbal/non-verbal threats, and implied threats.
- ❖ Actual violence
- ❖ Using inappropriate language that is oppressive and discriminatory; condescending communication is also inappropriate
- ❖ Spreading rumors or gossip about peers and/or UPIKE employees and/or Agency Personnel
- ❖ Ignoring instructor classroom and/or online course policies
- ❖ Not completing an equitable share of group work for collaborative assignments
- ❖ Dismissive verbal communication and/or body language (rolling eyes, muttering comments under breath, etc)
- ❖ Monopolizing class discussion
- ❖ Habitual arriving late for class or leaving early; inattendance
- ❖ Interrupting others as they speak
- ❖ Failure to respond to communication attempts from instructors and/or peers (if working in collaboration)

- ❖ Yelling at instructors or peers (this includes yelling via written communication constructed in all capital letters)
- ❖ Constant talking/side conversations and not paying attention during class time (sleeping, texting, checking social media)
- ❖ Habitual lack of preparedness and submission of late work
- ❖ Completing assignments for another class
- ❖ Challenging the instructor's authority, knowledge, or credibility
- ❖ Demanding special treatment
- ❖ Sending inappropriate emails

The teaching and learning process is a social activity that is influenced not only by the collective group but by the individual units in the group as well. As a result, the School of Social Work strongly believes that it is the responsibility of all social work students, social work faculty members, and support personnel to keep our interactions civil through monitoring and managing ourselves and recognizing and addressing incivility among peers and others with whom we have contact. Students who are determined by the faculty members of the School of Social Work to have behaved in an uncivil manner will be subject to consequences. Depending on the severity, the consequences can range from being asked to leave the classroom/event to termination from their program of study.

Social Media

According to Statista (2016)² approximately 185 million people or 78% of U.S. Americans have a social media profile and there are estimated to be 1.96 billion users of social media globally. This number is expected to grow to approximately 2.5 billion by 2018. Social media platforms provide many useful ways to communicate and keep up with family and friend, join support and interest groups, and to build professional connections. In fact, many social workers and social service agencies utilize social media to communicate with consumers, engage in professional networking, post and seek employment opportunities, use as a teaching tool, engage in advocacy, and raising awareness. The possibilities are vast. However, the same amazing abilities and functions that make social media platforms so useful are the same ones that can blur the boundary between the personal and the professional.

As a social work professional, it is important to conduct a critical examination of your social media activities. Your professional persona is integral to a successful career and reaches far beyond the classroom, practicum setting, or any type of employment. As a result, managing your online/virtual presence is just as important as managing your actual behaviors. The reality

² Statista (2016). Percentage of U.S. population with a social media profile from 2008 to 2016. Retrieved from <https://www.statista.com/statistics/273476/percentage-of-us-population-with-a-social-network-profile/t>

is that graduate schools, prospective employers, and field placement agencies will often explore your online presence and make a judgement regarding your fit for the position, professionalism, ethics, and maturity.

Tips to improve your online presence:

- Use the strictest privacy settings available for all social media sites that you utilize and stay informed of privacy settings as they change often.
- Be careful about what you “like” on social media as others can see these choices.
- Conduct an online search of your name to see what information is available for you and what sites host information about you.
- Remember that anything posted online is public, even when you have strict privacy settings. Don’t say it if you don’t want the entire globe to know it. THINK before you post.
- Review all photos and delete or un-tag inappropriate photos and/or ask others to remove them; do the same with posts, tweets, blogs, videos, etc
- Avoid posting anything that implies immature, unprofessional, or risky behavior, like drinking, partying, sexual implications, etc.
- Consider developing a professional profile on a site such as LinkedIn
- Consider using a pseudonym so that you can mask your identity
- Be mindful of how much personal information you disclose (phone number, address, birthdate) and avoid “checking in”. This is a privacy issues as well as a safety issue, particularly if in an agency setting where clients may search for your online presence.
- Be mindful of how you portray yourself and what you share on online dating sites.
- Turn off location services.

