Adopted by SSW Faculty: August 2018

Master of Social Work
CURRICULUM MANUAL

2018-2019

UNC | SCHOOL OF SOCIAL WORK

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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. Students should become familiar with the material pertaining to their 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 as well as student rights, responsibilities, and resources. Chapter Three provides an overview of the dual degree, certificate, licensure, and other specialized 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 MSW Students,

Congratulations on your decision to pursue graduate studies at the University of North Carolina Chapel Hill 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 contributions and energy to help address local, regional, national, and global problems.

You are currently viewing the *2018-2019 Curriculum Manual* for the UNC-Chapel Hill School of Social Work. I hope you will read this *Manual* and access it often. The purpose of this Manual is to serve as your reference guide as you matriculate through the MSW Program. 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 as a guide as you seek information about the MSW program, in preparation for when you meet with your advisors, and as you plan your studies 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, certificate and specialty programs, course listings and syllabi, a directory of our faculty and their areas of 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 resources will also enhance your experience as a MSW student. As a community of practitioners and scholars, it is my hope that you will utilize this information to aid in your success as a student in the MSW program.

This *Curriculum 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.

Best of luck as you matriculate through this amazing program,

Lisa de Saxe Zerden, MSW PhD
Senior Associate Dean for MSW Education

Safety at UNC-Chapel Hill and the School of Social Work

Safety is of the utmost priority at the University of North Carolina at Chapel Hill (UNC) and within the School of Social Work, specifically. UNC is committed to making our campus as safe as possible and are always striving to improve campus safety.

UNC has a nationally accredited Department of Public Safety that includes a full complement of law enforcement and transportation management professions. Within this Department of Public Safety, there are more than 50 sworn officers including a detective team, special bike patrols, a community response team that focuses on issues such as larceny reduction and pedestrian safety, a silent witness program to encourage reports of suspicious activity, and extensive mutual aid agreements with off-campus law enforcement agencies.

Within the broader University of North Carolina at Chapel Hill (UNC), Public Safety operates the Alert Carolina System (ACS) which communicates in multiple ways with students, faculty and staff, as well as visitors, local residents, parents and the news media in the event of an emergency or dangerous situation. Alert Carolina has four different levels of notification:

1. **Emergency Warnings:** UNC will issue an Emergency Warning after confirming that a significant emergency or dangerous situation involving an immediate threat to health or safety is occurring on campus. Because these situations call for people to act immediately, safety officials will sound the emergency sirens, which are intended to be heard by people who are outdoors.

   When the sirens sound, people should: Go inside or take cover immediately; close windows and doors; and stay until further notice. The sirens also broadcast short pre-recorded voice messages. When the threat is over, the sirens will sound again with a different tone to announce an all-clear message. Situations in which the sirens would sound include: an armed and dangerous person on or near campus; a chemical spill or hazard; a tornado warning issued by the National Weather Service.

   When the sirens sound – including during a test – the University also sends a text message to the cell phone numbers registered by students, faculty and staff in the online campus directory. (To register, click the bar above "Register Your Cell Phone.")
   In addition, UNC communicates by updating alertcarolina.unc.edu and the UNC homepage, which triggers updates on official UNC Twitter and Facebook accounts, including those for the Office of New Student and Parent Programs and the Department of Public Safety. Other means of communication are campus-wide email, and news releases for campus and local media.

2. **Timely Warning:** The University will issue a Timely Warning to notify the campus community of any Clery Act crime as soon as the information is available so people can protect themselves and/or their property from similar crimes. This type of warning is intended to tell people to be cautious, not to take immediate action, so the sirens will not sound.

A Timely Warning will be issued only under the following conditions as determined by the Department of Public Safety: There is a continuing danger to the campus community **and** Issuing the timely warning will not compromise law enforcement efforts to address the crime.

If the Department of Public Safety believes that issuing a timely warning would compromise efforts to address the crime, the notification may be delayed until the potentially compromising situation has been addressed. The University communicates by sending a text message to the cell phone numbers registered by students, faculty and staff in the online campus directory.

In addition, the University communicates by updating alertcarolina.unc.edu and the UNC homepage, which triggers updates on official UNC Twitter and Facebook accounts, including those for the Office of New Student and Parent Programs and the Department of Public Safety.

3. **Informational Warning:** When a situation is not an emergency or pose an immediate threat to the campus community, but is of significant interest to campus, the University will issue an Informational Message. The intent is to make the campus community aware by providing information about a situation. For example, an alleged assault occurring on or within close proximity to the campus that does not appear to pose a continuing threat, based on currently available information, including information from local law enforcement agencies. In addition, a crime occurring off campus but due to its location may have an impact on student or employee security interests. Notification may be elevated to timely warning notification if additional information becomes available to DPS that there is a continuing threat to the campus community.

4. **Adverse Weather:** This warning message is issued when a tornado watch or severe thunderstorm warning is issued by the National Weather Service for Orange County. The University may also send adverse weather notifications, including email, when other circumstances exist that do not represent an immediate threat to health or safety, yet action may enable people to protect themselves and/or their property. These situations may include approaching snow or ice storms or hurricanes.

For additional information:
More information about ACS and the levels of notification please review the website: https://alertcarolina.unc.edu/

Notification of Change in Criminal Background
When students apply for admission, they are asked several questions regarding criminal pleas, charges and convictions, academic suspensions, and military discharges. If additional information is needed, they may be asked to submit information for a criminal background check and must describe violations of law in their home country and in any other country in which they have resided. The term “law” includes codes, legal rules and regulations, and other criminal-type statutes or violations of municipal, local, provincial, state, federal, national, commonwealth, and

other governmental jurisdiction. Failure to provide complete, accurate, and truthful information is grounds to deny or withdraw the student's admission, or to dismiss the student after enrollment. The same actions will occur if students fail to notify the Graduate School promptly in writing of such charges that occur at any time after they submit the application (http://gradschool.unc.edu/admissions/instructions.html).

Personal Safety Training – "Shots Fired on Campus"

UNC offers a training focuses on personal safety if someone finds themselves in a situation posing an immediate threat. The training, Shots Fired on Campus, is part of Carolina's ongoing campus safety efforts. It is based on a DVD called "Shots Fired: When Lightning Strikes" that was produced by the Center for Personal Protection and Safety. The training is available for any campus group that requests it. The School of Social Work faculty participated in this training during a monthly faculty senate meeting in Fall 2016.

What you should do

- Assess what is happening and get out of the room or area right away if you can
- If you are walking outside, keep walking and find protection
- Once out of harm's way, call 911 to let the police know what is going on
- If you are unable to get out, you should hide out – but not in a place in which you could be trapped. Lock the door, be quiet and mute your cell phone
- Make sure you spread out so everyone is not gathered in a small space. That makes it too easy for a shooter to target a lot of people
- If you are in the same room as a shooter, you might have to confront the person. (If you do, however, become more aggressive than ever: throw things at the shooter, yell, whatever it takes. Tell yourself, "I will survive."
- When law enforcement officials arrive on the scene, be compliant and calmly provide details. Raise your hands, spread your fingers and drop to the floor. Don't run toward the police officers
- If you are in a hostage situation, you should not be aggressive. Instead, be patient and compliant and let the police negotiate

To request training from UNC Police, contact Sgt. James David at (919) 966-3230 or dhjames@email.unc.edu.

Use as many or as few of the options below as needed

- **Contact Law Enforcement**: If it's an emergency, call 911 for protection and to initiate a criminal investigation. If you call 911 on campus, the University's Department of Public Safety (DPS) (campus police) will respond. For non-emergency situations, call local law enforcement or DPS's non-emergency number and ask to speak with an investigator.

- **Seek Confidential Medical Attention:** If you have experienced physical or sexual violence, go to Campus Health Services or the Emergency Department at UNC Hospitals for evidence collection, treatment of injuries, and medication for sexually transmitted infections and pregnancy prevention. Forensic exams can be obtained for up to 5 days after an assault. Financial assistance may be available through the Survivor's Assistance Fund.

