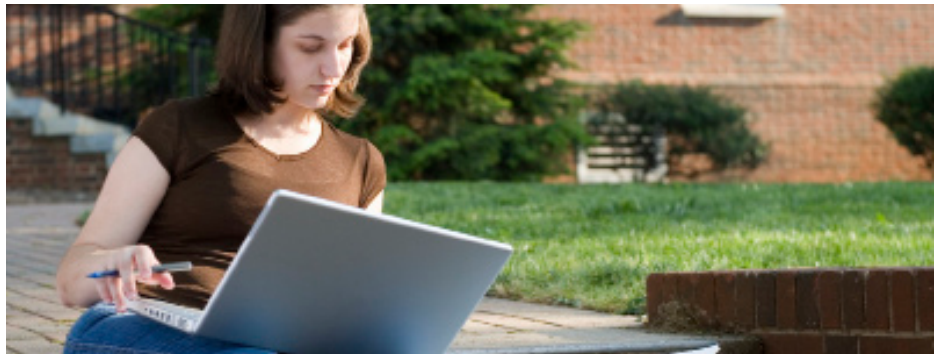


Master of Social Work CURRICULUM MANUAL

2010-2011



UNC
SCHOOL OF SOCIAL WORK

Table of Contents

Preface	3
Welcome from the Dean	4
Chapter 1 - The MSW Program.....	5
School Mission	5
MSW Program Outcome Objectives	5
Overview of the MSW Curriculum.....	6
MSW Program Goals.....	7
The Foundation Curriculum	7
Foundation Outcome Objectives	7
Foundation Schedule for Full-time Study.....	9
The Advanced Standing Program.....	10
Distance Education Programs	10
Traditional Distance Education Programs.....	11
Advanced Standing Distance Education Program	12
The Advanced Curriculum	13
Concentrations in the Advanced Curriculum.....	14
The Direct Practice Concentration (DP).....	15
The Management and Community Practice Concentration (MCP)	17
The Self-Directed Concentration.....	19
The Field Education Program	20
Criteria for Exceptions to the Standard Field Placement	29
Leadership as a Supra-Curricular Theme.....	31
Professional Development as a Supra-Curricular Theme.....	31
Chapter 2 - MSW Program Policies and Procedures	32
Academic Advising	32
Educational Plan of Study.....	33
Foundation Course Exemption Policy.....	34
Student Matriculation	35
Registration	35
Payment of Tuition and Fees	35
Graduation Information	36
Student Rights and Responsibilities	37
Committee on Students.....	37
Student Rights.....	39
Student Concerns and Grievances.....	39
The Honor Code of the University	40
The Campus Code	41
Student Files	42
Academic Guidelines	42
The Grading System	42
Grades of Incomplete.....	43
Grades of L.....	44
Residency Requirements	44
Academic Ineligibility.....	44

Reinstatement.....	45
Written Assignments	45
Attendance.....	45
Transferring Courses to UNC Chapel Hill	45
Course Exceptions.....	46
Directed Independent Study.....	47
Dropping a Course.....	48
Requesting a Leave of Absence	48
Withdrawing from School	49
Readmission	49
Termination from School.....	50
Readmission after Termination	50
Transfer Students.....	50
Procedure for Appeal of a Grade	50
Inter-Institutional Study	51
International Studies	52
Substitute for the Master's Thesis.....	52
Local Institutional Review Board Committee.....	52
Chapter 3 - Dual Degree, Certificate, Licensure, and Other Programs	54
Dual Degree Programs.....	54
Social Work and Duke Divinity	54
Social Work and Law	54
Social Work and Public Administration.....	55
Social Work and Public Health.....	55
Certificate Programs.....	56
Nonprofit Leadership Certificate Program	56
Certificate in Substance Abuse Studies	56
Interdisciplinary Certificate in Aging	57
Certificate in International Development	58
Certificate in International Peace and Conflict Resolution.....	58
Licensure Programs.....	59
State Licensure for School Social Work.....	59
State Certification and Licensure for Clinical Social Work.....	60
Licensed Clinical Addictions Specialist.....	61
North Carolina Child Welfare Education Collaborative.....	62

Preface

The School of Social Work *Curriculum Manual* contains most of the policies and procedures of the School of Social Work, as established by the faculty of the School of Social Work. Each student should become familiar with the material pertaining to his or her program, and, together with a faculty advisor, make certain that the chosen program of study complies with all policies.

Chapter One of this *Manual* contains information related to graduate education at the School of Social Work, including a description of the MSW program curriculum. Chapter Two describes the policies and procedures pertaining to the general academic requirements of the School of Social Work. Chapter Three provides an overview of the dual degree, certificate, and licensure programs offered by the School of Social Work.

The School of Social Work reserves the right to make changes to this *Manual* at any time. It is the student's responsibility to be aware of, and comply with all regulations, policies, procedures, and deadlines.

Dear Reader,

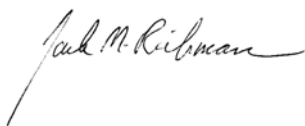
Congratulations on your decision to pursue graduate studies at the School of Social Work. Faculty, staff, alumni, and students are proud of our rich tradition of service to the people of the state of North Carolina. We look forward to your vision and energy in addressing local, regional, national, and global problems.

You are currently viewing the *2010-2011 Curriculum Manual* for the UNC-Chapel Hill School of Social Work. I hope you read this *Manual* and access it often – as a reference guide. The *Manual* is prepared for students, staff, field instructors, and faculty. It contains information about the policies and procedures that guide our various academic programs. Use it when you meet with your advisors and as you plan your study at the School of Social Work.

Additional information important to your role as a student can be found at <ssw.unc.edu>, including detailed information about dual degree and certificate programs, a course listing, a database of faculty research and teaching interests, information about the School of Social Work Student Organization (SoWoSO) and professional organizations, campus maps, parking information, housing information, and much more. In their own ways, these documents also shape our practices and programs, for we are part of a larger community of scholars.

This *Manual* is offered to explicate the program and policies of the School of Social Work—to clarify and simplify. I hope the *Manual* will contribute to an atmosphere in which all constituents of the School can work together to achieve our combined mission effectively and successfully.

Sincerely,

A handwritten signature in cursive script that reads "Jack M. Richman".

Jack M. Richman, PhD
Professor and Dean

Chapter 1 - The MSW Program

School Mission

The mission of the School of Social Work is to advance knowledge regarding social problems and programs, to educate social workers for advanced practice, and to provide leadership in the development of socially and economically just policies and programs that strengthen individuals, families, groups, organizations, and communities. (Adopted by the faculty on January 16, 2006)

MSW Program Goals

1. To prepare students with the knowledge, values, and skills to engage in effective, ethical, advanced social work practice upon graduation;
2. To provide an academically challenging curriculum that teaches students to access, create, evaluate and use scientifically-based knowledge in their professional practice; and
3. To prepare graduates to contribute to the profession through leadership activities that promote social and economic justice.

MSW Curriculum and Degree Information

UNC Social Work faculty believe social work practice adheres to the standards set forth by the NASW Code of Ethics. It employs social work and other relevant knowledge, values, and skills to empower individuals, families, groups, organizations, and communities. The intent of social work practice is to design, implement, and evaluate social interventions that help client systems assess and build on strengths; identify and address needs, problems, and conditions; and maximize individual, family, and societal well-being. Social work practice also generates and disseminates knowledge; promotes social justice; implements new programs and services; manages organizations; facilitates community development; evaluates practice at all levels; and provides leadership to the profession and society. (Adopted by the Faculty on September 1, 2000)

The School offers a program of classroom and fieldwork that leads to the Master of Social Work (MSW) degree. The focus and content of this program are guided by the School's mission, the Curriculum Policy Statement of the Council on Social Work Education (found at www.cswe.org), the educational objectives defined by the Faculty, and professional commitments to the social work practice community. In keeping with the tradition of the School, the curriculum prepares students for careers in public and nonprofit settings.

The curriculum leading to the MSW is built on a liberal arts perspective. Students come to the School with this perspective, and it is reinforced by content and experiences that are incorporated throughout the courses in the Foundation and the Concentration Curricula. The faculty defines the liberal arts perspective as encompassing knowledge and insight from a variety of disciplines. This perspective is demonstrated through

critical thinking; effective communication about people, cultures, societies, and social problems; and concern for social justice. It is developed through successful completion of a wide variety of undergraduate courses selected from the social, biological, cognitive, and behavioral sciences; the humanities; and the arts. Courses may be drawn from such fields as anthropology, biology, economics, education, history, literature, philosophy, political science, psychology, social work, and sociology.

The MSW curriculum is offered within the context of basic professional social work values. These include equal access to services; respect for individual worth and human dignity; right of self-determination; availability of humane social institutions responsive to human needs; positive regard for the unique characteristics of diverse populations; and personal responsibility for ethical conduct, the outcomes of practice, and the continuous acquisition of knowledge and skills. Students are expected to demonstrate a commitment to these values.

Specific curriculum concerns support the mission of the School and recognize that the school serves a unique region. Further, the curriculum emphasizes disadvantaged, vulnerable, and oppressed individuals, families, and communities.

As a member of the Council on Social Work Education (CSWE), which accredits social work programs, the School affirms the CSWE Accreditation Standard 6.0, Nondiscrimination and Human Diversity, which states, "The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced." (Accreditation Standard 6.0, CSWE Educational Policy and Accreditation Standards, approved by the Board of Directors to be effective on July 1, 2002)

Overview of the MSW Curriculum

The curriculum for the MSW program is divided into two levels: Foundation and Advanced. The Foundation Curriculum is taken by full-time students in their first year. Distance education students complete the Foundation Curriculum over a two-year period. The Foundation Curriculum provides students with the knowledge, values, processes, and skills essential for the general practice of social work. It consists of general courses in social welfare policy and services, human behavior in the social environment, social research, social work practice, and field education that prepare students to use a problem-solving method and engage in planned social change at multi-system levels. Students do not specialize in methods or fields of practice in Foundation courses.

The Advanced Curriculum builds upon the professional Foundation and provides more thorough knowledge of complex policies, practice skills, research methods, human behavior in the social environment, and field education. During the first year of full-time study or second year of distance education study, students select one of three concentrations in the Advanced Curriculum: the Direct Practice Concentration,

Management and Community Practice Concentration, or Self-Directed Concentration. The concentrations are outlined in the following sections of this *Manual*.

The MSW Curriculum includes two additional elements, leadership and professional development. Students are provided with opportunities both to enhance leadership skills and to develop professionally.

To be eligible for the MSW degree, advanced standing students take a total of 40 credit hours. Students in full-time and distance education programs must complete the course requirements and the field practica in the Foundation Curriculum and the Advanced Curriculum. For these students, a total of 62 credit hours is required for graduation: 32 hours of distributional requirements in the Foundation Curriculum and 30 hours of distributional requirements in the Advanced Curriculum. Policies related to course exceptions are presented in the section on Curriculum Policies.

MSW Program Outcome Objectives

The purpose of the master's program in social work is to prepare students for direct practice, management of nonprofit and public agencies, community practice, and leadership positions in the social work profession. The following program objectives were adopted by the Faculty on August 12, 2008. On completion of this MSW program, students will:

1. Identify, synthesize, and apply research-generated knowledge to plan, implement, and evaluate complex interventions that address problems in a specialized area of practice;
2. Demonstrate the capacity for effective leadership that enhances the well-being of client systems across a range of social systems, including organizations and communities;
3. Demonstrate commitment and ability to apply the core values of the profession, including the alleviation of social and economic injustice, discrimination, and oppression; and
4. Recognize and respond to ethical dilemmas and values conflicts in ways that are consistent with the NASW Code of Ethics and current legal mandates.

The Foundation Curriculum

Foundation Outcome Objectives

Students completing the Foundation Curriculum are expected to demonstrate specific outcomes, adapted from CSWE Educational and Policy & Accreditation Standards, through their performance in the classroom and the field. The following outcomes were approved by the Faculty on August 12, 2008. At the conclusion of the foundation year of study, students will:

1. Apply critical thinking skills within the context of professional social work practice;

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly;
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;
5. Understand and interpret the history of the social work profession and its contemporary structure and issues;
6. Apply generalist social work knowledge and skills to practice with systems of all sizes;
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and families, groups, organizations, and communities;
8. Analyze, formulate, and influence social policies;
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
10. Use communication skills differently with client populations, colleagues, and communities;
11. Use supervision and consultation appropriate to social work practice; and
12. Function constructively within organizations and service delivery systems and seek necessary organizational change.

Courses in the Foundation Curriculum

The Foundation Curriculum consists of eight classroom courses, two field practica, and two field seminars. In addition, students complete an on-line pre-course on the history of oppression that serves as a pre-requisite for SoWo 501 Confronting Oppression and Institutional Discrimination, and the JumpSTART Preparation for Practice orientation program. Together, these courses, field work, and programs enable students to achieve the outcomes stated above.

In their academic studies, students gain knowledge and skills related to social policy, human behavior in the social environment (HBSE), direct and macro practice, and research. They apply knowledge and develop their skills by engaging in 480 hours of supervised practice in an agency setting. Typically, students are assigned to an agency for two eight-hour days per week, for a total of 60 working days spread over two semesters.

During the Foundation year, students are expected to achieve objectives related to both direct and macro practice. In their direct practice assignments, they work with individuals, families, and small groups. Students learn to apply a variety of practice methods and develop social interventions that enhance client functioning. In their macro practice assignments, students apply practice methods to work units, organizations, and communities. Students are involved in relationships with organizations and communities, and they take a major role in developing projects that enhance the

functioning of the agency or community. In both classroom and field, students learn to appreciate and respond appropriately to various dimensions of diversity. In the Foundation Curriculum, classroom courses and field practica are integrated through mutual assignments and projects that require knowledge and skills from both arenas. For more information about field education, refer to the Field section of this *Manual*.

In concert with their faculty and field advisors, all students in the Foundation Curriculum identify their learning and career goals. These goals provide direction as students prepare to begin the Advanced Curriculum by declaring a concentration and choosing electives.

Courses in the Foundation Curriculum

Number	Course Title	Credit
SoWo 500	Human Development in Context I: Infancy to Adolescence (HBSE)	3
SoWo 501	Confronting Oppression and Institutional Discrimination (HBSE)	3
SoWo 505	Human Development in Context II: Adulthood to Older Adulthood (HBSE)	3
SoWo 510	Foundations for Evidence-Based Practice and Program Evaluation (Research)	3
SoWo 517	Integrated Practice (Practice)	3
SoWo 530	Foundations of Social Welfare Policy (Policy)	3
SoWo 540	Social Work Practice with Individuals, Families, and Groups (Practice)	3
SoWo 570	Social Work Practice with Organizations & Communities (Practice)	3
SoWo 520	Social Work Practicum I (Field)	3
SoWo 521	Social Work Practicum II (Field)	3
SoWo 523	Foundation Field Seminar I (Field)	1
SoWo 524	Foundation Field Seminar II (Field)	1
Total Credit Hours		32

Foundation Schedule for Full-time Study

As the chart below indicates, full-time students complete 32 hours of required Foundation courses in their first year of study.