It is important for social work students to understand that it is their responsibility as an emerging professional to follow the NASW Code of Ethics and NASW, ASWB, CSWE, & CSWA *Standards for Technology in Social Work Practice* regarding all behavior and communication, including those that occur with technology, social media or online while in the MSW Field Education Program. Professional social workers or social work students are subject to consequences for inappropriate use of social media. Therefore, the School of Social Work has developed the following guidelines to minimize the risk. The guidelines are not an exhaustive outline for appropriate use of social media.

- Utilize the strictest privacy settings and stay informed of changes in settings. Failing to be aware of a change in privacy on a platform does not excuse one if inappropriate pictures are suddenly public.
- Never post, share, or disseminate any information in any format (online, text, verbally, etc) about a peer or something that a peer shares during a classroom activity or event.
- Do not post disparaging remarks about ANY college, university, or social work program. Even if names are not used, information could link that post to a specific entity or individual.

- Do not post, share, or otherwise disseminate messages in any format (online, text, verbally, etc) that are violent, obscene, offensive, defamatory, oppressive, or discriminatory in nature about any person or any characteristic of that person such as their race, ethnicity, national origin, age, class, color, disability, gender, marital status, religion, sex, sexual orientation, body size, or veteran status.
- Do not post messages or share content that promotes or supports illegal activity such as drug use, sexual assault, etc
- ***Field Education Related***
 - Never post, share, or disseminate any information in any format (online, text, verbally, etc) about a client(s) of your practicum placement. Strict privacy settings are not sufficient to protect privacy and confidentiality. Clients are off limits.
 - Do not post anything about your practicum placement. This includes posting where you will be placed, when you work, the type of agency, population served, etc. Do not post photos or selfies with an identification badge visible and don't post photos of the badge, if applicable.
 - Do not take photos, unless authorized to do so, while at your practicum site. This applies to clients, employees, and selfies. Backgrounds can identify where you are.
 - Do not post disparaging remarks about ANY human service agency or service, including their employees and/or clients served. This also applies to your field instructor/task supervisor.
 - Do not "friend" clients served by your practicum placement.
 - Do not use social media platforms to contact clients and do not respond if a client contacts you this way.
 - Avoid using social media while at your practicum placement unless you are authorized to do so on behalf of your agency. In that case, you are responsible for being aware of and adhering to the agency's policies regarding social media/internet use.
 - Never "check-in" at your practicum site.
 - Never conduct an online search for information about a client served at your agency unless there is a clinically relevant reason to do so, such as client safety or duty to warn/protect. Speak with your field instructor/task supervisor prior to doing so.

Failure of students to adhere to these standards, or failure to maintain a client's confidentiality in any form, including the use of social media, will result in a disciplinary process, which may include dismissal from your program of student within the School of Social Work.

Transfer Students and Credit

Students wishing to transfer from another CSWE accredited program must complete the UPIKE MSW application process, meet all admission requirements, and must also be in good standing with the other institution. Evidence of good standing is required (i.e. letter of good standing from program director, dean, or their designee).

Regular standing (60-hour program) students may transfer up to 12 semester hours and Advanced Standing (30-hour program) students may transfer up to six semester hours of graduate coursework to the University of Pikeville to be applied as credit toward the MSW program. These hours must have been completed at an MSW program accredited by the CSWE no more than five years prior to transfer request, must be acceptable substitutions for required coursework for the UPIKE MSW program, and the applicant must have earned a "B" or better for any course to be considered transferable. The UPIKE MSW program recognizes that there are considerable differences regarding the design of social work programs and therefore does not guarantee credit transfer.

Work and Life Experience Credit Policy

Although the University of Pikeville does grant work experience credit in some areas of academic concentration, programs within the School of Social Work (BA/BS and MSW) ***do not*** give credit for life experience or previous work experience to social work students as substitutions for curriculum or field education requirements.

Academic Advising

The advising process many times begins with prospective students who reach out to the Chair of the School of Social Work/MSW Program Director, MSW faculty members, or the recruiter for online programs to seek assistance with determining if the UPIKE MSW Program is a good fit for their personal and career plans or to get clarification or assistance regarding the application process.