- **Report the Incident to the University:** Reporting to the University provides students with the option of addressing the incident under the University's Policy on Prohibited Discrimination, Harassment and Related Misconduct. It also allows the University to provide any available interim protective measures such as academic accommodations, changes to housing, and changes to class and work schedules. Regardless of when the incident occurred, students are encouraged to report to one of these options:
  - The Student Complaint/Deputy Title IX Coordinator
  - Title IX Compliance Coordinator, Office of the Dean of Students, or
  - The Equal Opportunity and Compliance Office.

- **Seek Confidential Support:** Confidential emotional and psychological support can be obtained at any time. The ComPsych Employee Assistance Program, Counseling and Psychological Services (CAPS), Gender Violence Services Coordinator, and University Ombuds Office are resources provided by UNC-Chapel Hill. The Orange County Rape Crisis Center and Compass Center for Women and Families are resources in the community.

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

The faculty at UNC-Chapel Hill School of Social Work adhere to the standards of social work practice set forth by the NASW Code of Ethics. Professional practice employs social work-based 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 (CSWE) (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 Generalist and the Specialization 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 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: Generalist and Specialization. The Full-time students take the Generalist Curriculum in their first year, and Distance Education students complete the Generalist Curriculum over a two-year period. The Generalist 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 Generalist courses.

In the Specialization Curriculum, students focus on evidence-informed practice and build upon the professional Generalist Curriculum. The Specialization Curriculum 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 two concentrations in the Specialization Curriculum: the Direct Practice Concentration (DP) or the Community Management and Policy Practice Concentration (CMPP). The concentrations are outlined in the following sections of this *Manual*.

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 Generalist Curriculum and the Specialization Curriculum. For these students, a total of 62 credit hours is required for graduation: 29 hours in the Generalist

Curriculum and 33 hours in the Specialization Curriculum. Policies related to course exceptions are presented in the section on MSW Program Policies and Procedures.

MSW Program Outcome Objectives

The purpose of the MSW program 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 specializes area of practice;
2. Demonstrate the capacity for effective leadership that enhances the well-bring 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 Generalist Curriculum

Generalist Competencies

The CSWE Educational and Policy & Accreditation Standards define nine core competencies that students completing the Generalist Curriculum are expected to meet through their performance in the classroom and their field practicum. Students complete an Outcome Assessment at the end of the Generalist year to demonstrate their proficiency at these competencies. The Generalist Competencies are listed below:

Generalist Competency (GC) 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

GC1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

GC1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
GC1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
GC1.4 use technology ethically and appropriately to facilitate practice outcomes; and
GC1.5 use supervision and consultation to guide professional judgment and behavior.

GC 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
GC2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
GC2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and
GC2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

GC 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
GC3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
GC3.2 engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives

from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- GC4.1 use practice experience and theory to inform scientific inquiry and research;
- GC4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- GC4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- GC5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- GC5.2 assess how social welfare and economic policies impact the delivery of and access to social services;
- GC5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- GC6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- GC6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- GC7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- GC7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- GC7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- GC7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- GC8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- GC8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- GC8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- GC8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- GC8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- GC9.1 select and use appropriate methods for evaluation of outcomes;
- GC9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- GC9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- GC9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Courses in the Generalist Curriculum

The Generalist Curriculum consists of seven classroom courses, two field practica, and two field seminars. In addition, students complete an on-line pre-course on the Brief History of Oppression and Resistance 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 approximately 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. The exact number of required hours is announced at the beginning of each academic year. For more information about policies regarding counting the required hours in Field Education please reference *The 2018-2019 Field Education Program Manual, Chapter IV, Section IX. Operational Policies and Procedures, Time in Field Placement.*

*Hours are based on the University Calendar and may fluctuate slightly from year to year.

During the Generalist year, students are expected to achieve objectives related to both direct and macro practice. In their direct practice classroom experiences and field education, students will 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 classroom experiences and field education, 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 Generalist 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 *2018-2019 Field Education Program Manual*.

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

Generalist Curriculum Course Requirements

Number	Course Title	Credit
SOWO 500	Human Development in Context I: Infancy through 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 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	Generalist Field Seminar I (Field)	1
SOWO 524	Generalist Field Seminar II (Field)	1
	Total Credit Hours	29

Generalist Course Schedule for the First Year of Full-time Study

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

Generalist Schedule for Full-time Study

Fall Semester

Number	Course Title	Credit
SOWO 500	Human Development in Context I: Infancy through 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 and Communities (Practice)	3
SOWO 520	Social Work Practicum I (Field)	3
SOWO 523	Generalist 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 740 OR SOWO 770**	Implementing Evidence-Informed Practice with Individuals, Families, and Groups OR Implementing Evidence-Informed Practice with Organizations and Communities	3
SOWO 521	Social Work Practicum II (Field)	3

SOWO 524	Generalist Field Seminar II (Field)	1
	Total Credit Hours	16

* On-line Brief History of Oppression and Resistance pre-course must be completed prior to registration for this class.
** SOWO 740 and SOWO 770 are courses in the Specialization Curriculum. Students will select the course that aligns with their concentration.

The Advanced Standing Program

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 six courses (13 credit hours) in the MSW curriculum. The courses include SOWO 739: Brief History of Oppression and Social Work Policy (1.5 credit hours), SOWO 709: HBSE (1.5 credit hours), SOWO 719: Research (1.5 credit hours), SOWO 799 Direct Practice and CMPP (1.5 credit hours), SOWO 522: Pre-concentration Field Practicum (4 credit hours), and either SOWO 740: Implementing Evidence-Informed Practice with Individuals, Families, and Groups (3 credit hours) or SOWO 770: Implementing Evidence-Informed Practice with Organizations and Communities (3 credit hours). The remaining 27 hours are completed by taking the second part of the research sequence (SOWO 810: Evaluation of Social Interventions, a Specialization Theory/practice course, a Specialization policy course, and other Specialization Curriculum courses that support the student's plan of study. Advanced Standing students meet the same curriculum requirements as full-time and distance education students.

Summer Course Schedule for Full-time Advanced Standing Students

Summer Session I		
SOWO 739	Brief History of Oppression and Social Work Policy	1.5
SOWO 709	HBSE	1.5
SOWO 719	Research	1.5
SOWO 799	Direct Practice and CMPP	1.5
Summer Session II		
SOWO 740 OR SOWO 770	Implementing Evidence-Informed Practice with Individuals, Families, and Groups OR Implementing Evidence-Informed Practice with Organizations and Communities	3
SOWO 522	Advanced Standing Practicum (Field)	4
	Total Credit Hours	13

Three Year Distance Education Programs

Currently, the School operates three-year distance education programs at two sites across the state for students who wish to complete the MSW over the course of three years. 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 traditional distance education program. Classes are held on Fridays at both 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 for any reason.

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 employed in human services during the first year are expected to obtain consistent, significant volunteer experience for at least 20 hours per month to provide opportunities to apply the knowledge and skills gained in the Generalist Curriculum.

During the second year, students continue to take two classes each semester. They also complete the Generalist 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 Generalist requirements in their distance education program unless they apply for and receive a Generalist Course Exemption. Students who exempt a Generalist 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 Generalist Course Exemptions and Course Transfers.

After completing four semesters of distance education study, including all of the Generalist curriculum requirements and the Specialization Practice curriculum requirement (SOWO 740 Implementing Evidence-Based Practice with Individuals, Families, and Groups or SOWO 770 Implementing Evidence-Based Practice with Organizations and Communities), students in the traditional distance education programs are formally admitted to the full-time on-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. 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 Specialization Curriculum requirements.

During the four semesters in which they complete distance education study, students pay tuition based on the “off-campus” tuition model. Under this model, students do not pay student fees and are ineligible for services provided by the fees such as student health insurance, athletic facilities, and other on-campus services. Once students are moved to “on-campus” status for their final year, they pay tuition according to the on-campus student tuition model which includes student fees.