Foundation Schedule for Full-time Study

Fall Semester		
Number	Course Title	Credit
SoWo 500	Human Development in Context I: Infancy to Adolescence (HBSE)	3
SoWo 530	Foundations of Social Welfare Policy (Policy)	3
SoWo 540	Social Work Practice with Individuals, Families, and Groups (Practice)	3
SoWo 570	Social Work Practice with Organizations & Communities (Practice)	3
SoWo 520	Social Work Practicum I (Field)	3
SoWo 523	Foundation Field Seminar I (Field)	1
Total Credit Hours		16
Spring Semester		
Number	Course Title	Credit
SoWo 501	Confronting Oppression and Institutional Discrimination (HBSE)*	3
SoWo 505	Human Development in Context II: Adulthood to Older Adulthood (HBSE)	3

SoWo 510	Foundations for Evidence-Based Practice and Program Evaluation (Research)	3
SoWo 517	Integrated Practice (Practice)	3
SoWo 521	Social Work Practicum II (Field)	3
SoWo 524	Foundation Field Seminar II (Field)	1
Total Credit Hours		16

* On-line history of oppression pre-course must be completed prior to registration for this class.

The Advanced Standing Program

Full-time Advanced Standing

Students who have graduated from accredited BSW programs, usually within seven years, may apply for Advanced Standing. Those accepted into this program attain the MSW degree by taking a total of 40 hours in the School of Social Work at UNC Chapel Hill over the course of one calendar year.

Currently, advanced standing students enroll in the summer, taking three courses (13 credit hours) in the MSW curriculum. The three courses include SoWo 715: Advanced Standing Bridge Course (6 credit hours), SoWo 510: Foundations for Evidence-Based Practice and Program Evaluation (3 credit hours) and SoWo 522: Advanced Standing Practicum (4 credit hours). The remaining 27 hours are completed by taking the second part of the research sequence (SOWO 810: Evaluation of Social Interventions), an advanced HBSE/practice course, an advanced policy course, and other advanced curriculum courses that support the student's plan of study. Advanced standing students meet the same distributional requirements as full-time and distance education students.

A distance education advanced standing program is available for students who have graduated from accredited BSW programs and wish to maintain employment while completing the MSW on a non-full-time basis over the course of 20 months (see the Advanced Standing Distance Education Program for more information).

Summer Course Schedule for Full-time Advanced Standing Students

Summer Session I		
SoWo 715	Advanced Standing Bridge Course	6
Summer Session II		
SoWo 510	Foundations for Evidence-Based Practice and Program Evaluation	3
SoWo 522	Advanced Standing Practicum (Field)	4
Total Credit Hours		13

Distance Education Programs

Currently, the School operates traditional distance education programs at three sites across the state. Our host in western North Carolina is Blue Ridge Community College. The Triangle distance education program is located at the UNC-Chapel Hill School of Social Work. In the Triad, the Forsyth Department of Social Services hosts the Winston-

Salem advanced standing distance education program as well as the Winston-Salem traditional distance education program. Currently, classes are held on Fridays at all sites. The distance education programs recruit students who are employed in human services, are second career students, are returning to the work force, or are unable to engage in full-time study.

Traditional Distance Education Programs

Traditional distance education programs are offered in the mountain area of western North Carolina, the Triangle, and Winston-Salem for students who wish to complete the MSW over the course of three years. During the first year of study, students take two classes each semester. This is the only requirement in the first year for students working in human services. Students who are not currently employed in human services during the first year are expected to be involved in a significant volunteer experience to provide opportunities to apply the knowledge and skills gained in the Foundation Curriculum.

During the second year, students continue to take two classes each semester. They also complete the Foundation field education requirements in the second year: SoWo 520 (Practicum I), SoWo 521 (Practicum II), SoWo 523 (Seminar I), and SoWo 524 (Seminar II). Field work is usually undertaken concurrently with class work.

Students are expected to complete all Foundation requirements in their distance education program unless they apply for and receive a Foundation Course Exemption. Students who exempt a foundation course should confer with their faculty advisor to revise their distance education curriculum. Students may also transfer courses to meet elective requirements. For more information, see Foundation Course Exemptions and Course Transfers.

After completing four semesters of distance education study, students in the traditional distance education programs are formally admitted to the full-time campus program. These students are required to attend classes in Chapel Hill as full-time students once they complete the 32 hours of distance education study. The final year distance education students join students in the second year of MSW study from the full-time program and those with advanced standing as they complete their Advanced Curriculum requirements. Depending on availability, it may be possible for students in the traditional distance education programs to choose whether to be formally admitted to the full-time campus program and attend classes in Chapel Hill during the final year or whether to join students in the Winston-Salem distance education advanced standing program and complete their Advanced Curriculum requirements over the course of three semesters (see Advanced Standing Distance Education Program).

Foundation Course Schedule for Traditional Distance Education Students

In the traditional distance education programs, students complete all Foundation curriculum requirements over a two year period. The following chart depicts a typical

schedule of courses and credit hours for traditional distance education study in the Foundation:

Typical Foundation Course Schedule for Traditional Distance Education Students

Year 1—Fall		
SoWo 500	Human Development in Context I: Infancy to Adolescence (HBSE)	3
SoWo 530	Foundations of Social Welfare Policy (Policy)	3
Year 1—Spring		
SoWo 501	Confronting Oppression and Institutional Discrimination (HBSE)	3
SoWo 505	Human Development in Context II: Adulthood to Older Adulthood (HBSE)	3
Year 2—Fall		
SoWo 540	Social Work Practice with Individuals, Families, and Groups (Practice)	3
SoWo 570	Social Work Practice with Organizations & Communities (Practice)	3
SoWo 520	Social Work Practicum I (Field)	3
SoWo 523	Foundation Field Seminar I (Field)	1
Year 2—Spring		
SoWo 510	Foundations for Evidence-Based Practice and Program Evaluation (Research)	3
SoWo 517	Integrated Practice (Practice)	3
SoWo 521	Social Work Practicum II (Field)	3
SoWo 524	Foundation Field Seminar II (Field)	1
	Total Credit Hours	32

Advanced Standing Distance Education Program

The advanced standing distance education program in Winston-Salem is tailored to working adults who already have their BSW from an accredited institution. Advanced Standing distance education students currently enroll in the summer semester. Over the course of 20 months, students complete 40 credit hours by enrolling in two classes and a field placement each semester. During the first summer, students complete SoWo 715: Advanced Standing Bridge Course (6 credit hours). In the remaining three semesters and summer, students take the final Bridge course, SoWo510: Foundations for Evidence-Based Practice and Program Evaluation, and they complete all course and field requirements in the Advanced Curriculum.

Course Schedule for Advanced Standing Distance Education Students

In the advanced standing distance education program, students complete all curriculum requirements in Winston-Salem over a 20 month period, however, concentration field placements are typically completed in the student’s home community. The following chart depicts a typical schedule of courses and credit hours for advanced standing distance education study: **Typical Course Schedule for Advanced Standing Distance Education Students**

Year 1—Summer		
SoWo 715	Advanced Standing Bridge Course	6
Year 1—Fall		
SoWo 842	Families: Theory and Practice (Adv. HBSE/Practice or Elective)	3
SoWo 874	Administration and Management: Theory and Practice (Adv.	3

	HBSE/Practice or Elective)	
SoWo 720	Social Work Practicum (Field)	4
Year 1—Spring		
SoWo 510	Foundations for Evidence-Based Practice and Program Evaluation (Research)	3
SoWo 851	Social Work Practice with Groups (Elective)	3
SoWo 720	Social Work Practicum (Field)	4
Year 2—Summer		
SoWo 720	Social Work Practicum (Field)	4
Year 2—Fall		
SoWo 832	Multigenerational Family Policy (Adv. Policy)	1.5
SoWo 810	Evaluation of Social Interventions (Adv. Research)	1.5
	Social Work Elective	1.5
	Social Work Elective	1.5
SoWo 720	Social Work Practicum (Field)	4

The Advanced Curriculum

The Advanced Curriculum consists of distributional requirements and electives. Students take specific, required courses in each of the following areas: Human Behavior in the Social Environment/Practice (3 credit hours), Policy (1.5 credit hours), Research (1.5 credit hours), and Advanced Field Practica (12 credit hours). Courses in these areas are selected in accordance with the student's chosen concentration and plan of study.

Before registering for courses in the Advanced Curriculum, students should have a plan of study that has been approved by their faculty advisor as well as their plan of study advisor.

Advanced Curriculum Distributional Requirements for Academic Year 2010-2011	
Curriculum Area	Credits
Advanced Human Behavior in the Social Environment/Practice	3
Advanced Policy	1.5
Advanced Research	1.5
Electives	12
Advanced Field	12
Total	30

Full-time and distance education students complete 30 hours in the Advanced Curriculum. This total includes four electives (12 credit hours). Unless an exception to the plan of study has been approved, students may not enter Advanced Field Practica or continue in Advanced Curriculum classes until they complete the entire Foundation Curriculum.

Distributional Requirements in the Advanced Curriculum

Courses in the Advanced Curriculum are designed to build on the knowledge base acquired in the Foundation Curriculum. Students must successfully complete Foundation pre-requisite courses before enrolling in Advanced courses (see the chart below). As students design their plan of study for the concentration curriculum in consultation with their faculty advisor, they should ensure that the curriculum is cohesive and meets the student’s learning and career goals. In particular, it is imperative that the student’s Advanced HBSE/Practice course matches his or her concentration field placement. The Advanced Policy course choice should also be consistent with the student’s population or area of interest.

The 12 credit hours of elective requirements may be selected from offerings in the School of Social Work, from other schools or departments within the University, and from other institutions. Any course within the School can serve as an elective if it is not being used to meet Foundation requirements or distributional requirements in the Advanced Curriculum. Elective courses must be taken at the graduate level, and not more than nine credit hours of electives can be taken outside the School of Social Work. Electives must complement the student’s concentration, and they must be relevant to the student’s learning and career goals.

Foundation Course Pre-Requisites for Advanced Curriculum Content Areas

Foundation Pre-requisite Courses	Advanced Curriculum Course Content Areas
SOWO 500 Human Dev. in Context I: Infancy to Adol.	Advanced Human Behavior in the Social Env./Advanced Practice Required Course
SOWO 505 Human Dev. in Context II: Adulthood to Older Adulthood	
SOWO 540 Soc. Work Pract. with Ind.s, Gp.s, & Fam.s	
SOWO 570 Social Work Pract. with Org.s and Comm.s	
SOWO 517 Integrated Practice	
SOWO 510 Fdtn.s of Ev.-Based Pract. and Prog. Eval.	Advanced Research Required Course
SOWO 530 Foundations of Social Welfare Policy	Advanced Policy Required Course
Pre-Requisites Course(s) Specified on Course Schedule	Advanced Curriculum Electives

Concentrations in the Advanced Curriculum

The Advanced Curriculum consists of three concentrations: Direct Practice (DP), Management and Community Practice (MCP), and Self-Directed. The DP Concentration prepares students to provide social interventions and services to individuals, families, and groups. The MCP Concentration prepares students for leadership careers in organizations and community development and for social interventions in larger

systems. The Self-Directed Concentration prepares students for tailored professional goals requiring both direct practice and management and community practice settings.

Distributional requirements dictate the selection of required courses; however, students can use electives to customize their curriculum. By selecting electives from a range of topic areas, students can pursue learning and career goals related to more than one population or method or they can develop a deeper level of study within a particular area of practice.

The Direct Practice Concentration

Goals and Description

The DP Concentration prepares master's level social work students to work directly with individuals, families and small groups of all ages. It draws on a number of theoretical perspectives and practice methods, employing family-centered and ecological perspectives to underscore the larger social context as it affects the well-being of individuals and families. The DP Concentration emphasizes the impact of age, disability, economic status, gender, national origin and immigration status, poverty, race, religion, and sexual orientation on individuals and their families.

The primary goal of the DP Concentration is to prepare social workers to provide direct services that strengthen individuals and their families across the life span.

Linkage with the Foundation Curriculum

The DP Concentration uses a common framework that builds on the Foundation Curriculum. Building on the Foundation Curriculum, the DP Curriculum prepares students to understand and work with individuals, families, and small groups, within the context of the environment. It emphasizes theories and models of practice relevant to work with individual, family, and small group client systems, as well as emphasizing nondiscrimination, culturally competent and ethical practice. The Advanced Curriculum prepares students to use direct practice methods in work with clients and to design and evaluate services.

Concentration Knowledge Base

The DP Concentration elaborates a number of theoretical approaches introduced in the Foundation Curriculum, including role, systems, ecological, behavioral, cognitive, and developmental theories. It also promotes the strengths approach to practice, and it explores risks and protective factors within individual, family, and group settings. Students gain skills in assessing transactions between people and their social environment across the life span. Within a framework of ethical practice, they learn to assess social problems and to develop interventions that ameliorate these problems and enable people to function at their optimum potential.

Social interventions build on the problem-solving sequence taught in the Foundation Curriculum. Students learn a variety of interventive strategies, and they practice the techniques appropriate to the populations and problems encountered in their field

settings. In this Concentration, social interventions might include case management, family therapy, couples counseling, a variety of types of brief treatment approaches, crisis intervention, long-term supportive therapy, prevention techniques, psycho-educational methods and cognitive-behavioral interventions. Students learn to evaluate their practice through a variety of qualitative and quantitative methods, including program evaluation.

Field Education in the DP Concentration

The DP Concentration practica build on the foundation placement with field experiences that are specifically related to direct services to individuals, families, and small groups. Placements provide an opportunity for students to engage in supervised practice in a variety of settings, using an array of intervention methods.

Typical placements include child guidance clinics; developmental evaluation centers; dispute settlement centers; extended care facilities; mental health agencies; family violence programs; HIV/AIDS service organizations; hospice; hospitals; juvenile and adult justice facilities; migrant, community, and rural health centers; law enforcement agencies; public and parochial welfare organizations; public health departments; rehabilitation facilities; residential programs for children and adults; schools; specialized day treatment programs; state-level prevention programs; substance abuse programs; and victims' assistance agencies. In each of these settings, the focus is on direct practice.

Program of Study

In the DP Concentration, all students take an advanced HBSE/Practice course that is consistent with their concentration field practicum (3 credit hours), an advanced policy course (1.5 credit hours), an advanced research course SoWo 810 Evaluation of Social Interventions (1.5 credit hours), and 12 credit hours of elective course work consistent with their individual career goals. Through their choices of electives and the advanced field practicum, students gain specialized competencies with a particular population or a specific setting. Electives can add depth or breadth to the plan of study. Students may also use electives to sample the MCP Concentration. This strategy is particularly helpful for students who anticipate promotion into management positions when they attain the MSW degree.