Once accepted to the UPIKE MSW program, each student will be assigned an academic advisor from the MSW faculty who will guide them in completing their educational and career goals, including requirements for the degree. Some exceptional advising situations require a specialized advisor. For example, students who are 65+ years of age are typically advised by the Registrar in order to meet their unique needs academically. Professional advising is still completed by MSW faculty members. This is also true of students who simply wish to audit a course(s) or are non-degree seeking and those students may be advised by the Chair of the School of Social Work/MSW Program Director.

The assigned advisor is available to the student upon acceptance to the program and will assist the student in the course planning and registration process. MSW faculty members are required to make themselves available to students during regularly scheduled online office hours and by appointment in order to meet the needs of adult learners who are balancing multiple demands. Once accepted into the program, the student should register for courses as soon as possible.

Students are advised to abide by one of the following sequence plans. If a student has issues that require an alternate sequence, they must seek counsel from their advisor as soon as the issue arises and before the next registration period. Students should also consult with their advisor before dropping a course.

During the advising sessions, students are obviously given academic guidance, but the advising sessions are also expected to include discussions related to personal development. Possible areas for discussion during the advising sessions are:

- Scheduling
- Selection of classes, including appropriate electives
- Social Work values and ethics
- Probation (if applicable) and retention requirements
- Academic monitoring and referral for support resources, if needed
- Career goals and options

Grading System

The University of Pikeville, as well as the School of Social Work, uses the letter system of grading:

Grade	Definition	Point/Hour Value
A	Excellent	4 points per earned hour
B	Good	3 points per earned hour
C	Average	2 points per earned hour
D	Passing	1 point per earned hour
F	Failure	0 points per attempted hour
FN	Failure for Non-Attendance and/or Non-Participation	0 points per attempted hour
I	Incomplete*	0 points per attempted hour
W	Withdrew*	0 hours, 0 points
P	Pass*	Hours earned only
Au	Audit*	0 hours, 0 points

** Not used in computing the grade point average.*

FN Grade (Failure for Non-Attendance and/or Non-Participation) Policy

For financial aid purposes, students are required to participate (attending, taking exams, turning in work, etc.) in all of their classes. At the end of the semester, a student who has all final grades of FN, F, I or W may be subject to the University’s Unofficial Withdrawal Policy – withdrawal initiated for financial aid purposes – which can result in a significant portion of the student’s financial aid and scholarships being returned to the appropriate aid source. In turn, the student will be responsible for reimbursing the University for the amount of returned aid. To avoid loss of financial aid and the incurring of additional debt to the University, any UPIKE student who no longer wishes to remain in classes must complete the academic withdrawal process

Good Standing

The applicant or candidate must maintain a minimum GPA of 3.0 on a 4.0 scale in all graduate level coursework to be considered in “good standing.” When students have completed 12 or

more semester hours of graduate course work with a cumulative GPA of less than 3.0 on a 4.0 scale, they will automatically be placed on academic probation for one semester during which the GPA must be raised to the required 3.0 level. If the GPA is not successfully raised after one semester of probation, they may be officially dismissed from the program. If officially dismissed from MSW program, they must remain inactive for one 16- week semester before re-applying for admission.

MSW Repeat Course Policy

The graduate student may repeat a course one time if a grade of 'C' or below was earned in the course. Only the grade received on the last attempt is computed into the cumulative grade point average. No more than two courses may be repeated. The semester hours will be counted only once toward meeting the program requirements.

Exit Criteria

In addition to the successful completion of curriculum, the MSW program requires the following exit criteria:

1. Complete the application for graduation.
2. The student must complete all UPIKE MSW program surveys.
3. The student must successfully pass the MSW exit exam(s).
 - a. Students in the Regular Standing, 60-hour program must pass the generalist social work practice exam, known as the Foundational Exam, with a 70% or higher in order to progress to the specialized curriculum.
 - b. All MSW program students must pass the advanced social work practice exam, known as the Comprehensive Exam, with a 70% or higher to fulfill degree requirements.
 - c. The exams are administered three times per calendar year toward the end of the Fall, Spring, and Summer semesters.
 - d. Students who fail an exam after their first attempt will be notified and will need to schedule a virtual meeting with program administrators and/or their advisor to discuss the results and plan to retake the exam. Students are only permitted to retake the exam once and are permitted to do so in 4 to 12 months after the first attempt. Exceptions to this time frame could be granted by program administrators at the student's written request which explains need and rationale for the request.
 - e. Students who wish to retake the exam must submit their intention to do so in writing to their academic advisor within one month of the regularly scheduled exam date. The student's advisor will arrange the retest and send a confirmation that the student has been scheduled, and any additional instructions and/or policies.
 - f. Students who fail an exam for the second time will be dismissed from the program. The student will be eligible to apply for readmission to the MSW program and will enter the program as a new student and complete all required courses for the degree. Students may begin taking classes eight months after the date of the second failed exam attempt.

Termination Policy

Gatekeeping in the School of Social Work includes academic and/or professional performance. Identification of academic and professional performance issues is necessary in order to maintain the integrity of the profession, the School of Social Work, and more importantly, to protect future clients. It is impossible to provide an exhaustive list of violations of academic and professional performance standards that may result in a student's probation, suspension, or dismissal from the School of Social Work. Examples of violations, include but are not limited to:

1. Failure to maintain a minimum cumulative GPA (3.0 for MSW, 2.0 for UG SW)
2. Failure to demonstrate conduct that is *consistent* with the NASW Code of Ethics; this includes attitudes and behaviors that are not aligned with core social work values.
3. Failure to maintain appropriate emotional stability and maturity necessary for professional social work practice.
4. Failure to adhere to the policies and procedures of the University, the School of Social Work, the appropriate program, and/or the field placement agency.
5. Failure to disclose required information to the School of Social Work and/or its partners or providing them with misleading or inaccurate information.
6. Inability to work with populations which reflect a variety of differences in race, ethnicity, nationality, socioeconomic class, color, disability, gender, religion, sexual orientation, political orientation, or veteran status
7. Inability to master social work skills appropriate to program of study.
8. Criminal behavior
9. Academic dishonesty (cheating, plagiarism, fabrication)
10. Disregard of social work principles of confidentiality
11. Consistently demonstrates poor written and oral communication skills
12. Persistent incivility
13. Inappropriate and/or unethical behavior in a field practicum placement.
14. Impairment as defined by the NASW Code of Ethics Section 4.05: (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility. (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

Identification of academic and professional performance violations can occur in the following ways:

1. A faculty member may observe the violation.

2. A field educator (instructor or task supervisor) may observe the violation.
3. A student can self-identify as struggling to meet academic and/or professional performance expectations.
4. A student may observe a violation of a fellow student.
5. A staff person may observe student violation.

**Observe is defined as actually witnessing or experiencing the violation and also includes learning of a violation through public records, media, etc.*

Violations should be reported to the appropriate program director and the Chair of the School of Social Work. If the violation is deemed severe and beyond remediation the Chair of the School of Social Work can immediately dismiss the student from the program and inform the student of such in writing. Otherwise, the student is informed in writing of the specific violation and the possibility of termination. After the student has been informed, the Chair of the School of Social Work will convene an Ad Hoc Committee for Student Violation consisting of at least representatives from the School of Social Work and must include the faculty/staff/field educator who observed the violation and the student's faculty advisor. If a student (self-identified or other) reported the violation, an additional faculty member from the School of Social Work will be appointed. A chair shall be elected among the committee members. The charge of the Ad Hoc Committee is to meet with the student (in person or virtually) to discuss the violation to avoid termination from the program. Several outcomes are possible, and all decisions are communicated to the student in writing.

1. No action needed as the alleged violation does not constitute an academic or professional performance issue that is serious enough to interfere with practice effectiveness.
2. All parties agree that the violation cannot be remediated. If this occurs, the chair of the Committee for Student Violation will provide documentation of the discussion and decision to the appropriate program director and the Chair of the School of Social Work, who will take steps to formally dismiss the student.
3. All parties agree that the violation can be remediated. In this case, the Committee can elect to place the student on a probationary status within the program and work with the student to devise a Performance Improvement Plan (PIP). The PIP will outline the specific violation, steps to be taken to address the violation (may include a temporary withdrawal from the program), outline how progress will be determined, an adequate timeframe for completion, and consequences for failing to complete the plan. The student's faculty advisor is responsible for monitoring progress to ensure that the stipulations of the PIP are met in a satisfactory manner. At the completion of the PIP or after the deadline for completion, the Committee will review the student's progress and determine if the student's probationary status will be lifted or if termination will be recommended to the appropriate program director and the Chair of the School of Social Work.