Course Schedule for Distance Education Students in Years One and Two

In the three-year distance education programs, students complete the Generalist Curriculum requirements and one Specialization Curriculum requirement over a two-year period. The following chart depicts a typical schedule of courses and credit hours for traditional distance education study during the first two years:

Typical Course Schedule for Traditional Distance Education Students in Years One and Two

Year 1—Fall		
SOWO 500	Human Development in Context I: Infancy through 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 and Communities (Practice)	3
SOWO 520	Social Work Practicum I (Field)	3
SOWO 523	Generalist Field Seminar I (Field)	1
Year 2—Spring		
SOWO 510	Foundations for Evidence-Based Practice and Program Evaluation (Research)	3
SOWO 740 OR SOWO 770**	Implementing Evidence-Informed Practice with Individuals, Families, and Groups OR Implementing Evidence-Informed Practice with Organizations and Communities	3
SOWO 521	Social Work Practicum II (Field)	3
SOWO 524	Generalist Field Seminar II (Field)	1
	Total Credit Hours	32

** On-line history of oppression pre-course must be completed prior to registration for this class.*
*** SOWO 740 and SOWO 770 are courses in the Advanced Curriculum. Students will select the course that aligns with their concentration*.

The Specialization Curriculum: Evidence-Informed Practice

The faculty of the School of Social Work have articulated competencies of the Evidence-Informed Practice Specialization Curriculum that students are expected to meet through their classroom and field experiences:

Specialization Competency (SC) 1: Demonstrate Ethical and Professional Behavior
Advanced social workers promote the values of the profession and adhere to ethical standards and the laws and regulations that impact practice at all systems levels. They recognize the importance of the self as a tool in the therapeutic relationship and they work within the person-in-environment and strengths perspectives. Advanced social workers understand the history, mission, roles, and responsibilities of the profession and rely on this context to work productively with other professionals to promote well-being of consumers and stakeholders. Advanced social workers recognize the difference between personal and professional values and appropriately manage affective responses to personal experiences. They regularly update their skills and are committed to the ethical use of technology.

- SC1.1 Understand and appropriately use global, regional, and setting-specific regulations and policies for effective practice.
- SC1.2 Demonstrate the ability to maintain professional and personal boundaries, use self-disclosure appropriately, and regulate personal emotions in the practice setting.
- SC1.3 Accept and effectively operationalize professional supervision and peer supervision (as applicable).
- SC1.4 Appropriately use ethical decision-making models and apply the NASW *Code of Ethics* to the practice setting.

SC1.5 Differentiate appropriate and inappropriate uses of electronic communications (e.g. email, text, social media, blogging, etc.) and use technology as indicated by the practice setting.

SC 2: Engage Diversity and Difference in Practice

Advanced social workers understand that the dimensions of diversity include multiple factors and that difference may be associated with oppression, poverty, marginalization, stigma, and alienation as well as privilege, power, approval, and prestige. Advanced social workers identify the mechanisms of oppression and discrimination. They actively work to overcome forces that maintain oppression and discrimination.

SC2.1 Identify how multiple stigmatizing identities collectively affect client systems at multiple levels.
SC2.2 Evaluate the ways in which oppression and privilege manifest in institutional policies and practices and promote change to reduce bias and increase fairness.
SC2.3 Analyze the extent to which norms, values, and historical structures may marginalize groups of people or enhance privilege and power and stimulate changes to reduce marginalization within the practice context.
SC2.4 Engage in critical self-reflection to identify and manage personal values and biases that may affect practice with diverse client systems, organizations, and communities.
SC2.5 Adopt a spirit of inquiry when engaging with diverse groups in order to better understand the experiences of people who have been marginalized and oppressed.

SC 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced social workers promote basic human rights, including an adequate standard of living, educational opportunities, health care, safety, privacy, self-determination, and freedom from oppression. Advanced social workers understand the local and global roots of social, economic, and environmental injustice. Working with others, they develop innovative strategies to protect human rights and promote justice across multiple systems.

SC3.1 Effectively formulate strategies that promote social justice and human rights.
SC3.2 Advocate for social, economic, and environmental justice and human rights.
SC3.3 Use theory to critically analyze social injustice and human rights violations.

SC 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced social workers use qualitative and quantitative research methods to evaluate practice and advance the science of social work. In building knowledge, advanced social workers employ logic, principles of scientific inquiry, cultural and contextual cognition, ethical principles, and standards of best-practices. They translate research findings into effective practice methods and procedures.

SC4.1 Incorporate evidence and knowledge into the development of effective practice methods.
SC4.2 Understand how research questions to guide the selection of research methods.
SC4.3 Remain informed about current and emerging evidence.

SC4.4 Use knowledge of research and evaluation methods to critique the literature that informs practice.
SC4.5 Obtain information about the quality of measures before using them to inform practice.

SC 5: Engage in Policy Practice
Advanced social workers understand the process of policy development and implementation at all systems levels. They engage in policy practice to effect changes that decrease discrimination and oppression and promote fairness and inclusion. They recognize the importance of historical, social, cultural, economic, organizational, environmental, and global influences on policy formulation. They use this knowledge to formulate, analyze, implement, and evaluate policies in the context of their practice.

SC5.1 Maintain current knowledge of organizational, local, state, and federal policies and proposed legislation that may affect systems at all levels.
SC5.2 Analyze policies that impact client systems, organizations, and communities; and work within the practice context to minimize adverse consequences.
SC5.3 Evaluate the effects of contextual history on policy formulation and implementation.
SC5.4 Collaborate within and across systems to advocate for and empower individuals or populations excluded from or limited by aspects of a policy.

SC 6: Engage with Individuals, Families, Groups, Organizations, and Communities
To promote planned change, advanced social workers reach out to individuals, families, groups, organizations, and communities without bias toward issues of difference. Working within the strengths perspective, advanced social workers use theories of person-in-environment, human development, family development, human behavior, group process, and organizational management to facilitate and maintain engagement. Advanced social workers handle their affective reactions to personal experiences in the service of client systems. They collaborate with other professionals at multiple systems levels.

SC6.1 Demonstrate self-awareness in assessing how personal experiences, beliefs, and identities influence practice with client systems, groups, organizations, and communities.
SC6.2 Use an understanding of the influences of development and culture to effectively engage client systems, including groups, organizations, and communities.
SC6.3 Practice effective engagement through the development of cooperative and respectful relationships with others and work toward resolving conflicts in the service of the client system.
SC6.4 Employ empathy, relational, and strengths-based approaches to developing helping relationships with diverse client systems, organizations, and communities.
SC6.5 Effectively prepare and facilitate meetings with client systems, organizations, and communities to work toward identified goals.
SC6.6 Through the use of effective verbal and non-verbal communication, consistently demonstrate the critical elements of the change process.

SC 7: Assess Individuals, Families, Groups, Organizations, and Communities
Advanced social workers understand that assessment is an ongoing component of the dynamic and interactive process that constitutes social work practice. They use person-in-environment theories, strength-based perspectives, knowledge of the human condition, and a variety of formal and informal methods to assess strengths and challenges to the functioning of client systems. Advanced social workers handle affective reactions to personal experiences in the service of the client system. They collaborate with other professionals at multiple systems levels.

- SC7.1 Use evidence-informed knowledge and theory to structure an assessment, design goals, and objectives, and develop strategies for change.
- SC7.2 Identify the strengths and limitations of theoretical models commonly used in practice.
- SC7.3 Use at least one instrument or process designed for assessment or data collection.
- SC7.4 Write a clear and comprehensive assessment of a client system, organizations, or community including mutual goals and plans for intervention.
- SC7.5 Routinely identify strengths, challenges, and systemic factors relevant to client systems.
- SC7.6 Select evidence-based or evidence-informed interventions that integrate assessment information and the goals of the client system.

SC 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Advanced social workers understand that social work practice is a dynamic and interactive and that intervention is one component of the process. Advanced social workers use knowledge of the person-in-environment and evidence-informed theories to identify, analyze, and craft interventions that achieve the goals of client systems and constituencies. Advanced social workers value communication and maintain clear, relevant, and timely contacts with individuals, families, groups, organizations, and communities. Advanced social workers recognize that beneficial outcomes may depend on the efforts of many people; and they work well with formal and informal interdisciplinary, interprofessional, and interorganizational colleagues, teams, and work groups.

- SC8.1 Critically analyze and apply research regarding evidence-informed practices and emerging practices that may be appropriate for client systems.
- SC8.2 Develop a cohesive intervention plan based on the needs and goals of client systems, organizations, or communities.
- SC8.3 Collaborate with multidisciplinary teams and client systems to achieve the desired outcomes of planned change.
- SC8.4 Working with leaders, staff members, community groups, or coalitions, intervene by negotiating, mediating, or advocating on behalf of client systems.