For example, a DP student interested in working with women experiencing intimate partner violence may take course work in areas such as cognitive behavioral therapy, trauma and violence, and social work practice with groups. Similarly, a DP student interested in grandparents who raise grandchildren may take courses related to aging, child and adolescent health and mental health, and social work practice with families. Taking a somewhat broader approach, a DP student interested in working in a DSS setting after graduation may take courses in child welfare as well as MCP courses in administration and leadership. Courses offered in the DP Concentration are listed in the chart below.

Courses in the Direct Practice Concentration

Course Content Area	Course	Credit Hours
Advanced Human Behavior in the Social Environment/Advanced Practice Required Course	SOWO 840 Adult Mental Health: Theory and Practice	3
	SOWO 841 Child Mental Health: Theory and Practice	
	SOWO 842 Families: Theory and Practice	
	SOWO 843 Older Adults: Theory and Practice	
	SOWO 844 Adolescent Mental Health: Theory & Practice	
	SOWO 845 Health: Theory and Practice	
Advanced Policy	SOWO 607 Aging and Public Policy	1.5
	SOWO 732 International Comparative Policy	
	SOWO 832 Multigenerational Family Policy	
	SOWO 834 Advanced Policy Practice	
	SOWO 835 Poverty Policy	
	SOWO 836 Health Access and Health Disparities Policy	
	SOWO 837 Disability Policy	
SOWO 838 Military Family Policy		
Advanced Research	SOWO 810: Evaluation of Social Interventions	1.5
Electives	Electives chosen from current course offerings	12
Advanced Field	SOWO 820: Field Practicum III	12
	SOWO 821: Field Practicum IV	

The Management and Community Practice Concentration (MCP)

Goals and Description

The Management and Community Practice Concentration prepares MSW students for leadership careers in organizational and community development; for social work interventions in larger systems; for system reform; and for policy and advocacy roles. The goals of the Concentration are to (1) promote positive social change in the lives of vulnerable populations through development of supportive programs and human services organizations, and (2) build stronger service networks and communities and promote citizen participation to improve the quality of life for families and communities.

Building on the Foundation Curriculum, the MCP Concentration employs a strengths-based approach to work with clients and citizens, emphasizing the assets of groups, organizations, and communities. It focuses on community development and social interventions at the macro level.

The primary goal of the MCP Concentration is to prepare social workers to provide leadership and facilitation in organizational and community development for the purpose of strengthening families and communities.

Linkage with the Foundation Curriculum

The MCP Concentration uses a common framework that builds on the Foundation Curriculum. It emphasizes organizational and community behavior and practice, human

behavior in the social environment, understanding of larger systems, nondiscriminatory practice principles, democratic and empowerment theory, and ethical practice. The Advanced Curriculum prepares students to use management methods and community practice methods to work with task groups, to design and evaluate services and programs, and to develop and evaluate community initiatives.

Concentration Knowledge Base

The knowledge base of management and community practice is grounded in processes of management, coordination, development, organizing, planning, collaboration, change, and evaluation. Specific perspectives presented in the curriculum include: a) systems and ecological systems theory; b) social justice, democratization, participatory theory, social ethics, and individual rights; c) community assets and needs and assessment methods; c) program evaluation and social intervention research; and d) decision-making theory, group process and dynamics, and collective efficacy. These perspectives provide students with a framework of skills in human relations that help build organizations and communities by spanning the traditional boundaries of agencies and programs.

The MCP Concentration curriculum addresses two major roles: management and community practice. Both build on the problem-solving model taught in the Foundation Curriculum. Management practice helps students develop leadership roles in organizational development and effectiveness. The primary practice knowledge base includes the competing-values framework that focuses on skills in human relations, inter-agency collaboration, and coordinating and facilitating services and programs.

Community practice helps students develop collaborative skills for inter-organizational planning, coordination of services, action coalitions, and neighborhood planning and development. The primary practice knowledge base includes current models of community practice: social and economic development, community organizing, social welfare planning, program development and evaluation, and coalition building. All these focus on the use of skills in facilitation and leadership, writing and communication, organizing and planning, implementing social interventions within larger systems, program evaluation, advocacy, and legislative analysis.

Field Education in the MCP Concentration

The MCP Concentration placements build on the Foundation with field experiences that are specifically related to management and/or community practice. Placements provide an opportunity for students to gain a conceptual and practical understanding of their fields of practice.

Typical MCP placements might include positions in human services organizations such as community agencies or grass roots organizations; legislative programs; public or nonprofit organizations; state-level programs that focus on prevention, training, and evaluation; and city, county, state, and federal government efforts.

Program of Study

In the MCP Concentration, all students take an advanced HBSE/Practice course consistent with their concentration field practicum (3 credit hours), an advanced policy course (1.5 credit hours), an advanced research course SoWo 810 Evaluation of Social Interventions (1.5 credit hours), and 12 credit hours of elective course work. Through their choices of electives and the advanced field practicum, students can develop specialized competencies in keeping with their individual career goals. Students may also use electives to sample the DP Concentration. They can use electives to add depth or breadth to the plan of study in keeping with their particular population or setting of interest.

For instance, a MCP student interested in starting a nonprofit organization may focus course work in areas related to nonprofit management and leadership. For a student interested in community development, courses are available related to community practice and planning as well as sustainable development and citizen participation. A student interested in working closely with families in communities may take courses related to community development as well as courses related to social work practice with families.

Courses in the Management and Community Practice Concentration

Course Content Area	Course	Credit Hours
Advanced Human Behavior in the Social Environment/Advanced Practice Required Course	SOWO 874 Administration & Mgmt.: Theory and Practice SOWO 875 Community: Theory and Practice	3
Advanced Policy	SOWO 607 Aging and Public Policy SOWO 732 International Comparative Policy SOWO 832 Multigenerational Family Policy SOWO 834 Advanced Policy Practice SOWO 835 Poverty Policy SOWO 836 Health Access and Health Disparities Policy SOWO 837 Disability Policy SOWO 838 Military Family Policy	1.5
Advanced Research	SOWO 810: Evaluation of Social Interventions	1.5
Electives	Electives chosen from current course offerings	12
Advanced Field	SOWO 820: Field Practicum III SOWO 821: Field Practicum IV	12

The Self-Directed Concentration

Goals and Description

For those rare instances when a student's professional goals cannot be met through only the Direct Practice Concentration or the Management and Community Practice Concentration because they need an even balance of the two for a very specific professional goal, students may petition the Associate Dean for a Self-Directed Concentration. The Self-Directed Concentration offers students an opportunity to build

advanced skills in both direct practice and management and community practice. This concentration is intended for students whose professional and learning goals require advanced skills in both areas.

For example, a student may be interested in developing a program to provide services for autistic children. In this case the student's focus would be both on learning the management and evaluation skills needed to establish and run a program as well learning about the evidence-based interventions to be provided to the children served by the program. The student may choose to take an advanced HBSE/practice course in child mental health, take a second advanced HBSE/practice course in management as an elective, and balance the remaining electives between direct and management coursework.

The Field Education Program

Following is a summary of the Field Education Program Manual. For more specific information regarding the Field Education Program and policy please refer to the manual at <<http://ssw.unc.edu/files/web/pdf/Field%20Education%20Manual/2010-2011%20Field%20Manual%20Final%20103009.pdf>>.

Rationale

Social work is a profession that applies a working body of knowledge to the resolution of social problems and the enhancement of social functioning. Field education is an integral part of both the Foundation and Advanced Curricula. While classroom learning focuses on discrete knowledge and theoretical background, the field curriculum exposes students to a wide range of social problems and possibilities. It teaches students to assess these situations and to develop, implement, and evaluate social interventions for actual persons, families, groups, organizations, and communities.

In field, students practice social work techniques within a variety of human service settings. There are opportunities for 1) building on and applying principles, concepts, and theories taught in classes; and 2) developing discipline and insight into the use of self as a professional person.

Specific assignments are elaborated in the Student Learning Agreement. Students practice in a wide array of agencies, including community development organizations, family and children's services, legislative and administrative posts, medical and rehabilitative services, mental health services, programs for older adults, and other specialized programs. They work with clients from a variety of backgrounds and learn to consider the impact of age, ethnicity, gender, gender expression, gender identity, sexual orientation, class, national origin, race, religion, and other issues of difference.

Functions of Field Education

Because students' learning is affected by what they bring to the School of Social Work, faculty anticipate differences in preparation, interests, abilities, and capacities.

Consequently, faculty work individually with students to create a learning experience that meets student interests and abilities, agency capacities, and academic requirements. This individualization is possible only within the context of the overall rationale and structure of the field curriculum. Although students have differing field experiences, the goal of ensuring competence through the interaction of the academic and field curricula remains constant.

Field education provides opportunities for students to:

1. Test and validate ethics and values appropriate to the functions of the profession in a practice setting;
2. Develop and enhance self-awareness and the disciplined use of self;
3. Facilitate application of theory to real problem situations;
4. Learn and practice knowledge and skills in more than one method or model of helping;
5. Develop skill and confidence in working with and helping various client units (individuals, couples, families, groups, communities, and organizations) with a range of social and personal problems;
6. Identify the impact of the larger social system on the client and on the nature and effectiveness of human services, and take this reality into account in designing, implementing, and evaluating social interventions; and
7. Participate in formulating policy and procedures.

The Foundation Practicum

Two courses constitute the Foundation placement: SoWo 520, Social Work Practicum I, and SoWo 521, Social Work Practicum II. During the Foundation field placement, students are in field for approximately 240 clock hours per semester for two semesters. Typically, this amounts to two full days a week for a total of 60 days. Students in the Foundation placement focus on development of basic knowledge and skills that provide the groundwork for the Advanced Curriculum. All students are required to take SoWo 540, Social Work Practice with Individuals & Families, and SoWo 570, Social Work Practice with Organizations & Communities, prior to or concurrent with the Foundation field placement. Foundation Curriculum objectives and Field Practicum goals are listed in this chapter and in the *Field Education Manual*.

Specific assignments will vary depending on 1) agency and community resources; and opportunities and 2) student interests and career goals. Each student is assigned direct service cases (individuals, families, and small groups). Working with these client units, the student develops the ability to assess, design, and implement social interventions and to evaluate outcomes. In the Foundation field placement, each student is also assigned an organizational or community project or activity to develop skills in macro service assessment, intervention, and evaluation. In developing skills to promote the improved functioning of organizations and communities, students have hands-on responsibilities just as they do in working with direct services clients. Passive observations of organizational or community functioning are not considered adequate to meet this learning goal.

To enhance and strengthen the field experience, students are required to participate in SoWo 523 and SoWo 524 Foundation Field Seminar I and II. The seminar is designed to assist students in the integration of classroom learning with the direct experience of practicum and serves as a professional support group for discussing field issues. The Field Seminar class meets bi-weekly over the course of two semesters.

The Advanced Practicum

Direct practice is understood to be purposeful intervention designed to enhance client functioning. In field, direct practice students are expected to apply a variety of practice methods appropriate to the client system, the setting, and the presenting issue. Students should have the opportunity to work with different types of client systems, including individuals, families, and groups. Student should also work with clients from a variety of backgrounds representing various dimensions of diversity, including age, ethnicity, gender, race, sexual orientation, and socioeconomic status. Students actively evaluate direct practice outcomes and their own practice.

Management and Community Practice includes purposeful interventions with work units, organizations, communities, and policy-making entities. The goal is to enhance the performance of the systems that provide human services, including agencies at all levels and community groups. Students are expected to assess functioning and apply a range of macro methods appropriate to the setting, the problem or issue, and the desired outcomes. They should also take a responsible role in developing a project to enhance the functioning of the practicum agency or community. Projects should contribute to a more responsive service delivery system or to improved working conditions. Students actively evaluate macro practice outcomes and their own practice.

Three courses constitute the Advanced Practicum: SoWo 522-Advanced Standing Practicum for Advanced Standing students (during the summer preceding the academic year, Advanced Standing students are in the field for approximately 200 clock hours), SoWo 820-Social Work Practicum III, and SoWo 821-Social Work Practicum IV. It is essential that a student's choice of the required Advanced HBSE/Practice course correspond with the placement setting.

Concentration Students in Advanced placements are in field for approximately 360 clock hours per semester for two semesters. Typically, this amounts to three days a week for a total of 90 days. In the Advanced field curriculum, students develop expanded knowledge and skills in their chosen Concentration. Concentration Curriculum objectives are listed in this chapter and in the *Field Education Manual*. In both Foundation and Advanced practica, ethical practice is stressed.

Assignments vary depending on the concentration requirements, level of student skill, placement opportunities, and community resources. Specific assignments must be consistent with the chosen Concentration. All placements must enable students to work with disadvantaged, vulnerable, and oppressed populations.

Organization of the Field Education Program

Field Education Advisory Committee

The Field Advisory Committee is responsible for 1) advising the School on policies and issues related to field instruction; and 2) maintaining effective relationships between the school and the agencies in which students are placed for field education. The Field Advisory Committee is composed of social work practitioners who are appointed by the Dean of the School on the recommendation of the Director of Field Education.

The Field Team

The Field Team is composed of the Director, Associate Director, Office Manager, Field Advisors, and other faculty members who have major field instruction responsibilities.

The Team is responsible for the following tasks:

- Assuring an adequate supply of appropriate field placements through efforts aimed at recruitment and evaluation;
- Coordinating assignment of students to field sites;
- Providing a link between the school, the placement agency, and the student;
- Designing and administering an information system that efficiently generates data required for effective field education planning, development, operation, and evaluation; and
- Studying issues in field education as well as problems and opportunities that emerge in the administration of the Field Education Program at the School, in order to make informed recommendations to the faculty and field-related committees.
- The Director of Field Education manages the program. Responsibilities include coordinating efforts of the Field Team, managing the budget, representing the program on appropriate committees and task groups, and assisting the Field Education Advisory Committee in executing its duties.

Program Administration Standards and Guidelines

The Memorandum of Agreement

The Memorandum of Agreement defines School and agency field education roles and responsibilities. The Memorandum must be signed by appropriate parties before students can be placed in the field site. A copy of the Memorandum is found in the “Forms Section” of the *Field Education Manual*.

The agency administration and board are expected to:

1. Support sound, ethical social work practice, professional education, and appropriate student instruction;
2. Provide a qualified staff member to instruct the student and reduce the workload of that staff member as necessary to instruct, attend School functions, and meet with field advisors;
3. Control student workload so as to permit concentration on individual learning and to facilitate receipt of maximum help from the field instructor;

4. Accept students as developing professionals and neither exploit them to meet staff needs nor hold back appropriate assignments because of their student status;
5. Provide adequate space and supplies for students; and
6. Make assignments that:
 - Are appropriate to the student's concentration, interests, goals, and level of performance;
 - Provide sufficient balance of short-term and long-term assignments;
 - Supply opportunities to begin and complete the helping process;
 - Include similar experiences and repetition to allow for depth of learning;
 - Contain sufficient variety of experiences to allow some breadth of learning; and
 - Provide opportunities for students to work with disadvantaged, vulnerable, and oppressed individuals, families, and communities.