In the event of a dismissal, the student is required to withdraw from all courses. If the student initiates an appeal as described below, s/he may continue in the courses they are registered for that term including Field, unless the student has been dismissed from field, and unless the

student's behavior is likely to be disruptive or threatening, pending the outcome of their appeal.

Appeals Procedure

The School of Social Work has established requirements and criteria for admission to and retention in the BA/BS SW and MSW programs, as well as the field education component of the both programs. All decisions related to admission and retention are based on this criterion. However, there may be times when a student disagrees with one of those decisions. If a student is denied acceptance to the program, been dismissed, or has other concerns related to program status, excluding grade appeals and academic probation (refer to University Catalog on "Grade Appeals"), s/he can appeal the decision. Any social work student who wishes to appeal must adhere to the following procedures:

1. A formal appeal must be submitted in writing to the Chair of the School of Social Work detailing the reasons and/or circumstances for the appeal within two weeks of the date of the action being appealed.
2. The Chair of the School of Social Work and Dean of the College of Nursing and Human Services will review the decision within seven days of receiving the appeal and determine if the decision will stand. Either party may request an interview during this process.
3. The student will be notified in writing of the joint decision.
4. This joint decision is final. Once a student has exercised his or her appeal option, no further action by the University will be taken or considered.

Note: The only appeals submitted and heard by the School of Social Work are those related to entry or continuation in the Social Work Programs and field education component of the programs. All other appeals, e.g., grade appeals, probation or suspension from the University, etc., are handled according to the appeals policies outlined in the University of Pikeville Student Handbook and the University of Pikeville Catalog.

In the event of being dismissed from the Program, the student is required to withdraw from all courses and if applicable, their Field Placement. If the student initiates an appeal, s/he may continue in the courses they are registered for that term including Field, unless the student has been dismissed from Field, and unless the committee has determined that the student's behavior is likely to be disruptive or threatening, pending the outcome of their appeal.

Readmission

A graduate application may be inactive for up to one year for any reason except official suspension without reapplying for admission. Students in good standing who do not enroll within three terms after the initial admission term will be required to reapply to the MSW program. Readmission can only be considered if the student will complete all requirements for the MSW degree within six years from the initial enrollment date.

School of Social Work Statement of Nondiscrimination

The University of Pikeville School of Social Work is committed to nondiscrimination and providing equal education opportunities without regard to race, ethnicity, national origin, age, class, color, disability, gender, marital status, religion, sex, sexual orientation or veteran status.

The School does not discriminate based on the any of the aforementioned characteristics in policies related to admission and all other academic endeavors related to its degree program.

University Statement of Nondiscrimination

The University of Pikeville does not discriminate on the basis of race, ethnicity, color, sex, gender, gender identity, sexual orientation, religion, national origin, age or disabilities in its programs, activities, hiring, or the admission of students.

The following person has been designated to handle inquiries regarding non-discrimination policies under Title IX:

Bethany Bowersock
Title IX Coordinator
University of Pikeville
Rm. 203 Administration Building
147 Sycamore Street
Pikeville, KY 41501
bethanybowersock@upike.edu
606-218-5344

The following person has been designated to handle inquiries regarding other non-discrimination policies:

Michael Pacheco
Human Resources Director
University of Pikeville
Rm. 210 Community Technology Center
147 Sycamore Street
Pikeville, KY 41501
michaelpacheco@upike.edu
606-218-5216

If either individual is unavailable, inquiries concerning any non-discrimination policy may be directed to the other individual.