SC 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Advanced social workers evaluate their work with diverse client systems, including individuals, families, groups, organizations, and communities, as an ongoing component of dynamic, interactive professional practice. Advanced social workers use evaluation findings to enhance the effectiveness of practice methods, policy strategies, and service delivery models.

Advanced social workers apply their knowledge of person-in-environment, a strengths perspective, scientific inquiry, and an understanding of the implications of difference and diversity to the evaluation process. Advanced social workers use quantitative and qualitative methods of evaluation.

- SC9.1 Demonstrate the ability to identify and select appropriate measures for evaluation of social work practice, programs, and policies.
- SC9.2 Monitor and analyze discrete tasks in the intervention plan using formal or informal evaluation methods, including the level of involvement of client systems, organizational representatives, community representatives, and other stakeholders.
- SC9.3 Analyze data to inform social work practice decisions and to evaluate practice and program outcomes.
- SC9.4 Appropriately use formal instruments, tools, record-keeping, and feedback from others to evaluate practice.

The Specialization Curriculum consists of several course requirements as well as electives. Students take specific, required courses in each of the following areas: Practice (3 credit hours), Theory/Practice (3 credit hours), Policy (1.5 credit hours), Research (3 credit hours), and 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 Specialization Curriculum other than Specialization Practice, students should have a plan of study that has been approved by their faculty advisor as well as their plan of study advisor.

Specialization Curriculum Requirements

Curriculum Area	Credits
Specialization Practice	3
Specialization Theory/Practice	3
Specialization Policy	1.5
Specialization Research	3
Electives	10.5
Concentration Field	12
Total	33

Full-time and distance education students complete 33 hours in the Specialization Curriculum. This total includes 10.5 elective credit hours. The first course in the Specialization Curriculum is either SOWO 740 Implementing Evidence-Informed Practice with Individuals, Families, and Groups or SOWO 770 Implementing Evidence-Informed Practice with Organizations and Communities (depending on the student's concentration selection).

Course Requirements in the Specialization Curriculum

Courses in the Specialization Curriculum are designed to build on the knowledge base acquired in the Generalist Curriculum. The first course within the Specialization Curriculum is the

Specialization Practice course, either SOWO 740 Implementing Evidence-Informed Practice with Individuals, Families, and Groups or SOWO 770 Implementing Evidence-Informed Practice with Organizations and Communities. This course should be consistent with the student's concentration selection. Students must successfully meet Generalist pre-requisite course requirements before enrolling in Specialization courses (see the chart below). Unless an exception to the plan of study has been approved, students may not enroll in their Specialization Theory/Practice required course, the Specialization Research course, or their Concentration Field Practicum until they complete the entire Generalist Curriculum. As students design their plan of study for the Specialization 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 Specialization Theory/Practice course matches their Concentration field placement. The Specialization Policy course choice should also be consistent with the student's population or area of interest. Students must be enrolled in their Specialization Theory/Practice course before beginning the Concentration field placement.

The 10.5 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 Generalist or Specialization Curriculum requirements. Elective courses must be taken at the graduate level, and no more than 7.5 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.

Course Pre-Requisites for Specialization Curriculum Content Areas

Generalist Pre-requisite Courses	Specialization Practice Course	Specialization Curriculum Course Content Areas
SOWO 500 Human Development in Context I: Infancy through Adolescence	SOWO 740 Implementation Evidence-Informed Practice with Individuals, Groups, and Families OR SOWO 770 Implementing Evidence-Informed Practice with Organizations and Communities	Specialization Theory/Practice Required Course* and Concentration Field Placement Required Courses*
SOWO 505 Human Development in Context II: Adulthood to Older Adulthood		
SOWO 540 Social Work Practice with Individuals, Groups & Families		
SOWO 570 Social Work Practice with Organizations and Communities		
SOWO 520, 521, 523, and 524 Generalist Field Practica and Field Seminars		
SOWO 715 Advanced Standing Bridge Course (for Advanced Standing Students)		
SOWO 510 Foundations of Evidence-Based Practice and Program Evaluation		Specialization Research Required Course*
SOWO 530 Foundations of Social Welfare Policy		Specialization Policy Required Course
Pre-Requisites Course(s) Specified on Course Schedule		Specialization Curriculum Electives

* Unless an exception to the plan of study has been approved, students may not enroll in their Specialization Theory/Practice required course, the Specialization Research course, or their Concentration Field Practicum until they complete the entire Generalist Curriculum.

Concentrations in the Specialization Curriculum

The Specialization Curriculum consists of two concentrations: Direct Practice (DP) and Community, Management and Policy Practice (CMPP). The DP Concentration prepares students to provide social interventions and services to individuals, families, and groups. The CMPP Concentration prepares students for leadership careers in organizations and community development and for social interventions in larger systems.

Curriculum requirements dictate the selection of required courses; however, students can use electives to customize their learning. 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 (DP) Concentration

Goals and Description

The DP Concentration prepares MSW 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, ability, 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 Generalist Curriculum

The DP Concentration uses a common framework that builds on the Generalist Curriculum. Building on the Generalist 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 Specialization Curriculum prepares students to use direct practice methods in working with clients and to implement, design and evaluate services.

Concentration Knowledge Base

The DP Concentration elaborates a number of theoretical approaches introduced in the Generalist 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, students 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 Generalist Curriculum. Students learn a variety of intervention 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 practicum builds on the Generalist 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 public and private schools, long term care facilities, mental health agencies, family violence programs, HIV/AIDS service organizations, hospice, hospitals, juvenile and adult justice facilities, immigrant, community, and rural health centers, public and faith-based welfare organizations, public health departments, residential programs for children and adults, schools, and substance use treatment programs. In each of these settings, the focus is on direct practice.

Program of Study

In the DP Concentration, all students take the Specialization Practice course SOWO 740: Implementing Evidence-Informed Practice with Individuals, Families, and Groups (3 credit hours), a Specialization Theory/Practice course that is consistent with their Concentration field practicum (3 credit hours), a Specialization policy course (1.5 credit hours), the Specialization research course SOWO 810: Evaluation of Social Interventions (3 credit hours), and 10.5 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 CMPP 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 public Department of Social Services graduation may take

courses in child welfare as well as CMPP 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
Specialization Practice	SOWO 740 Implementing Evidence-Informed Practice with Individuals, Families, and Groups	3
Specialization Theory/Advanced Practice Required Course	SOWO 769 Child and Adolescent Mental Health: Theory and Practice SOWO 840 Adult Mental Health: Theory and Practice SOWO 842 Families: Theory and Practice SOWO 843 Older Adults: Theory and Practice SOWO 845 Health: Theory and Practice	3
Specialization Policy	SOWO 831 Substance Abuse Policy SOWO 832 Child Welfare Policy Practice and Advocacy SOWO 834 Advanced Policy Practice SOWO 835 Poverty Policy SOWO 836 Health Access and Health Disparities Policy SOWO 837 Disability Policy	1.5
Specialization Research	SOWO 810: Evaluation of Social Interventions	3
Electives	Electives chosen from current course offerings	10.5
Concentration Field	SOWO 820: Field Practicum III SOWO 821: Field Practicum IV	12

The Community, Management and Policy Practice (CMPP) Concentration

Goals and Description

The Community, Management and Policy Practice (CMPP) Concentration prepares students for careers in community practice, human services administration, and policy practice and advocacy. The goals of the Concentration are to promote positive social change in the lives of vulnerable populations and to improve the quality of life for families and communities. The CMPP Concentration helps students acquire knowledge and skills in the following areas: (1) promoting citizen participation and building stronger social networks and communities; (2) developing supportive programs and responsive human services organizations; and (3) changing policies in legislative, agency, and community settings by analyzing existing polices, establishing new ones, and continuously improving their implementation. On graduation, alumni pursue careers in non-profit, proprietary, and public sector organizations as community practitioners, leaders of coalitions, agency directors, program designers, managers and evaluators, and policy analysts, advocates, lobbyists and researchers and in domestic and international community development.