Standards for Field Instructors

The field instructor is expected to:

1. Have an MSW from an accredited School of Social Work;
2. Have at least two years of post-degree social work experience;
3. Be an employed staff member of the agency or approved off-site (external) MSW;
4. Demonstrate advanced social work knowledge and skills essential for competent practice;
5. Have the ability to evaluate and influence the provision of social work service in the agency;
6. Have the ability to conceptualize and to communicate knowledge to others;
7. Be able to engage in a give-and-take relationship with the student;
8. Be prepared and available for on-going consultation and to provide weekly supervision;
9. Be available to discuss student progress periodically with the Field Advisor and to contact the Field Advisor as necessary;
10. Have a willingness to attend and participate in the School's seminars, workshops, and conferences on field education as appropriate;
11. Work cooperatively with the School in evaluating the student, the field education program and the curriculum;
12. Show evidence of continued professional development;
13. Have an interest in students and willingness to accept the role of the Field Instructor; and
14. Agree to supply the School with a resume.

Student Professional Liability Insurance

Currently, students are covered by a blanket professional liability insurance program provided by the School. The coverage limit is \$1,000,000 per claim and \$3,000,000 aggregate. This insurance policy is in force only when students are registered for SoWo 520, 521, 522, 820, 821 or 720, Individualized Field Practicum.

The Field Education Process

Recruitment

The School has access to some of the most qualified field instructors available to any school in the Southeast. More than 400 qualified social workers comprise the pool of potential field instructors. Because of geographic location, agency priorities, space restrictions, and the periodic need for a sabbatical, not every field instructor will be available in a given year. In November of each year, the School solicits information about prospective field sites and field instructors.

Information about Field Resources

The Field Team utilizes a database that lists placement sites. The database describes the client population, usual presenting problems, typical social interventions, and customary practice methods at each site. It also lists potential field instructors and their qualifications. Students and their advisors use this database in considering field preferences. Before requesting a specific field site, students may also consult with other faculty and with students who were formerly placed in that agency.

Requests for Field Assignments

Entering full-time and advanced standing students are placed in field sites by the Field team, which reviews their application materials and field planning guides and may conduct personal interviews. Students in distance education programs begin field practica in their second year of study. Faculty in the off-campus distance education programs work with the Field Team in assigning students to sites in the areas served by the distance education program.

Students planning their Advanced placement begin by reviewing available resources, using the field education database. With their advisors and concentration representatives, students clarify their learning needs, styles, and career goals, and they review potential field opportunities. Then they prepare the Advanced Placement Planning Guide, indicating their top three preferences for available field sites. These preferences must be consistent with their choice of concentration and field of study. Working with members of the Concentration faculty, the Field Team matches students and available opportunities and notifies students of their assignments.

After the assignment is made by the Field Team or distance education program faculty, students visit their assigned agency and meet with their proposed field instructor. The placement is not confirmed until the field instructor and the student agree that the match is compatible.

Students are responsible for securing transportation to their field placements regardless of location. Because there is limited public transportation in North Carolina, students must have access to transportation to reach their field placements within a sixty mile radius of the school.

Criminal History Checks

Some field placement agencies require criminal history checks of students placed in those agencies. Of these agencies, some conduct the criminal history check themselves and some agencies require that the University conduct the criminal history check. In either case, the Field Education Office will notify the student if a criminal history check will be required.

For those students for whom the University will conduct the criminal history check, the Field Education Office will provide the student with a Notification and Release form which authorizes the University to release all information relative to the background check to the field placement agency. In the event a criminal history is found, the student will be afforded the opportunity to write a letter to the field office/agency explaining the circumstances of the conviction. This letter along with the criminal history check will then be forwarded to the placement agency.

The field office cannot guarantee field placements for a student with a criminal history (depending on severity). In an instance where a field placement cannot be identified, completion of degree requirements is not possible and the student will not receive the MSW.

Orientation to Field Education

The Field Team and faculty design appropriate orientation programs to ensure that students and field instructors understand the expectations of field education. These orientations focus on issues specific to field teaching, such as identifying student learning styles, setting educational objectives, and evaluating student performance. Field advisors remain in close contact with students and field instructors throughout the placement, providing information and support and engaging in creative problem solving as needed.

The Student Learning Agreement

The Student Learning Agreement is a working contract that balances the needs and desires of the student, the capacities of the agency and field instructor, and the standards of the School. It contains a description of the student's objectives, the tasks that will enable the student to achieve these objectives, and the criteria for evaluation.

The purpose of this agreement is to:

1. Reviewing the Field Practicum Policies and Procedures;
2. Developing an understanding of the Learning Goals and Outcomes for the Practicum;
3. Orientation to the field setting (the population served, the services provided, and the organizational structure);
4. Conducting an assessment to identify the student's strengths and areas for professional growth;
5. Reviewing and incorporating each course syllabus; and
6. Delineating learning activities and tasks to meet the Learning Goals and Objectives.

The Student Learning Agreement is a working plan that should be modified at any time that the field instructor, field advisor, and student agree that a change will enhance

student learning. Guidelines and forms for the Student Learning Agreement are found in the “Forms” section of the *Field Education Manual*.

Student Evaluations and Grades

Students are formally evaluated by their field instructors and field advisors at the end of each semester. For students in block placements, evaluations occur after the requisite number of days in placement. There are separate evaluation forms for Foundation and Advanced field students. Each form, illustrated in the *Field Education Manual*, specifies the categories for evaluation and requests specific comments that give evidence of the student’s performance in field. The functions of the evaluation are to provide feedback to students and identify directions for further development; to assist field advisors in determining field grades; and to assist the School in administration of the Field Education Program.

The evaluation process starts at the beginning of the field practicum with identification of the expectations of the School, agency, field instructor, and student. Typically the student and field instructor work together to prepare the evaluation form, which is subsequently shared with the field advisor. The field grade, either a P (Pass), L (Low Pass), or F (Fail), is assigned by the field advisor.

Program Evaluations

In the spring, the Field Education Program and field sites are evaluated by both students and field instructors. These evaluations help to a) identify aspects of field education that are most in need of improvement; b) identify program strengths; and c) determine the most appropriate functions for each field instructor and field site. The forms for this evaluation are contained in the *Field Education Manual*.

Placement Concerns, Termination, and Reassignment of Placement

In the event a problem should arise with the placement, the initial problem solving should begin with the Field Instructor and student. If this is unsuccessful, they are to inform each other of their intention to ask for additional help and contact the Field Advisor. The Field Advisor has the responsibility to mediate the problem. In most circumstances, the Field Advisor, will then schedule a joint conference with the student and the field instructor to explore, in depth, their concerns. This conference should occur before the student, agency, or school initiates any action. Any student who prematurely ends a field placement without the approval of the Field Director risks not being placed in another setting and not completing the MSW.

During the joint conference, an action plan should be developed which includes: a clear identification of problems in learning and teaching; specification of learning objectives to be achieved and behavior changes expected; any necessary actions and procedures to be taken; and a time frame to review the progress made on the action plan.

If after a joint conference with the student, Field Instructor, and Field Advisor, it is believed that termination is the only recourse, then the placement will be ended and an

alternative plan will be developed for the student. In egregious circumstances, the student will be referred to the Committee on Students.

Students are responsible for appropriate termination with clients and agency as recommended by the Field Instructor.

The student will be required to make up any elapsed time missed from the required number of field hours while the reassignment process is occurring. Additionally, the student may be required to participate in additional orientation hours at the new placement. The length and scheduling of this time is to be negotiated with the field office and the agency to which the student is reassigned.

Students who have been approved for reassignment of their field placement are required to update their planning guide and resume prior to being assigned a new placement match. When re-matching the student to a new agency, it may be necessary to share information regarding the previous placement experience with the prospective field instructor. If applicable, the field office will share information regarding student performance outcomes that may need improvement and the student's perceived insight and recognition of the need for improvement in these specific areas.

Holidays and Absences from Field

Unless previously approved by the Director of Field Education or recorded in the Student Learning Agreement, students are expected to perform their field duties on designated field days. Absences from field must be made up by the student at a time convenient to the agency and field instructor. The field instructor and field advisor must be informed of extended absences from field.

Taking Coursework Outside the School of Social Work

On occasion, either because they are enrolled in a dual degree program or because they have a special interest, students request to complete coursework outside the School of Social Work. As students are determining their plan of study, they should consult with the field education office as to how significantly their absence from the field agency, on a usually scheduled day, might affect their work with clients and organizations. Field Instructors must be notified of the possibility of the change in schedule and consent to this arrangement prior to the student registering for the course.

Field Education Fees

Field education fees are charged to students each semester that they are in field. Field fees have been authorized by the Board of Trustees in recognition that maintenance of a strong field education program requires special costs beyond those incurred in a classroom-based program.

The current authorized fee is \$300 per semester, payable with tuition in the semester that the practicum course is taken. Students in block placements, who complete two

courses—the total requirements for a practicum—in one semester, pay \$600, double the one-semester fee. Fees are subject to change without notice.

Field fees are used to meet field education expenses such as a) salaries for members of the Field Team; b) travel reimbursement for field advisor visits to the agency; c) field education programs and activities; and d) equipment and supplies.

Criteria for Exceptions to the Standard Field Placement

Block Placements

Typically, field practice occurs concurrently with classroom courses. A block placement represents an exception rather than an option. It differs from the concurrent arrangement in two major respects: 1) it is concentrated within a shorter time frame, and 2) it is not taken concurrently with related academic course work. A block placement may be taken only after completion of the Foundation or Advanced Curriculum. Students in distance education programs may not engage in Foundation block placements during the summer before their second year of study or in Advanced placements before the third year of study.

The following criteria and guidelines are set forth as means for guiding decisions on proposals for this exception. The criteria are the essential elements that must be satisfied in evaluating requests for exceptions. Additional guidelines accompany each criterion. These guidelines offer further direction but are not mandatory. Each request will require an individual judgment.

Requests for block placements are approved by the Director of Field Education. Requests are not automatically rejected on the basis of one guideline. Similarly, requests are not automatically approved on the basis of having technically met a certain guideline.

Approval of block field placements is based on the following criteria and guidelines:

- **Compelling reason.** Students must demonstrate a compelling reason for why this exception is deemed necessary. Financial hardship may be one reason for students to seek block placements, but the decision to approve a block placement depends on the Field Director's determination of actual financial need in combination with other reasons for making this request.
- **Educational plan.** Students must outline a detailed plan for completion of their field placement in a block setting. This plan must include a proposed field placement setting that is appropriate to and consistent with the student's identified educational objectives and include steps and timeframes for securing an approved field placement.
- **Student activities during academic year.** If a student is granted an exception for a block placement, students must be employed in a human services agency or volunteer 8-12 hours a week with an approved program that would grant them the opportunity to integrate classroom work with practice and to meet course requirements. If a student is requesting a block placement for the concentration

field practicum, the work or volunteer setting must be consistent with the chosen concentration. Students, who are choosing volunteer work, are required to obtain and show proof of professional liability insurance. Foundation students must also participate in the Foundation Field Seminar course held throughout the academic year.

Two Field Placements in the Same Agency

Achieving professional breadth is an important component of the mission of the School. Field education is not an apprenticeship. Students must be able to transfer knowledge and skills from one practice setting to another. Breadth is promoted through opportunities to practice within different organizations, with different population groups, and through provision of different types of services. Consequently, students are normally assigned to different organizations for the two field placements.

Students may request an exception to this policy if they have compelling reasons to engage in both field placements in the same agency or organization. In deciding whether to approve the exception, the Director of Field Education will consider the following points:

1. Has the student previously had significant social work experience with regular MSW supervision?
2. Has the student previously worked in different social work organizations, with different types of services or functions, with different populations, with different problems, and with different types of interventions?
3. Is a different field instructor available for the second placement?
4. Do the learning objectives differ substantially in regard to the problems, tasks, clientele, and other pertinent factors the student will encounter?

Requests for a second placement in the same agency are approved by the Director of Field Education. Appeal of placement decisions may be made to the Associate Dean for Academic Affairs. For more information about the appeal process, consult Chapter 2 of this *Manual*.

Placement in an Employing Agency

Students are not usually employees of the agency in which they are placed. Placement in a student's employing agency is the exception rather than a standard option, though the School recognizes that, properly structured, such placements allow students to complete part of their education while remaining employed in their home communities. When successful, new knowledge and skills are achieved in the student's workplace, with the support of the student, School, agency, and field instructor.

Arrangement and approval of a placement in an employing agency requires the involvement of the student/employee, job supervisor, an agency executive, potential field instructor, field advisor, and Field Education Office. This extra attention is necessary to assure that the planned placement meets all School requirements and learning objectives. The placement must not involve current job tasks and

responsibilities. To receive academic credit for work in an employing agency, the student must attempt new and different tasks and duties. This is most clearly achieved when the student is placed in a different unit, working with a different population, using a different method, and supervised by a different person.

Placements in employing agencies must be approved by the Director of Field Education. Appeal of placement decisions may be made to the Associate Dean for Academic Affairs. For more information about the appeal process, consult Chapter 2 of this *Manual*.

Leadership as a Supra-Curricular Theme

Students graduating from the MSW program will assume leadership roles as part of their professional trajectory over time. To prepare students for leadership responsibilities, the School will provide students with a number of opportunities to hone and develop their leadership skills. Three times during their matriculation through the program students will be asked to complete a Leadership Reflective Self-Assessment and discuss this with their advisor and field instructor. In addition, students will have the opportunity to attend a number of workshops focused on leadership in social work; first year students will be expected to attend at least one of these per semester.

Professional Development as a Supra-Curricular Theme

To prepare students for making the transition from student to professional, the School provides numerous professional development opportunities each year. During the fall and spring semesters, the School hosts several professional development workshops for students related to topics such as conducting a job search, interviewing for a position, and negotiating a job offer. Additionally, the School provides several networking opportunities each year such as Direct Practice Networking Night and Management and Community Practice Networking Night. At these events, students are able to engage with graduates of the School who are working in the field and share similar areas of interest. Finally, the School hosts a Career Day/Job Fair each year that typically brings over 50 agencies from North Carolina and beyond to the School to discuss employment opportunities with students. Students are encouraged but not required to attend these workshops and events.

Chapter 2 - MSW Program Policies and Procedures

In accordance with CSWE standards, the School has established a number of policies and procedures related directly to the MSW curriculum. Familiarity with this material will help students plan their course of study and navigate difficulties, should they occur. For more information about items in this section, contact the Associate Dean for Academic Affairs.

Academic Advising

Advising is provided to assist students in the development of meaningful educational plans that are compatible with their professional goals. On admission, each student is assigned both a faculty advisor and a plan of study advisor. Depending on the student's program the same advisors may serve for the entirety of the student's enrollment.

The academic advising system at the School of Social Work is guided by the following principles:

1. Each student will have a plan of study advisor and a faculty advisor.
2. Student advising offers a continuing relationship between the advisors and the student. This relationship is based on knowledge both of the MSW program and of the student's educational needs, career goals, personal strengths, areas of potential difficulty, and preferred learning patterns.
3. Each student engaged in field education will also have a field advisor. This role is reviewed in the previous section of this *Manual*.