Student Rights and Responsibilities

The campus environment is intended to foster the personal growth and development of the students who choose to attend the University of Pikeville. Students are entitled to the basic rights and privileges of U.S. citizens. University of Pikeville students are expected to obey all federal, state, and local laws. In addition, they are expected to obey the rules and regulations established by the University. These specific regulations are contained in the University of Pikeville Student Handbook which is located on the UPIKE website for all students to view and understand.

It is the policy of the University that no student shall be excluded from participating in, be denied the benefits of, or be subjected to discrimination in any program sponsored by the University because of gender, race, religion, sexual orientation, age, handicap, or national origin. In order to promote a broad learning environment, University of Pikeville welcomes applications from individuals of diverse backgrounds.

Each student is responsible for being informed of the academic regulations and requirements set forth in the *University of Pikeville Undergraduate and Graduate Catalog*, including all changes approved by the Faculty, and of the official University of Pikeville policies and procedures set forth in the *University of Pikeville Student Handbook*. In addition, social work students are responsible for being informed of the regulations and requirements outlined in the *MSW Student Handbook* including all changes made to these documents, as well as other appropriate publications. **Lack of knowledge does not excuse failure to meet the requirements or to comply with regulations contained in these publications.**

Students with Disabilities

The University of Pikeville is committed to providing students with disabilities the same educational programs and services offered other students, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. Under Section 504, a student has a disability if that individual has a physical or mental impairment that substantially limits major life activities such as walking, seeing, hearing, speaking, working, or learning. Section 504 further requires that institutions make appropriate and reasonable adjustments for students with disabilities to ensure accessibility to academic and nonacademic activities. Under ADA, all institutions of higher education must comply with government policies, procedures, and employment practices that impact the treatment of students.

Each student brings a unique set of strengths and experiences to the academic setting. Even though students learn in different ways, it is not necessary to dilute curriculum or to reduce course requirements for individuals with disabilities. Special accommodations may be needed, however, as well as modifications in the way information is presented and in methods of testing and evaluation. Faculty will be assisted in these efforts by drawing upon the students' own prior learning experiences, using available institutional resources and collaborating with the Disability Resource Counselor. An individual with a disability is not required to accept an accommodation if the individual has not requested one and does not believe one is needed. However, if the individual refuses accommodation necessary to perform in that area of study and, as a result, cannot meet established requirements, the individual may not be considered qualified.

In order to be granted protection under Section 504 and ADA, students with disabilities must make the disability known to appropriate University officials (Disability Resource Counselor) and must provide current and comprehensive documentation concerning the nature and extent of the disability. A student with a disability may make known his/her disability and seek verification for it at any point in his/her academic career. Upon verification, the Disabilities Resources Counselor will work with the instructor and the student to determine reasonable accommodations. With the student's written permission, a written description of accommodations will be forwarded to the instructor by the Disabilities Resources Counselor. Students with verified disabilities should contact the Disabilities Resources Counselor and inform faculty very early in the semester if they wish to exercise their rights to reasonable accommodations. Accommodation Letters are valid for one semester only and must be updated each semester. Ensuring complete access and full participation in the education process does not require the instructor to adjust evaluations of academic performance nor absolve the student from personal responsibility for class attendance, assignments and other course requirements. Rather,

accommodations make it possible for a student with a disability to learn the material presented and for the instructor to fairly evaluate the student's performance.

Located in the Administration Building, 204 (Phone: (606)218-5232), the Disabilities Resources Counselor is under the supervision of the Dean of the Student Success. The Disabilities Resources Counselor can provide publications regarding reasonable accommodations under Section 504 and ADA and serves both students and University employees with assistance in regard to appropriate services for students with disabilities.

Confidentiality of Student Records

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), University students have the right to inspect and review their official records, files, and data, including all materials incorporated in their cumulative record folder. Students have the right to request a hearing to challenge the contents of these records to insure that they are accurate and do not violate the student's rights. Students may also correct, amend or supplement their records. The only information that will be released concerning students will be directory information, as defined in the Act, unless the student has specifically waived rights guaranteed under this Act.