Building on the Generalist Curriculum, the CMPP Concentration employs a strengths-based approach to working with groups, organizations, coalitions and communities. The curriculum in this concentration emphasizes the assets of communities and organizations in social development, organizing, and planning practice, nonprofit leadership, coalition building, social administration, community-based research and program evaluation, and public advocacy. It

focuses on the reciprocal influences between community development and social policy at the macro level, and the roles that management and administrative leadership play in mediating this relationship. The primary goal of the CMPP Concentration is to prepare social workers to provide leadership and facilitation in organizational, community, and policy development for the purpose of strengthening families and communities, domestically and internationally.

Linkage with the Generalist Curriculum

The CMPP Concentration uses a common framework that builds on the Generalist Curriculum. It emphasizes community, management and policy practice and work with other larger systems. The Concentration emphasizes nondiscrimination, empowerment theory, democratic governance, evidence-based intervention, organizational cultural competence and ethical practice. It prepares students to use community, management and policy practice methods to work with task groups, to design and implement services and programs, and to develop and evaluate community and governmental initiatives.

Concentration Knowledge Base

The knowledge base of the CMPP Concentration is grounded in processes of needs assessment, public advocacy, intervention development, organizational development, administrative coordination, analysis of social systems and power, promotion of participation, community practice, program planning, policy analysis, program evaluation and quality improvement. Specific perspectives presented in the curriculum include: a) social justice, democratization, participatory and empowerment theory, social ethics, human rights, gender equity, and globalization; b) community assets and needs assessment methods; c) social, economic and sustainable development processes and methods; d) program evaluation and social intervention research; and e) decision-making theory, group process and dynamics, and collective efficacy. These perspectives and methods provide students with a framework of knowledge and skills in human relations and practice strategies that help build organizations, communities, and policies.

The CMPP Concentration curriculum addresses three major approaches: community, management, and policy practice. Each builds on the problem-solving model taught in the Generalist Curriculum as follows:

> Community practice helps students develop collaborative skills for inter-organizational planning, coordination of services, action coalitions, and neighborhood planning and development in the United States and internationally. 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, development, organizing and planning, implementing social interventions within larger systems, program evaluation, community research, advocacy, and legislative analysis. Community practice courses take a global perspective on work in the United States and abroad.
>
> Administration and management practice helps students develop leadership roles in organizational and inter-organizational development and effectiveness. The primary

practice knowledge base includes contemporary administrative and management theories, models, and practices for developing and managing human service organizations. It emphasizes methods and skills in nonprofit and public sector leadership, fundraising and marketing, financial management, program design and proposal development, consultation, supervision, and human resources management. Administration and management courses emphasize skills in organizational assessment and development, building organizational cultural competence and supporting diverse staffs, team building, and resource development, strategic planning, human relations skills and managing for performance, and strategies for on-going organizational learning.

Policy practice helps students acquire the skills for changing policies in legislative, agency, and community settings by establishing new policies, improving existing ones, or defeating the policy initiatives of opponents. The primary practice knowledge base includes the development of competencies and the analytical and research skills needed to advocate for relatively powerless groups and other vulnerable populations and communities, and to plan, implement, and evaluate programs and policies at several levels of social intervention. Skills in policy analysis and research, multiple advocacy strategies, lobbying, coalition building, and preparation of policy briefs are emphasized.

Field Education in the CMPP Concentration

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

CMPP placements include positions in community-based agencies and grassroots organizations and across a broad range of human service organizations such as; human service and advocacy coalitions; legislative programs; public, proprietary, and nonprofit organizations; state-level programs that focus on prevention, training, and evaluation; and city, county, state, and federal government programs and initiatives.

Program of Study

In the CMPP Concentration, all students take the Specialization practice course SOWO 770: Implementing Evidence-Informed Practice with Organizations and Communities (3 credit hours), a Specialization Theory/Practice courses consistent with their Concentration field practicum (3 credit hours), a Specialization Policy course (1.5 credit hours), the Specialization research course SOW0 810 Evaluation of Social Work Interventions (3 credit hours), and 10.5 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 can use electives to add depth or breadth to the plan of study in keeping with their particular practice method, population or setting of interest. Students who want to specialize in policy practice can take the advanced policy practice course SOWO 834 and one or two of the other advanced policy courses. Students may also use electives to sample the Direct Practice (DP) Concentration courses.

Within the Concentration students may specialize in one or more macro practice methods. For example, CMPP students interested in community practice may take courses related to community development and planning as well as sustainable development and citizen participation. Students interested in community practice may also complete the Certificate in International Development with a focus either abroad or in the United States. Students interested in management may focus course work in areas related to nonprofit management and leadership.

Courses in the Community, Management and Policy Practice Concentration

Course Content Area	Course	Credit Hours
Specialization Practice	SOWO 770 Implementing Evidence-Informed Practice with Organizations and Communities	3
Specialization Theory/Practice Required Course	SOWO 874 Administration and Management: Theory and Practice SOWO 875 Community: Theory and Practice SOWO 881 Development Theory and Practice in Global Settings	3
Specialization Policy	SOWO 831 Substance Abuse Policy SOWO 832 Child Welfare Policy Practice and Advocacy SOWO 834 Advanced Policy Practice SOWO 835 Poverty Policy SOWO 836 Health Access and Health Disparities Policy SOWO 837 Disability Policy	1.5
Specialization Research	SOWO 810: Evaluation of Social Interventions	3
Electives	Electives chosen from current course offerings	10.5
Concentration Field	SOWO 820: Field Practicum III SOWO 821: Field Practicum IV	12

The Field Education Program

The Field Education Program is a part of the required MSW curriculum. For detailed information regarding the Field Education Program policies and procedures, please refer to the *2018-2019 Field Education Program Manual* at <http://ssw.unc.edu/programs/masters/fieldeducation>.

Professional Development

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 multiple professional development workshops for students related to topics such as conducting a job search, interviewing for a position, and negotiating a job offer. The School also provides several networking opportunities each year such as Direct Practice Networking Night and Community, Management and Policy 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. Further, 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 strongly encouraged but not required to attend these workshops and events.

Outcome Assessments

The School uses several assessment methods to evaluate its curriculum and how well students are meeting the nine competencies outlined by CSWE, the accrediting body for social work programs. One of these methods is an Outcome Assessment related to course work that students take at the completion of both the Generalist and the Specialization curriculum levels. Students take the Specialization Curriculum Outcome Assessment that corresponds with their Concentration. Results from this assessment help the School refine the curriculum to ensure it keeps up with the latest standards and information. Completing the Outcome Assessment is a requirement of the MSW program, but students should note that results from the Outcome Assessment are used only for program evaluation purposes and have no implications for individual students. The Outcome Assessments are not exams, and students are not graded on their performance. Outcome Assessments are offered in a multiple choice format during class time.

Course Evaluations

At the close of each course, students are asked to complete an evaluation of the instructor and the course. These evaluation results are used to improve the curriculum. Faculty use the data to improve the quality of their teaching performance and courses. Administrators use the data to reward outstanding teaching and seek remediation of poor teaching performance, for personnel reviews regarding promotion, tenure, and post tenure reviews, to monitor and improve the quality of courses and the curriculum, and for CSWE accreditation reports.

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 Student 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.

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 approve the plan of study for each advisee.
5. 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 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 to discuss career goals and professional development opportunities.
5. Students should register for classes in accordance with their approved 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.

Plan of Study

The 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 their 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 their course choices and outline how these course courses move the student toward their defined career goals.

Students will design their Plan of Study with help from their Faculty Advisor and Plan of Study Advisor. Approval of the Plan of Study must be attained from both the Faculty Advisor and the Plan of Study Advisor. After the 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 that prohibit them from completing the course of study as planned. Students who cannot complete the program as it is designed should consult with their advisors and the Associate Dean for Student 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.

Accessibility Resources and Service

The School of Social Work aims to create an educational environment that supports the learning needs of all students. UNC Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, severe allergies, body type disabilities, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility

Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations other than accommodations for typical pregnancy and childbirth which are handled through the Office of Equal Opportunity and Compliance.