The academic advising system is based on the following roles and responsibilities:

Faculty Advisor Responsibilities

1. The faculty advisor should guide the academic and professional development of advisees.
2. The faculty advisor should orient advisees to the School's mission and curriculum.
3. The faculty advisor should assist advisees in integrating field and class work and decision making about concentration and course selection.
4. The faculty advisor should review and discuss advisees' leadership self-assessment with them, helping advisees identify opportunities for leadership development
5. The faculty advisor should review and approve the plan of study for each advisee.
6. The faculty advisor should meet with each advisee at least once per semester, remain abreast of the advisee's progress, work the with advisee to revise the Plan of Study as needed, and be available to counsel advisees regarding any concerns.

Plan of Study Advisor Responsibilities

1. The plan of study advisor should communicate with students regarding MSW curriculum policies and procedures.
2. The plan of study advisor should review and approve the plan of study for each student to ensure it is consistent with curriculum requirements.
3. The plan of study advisor clears students for registration each semester.

Student Responsibilities

1. Students should initiate contact with their advisors as needs arise, and bring to their attention issues and circumstances in which they need information, assistance, or clarification. Students should identify areas of concern regarding any aspect of the educational experience.
2. Students should view their advisors as resources who can make appropriate referrals to other services as needed.
3. Students should consult with their faculty advisor to design the Educational Plan of Study and their plan of study advisor to ensure its accuracy. However, the ultimate responsibility for assuring completion of course and field work in the proper sequence and in a timely manner lies with students.
4. Students should consult with their faculty advisor regarding the leadership self-assessment and discuss leadership and professional development opportunities.
5. Students should register for classes in accordance with their approved Educational Plan of Study, or notify their advisors if revisions to the Plan are needed.

Reassignment

Students frequently develop relationships with faculty who serve as informal mentors and advisors for curricular, field, career, and personal needs and may wish to change faculty advisors to strengthen and maintain these relationships. To change faculty advisors, students should complete a change of advisor form that is available from the plan of study advisor or the SSW web site. Prior to reassignment, students must obtain written agreement from the original faculty advisor as well as the new faculty advisor.

Educational Plan of Study

The Educational Plan of Study helps students plan a cohesive MSW curriculum that meets their learning goals as well as academic requirements for graduation. As part of the plan of study, each student will provide a narrative that delineates his or her career goals, populations with which the student would like to work, issues the student would like to address, and settings in which the student is interested in providing services. In addition, on the plan of study each student will indicate his or her course choices and outline how these course courses move the student toward his or her defined career goals.

Students will design their Educational Plan of Study with help from their faculty advisor and plan of study advisor. Approval of the Educational Plan of Study must be attained from both the Faculty Advisor and the Plan of Study Advisor. After the Educational Plan of Study has been approved, students will meet with their plan of study advisor each semester to update it and gain clearance for registration.

Occasionally, students encounter personal or family situations which prohibit them from completing the course of study as originally planned. Students who cannot complete the program as it is designed should consult with their advisors and the Associate Dean for Academic Affairs. A revised Plan of Study indicating how the student proposes to complete the requirements for the degree should be submitted to the Faculty Advisor and the Plan of Study advisor for approval.

Foundation Course Exemption Policy

Some students enter the MSW program and have taken identical or similar courses to those offered in the foundation year of the MSW curriculum. To prevent students from repeating content mastered in other courses, the School of Social Work offers students an opportunity to exempt four foundation courses: Human Development in Context I: Infancy to Adolescence (SoWo 500), Human Development in Context II: Adulthood to Older Adulthood (SoWo 505), Foundations for Evidence-Based Practice and Program Evaluation (SoWo 510), and Foundations of Social Welfare Policy (SoWo 530). Identical or similar courses must have been taken in the last five years, and grades earned for those courses must be equivalent to a “B” or better. Students interested in seeking an exemption should request a Foundation Course Exemption Form from the Plan of study advisor and attach the following supplemental documents:

- Course Syllabi
- Course objectives and description
- Reading list
- Course assignments
- At least one example of work done for the course such as a paper or exam
- Transcript with pertinent courses highlighted or circled
- Narrative relating proposed course(s) to the specific learning objectives of the course for which the student seeks exemption. Narrative should explain how the proposed course(s) meet each individual learning objective.

In addition an Interview may be requested by the Foundation course faculty or Associate Dean.

Once the Foundation Course Exemption Form is received, the Associate Dean and Foundation course faculty will review the material to determine whether the requested course exemption is comparable to the foundation course. If approved, the student will be exempt from the foundation course and must substitute a course from the advanced curriculum in social work. If the Associate Dean or the Foundation course faculty considers the course to be substantially different from the foundation course objectives, the request for exemption will be denied and the student must enroll in the foundation course. The decision of the Associate Dean and/or foundation course faculty is final.

Student Matriculation

Registration

Students taking classes on the Chapel Hill campus receive the necessary information to register for courses from the Office of the University Registrar and the Registrar of the School of Social Work. Students enrolled in the distance education programs are automatically registered for classes by the School of Social Work Registrar during semesters in which they are taking courses at the distance education program sites. Once students enter the concentration curriculum, they must have an approved plan of study in order to receive clearance for registration.

Students may complete their registration using the world wide web or by seeing the School Registrar. To register using the web, students should access MyUNC (my.unc.edu) using their ONYEN and password.

When students log-in through MyUNC, they will see the Student Services portal. From there, students can click on ConnectCarolina Student Center to access the Student Center. The Student Center provides links to various information and actions. In the Student Center, students will be able to:

- Engage in Registration activities
- Search the Schedule of Classes
- View enrollment appointments
- View Registration Holds
- Use the Planner and Shopping Cart in self-service to prepare for enrollment
- Engage in Financial Aid activities

The maximum course load for graduate students is 16 credit hours per semester; however, students may take 17 or more hours with the permission of their faculty advisor and the Associate Dean for Academic Affairs by requesting an overload approval using the requisite form.

Students who do not register for a fall or spring semester will be considered as having withdrawn. Students should consult with their plan of study advisor and the School Registrar about policy and procedures on Official Withdrawal and Leave of Absence.

Courses may be added only during the add period listed in the Directory of Classes. Students requesting exceptions to the above policies must obtain permission from the Associate Dean for Academic Affairs.

A student's registration will also be cancelled if 1) tuition and fees are not paid; 2) there is a "Registration Cancellation, University Hold;" or 3) no courses are recorded on a student's schedule.

Payment of Tuition and Fees

All students will be notified by email to their UNC email account when their bills are ready to be viewed. Students who register after the billing date must estimate their own bill and pay it before registering for courses. See <cashier.unc.edu> for more information. Registration is cancelled if a student neither pays registration fees nor files a tax or financial aid request for tuition and fee deferment with the University cashier by the deadline.

The last day to drop a course and receive credit on a student's financial account is approximately ten days after classes begin; the actual date is listed in the Directory of Classes. In cases of withdrawal from the University, tuition and fees are prorated over a period of nine weeks at a rate of one-tenth of the semester's bill for each week, after deduction of an administrative charge. For more information, call the Cashier's Office at 919/962-1368.

Graduation Information

Application for Graduation

Formal application for graduation is required by the deadlines established by the Graduate School for each semester. Students should check the School calendar and the bulletin board to determine the date that applications are due for the semester they expect to graduate. Normally, the deadline for graduation in May is the second Friday in February; for graduation in August, the second Friday in June; and for graduation in December, the second Friday in October. The School's Registrar will send information about the graduation application process in mid-June for August graduates, in early October for December graduates and at the beginning of the Spring semester for students planning to graduate the following May. The Application for Graduation is located at <http://cfx.research.unc.edu/grad_appOnline/>. The School Registrar can answer questions about graduation. The candidate is responsible for removing, in advance, any conditions attached to the application for graduation, such as the transfer of course credits.

Commencement

Master's and doctoral degrees are awarded at the end of the fall and spring semesters and at the end of the second summer session. Formal University commencement exercises are held in May and December. The School holds a formal hooding ceremony twice a year, on the Saturday before the University Commencement in May and December. Each graduate is individually recognized on stage and "hooded" with the master's cape. Social Work graduates, their families, and their friends are invited to attend the ceremony and reception.

For both ceremonies, students are required to wear caps, gowns, and hoods, which can be obtained at Student Stores. A few donated gowns are available from the School. To reserve donated academic garb, contact the School Registrar in the Student Services Suite.

The University commencement is held in Kenan Stadium (or at the Smith Center, in inclement weather). The service begins with a formal academic procession. MSW graduates are recognized as a group when presented by the Dean to the Chancellor for the official awarding of the degrees; PhD graduates are recognized individually.

Students who have not completed all requirements at the end of the spring semester, but who will have fulfilled all requirements by the end of the following summer sessions, may participate in commencement activities and the School of Social Work graduation ceremony. Any students planning to participate in the commencement exercises in this manner must request approval from the Associate Dean in writing.

Since the University officially grants the degree, diplomas are not available until the day after the School of Social Work ceremony. Please note that if students have any charge on a University account, no matter how small, they will not receive diplomas until the amount owed is paid and cleared by the University Cashier. Students still owing money may go through the graduation ceremonies but will receive a form from the Cashier instead of a diploma; the diploma will be held until the account is cleared.

Student Rights and Responsibilities

Committee on Students

Social Work professionals have the responsibility of serving oppressed and disadvantaged groups of people. In order to provide quality professional education and to ensure that our graduates are able to function in a broad variety of professional situations, the Committee on Students (COS) reviews and makes recommendations to students who are referred because of field or classroom concerns regarding professional skills, self-management, professional behavior, and scholastic performance. Meeting the criteria for scholastic achievement is necessary, but not sufficient to ensure continued enrollment in the MSW program and ultimately a career in social work practice.

Below are examples of behaviors that threaten a student's ability to engage in productive social work practice. Exhibiting one or more of these behaviors may result in a review by the COS or possible dismissal from the School:

- Failure to meet or maintain academic requirements;
- Academic dishonesty, including cheating, lying, plagiarism, collusion, or falsifying academic records;
- Behavior in violation of the current NASW Code of Ethics or the Instrument of Student Judicial Governance;
- Any threat or attempt to harm oneself or someone else;
- Commission of a criminal act that is contrary to professional practice or ethics, occurring during the course of study or occurring prior to admission to the SSW and becoming known after admission;
- Consistent pattern of unprofessional behavior; and

Faculty and field instructors concerned about a student's behavior have two options for addressing the concerns.

Level 1

A Level 1 review involves a faculty member or field instructor and a student. When a faculty member has concerns about a student enrolled in the social work program, whether related to professional behavior or scholastic performance, that faculty member may:

- Discuss those concerns directly with the student and develop a plan or contract with the student to resolve the difficulties. Details of the plan should be documented and progress on goals should be monitored. In many instances, this level of intervention may be sufficient and the concern may be resolved. Should the problem continue, the faculty or field instructor could apprise the appropriate MSW, PhD, or Field program coordinator of the concerns in order to identify potential patterns and issues related to the student and/or refer the student to Level 2.
- Refer the student to Level 2 (see below) if the concern is serious

Level 2: COS Referral

The purpose of a Level 2 review is to have the COS examine the student's situation and, whenever appropriate, develop a recommendation for a plan to support the student in addressing the concerns and successfully completing the program. A Level 2 review may involve the faculty member, student, faculty advisor, Associate Dean for Academic Affairs and members of the COS. Faculty intending to refer a student to Level 2 will meet with the student to explain concerns as well as make a referral in writing to the Associate Dean. The student will then be notified by the Associate Dean in writing about the concerns and meeting date and will be given the opportunity to submit a written response prior to the meeting. The Associate Dean will gather additional relevant data about the student's performance, and provide this to the COS. A copy of all information provided to the COS will also be given to the student prior to the meeting. Students may bring a support person with them to this meeting. The support person does not participate in the meeting, but rather is there to provide emotional support to the student.

At the meeting the COS will review all information and then ask the student to come into the meeting to answer any questions the COS may have. The student may also make any additional statement or ask any additional questions he or she may have. After the review meeting has occurred, the COS will consult with the Dean or Associate Dean of the SSW to make recommendations regarding the student. Based on the review, the Dean or Associate Dean will inform the student of the decision, which can include one or more of the following actions:

- Continue the student in the program with no new conditions. In these situations, the concern has been addressed and no further action by the student or program is required.
- Continue the student in the program without condition but with one or more of the following:

- referral of the student to supports or services that may help address the concern
 - oral or written disciplinary warning or reprimand;
 - noting of misconduct in student's record; and
 - administration of any other sanctions tailored to prevent and/or avoid the recurrence of the prohibited conduct.
- Establish a plan for formal conditions for the student's continuance in the program. In these situations, specific conditions must be met in order for the student to remain in the program. The plan may include establishing goals, strategies, a timeline, and appropriate accountability; providing mentoring and support; referring the student to counseling and/or advising services; referring the student to academic support services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.
 - Discontinue student from the program.

Students may appeal decisions of the COS. Appeals should be made in writing to the Dean of the School of Social Work.

Student Rights

MSW students have the right to organize, and they are strongly encouraged to exercise this right by joining established caucuses or creating new ones. Information about existing student groups can be found at <ssw.unc.edu>. Students may also participate on all standing committees and Faculty Senate. Information about the structure of the school can be found at <ssw.unc.edu>.

The Commission of Accreditation of the Council on Social Work Education (CSWE) addresses student rights and articulates many of the elements required of MSW programs by CSWE. A complete statement of standards and interpretive guidelines can be found at <www.cswe.org>. Questions about Student Rights and Responsibilities should be addressed to the Associate Dean.

Student Concerns and Grievances

A number of avenues are available to facilitate resolution of student concerns, complaints, and grievances. Students who need assistance in formulating and dealing with concerns may initially consult with their faculty advisor, field advisor, or the Associate Dean. Once students are able to articulate their concerns, the first level of redress is a less formal process and involves addressing concerns directly with the person(s) involved, such as the classroom instructor, field instructor, plan of study advisor, faculty advisor, or field advisor. If concerns are not resolved at this level, most problems can be brought directly to the Associate Dean. Problems related to field education should be taken from the field instructor and field advisor to the Director of Field Education and then, if necessary, to the Associate Dean.

Students who wish to file formal grievances should notify the Associate Dean. The Associate Dean will then appoint a special grievance committee. Students who file formal grievances should submit their concerns in writing. The formal grievance should relate to issues not resolved in the less formal process and a summary of that process should be included. The petition should be given to the Associate Dean for Academic Affairs as well as to those other persons involved. The Grievance Committee shall meet as soon as possible to examine the petition. A meeting of all parties involved will be held so that the committee can examine the issues and attempt to facilitate resolution. This meeting will involve only the concerned parties and the committee members.

If the committee's efforts do not result in resolution, the committee shall submit to the Associate Dean a report that summarizes the problems, the efforts at resolution, and the recommended action of the committee. Either or both parties may appeal to the Dean for further consideration. Throughout this procedure, it is the intention of the School to allow for expression of conflict in a manner that facilitates resolution and minimizes the negative consequences of such conflicts. No punitive action will be taken for initiating such a procedure.