Academic Honesty

The University of Pikeville is an academic community, and like all other communities, it can function properly only if its members adhere to clearly established goals and values. Essential is the commitment to the principles of truth and academic honesty. In order to articulate fully its commitment to academic honesty and to protect members of its community from the results of dishonest conduct, the University of Pikeville has adopted the following policies to deal with cases of academic dishonesty.

Academic dishonesty includes, but is not limited to, the following acts:

- (a) Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- (b) Plagiarism: the deliberate or accidental taking of another's ideas, work, or words as one's own without properly documenting or crediting the original source in any academic exercise.
- (c) Fabrication: the deliberate falsification or invention of any information or citation in an academic exercise.
- (d) Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another violate any provision of this policy.

If an act of academic dishonesty is determined to have occurred, sanctions will be imposed depending on the perceived intent and extent of the offense. Possible sanctions may include, but are not limited to, the following:

- (a) giving a warning;
- (b) reducing the grade for the academic exercise;
- (c) giving an "F" or zero for the academic exercise;
- (d) giving a failing grade in the course with the inability to withdraw;

(e) reporting the matter to the Vice President for Academic Affairs/Dean of the College of Arts and Sciences for further possible action.

Participation/Attendance Policy

The School of Social Work strongly believes that regular attendance to classes and active participation while in class are required in order for the student to receive full benefit from the class. This is especially important in the online classroom. Participation is defined by academically related work/activity in the course, not simply logging into Canvas, the learning management system (LMS). This may mean completing assignments, participating in discussions, synchronous class sessions, taking exams, etc. The MSW program considers a student to be non-participatory when they have failed to have academic interactions with the course for eight consecutive days. At this point, an FN (Failure for Nonparticipation) grade is assigned for the class regardless of the student's scores in the course.

Students are required to log in to each online course no later than the second day during the week in which the course officially begins. As a component of attendance and participation student email, course announcements, and discussion forums should be checked frequently (daily is recommended). The student is solely responsible for checking updates related to the course. In the case of an anticipated absence, the student should contact the instructor in advance and decide to complete the required assignments. In case of an emergency (illness/accident or death in family), a student should contact the instructor as soon as possible providing documentation supporting the need for any late submission of a graded event.

Sexual Harassment

The University of Pikeville is committed to providing a supportive learning environment and fostering safe, healthy relationships among our students. As such, the institution and members of our community will not tolerate the offenses of dating violence, domestic violence, sexual assault and stalking. The University encourages any member of the University community who has experienced sexual harassment, sexual assault, domestic violence, dating violence, or stalking, or knows of another member of the community who has experienced sexual harassment, sexual assault, domestic violence, dating violence or stalking, to report the incident to the University. In case of an emergency or ongoing threat, a survivor should get to a safe location and call 911. Calling 911 will connect you with local police. Students and employees who have experienced sexual harassment, sexual assault, domestic violence, dating violence, or stalking should report incidents to Ms. Bethany Bowersock, J.D., Title IX Coordinator and Compliance Officer. Her email and phone contact information is BethanyBowersock@upike.edu and 606-218-5344.

If sexual assault should occur in the field practicum, the student should follow the Agency's policy regarding such and inform the field instructor and the Coordinator of Field Education immediately.

Student Organizations

Graduate Social Work Association

Upon registration, all MSW students automatically become members of the Graduate Social

Work Association. The goal of this group is to provide a student-run forum for graduate level social work students that focuses on social and professional development within the School of Social Work. The group is led by officers voted in by student membership who will work with the faculty sponsor to arrange virtual meetings, establish special lectures, presentations, and service opportunities.

Phi Omega – The UPIKE Chapter of the Phi Alpha Honor Society

“ The purpose of Phi Alpha is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work” (<https://phialpha.org>). Graduate students are eligible for membership if they have completed one term of course work with 9 semester hours of required social work courses and rank in the top 35% of their class. Each year, eligible students are identified by the Director of Institution Research and Effectiveness who creates a list of social work students (undergraduate and graduate) who meet the criteria for membership and sends it to the Chair of the School of Social Work. The Chair then shares this information with the officers of the honor society and they collaborate to devise a plan to contact those eligible majors and invite them to join the society. Online graduate students who are inducted are eligible to become officers.