It is helpful for us to know if students have needs that require special accommodations to attend classes and field practicums. Please be aware that accommodations for field sites may be different than those approved for the classroom and not all field sites are accessible because some require visits to client homes and other places in the community. The Field Planning Guide will have a place for students to note special field learning needs.

If students might need accommodations at any point during the semester for course work or field practice, they should contact ARS prior to the beginning of the semester or as early in the semester as possible for assistance; this process takes time. Students can visit their website at http://accessibility.unc.edu and contact ARS by email (accessibility@unc.edu) or phone (919-962-8300). The accommodations process starts with ARS and helps instruct faculty at the School of Social Work on how best to proceed. In addition to seeking ARS supports, students should also reach out to their instructors to communicate how best their needs can be met once they have begun the ARS process. Once students have been approved for accommodations, they should share notification of accommodations with their instructors as well as the Associate Dean for Student Affairs and the Assistant Dean for Field Education if accommodations are relevant to the field placement. Approved accommodations must be communicated each semester to instructors for courses in which the student wishes to receive accommodations. The School is committed to working with ARS and students to implement needed accommodations for all students.

Generalist Course Exemption Policy

Some students enter the MSW program having already taken courses identical to those offered in the Generalist 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 Generalist courses: SOWO 500: Human Development in Context - Infancy to Adolescence, SOWO 505: Human Development in Context - Adulthood, SOWO 510: Foundations for Evidence-Based Practice and Program Evaluation, and SOWO 530: Foundations of Social Welfare Policy. To be approved for course exemption, students need to have taken identical or very similar courses within the last five years, and grades earned for those courses must be equivalent to a grade of "B" or better. Students requesting exemption from SOWO 510 also need to take and pass a course exemption exam with a score of 70% or better in order to be considered exempt from the course. If approved for exemption from a Generalist course, students must substitute another 3 credit hour social work course in place of the Generalist course. Students interested in seeking an exemption should submit a Generalist Course Exemption Form and attach the supplemental documents listed below:

1. Generalist Course Exemption Form
2. Course Syllabus
3. Course objectives and description
4. Reading list
5. Course assignments

6. At least one example of work done for the course such as a paper or exam
7. Transcript with pertinent courses highlighted or circled
8. 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.
9. Generalist Course Exemption Student Checklist

Once the Generalist Course Exemption Form is received, the lead teacher of the course and the Senior Associate Dean for MSW Education will review the course materials to determine if they are comparable to the Generalist course. In addition to a review of their course materials, students requesting exemption from SOWO 510 should also make arrangements to take the course exemption exam. Please note that an interview may be requested by the lead teacher or the Senior Associate Dean for MSW Education as a course exemption request is considered.

The request for exemption will be approved if the lead teacher and the Senior Associate Dean consider the course to be comparable, and if students who are requesting exemption from SOWO 510 pass the course exemption exam. If the course work is determined to be substantially different from the Generalist course objectives or to be missing any of the Generalist course objectives, and for students requesting exemption from SOWO 510 if they do not pass the course exemption exam, the request for exemption will be denied and the student must enroll in the Generalist course. Decisions will be made within two weeks after receiving the materials, and students will be notified of the decision via email. The decision of the lead teacher and Senior Associate Dean is final. Students who receive an exemption should register for another social work course at that time.

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 final year of study in the Specialization Curriculum, they must have an approved plan of study in order to receive clearance for registration. Please note that students must register for each field practicum course during the semester in which they complete the majority of the hours for that field practicum. For example, if 80% of a student's field hours will be completed in summer term and 20% will be completed in the fall semester, the student will register and pay for these credits in the summer and not the fall.

Students should complete their registration in Connect Carolina (connectcarolina.unc.edu) using their ONYEN and password. In Connect Carolina, students are 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

Courses may be added only during the add period listed in the Directory of Classes.
The maximum course load for graduate students is 16 credit hours per semester; however, students may take 16.5 or more hours with the permission of their faculty advisor and the Associate Dean for Student 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 the Associate Dean for Student Affairs and the School Registrar about policy and procedures on Official Withdrawal and Leave of Absence.

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 during the fall or spring term 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 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, early July; and for graduation in December, the last Friday in September. 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 in May. Students apply to graduate through Connect Carolina. The School Registrar can answer questions about graduation. Students are 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 on the Saturday before the University Commencement in May. Each graduate is individually recognized on stage and "hooded" with the master's cape at this ceremony. Social Work graduates, their families, and their friends are invited to attend the hooding ceremony and reception.

For the ceremony, 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. A date to borrow donated regalia is announced each March. Students should contact the School Registrar in the Academic and Student Affairs Suite with any questions.

The University commencement is held in Kenan Stadium. 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 in writing from the Associate Dean for Student Affairs.

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 who still owe 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

The School of Social Work (SSW) at The University of North Carolina at Chapel Hill is committed to supporting students as they prepare to become professional social workers. The Technical Standards for Professional and Ethical Behavior describe the minimum expectations each Master of Social Work (MSW) student must satisfy in order to enroll in, progress through, and graduate from the MSW program.

Because the SSW is preparing students for careers as professional social workers, and given the nature of professional social work practice to protect the clients and communities we serve, the SSW has established requirements for student conduct that not only focus on academic performance but that also emphasize necessary skills, attributes, and competencies. These requirements apply within the traditional classroom setting, in field placements, and in the broader community context.

Becoming a professional is a gradual process. Thus, the Technical Standards for Professional and Ethical Behavior articulate minimum expectations for students. If faculty or administrators have questions about whether a student is able to meet these Standards, the Committee on Students policy will be followed and this document can be used as a guide to make a referral to the Committee on Students. The full Committee on Students referral process is outlined in the next section.

A student can participate in the MSW program so long as they are able to meet these standards with or without reasonable accommodations. Students who seek accommodations for disabilities should contact the University's Office of Accessibility Resources and Service ("ARS") as soon as possible. ARS will determine a student's eligibility for and recommend appropriate accommodations and services. ARS may be reached by phone at 919-962-8300 or by email at accessibility@unc.edu.

Commitment to Non-Discrimination

The University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

Technical Standards for Professional and Ethical Behavior

1. Communication
2. Physical and Cognitive Ability
3. Emotional Stability, Management, and Regulation
4. Self-Awareness and Reflective Listening
5. Respect for Diversity and Commitment to Social Justice
6. Ethical Conduct
7. Interpersonal Skills
8. Academic and Professional Standards

1. Communication

Students must be willing and able to meet the following requirements:

- Express ideas and feelings clearly;
- Demonstrate effective verbal and nonverbal communication skills, including the ability to listen objectively and to interpret nonverbal communication;
- Communicate responsibly and respectfully in all interactions with colleagues, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others they might come into contact within their student role;
- Communicate clearly through written products at a level appropriate for graduate work, including using correct grammar and spelling and applying the SSW-designated writing style;
- Advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution as outlined in the Student Concerns and Grievances section of this Manual; and

- Mastery of both written and spoken English is required at matriculation into the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communications aide may be appropriate if it functions only as an information conduit and does not serve integrative or interpretive functions.

2. Physical and Cognitive Ability

Students must have sufficient sensory, motor, and cognitive skills to meet the following requirements:

- Attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Core Competencies of Social Work Practice;
- Navigate transportation to attend field and classroom requirements;
- Use the technology required to engage in scholarship and effective practice including, but not limited to, the use of computers, telephones, and agency databases;
- Demonstrate the ability to acquire knowledge and process experiences to inform practice; and
- Demonstrate the capacity to think critically and to apply effective problem-solving skills.

3. Emotional and Mental Stability, Management, and Regulation

In accordance with the National Association of Social Workers' (NASW) Code of Ethics (§ 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. The social work student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:

- Demonstrate appropriate self-disclosure (the revealing of personal information) and professional boundaries in classroom and field-settings, including all assignments;
- Maintain respectful relationships with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
- Seek appropriate help when personal issues interfere with professional and scholastic performance;
- Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and
- The ability to integrate into practice constructive criticism received in both didactic and field-settings

4. Self-Awareness and Reflective Thinking

Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and to consider how these factors affect their thinking, behavior, interactions, and relationships;
- Demonstrate the capacity to continuously re-assess their own strengths, limitations, and suitability for professional practice;
- Take responsibility for their own actions and consider the impact of these actions on others; and
- Seek supervision and accept constructive feedback in a positive manner.