University Policies and Procedures

University policies and procedures related to potential student concerns are included in The 2008-2010 Graduate School Record. All entering graduate students receive a copy of this *Manual* and should review these policies and procedures. They address the following topics:

- Amorous relationships
- The Family Educational Rights and Privacy Act
- Illegal Drugs
- Non-Discrimination
- Racial Harassment
- Sexual Harassment
- Sexual Orientation
- Student Alcohol Policy
- Student Judicial Governance and the Honor Code
- Updates will be posted on the University website at www.unc.edu/depts/grad/Policies.pdf and www.unc.edu/campus/admin/policies.html.

The Honor Code of the University

Students enrolled in the Graduate School are members of the student body of UNC Chapel Hill and are subject to the regulations of the Instrument of Student Judicial Governance (Honor Code). It is also available from the Judicial Programs Office, 06 Steele Building and included in The 2008-2010 Graduate School Record (see <http://www.unc.edu/gradrecord/front/univregulations.html>).

Academic work and assuring its integrity is a joint enterprise involving faculty and students. It is incumbent upon graduate students to familiarize themselves with both the

specific student and faculty responsibilities listed below, which is extracted from The Instrument of Student Judicial Governance:

Student Responsibilities

- To conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes;
- To consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in the preparation of written work; and to identify allowable resource materials or aid to be used during examination or in completion of any graded work;
- To sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work;
- To comply with faculty regulations designed to reduce the possibility of cheating—such as removing unauthorized materials or aids from the room and protecting one’s own examination paper from view of others;
- To maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student yet to write that same examination;
- To treat all members of the University community with respect and fairness;
- To report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work. Such report should be made to the Office of the Student Attorney General or the Office of the Dean of Students; and
- To cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and trial of any incident of alleged violation, including the giving of testimony when called upon. Nothing herein shall be construed to contravene a student’s rights enumerated in Section V.A.2.b. of The Instrument of Student Judicial Governance.

The Campus Code

It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or educational opportunities of others in the University community.

Sharing Student Information

The School of Social Work takes a collaborative approach to student learning. In the educational interest of the student, it is sometimes necessary to confer with faculty, staff, field instructors, and other agents of the university regarding the student’s academic progress and professional development. The purpose of these consultations is to support and assist the student in his/her educational endeavors. For more information, please refer to the UNC-Chapel Hill Policies and Procedures under the Family Educational Rights and Privacy Act at <<http://www.unc.edu/policies/ferpapol.pdf>>.

Student Files

Composition of File

According to the Family Educational Rights and Privacy Act (FERPA), all materials accumulated in the School on each student must be filed in the student's folder. This includes all admissions materials, student field evaluations, copies of all external correspondence, and pertinent intra-school correspondence. Field planning guides are filed in the field office.

Student Review

Students wishing to see their file should complete a request form obtained from the School's Registrar. By law, the folder must be made available within 45 days following the request. Generally, the Registrar will secure the folder immediately. Any reference letters that have been waived for student review will be deleted from the file. The student should review the folder within the office area; if the student wishes to obtain copies of any parts of the folder (excluding any letters of recommendation), the Registrar can reproduce the documents at the student's expense. Upon returning the file, the student should sign the review request stating that the file has been reviewed.

Permanent File

After a five-year period, the copy of the transcript and a student summary sheet (showing demographic data such as age, work experience, undergraduate education, and field placements) will be retained as the School's permanent file. Graduates wishing to review their permanent file should make a written request to the Associate Dean for Academic Affairs.

Academic Guidelines

The Grading System

The School of Social Work follows the grading system described in the Graduate School Handbook (<http://handbook.unc.edu/grading.html>). This system applies to all academic courses offered by the School. Only three grades, Pass (P), Low Pass (L) or Fail (F), are given for field practica, SoWo 520, SoWo 521, SoWo 522, SoWo 720, SoWo 820, and SoWo 821.

The criteria for grading vary according to each individual faculty member and should be clarified at the beginning of each course. Within the School of Social Work, pluses and minuses are sometimes used to provide students with more specific feedback. Only the letter grades appear on the official transcript. Grades for each course must carry one of the following grades:

Letter Grade	Significance	Numerical Range
H	Clear excellence	94-100
P	Entirely satisfactory	80-93

L	Low pass	70-79
F	Failing	<70
IN	Work incomplete	
AB	Absent from final examination	

Grades of Incomplete

Only a small number of students receive a grade of incomplete in any given year. An Incomplete (IN) grade results from the instructor's determination that exceptional circumstances warrant extending the time for completion of course work by the student. If a student is requesting an IN the instructor will contact the Associate Dean for Academic Affairs prior to granting the IN to see if there is a larger pattern or problem that must be addressed. When a student and instructor agree that a grade of IN is appropriate, the instructor and the student should negotiate a realistic time frame for completion of outstanding assignments – one year is the maximum time, but the negotiated time can, and most often should, be much more limited. All outstanding course work and dates for completion should be documented on the Contract for Completion of Grade of Incomplete form found on the School website or from the plan of study advisor. This contract is dated, signed, and sent to the Associate Dean for approval.

Students should not be allowed to take an advanced course if they have a grade of IN for one of its specific foundation course pre-requisites (e.g. no advanced policy courses if the student has a grade of incomplete in SOWO 530). This may be appealed to the Associate Dean in consultation with the instructor and exceptions may be made on a case by case basis. The Field Office should be informed of any Foundation grades of IN to determine the possible impact on student performance in a Concentration field placement.

If a grade change request for a grade of IN has not been submitted by the instructor within twelve months (the last day of classes in the following academic year), the IN grade automatically converts to an F*. Under very rare and extenuating circumstances, students should see the Associate Dean to request an extension of an IN grade. Failure to remove the temporary grade of IN before the end of the semester in which the student plans to graduate will prevent graduation except when a petition to waive this requirement is submitted in ample time, approved by the Associate Dean for Academic Affairs, and approved by the Dean of the Graduate School.

An instructor may not excuse an absence from the final examination. An AB grade must be excused by the UNC Chapel Hill Student Health Director or the Graduate School and presented to the office of the University Registrar within 30 days following the missed examination. If the absence is officially excused, the student must take the final examination at a reasonable time designated by the course instructor. If the AB is not removed within one year, it will revert to an F* (Graduate School Handbook, <http://handbook.unc.edu/grading.html>).

Grades of L

Students who receive an L are in academic jeopardy and additional supports may need to be put in place for them. Also, students become academically ineligible upon receiving 9 credit hours of L. To ensure that students understand their academic risk, and to offer supports and services to maximize their successful completion of the program, the following will occur at the end of each semester:

1. The Registrar will notify the Associate Dean of any students receiving a grade of L, and the total number of credit hours of L received.
2. The Associate Dean will send the student a letter. For the first L the letter will inform the student about available supports, encourage him/her to speak with an advisor, and offer to meet as well. The letter will also inform the student of the University policy regarding Ls and academic ineligibility. For students with a total of more than 3 credit hours of L the Associate Dean will send a letter informing the student of University policy regarding Ls and academic ineligibility, emphasizing the student's level of academic risk, and requiring a meeting. All letters will be copied to the student's faculty advisor.
3. At a meeting between a student at academic risk and the Associate Dean, the following will occur:
 - a. Student and Associate Dean will discuss the prior semester and the factors leading up to the grade(s) of L.
 - b. Associate Dean will offer the student the opportunity to discuss any underlying problems or stressors exacerbating academic problems.
 - c. Student and Associate Dean will create a plan so the student will have additional supports as needed to maximize successful completion of the program. This can be as simple as a referral to Counseling and Wellness, or a more formal plan including regular visits with writing support editors, structured meetings with advisors, and the like. Formal plans will be put in writing, with a copy to the student, the advisor, and the Associate Dean

Residency Requirements

The Graduate School requires that master's students complete a minimum program residence credit of two full semesters either by full-time registration or by part-time registration over several semesters.. By completing the MSW program within five years, each MSW student meets the University requirement for residency Graduate School Handbook, <http://handbook.unc.edu/masters.html>).

Academic Ineligibility

If a student fails to make satisfactory progress toward completion of the degree or to demonstrate sufficient promise in the discipline, regardless of grades, the student shall

not be allowed to continue in the Graduate School (Graduate School Handbook, <http://handbook.unc.edu/eligibility.html>).

Students are also ineligible to continue if they receive a grade of F for any course or if they receive an L on nine or more hours of course work. When students become academically ineligible, their registration is automatically cancelled.

Reinstatement

When special circumstances warrant, students designated as ineligible may be reinstated. To attain reinstatement, students should petition the Associate Dean using the form available on the SSW web site. The Associate Dean will review the case and forward the request to the Committee on Students for review. Following Committee on Students review and recommendation, the Associate Dean will forward the petition to the Graduate School with a letter either endorsing or declining to endorse the student's request. Reinstatement is provisional in that students who receive a subsequent grade below P are ineligible to continue.

Written Assignments

The ability to communicate effectively and accurately in writing is an essential skill for every social worker. The School requires all written assignments to conform to accepted rules and conventions established by the Publication Manual of the American Psychological Association (2009). To help students with their writing skills the School will provide an initial writing assessment during the orientation period, with subsequent feedback and suggestions for areas of growth. Resources to improve student writing include workshops offered at the School, individual consultation with one of the School's writing consultants, on-line writing tools for MSW students (<http://ssw.unc.edu/students/writing>) or support through the University's Writing Center (<http://www.unc.edu/depts/wcweb/about.html>).

Attendance

Attendance policies are set at the discretion of the instructor. If students will be absent for religious holy days, they should inform their instructor. These requests will be flexibly accommodated whenever feasible. A student who misses an examination to observe a religious holy day must take the examination at a reasonable time designated by the course instructor. For information about absences from practica, consult the Field section in Chapter 1 of this *Manual*.

Transferring Courses to UNC Chapel Hill

Requests for transfer of course work are reviewed by the Graduate School after recommendation by the School of Social Work. Transferred courses must be relevant to the MSW degree, related to the student's professional goals, and course content and level of instruction must be commensurate with that offered by the School. For more information, consult the Graduate School Handbook (<http://handbook.unc.edu/coursecredit.html>).

Full-time and distance education students may transfer a maximum of nine semester hours of credit into the MSW program from another accredited institution or from another graduate program at UNC Chapel Hill. Transfer credits will substitute for elective credits only. Students may not transfer credits for a required foundation or concentration course. Advanced standing students may transfer a maximum of three semester hours of credit into the MSW program and must complete 37 hours for the program in residence. PhD students who are also completing requirements for the MSW degree may transfer up to 12 hours of credit from that program to meet MSW requirements.

Three criteria must be met:

1. Grades earned on transferred work must be the equivalent of B or better; courses taken on a pass/fail or satisfactory/unsatisfactory basis cannot be used for transfer credit;
2. The course must have been taken at the graduate level, for graduate credit; and
3. Although the transferred course may be used as an elective, it must be relevant to the MSW degree and the student's Plan of Study.

To have courses reviewed for possible transfer, a student must first consult with the faculty advisor to be certain that the course is relevant to the MSW degree, pertinent to the student's learning and career goals, and commensurate with similar courses offered by UNC Chapel Hill. If these conditions are satisfied, the students may submit the following materials to the Associate Dean for Academic Affairs:

- A copy of the published course description;
- The course reading list;
- A list of course requirements, including assignments and grading criteria;
- Information about the types of tools and methods used to engage students in learning;
- A statement justifying the request;
- An official transcript; and
- A completed Transfer of Credit form.

The Associate Dean will review the request and supporting documentation and will make a recommendation to the Graduate School. To be approved by the Graduate School, the request must have the support of the Associate Dean.

Transfer of Credit forms are available from the plan of study advisor, who can answer questions about the process, and on the SSW web site. Because the process requires several steps, students should initiate their requests as early as possible—well in advance of the anticipated graduation date.

The School does not award academic credit for life experience or previous employment experience. Similarly, the School does not accept life experience or previous employment as a replacement for academic courses or field practica.

Course Exceptions

Exceptions to Advanced Concentration courses are granted when students can demonstrate that courses taken elsewhere closely replicate required course content. Exceptions make it possible for students to customize their Plans of Study by substituting courses not listed as an option to meet Advanced Curriculum requirements. No exceptions are offered for foundation courses or field requirements in either the Foundation or Concentration Curricula.

The student should first discuss the request for a course exception and the basis on which the exception might be granted with the faculty advisor. If the advisor concurs, the student may complete a Request for Course Exception form, available from the plan of study advisor or on the SSW web site. The student should state the specific request and the rationale for the request and obtain a statement from the faculty advisor. This information is recorded on the Request for Course Exception form. Requests for exceptions to Advanced Curriculum requirements are submitted to the chair of the student's chosen concentration for review. If approved, the request is sent to the Associate Dean for consideration. A request for an exception cannot be granted until the responsible parties at each level of approval have formally concurred with the request.

Directed Independent Study

Occasionally students have a very specific interest they wish to pursue as part of their professional development plan, but there is no course at the School or University that they are able to take that covers the content. In such a case the student may wish to create a Directed Independent Study as a way to explore the topic. Students wishing to create a Directed Independent Study should sketch out an idea, and then seek out a faculty member to be their instructor for the study. There is no guarantee that a student will be able to create any Directed Independent Study they wish; students must identify a faculty instructor, obtain their approval, and obtain the approval of the Associate Dean for Academic Affairs. Instructions for doing this are outlined below.

Students should have their Directed Independent Study written and approved as early as possible, and always at least one week prior to the close of registration for the semester when the Directed Independent Study will be completed.

A Directed Independent Study is designed for Advanced rather than Foundation Study; the credits are usually used in place of an elective.

To obtain permission to complete a Directed Independent Study (DIS), students should complete the following steps:

1. Consult with the faculty advisor about plans for the DIS. The individualized study must be compatible with both concentration and learning goals;
2. Reach an agreement with a faculty member on the direction, content, outcomes, reading list, activities, products, and evaluation plan for the proposed course;
3. Obtain a DIS form from the School Registrar, or the SSW web site;
4. Prepare the DIS form, obtain the required signatures, and submit the packet to the Associate Dean for Academic Affairs for approval.

Dropping a Course

To drop a course after the close of the normal drop/add period and before the last two weeks of a semester, a student must complete a Registration Drop/Add Form (available from the School Registrar) and obtain required signatures. After mid-term examinations, a student must obtain permission to drop a class from the instructor and the Graduate School (Graduate School Handbook, <http://handbook.unc.edu/registration.html>).

If the instructor judges the student's performance to be failing at the time of the request to drop a course, a grade of F will be assigned to the student's permanent record, and the student will be ineligible to continue in Graduate School.

No courses may be dropped during the last two weeks of classes during the fall and spring semesters or during the last week of a summer session. Official withdrawal is required if a student wishes to drop all courses.