5. Respect for Diversity and Social Justice

Social work practice requires understanding, affirming, and respecting another individual's way of life and values. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, poverty, marginalization, and alienation as well as privilege and power (Council on Social Work Education, 2009, EPAS §2.1.4). Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;
- Strive to relate and to work nonjudgmentally with others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system;
- Demonstrate knowledge of and sensitivity to diversity, oppression, and privilege;
- Approach differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences;
- Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities; and
- Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice.

6. Ethical Conduct

Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the social work profession, as formalized in the NASW Code of Ethics, and to abide by all applicable University policies, including the University's Honor Code. Students must be willing and able to meet the following requirements:

- Adhere to a commitment to clients' rights to freedom of choice and self-determination;
- Demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity;

- Maintain appropriate professional boundaries with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
- Understand their role in practice as a learner and social work student. This includes the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary;
- Disclose any criminal conviction, plea of guilty, plea of no contact, plea of nolo contendere, Alfred plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime, other than a traffic-related misdemeanor or infraction at point of admissions or as the situation arises;
- Disclose any discipline imposed by a state licensing board or the equivalent; and
- Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visual materials for academic course work.

7. Interpersonal Skills

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to build rapport with and work effectively with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals; and
- Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship; and
- Exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

8. Academic and Professional Standards

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to meet the Graduate School's requirements to remain in good academic standing and to continue in the program (i.e., cannot receive a grade of F or nine credit hours with a grade of L to remain in good academic standing). This includes following the policies and procedures of the University and the Graduate School (handbook.unc.edu*).*
- Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
- Follow the policies, procedures, and operating standards of SSW, the Graduate School, UNC-Chapel Hill, and the field placement agency;
- Ensure that appearance, dress, and general demeanor are appropriate to the context;
- Be punctual and dependable, prioritize responsibilities and manage time well, attend class and field in accordance with relevant policy, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments; and
- Adhere to agency policies and practices through the learning process and supervision.

Committee on Students

Background
The Committee on Students (COS) was formed in 2001 to address issues and concerns that could jeopardize a student's continued enrollment in the MSW program. The COS is comprised of 12 faculty members (two of whom are ex officio members), and two student representatives who are nominated by COS members and trained on FERPA and their role before attending COS meetings. COS members are appointed by the Dean of the School of Social Work, and each member typically serves a two-year term. The Associate Dean for Student Affairs serves as the standing chair of the COS and the Director of Field Education serves as a standing member.

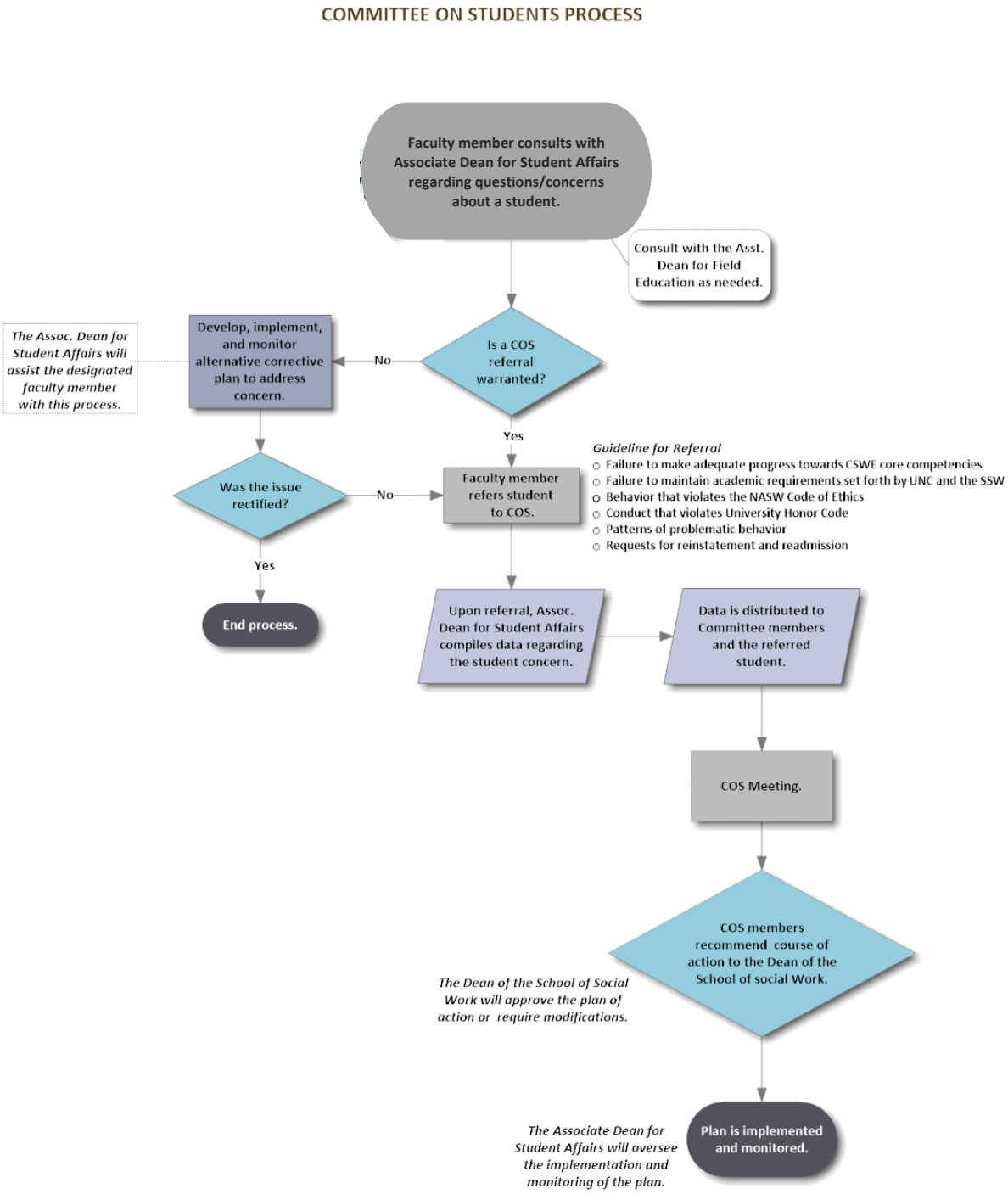
Responsibilities of the COS
The COS serves in an advisory capacity to the Senior Associate Dean of MSW Education of the School of Social Work and often reviews student referrals related to impairment in professional behavior, ethical behavior, and/or academic performance. As a part of this work, the COS reviews written referral information, formulates corrective action measures, and advises the Senior Associate Dean of MSW Education regarding proposed plans of action. Additionally, the COS hears requests for reinstatement and readmission to the MSW program. The Dean of the School of Social Work will oversee any appeals (as noted below) related to the COS process.

COS Referrals
Prior to a referral to the COS, faculty members confer with the Associate Dean for Student Affairs at the School of Social Work. In many instances, faculty members will discuss questions and concerns with the student and develop a plan to address the concerns without referring the student to the COS. If the concerns continue and/or if a referral to the COS is deemed necessary, the faculty member submits a COS referral to the Associate Dean for Student Affairs. Administrators can also refer students to the COS if they notice a pattern of behavior and/or performance that warrants review of the COS.

Students may be referred to the COS for a multitude of reasons including but not limited to:

- Failure to maintain the School of Social Work Technical Standards for Professional and Ethical Behavior;
- Failure to make adequate progress toward the CSWE Core Competencies of Social Work Practice;
- Failure to meet or maintain academic requirements as established by UNC Chapel Hill, the UNC Chapel Hill Graduate School, and/or the School of Social Work;
- Behavior that may constitute a violation of the NASW Code of Ethics;
- Conduct that could constitute a violation of the University's Instrument of Student Judicial Governance/Honor Code (violations of the Honor Code will be referred to the University's Honor System; however, the University Honor System process and the COS process are not mutually exclusive;)
- Pattern of otherwise problematic behavior; and/or
- Requests for reinstatement and/or readmission.