Requesting a Leave of Absence

After consulting with their advisors and the Associate Dean, a graduate student in good standing who desires to interrupt a program of study may request a leave of absence from graduate study for a defined time period (up to one year). In advance of the leave period, the student should present a written request to the Dean of the Graduate School prepared on the appropriate School of Social Work form. The request should include the rationale for the request and must be accompanied by written approval of the request from the Associate Dean at the School of Social Work. Forms for processing a request for a leave of absence are available from the Registrar of the School or on the SSW web site.

If the request is approved, the time of leave will not count against the total time allowable for the degree for which the student is studying. The Dean of the Graduate School or a duly appointed deputy may grant this first leave of absence upon receipt of both the request and the School endorsement or seek approval or disapproval by the Administrative Board of the Graduate School. No progress toward the completion of the degree may be made during the period of leave. Consequently, students may not transfer courses taken at other institutions during a leave period. Readmission to the Graduate School after an approved leave of absence is generally only a formality (Graduate School Handbook, <http://handbook.unc.edu/admission.html>).

Ordinarily, a leave of absence may not be renewed. However, in the event that the student wishes to continue the leave of absence beyond the date stated in the original application, the student's record shall be reviewed by the School. A recommendation as to whether an additional leave of absence shall be granted should be made by the School. If this recommendation is favorable, the Dean of the Graduate School or a deputy shall take the request for a second leave of absence to the Administrative Board for action. It is understood that if this second leave of absence is not granted, the elapsed time from the end of the approved leave until the student's re-entry in Graduate

School counts as though the student were regularly enrolled and working toward the degree.

Withdrawing from School

An official withdrawal from the University is required for a registered student who has attended as much as one class meeting and for any student advised to leave the University by the Student Health Service. Students will make either a medical or academic request to withdraw from the University. If a student decides to withdraw for reasons of illness, the student should contact the Student Health Service, whether the treatment was received there or elsewhere. If a medical withdrawal is authorized, the official withdrawal will be handled through the Office of the Director of Student Health Service. If a student decides to withdraw for reasons other than illness, or if a medical withdrawal cannot be authorized, the withdrawal process will be handled by the Associate Dean at the School and the Dean of the Graduate School. To initiate academic withdrawal, the student should meet with the faculty advisor and then contact the Associate Dean at the School.

To proceed with withdrawal, a student should obtain a withdrawal form from the University Registrar and complete the steps as indicated on the form (Graduate School Handbook, <http://handbook.unc.edu/withdrawal.html>). Withdrawing students must obtain clearance signatures from course instructors and certain University offices as determined by the Associate Dean at the School and the Dean of the Graduate School. Students in field placement must consult with their field advisors and the Director of Field Education. When the steps for requesting withdrawal are completed, the formal request is submitted to the Dean of the Graduate School with the recommendation of the Associate Dean at the School.

Failure to register for a semester (even if the student is involved in a field placement) constitutes a complete withdrawal from the University.

Students who withdraw during the first semester of enrollment at the School must re-apply for admission if they wish to pursue a graduate social work degree at some future date. An official withdrawal constitutes an honorable dismissal from the University and may aid in readmission. Failure to withdraw officially results in the assignment of IN or AB course grades, which later compute as F grades in establishing grade point averages and academic eligibility.

Readmission

Students who withdraw during a semester, take a leave of absence, or fail to register for a semester must submit applications for readmission if they wish to continue work toward a graduate degree. In addition, students whose request for reinstatement has been approved by the Committee on Students and the Associate Dean must also complete a readmission form. Applications for readmission are available from the Registrar or on the School web site. Applications for readmission must be received by the Graduate School by July 1 for the fall semester, by December 1 for the spring semester, by April 1 for Summer Session I, and by June 1 for Summer Session II. To

ensure adequate processing time, applications for readmission should be received at the School of Social Work at least two weeks before these Graduate School deadlines.

Termination from School

Students in the MSW program are expected to maintain the standards established by the School of Social Work and the Graduate School. Under ordinary circumstances, failure to meet these standards shall result in termination from the program. In considering whether to recommend termination, many aspects of performance are reviewed, including academic problems, professional conduct, and suitability for the profession.

Termination can occur at any time, including during the final semester. A decision for termination is made by the Committee on Students.

Criteria for Termination

- A grade of F (Failing) on any one course, including a field practicum.
- Grades of L (Low Pass) on nine or more credit hours of work.
- Failure to complete requirements for the MSW degree within the five-year time limit.
- Recommendation from Committee on Students for violation of field or classroom concerns regarding professional skills, self-management, professional behavior, and scholastic performance.

Other reasons for termination not related to grades and professional behavior may include, but are not limited to, violations of the University Honor Code or NASW Code of Ethics and failure to pay tuition or fees.

Readmission after Termination

Requests for readmission after termination should be addressed to the Associate Dean. Students should follow the steps outlined above in the section on Readmission.

The decision to support readmission will be based on the nature of the difficulties leading to termination, the steps taken to ameliorate these difficulties, and the likelihood of future academic success and professional competence. The Committee on Students will review and make recommendations on all requests for readmission after a student has withdrawn or been terminated.

Transfer Students

The School of Social Work does not accept transfer students.

Procedure for Appeal of a Grade

Criteria and procedures for appealing a grade are recorded in the Graduate School Handbook (<http://handbook.unc.edu/grading.html#appeals>). Before filing any appeal of a course grade, students should first address concerns with the instructor who assigned the grade. If the instructor detects an arithmetic or clerical error that influenced the

grade assignment, the instructor should complete a Change of Grade form for the approval of the Dean and the Graduate School. An instructor may not change a grade because of a reevaluation of the student's performance nor because of additional work performed by the student.

For an appeal of a course grade to be considered, it must be based on one or more of the following grounds and upon the allegation that the ground or grounds cited influenced the grade assignment to the student's detriment: (1) arithmetic or clerical error; (2) arbitrariness, possibly including discrimination based upon race, gender, religion, or national origin of the student; (3) personal malice; and/or (4) student conduct cognizable under the Instrument of Student Government.

An appeal of a course grade must be lodged by the student in writing with the Dean of the School. The student must provide the instructor with a copy of the appeal. The appeal should cite the evidence by which the student judges that an impermissible element existed in the instructor's evaluation of the student's course work and that it influenced the grade assignment to the detriment of the student. No appeal may be made after the last day of class of the next succeeding regular semester.

When an appeal of a course grade has been properly lodged, the Dean of the School determines if the evidence cited warrants further investigation of the charges. Appeals with sufficient evidence will be referred to the Committee on Students, which will consider the evidence and seek a reply to the charges from the instructor. The Committee on Students will submit a written set of findings and recommendations to the Dean. The Dean transmits the recommendations to the student with a copy to the Dean of the Graduate School.

Should a change of a permanent course grade be recommended, the Dean of the Graduate School presents that recommendation for action by the Administrative Board of the Graduate School. Should no change of grade be recommended, the student retains the right to appeal in writing to the Administrative Board of the Graduate School. To effect a change of grade following these procedures for appeal of grade requires a vote of not less than two-thirds of those Administrative Board members who are present and voting.

Inter-Institutional Study

If particular courses are not offered at UNC Chapel Hill, a student registered for at least three hours on the UNC Chapel Hill campus may take a maximum of two additional graduate courses through the inter-institutional program. This program is offered in conjunction with North Carolina State University, the University of North Carolina at Greensboro, the University of North Carolina at Charlotte, North Carolina Central University, and Duke University. The student should follow the following steps:

1. Complete a Request for Inter-Institutional Study form, available from the University Registrar;

2. Obtain the signature of the faculty advisor who certifies that a) the requested course is appropriate for the MSW program and b) an equivalent course is not available at UNC Chapel Hill;
3. Submit the request to the University Registrar, who will prepare an Inter-Institutional Form; and
4. Submit the Inter-Institutional Form to the institution at which the student is seeking enrollment.

Tuition for inter-institutional study is charged as if the registration were for a course offered by UNC Chapel Hill. Pass/Fail courses may not be taken by inter-institutional registration. Courses taken by inter-institutional registration earn residence credit as if they were taken on the UNC Chapel Hill campus.

International Studies

The School of Social Work is committed to international study. Faculty often organize Summer or Winter Study Abroad courses. These courses are open to undergraduate, graduate, non-degree-seeking, and Continuing Education students. Recent study abroad courses have focused on health and social welfare issues in South Africa, Kenya, and China. Announcements pertaining to upcoming international studies are generally made in the fall.

Substitute for the Master's Thesis

MSW students are not required to complete a master's thesis. The advanced research course, SoWo 810, Evaluation of Social Interventions, has been approved by the Graduate School to serve in lieu of a thesis requirement. This course provides students with knowledge of the purposes, technology, and methodology to evaluate social interventions.

Local Institutional Review Board Committee

The local Institutional Review Board (IRB) Committee, appointed by the Dean, reviews all methods and materials of any research project. Accepted proposals are forwarded to the University Behavioral Institutional Review Board (Behavioral IRB) for final approval. In general, all social or behavioral research requiring the use of voluntary or paid human subjects must be approved by the Behavioral IRB. However, there are some categories of student research, including many class projects that do not require approval. The student and faculty advisor or teacher of the class for which a project is assigned, should consult "IRB Guidance for Student Research and Class Projects" found at http://research.unc.edu/ohre/misc/student_research_irb_guidance.pdf.

If there is any doubt about whether a project needs IRB approval, it should be referred to the IRB using the form Determination Whether Research or Similar Activities Require IRB Approval found at <http://research.unc.edu/ohre/forms.php>. The chair of the Human Subjects Review Committee at the school is happy to consult on these applications, if desired.

Full policy and forms, as well as CITI training requirements for all faculty and students engaged in research, can be found at the UNC website of the Office of Human Research Ethics (OHRE), at <http://research.unc.edu/ohre/>

After preparing all proposal materials and survey instruments and completing all forms as per OHRE , the IRB application package is sent to the administrative assistant for School's IRB Committee who forwards the packet to members of the School Review Committee for approval. Researchers should allow at least two weeks for the School Review Committee to complete their initial review. Following committee review and approval, the packet will be sent to Behavioral IRB within OHRE. Reviews by the Behavioral IRB usually take one or two weeks but may require more time if the research involves investigation of sensitive material. In the unusual case that an application needs the review of the full board (e.g., research with prisoners, or other very vulnerable populations), reviews are only conducted once a month and applications must be submitted to the School IRB Committee a minimum of two weeks before the submission deadline that appears on the OHRE website.

Specific questions about IRB requirements can be discussed with the chair of the Local IRB Committee of the School.

Chapter 3 - Dual Degree, Certificate, and Licensure Programs

Dual Degree Programs

The School of Social Work offers four dual degree programs to students: Social Work with Duke Divinity, Social Work and Law, Social Work and Public Administration, and Social Work and Public Health. Due to the complexity of dual degree plans of study, students should contact their program's faculty liaison as soon as they become interested in pursuing a dual degree program. Additional information about the available dual degree programs is provided below.

Social Work and Duke Divinity

The dual degree program in Social Work and Divinity from Duke University prepares students for service roles in church communities, public service agencies, faith based agencies, and a variety of human service agencies. A total of 110 credit hours is required: 50 hours in Social Work and 60 hours in Divinity. Twelve credits are shared by both schools, which enables students to complete the degrees in four years instead of five. The advisor in each program must approve the candidate's plan of study. Candidates for the dual degree must be accepted by both schools. Once accepted, students must begin the dual degree program at Duke Divinity School. Applications and acceptances are separate for each program. Admission to one program does not necessarily mean that admission to the other will be granted.

In order to provide opportunity to integrate perspectives from both disciplines, an integrative class is required for year one of the dual degree program and a capstone integrative class is required in the final year. In addition, students will be assigned to an integrative field placement during their second year in the School of Social Work. Additional field opportunities are required while at Duke.

Social Work and Law

The dual degree program Social Work and Law prepares students for leadership roles in advocacy, policy, management, and social justice in a specialized area of human services practice. Candidates in the MSW/JD dual degree program may count certain courses toward both degrees. Each candidate's plan of study must be approved by the advisor in each program. For all candidates, 12 of the 86 hours for the JD (Juris Doctor) may be counted from the social work curriculum; and 12 of the 62 credit hours for the MSW may be counted from the law curriculum.

The MSW/JD may be earned in four years of study. A total of 124 credit hours is required: 50 hours in social work and 74 hours in law. Students may apply to both programs concurrently or apply to the other after admission to the first. The most straightforward approach, if not applying concurrently, is to begin law school and apply to the School of Social Work during the first year of law school. Applications and

acceptances are separate for each school, and admission to one program does not necessarily mean that admission to the other will be granted.

Students usually begin in the School of Law, complete two years of law school, and then begin full-time course work in the School of Social Work. During their third and fourth years, they complete the requirements remaining in both programs. Students can select either concentration in social work for the MSW/JD dual degree.

Social Work and Public Administration

The dual degree program in Social Work and Public Administration prepares students for public service leadership roles in human services. The MSW/MPA can be earned in three years. A total of 92 credit hours is required: 50 hours in Social Work and 42 in Public Administration. The advisor in each program must approve the candidate's plan of study. Candidates in the MSW/MPA dual degree program may count certain courses toward both degrees. For all candidates, 12 of the 54 credit hours required for the MPA degree may be counted from the Social Work curriculum; and 12 of the 62 hours required for the MSW may be counted from the Public Administration curriculum. Most students apply first to the School of Social Work and later to the Department of Public Administration. Applications and acceptances are separate for each program. Admission to one program does not necessarily mean that admission to the other will be granted.

Social Work and Public Health

The dual degree program with Public Health focuses on macro practice as it prepares social work students for program planning, management, and evaluation, policy development, and advocacy in maternal and child health. The MSW/MSPH dual degree requires completion of 86 credit hours: 44 hours in the School of Social Work in the Foundation Curriculum and the Advanced Curriculum, and 42 hours in the School of Public Health. Students who exempt courses in the Foundation Curriculum by proficiency exam must substitute other social work courses for the exempted credit hours. Students enrolled in this program register for courses through the School of Social Work in their first year and through the School of Public Health in their second year. During their final summer, they enroll in the School of Public Health for first summer session and in the School of Social Work for second summer session. The second year field practicum involves public health social work. Students work with the Maternal and Child Health Department of the School of Public Health and the School of Social Work Field Office to plan the field experience.

Applicants to the dual degree program must apply for admission separately to the School of Social Work and the Department of Maternal and Child Health, UNC-Chapel Hill School of Public Health. Applicants apply to the School of Social Work first and then apply to the Maternal and Child Health Department of the School of Public Health by January 1 of the student's foundation curriculum year. Decisions on admissions are made separately by the School of Social Work's and the Department of Maternal and Child Health's admissions committees. Each fall the schools hold an information session to provide more details about the program and the application process.

Certificate Programs

The University of North Carolina at Chapel Hill offers a number of certificate programs. Two are administered by the School of Social Work: Nonprofit Leadership and Substance Abuse Studies. Each is open to graduate students and to practitioners. The School also participates in the interdisciplinary Certificate Program in International Development and Social Change and the International Peace and Conflict Resolution certificate program. Additional information about these programs is presented below.

Nonprofit Leadership Certificate Program

The School of Social Work offers an interdisciplinary Nonprofit Leadership Certificate Program that is open to graduate students enrolled in post-baccalaureate degree programs throughout the University and to nonprofit organization employees eligible to enroll as Continuing Studies students. Created to develop leadership and managerial skills for persons interested in human services, education, arts, and other nonprofit organizations, the certificate is awarded upon completion of (15) interdisciplinary credit hours. Certificate courses focus on Nonprofit Fundraising and Marketing, Financial Management, Law, and Leadership. An additional course serves as an elective, with a wide array of campus options such as social entrepreneurship, conflict management and urban planning. For information about applying to the Nonprofit Leadership Certificate Program, visit <http://ssw.unc.edu/index.php?q=node/594> or contact Mat Despard at despard@email.unc.edu.

Certificate in Substance Abuse Studies

Substance abuse and dependency create public health challenges linked to poverty, violence, and family stress. Social workers provide direct services to individuals, groups, families, and communities suffering from the effects of addictions to alcohol and other drugs.

The School offers a certificate program in Substance Abuse Studies that meets the educational requirements for the Licensed Clinical Addictions Specialist (LCAS), the relevant credential administered by the North Carolina Substance Abuse Professional Practice Board (NCSAPPB). The program is designed for MSW graduate students in good standing and for practitioners who hold the MSW degree.

The following courses have been developed to meet the 180 hours of substance-abuse-specific education required for the LCAS.

SoWo 700	Alcohol, Tobacco & Other Drugs:	Abuse and Dependency
SoWo 701	Alcohol, Tobacco & Other Drugs:	Biomedical Basis
SoWo 760	Alcohol, Tobacco & Other Drugs:	Clinical Practice
SoWo 761	Alcohol, Tobacco & Other Drugs:	Social Work Practice with Culturally Diverse Populations

MSW students are required to complete the concentration placement, SoWo 820 and SoWo 821, in a substance abuse treatment setting under the supervision of a Certified Clinical Supervisor. With this combination of course work and field placement, the NCSAPPB will consider the MSW student to have a “substance abuse specialty” upon graduation (“Category C” of the NCSAPPB, www.ncsappb.org).

MSW practitioners may register through the University Continuing Education Program or directly through the Behavioral Healthcare Resource Program. Each course offers up to 45 contact hours of continuing education credits. Practitioners do not receive formal grades on an official University record; however, attendance in class is mandatory and participants must complete the entire course with a passing grade of 70% to receive the full number of contact hours. Practitioners completing contact hours under this provision will be eligible for the LCAS credential under “Category A” of the NCSAPPB criteria (www.ncsappb.org).

Both social work students and practitioners will receive certificates of completion at the end of each course. The certificate confirms that the recipient has completed 45 substance abuse-specific credit hours approved by the NCSAPPB. The certificate of completion is submitted with LCAS application materials to the NCSAPPB.

Students and practitioners interested in pursuing the LCAS credential are encouraged to contact the NCSAPPB at 919/832-0975 for an application packet outlining all the requirements necessary to obtain this credential. Students and practitioners who want more information should contact the Behavioral Healthcare Resource Program at 919/962-5857. The earlier in your graduate education you apply, the better your possibilities to complete the Certificate in Substance Abuse Studies program.

Interdisciplinary Certificate in Aging

The university offers an interdisciplinary Certificate in Aging in response to the changing demographics of our society and the increased need for aging-related service, research, and education. This certificate program is a campus-wide effort involving 12 departments, which focuses on the acquisition of knowledge and the development of skills required for direct and macro practice with an aging population. It prepares students for scholarly pursuits, clinical practice, or both.

The interdisciplinary Certificate in Aging requires completion of 15 credit hours of study. Courses relating to health, mental health, human behavior, policy, and practice explore the heterogeneity of today’s aging Americans and the resource they represent for society. Courses may be completed through enrollment in the university’s continuing education program or as a component of the MSW degree program. Students also complete a three credit practicum that can be fulfilled through their MSW requirements, approved work experience, or other means. In addition, students pursuing this certificate must also meet once a month for two semesters in an interdisciplinary non-credit seminar. The interdisciplinary Certificate in Aging is a visible means by which students can demonstrate to employers that they have received concentrated education in this area. For more information, visit www.aging.unc.edu/certificate/.

Certificate in International Development

The Graduate Certificate in International Development is available to graduate students in all schools and departments. It is sponsored by the University's Global Education Center. The certificate is valuable to MSW students who are interested in international social work and community practice and in working with refugees and immigrants who are now part of the "Trans-national South". The certificate provides a vehicle for students taking advanced degrees in a variety of fields to demonstrate their interest and develop knowledge and skills in international practice and international development issues. All certificate students take a required non-credit international development seminar facilitated by Niklaus Steiner of the G.E.Center.

This interdisciplinary certificate requires four graduate courses and a major paper on a topic related to international development and social change. Students design their own plan of study in cooperation with a faculty advisor from the certificate Steering Committee. The plan must demonstrate thematic integrity and coherence; and it must be approved by a member of the Steering committee, who also approves or waives the language or technical training requirement. Independent study courses cannot count toward the certificate. Certificates are issued twice a year, January and June. The certificate is noted on the student's transcript.

Advanced courses within the School of Social Work recommended to fulfill part of the requirements for the certificate include: SoWo 881 Community Practice: Global Perspectives; SoWo 732 International Comparative Policy; and SoWo 880 Sustainable Development. At least two courses must be taken outside the student's department. Frequently MSW students select a community development course sponsored by City and Regional Planning, relevant courses in the School of Public Health or specific courses related to their certificate theme and major paper. . Language or technical training is strongly encouraged if it is appropriate to the student's field. The School of Social Work counts advanced research as the technical training component for the certificate.

Professor Gina Chowa is the School of Social Work's representative to the International Certificate Steering Committee and faculty advisor. Interested students should contact her with regard to developing their plan of study for the certificate and their overall MSW plan of study. For general information about the certificate, you may contact Niklaus Steiner, Director, Center for Global initiatives at the Global Education Center, nsteiner@unc.edu or visit <http://cgi.unc.edu/programs/certificate-dev/index.html>

Certificate in International Peace and Conflict Resolution

The Graduate Certificate in International Peace and Conflict Resolution is available to graduate students in all departments. The certificate may be awarded at either the master's or doctoral level and is noted on the student's transcript.

Five approved courses related to international peace and conflict resolution are required. One course must be taken in each of two thematic areas: war and conflict, and

mediation, negotiation and conflict resolution. At least two of the five courses must be taken outside the student's home department. In addition to the five courses, participation is required in at least six of eight bi-weekly discussion sessions, a major seminar paper, and participation in at least 24 hours of practical service in a UCIS-approved volunteer organization that works to promote peace, social justice, sustainable development and/or conflict resolution is required.

Students interested in pursuing the Certificate should design a course plan in consultation with a member of the Steering Committee. For more information, visit www.ucis.unc.edu/programs/peace_certificate.htm.

Licensure Programs

Students who attain the MSW may be eligible for state licensure and for certification by other organizations. Generally, students seeking certification or licensure must meet established qualifications related to academic courses and field practica. Guidelines for North Carolina Social Work Licensure, the State School Social Work License, and the Licensed Clinical Addictions Specialist are listed below; however, the final decision regarding official recognition resides solely with the organization that grants the certification. Study in the Direct Practice Concentration can lead to state licensure in Clinical Social Work and School Social Work. Information about these programs is listed below.

State Licensure for School Social Work

The goals of the school social work program are (1) to prepare master's level social workers to help children and their families overcome barriers to learning through interventions in the home, school, and community; (2) to help matriculating students, graduates, and other qualified MSWs to meet the State Department of Public Instruction's (SDPI) requirements for School Social Work Licensure; and (3) to encourage communities throughout the state to develop and maintain effective social work services in schools.

The SDPI will license eligible MSW graduates at the "masters" and "specialty" level. A written examination is not required. Students and practitioners seeking a state license in school social work must complete the following:

1. An MSW level practicum as a school social worker; equivalent MSW-supervised work experience (400 clock hours) in public school social work; or demonstrate school social work competencies in a closely related area;
2. An approved graduate level course in school social work practice (SoWo 850 or the equivalent) from a CSWE accredited and DPI approved program;
3. An approved graduate-level course in educational supervision, consultation, policy, or legal issues; services to special needs children and their families; or testing and measurement;
4. An MSW from a CSWE accredited institution with courses that emphasize services to families, children, and youth or a closely related area; or be a candidate for such a degree; and

5. A complete application for state licensure by the SDPI or evidence of a provisional licensure at the MSW or specialty level.

For more information and assistance in planning a course of study, see Lisa Cauley (ltcauley@email.unc.edu) early in the fall semester of the Foundation year.

State Certification and Licensure for Clinical Social Work

Multi-level social work certification and licensure was enacted by the North Carolina State Legislature in 1983 to establish a standard of practice for the social work profession. Licensure is mandatory at Level C and Level C-Provisional (described below) for clinical social work practice. Certification at other levels is voluntary for non-clinical social work practice. State certification and licensure is granted by the North Carolina Social Work Certification and Licensure Board (NCSWCLB), a regulatory agency of the State, comprised of a group of professionals and community representatives appointed by the Governor.

The Board affirms professional competency after reviewing an applicant's credentials, scores on a written examination, practice record, professional references, and participation in continuing education. Licensure and certification provide greater standards of protection for the public and enhanced professional standing for practicing social workers.

Certification and Licensure Levels

Level A: CSW (Certified Social Worker) requires a BSW from a program accredited by the Council on Social Work Education, three references, a transcript, and a bachelor level examination. This level of certification is voluntary.

Level B: CMSW (Certified Master Social Worker) requires either an MSW, DSW, or a PhD in social work from a program accredited by the Council on Social Work Education, plus three references, a transcript, and a masters level examination. This level is also voluntary.

Level C: LCSW (Licensed Clinical Social Worker) requires either an MSW, a DSW, or a PhD in social work from a program accredited by the Council on Social Work Education, plus evidence of two years post-master's supervised clinical experience, three references, a transcript, and a clinical examination. Two years is defined as requires a minimum of 3000 hours of paid employment in a clinical setting with a minimum of 100 hours of clinical supervision. This is not a voluntary certification; individuals who practice clinical social work in North Carolina must hold either the LCSW or the P – LCSW, described below.

Level C: P – LCSW (Provisional - Licensed Clinical Social Worker) requires either an MSW, a DSW, or a PhD in social work from a program accredited by the Council on Social Work Education, plus three references, and a transcript. The clinical examination should be taken and passed within two years of receiving P – LCSW status.

Level H—CSWM (Certified Social Work Manager) requires qualification for the CSW, plus two years of supervised administrative experience, three references, a transcript, and an advanced generalist examination. This certification is voluntary.

The faculty endorses the policies of NASW and the National Federation of Societies for Clinical Social Work, both of which establish two years of supervised practice beyond the MSW degree as the minimum preparation necessary for the independent practice of social work. These standards have been adopted by almost all states that license or certify social workers.

For more information on state licensure and certification, contact the North Carolina Certification and Licensure Board at 800/550-7009, write North Carolina Social Work Certification and Licensure Board at P.O. Box 1043, Asheboro, NC 27204, or visit www.ncswboard.org.

Licensed Clinical Addictions Specialist

The Licensed Clinical Addictions Specialist (LCAS) is a credential that is experience-based in its approach to substance abuse credentialing but which also recognized academic achievement as part of that process. All persons are required to hold a master's degree in a human services field with a clinical application from a regionally accredited college or university in order to apply for and hold this credential. The LCAS was enacted in 1997.

The Application Process

There are several ways persons may apply to be licensed as a clinical addictions specialist. Listed below are the criteria for applying to become a Licensed Clinical Addictions Specialist. In order to obtain this credential, the applicant must meet one of the following two criteria.

Criteria for MSW Students (Criteria "C" of NCSAPPB):

- A minimum of a master's degree in a human services field with a substance abuse specialty from a regionally accredited college or university that includes 180 hours of substance abuse specific training/education as defined in the statute, administrative rules and in policy statements of the Board and the current Performance Domains as defined by the IC&RC/AODA, Inc.;
- One year (2000 hours) of post-graduate supervised substance abuse counseling experience;
- Achieves a passing score on an IC&RC/AODA, Inc. written examination administered by the Board;
- Three letters of reference from licensed clinical addictions specialists, or certified substance abuse professionals who hold master's degrees;
- Signed statement attesting to the intention to adhere fully to the Code of Ethical Conduct of the Board;
- The applicant is not and has not engaged in any practice or conduct that would be grounds for disciplinary actions under this statute;

- Complete criminal history background check;
- Payment of fees; and
- Application Packet and \$25.00.
- (Application under this criteria does not qualify for reciprocity through the IC&RC/AODA, INC. but may qualify upon documentation of 300 hour practicum as defined above and passing of written examination.)

Criteria for SW Practitioners (Criteria “A” of NCSAPPB):

- A minimum of a master’s degree in a clinical application in a human services field from a regionally accredited college or university;
- Two years (4000 hours) post-graduate supervised substance abuse counseling experience;
- Three letters of reference from licensed clinical addictions specialists, or certified substance abuse professionals who hold master’s degrees;
- Documentation of a 300 hour practicum in the Twelve Core Functions of Substance Abuse Counseling with at least one hour of supervision for ten (10) hours of practice in each core function;
- Achieves a passing score on a master’s level IC and RC/AODA, Inc. written exam administered by the NCSAPPB;
- 180 hours of substance abuse specific training as defined in the statute, administrative rules and in policy statements of the Board and the current Performance Domains as defined by the IC&RC/AODA, Inc.;
- Signed statement attesting to the intention to adhere fully to the Code of Ethical Conduct of the board;
- The applicant is not and has not engaged in any practice or conduct that would be grounds for disciplinary action under this statute;
- Complete criminal history background check;
- Payment of fees; and
- Application packet and \$25.00.
- Application under this criteria qualifies for reciprocity through the IC&RC/AODA, Inc.

North Carolina Child Welfare Education Collaborative

The NC Child Welfare Education Collaborative seeks to strengthen public child welfare services in North Carolina by increasing the number and diversity of well-trained and highly committed MSWs in local Departments of Social Services. Offering special educational opportunities emphasizing public child welfare practice, the Collaborative provides financial support for selected social work graduate students who will commit to employment in child welfare in a North Carolina county department of social services.

Collaborative students must attend a 7 day pre-service training and attend monthly Collaborative meetings. In addition, students are required to take SoWo 860: Child Welfare Perspectives and Practice as one of their electives. Collaborative students must also take SOWO 832: Multigenerational Family Policy, an advanced HBSE/Practice course that matches their area of interest and field practicum, choose electives from a

list of recommended courses for Collaborative scholars, complete field placement requirements in a Department of Social Services, and integrate child welfare into course work by selecting topics on child welfare for assignments, projects, papers, etc.

For additional information about the Collaborative, please contact Wanda Reives at wreives@email.unc.edu and visit <http://ssw.unc.edu/cwec/>.