Any referral to the COS should include the nature and circumstances of the referral (including the specific policies in question), the request that is being made of the Committee on Students, and any relevant attachments. The following flow chart outlines the COS student process:



Submission of Materials
Materials pertaining to a student's field and classroom performance while enrolled at the School will be assembled and made available to the COS such as a transcript and feedback from faculty, field instructors, faculty advisors, and other appropriate parties. The student is required to submit a Personal Statement to the COS and may submit additional materials such as letters of support and documentation from health care providers, Accessibility Resources and Services, and others. The personal statement should address the issues that contributed to the student's referral to the COS, what the student has learned about themselves throughout the process, the student's plan for resolving the identified challenge(s), and the action steps the student has taken to address the identified issues.

Copies of written materials will be distributed to the student and COS members no less than 3 working days before the COS meeting. Following receipt of the information, the student may submit a response statement prior to the COS meeting if desired.

In order to protect confidentiality, all COS members must return materials to the Chair for disposal. The Chair will retain one set of all material in a confidential file.

Meeting Structure
The COS meets two times per month during the academic year. The COS typically does not convene more than two times per month or during summer sessions, although the COS chair may convene additional meetings as needed. While the COS makes every effort to hear cases expeditiously, referrals made at the end of the academic year or during the summer may be delayed until the beginning of the next academic year. In emergency situations over summer when the COS does not usually convene, the COS chair may call together an ad-hoc meeting with key administrators or COS members as available. All students who come before the COS are asked to attend the COS meeting and may bring one support person with them. The student should complete a FERPA waiver form for the support person (https://universitycounsel.unc.edu/files/2014/10/ferpa-release-1.pdf). The role of the support person is to listen but not participate in the meeting or speak on behalf of the student.

Courses of Action
The following are examples of COS recommendations and are not intended to be an exhaustive list of the measures the COS may propose:

- 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:
    - Student participation with identified supports or services to address identified issue(s)
    - Notation of misconduct in student's record
    - Administration of any other sanctions tailored to prevent and/or avoid the recurrence of the prohibited conduct;

- Establish formal conditions for the student's continuation in the program. The plan may include:
    - Development of goals, strategies, a timeline, and appropriate accountability
    - Mentorship and support
    - Student participation in counseling and/or advising services
    - Student participation in academic support services
    - Reduction in course load or delayed entry to the field practicum
    - Requiring additional field hours to be completed;
- Recommend the student withdraw from the program with the option of reapplying; or
- Dismiss student from the program.

COS Ethical Standards

1. The COS will abide by the Family Educational Rights and Privacy Act (FERPA). The chair of the COS will practice discretion when gathering and sharing information about a student's referral to and status with the COS. Members of the COS will preserve confidential information and will not discuss the case with other faculty unless it is necessary for disposition.
2. When talking with a student, COS members will remain impartial and refrain from making statements which cannot be supported.
3. COS members who have a potential conflict of interest or dual relationship with a student referred to the COS will be recused from participating in that meeting.

Rights of Students

The COS shall ensure students referred to the committee are accorded the following rights:

1. Receive written/e-mail notification of the concern being addressed;
2. Receive timely consideration;
3. Bring a support person to the COS meeting (this person may be a student, faculty, staff member, family member or friend who is not a party to the case. The support person may not serve as a witness or verbally represent the student);
4. Question the documentation of the concern;
5. Present information on the student's behalf; and
6. Receive written notification of a decision within seven (7) business days or as soon as possible after the meeting.

Students have the right to appeal the recommendations of the COS. Appeals should be made in writing to the Dean of the School of Social Work and based on one of the following grounds:

1. Procedural error or violation of official policy by academic or administrative personnel.
2. Arbitrariness, possibly including discrimination or harassment based upon the age, color, gender identity or gender expression, sexual orientation, national origin, age, religion, disability, or veteran's status of the student.
3. Sanctions unreasonably severe.

Appeal Process

1. Students may appeal the decision of the COS in writing to the Dean of the School of Social Work up to 30 calendar days after they receive electronic notification of the COS recommendations. If the recommendation(s) under question are related to field education, the student will not be placed in a field placement until the appeal is resolved.
2. The written appeal should include the recommendation(s) being appealed, cite evidence that demonstrates the grounds upon which the appeal is based, and list the requested change(s) to the recommendation(s).
3. After receiving the appeal, the Dean will appoint a neutral ad hoc appeal committee of at least three faculty and/or administrators to consider it and make a recommendation to the Dean. At least one member of the appeal committee will be appointed from a UNC Chapel Hill department outside the School of Social Work.
4. First the appeal committee will determine whether the appeal meets the criteria for review. If so, the appeal will proceed. As part of this process, the committee may interview the student making the appeal, examine any relevant written materials, and/or obtain information from other relevant parties (for example, interviews, written statements, or documents).
5. The committee's review will conclude within 90 days of the initial appeal. The Dean will notify the student of the outcome of the appeal in writing. Please note, should an appeal be received in summer, not all faculty are available in the summer. However, the Dean will work expeditiously to appoint a committee and review the appeal as close to the 90 days as possible.
6. If the appeal claims that the student has been harassed or discriminated against, then in accordance with UNC Chapel Hill policies and procedures the Dean will forward the appeal to the Equal Opportunity and Compliance Office for review and guidance regarding next steps. In these cases, the appeal process may be extended and take longer than 90 days.

Student Rights

MSW students have the right to join and form organizations, and they are strongly encouraged to exercise this right by participating in established caucuses or by creating new ones. Information about existing student groups can be found at <ssw.unc.edu/students>. The Social Work Student Organization (SOWOSO) works with the School's administrators to recruit and appoint students to all standing committees and Faculty Senate. Students are also encouraged to contact the Senior Associate Dean for MSW Education and/or Associate Dean for Student Affairs if they are interested in serving on any of these committees or providing feedback about their experience at the School. Information about the structure of the School can be found at <ssw.unc.edu>.

The CSWE Commission of Accreditation 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 <https://www.cswe.org/>. Questions about Student

Rights and Responsibilities can be addressed to the Senior Associate Dean for MSW Education as well as the Associate Dean of Student Affairs at any time.

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 addressing concerns may initially consult with their faculty advisor, field faculty, or the Senior Associate Dean for MSW Education. Once students are able to articulate their concerns, the first level of redress is an informal process that involves addressing concerns directly with the person(s) involved, such as the classroom instructor, field instructor, plan of study advisor, faculty advisor, or field faculty. If concerns are not resolved at this level, most problems can be brought directly to the Senior Associate Dean for MSW Education. Problems related to field education should be presented to the field instructor and field faculty and, if unresolved, to the Assistant Dean of Field Education followed by the Senior Associate Dean for MSW Education. Concerns can also be brought to the University Ombuds Office.

Students must engage in an informal process for resolution before pursuing a formal grievance. Students who wish to file formal grievances should notify the Senior Associate Dean for MSW Education who 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 during the informal process, and a summary of that process should be included. The grievance should be given to the Senior Associate Dean for MSW Education 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 Senior Associate Dean for MSW Education a report that summarizes the problems, the efforts at resolution, and the recommended action of the committee. Based on the report, the Senior Associate Dean for MSW Education will make a final determination to resolve the situation. However, 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 against students for initiating such a procedure.

UNC-Chapel Hill Non-Discrimination Policy

The University is committed to providing an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with these principles and applicable laws, it is therefore the University's policy not to discriminate on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status. No person, on the basis of protected status, shall be excluded

from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity, including with respect to employment terms and conditions. The University's Non-Discrimination Policy and Policy on Prohibited Discrimination, Harassment and Related Misconduct ensure that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

Visit the Equal Opportunity and Compliance Office's website at eoc.unc.edu to learn more about this Statement and relevant University policies and procedures. This website also includes contact information for available reporting options such as the University's Equal Opportunity and Compliance Office, Title IX Compliance Coordinator, and the Department of Public Safety. Additional information is also provided about confidential resources such as Campus Health Services, Counseling and Psychological Services (CAPS), the Employee Assistance Program, the University's Gender Violence Services Coordinators, and the University Ombuds Office.

Any student who experiences incidents of discrimination, harassment, sexual assault or violence, interpersonal violence, or stalking can report these incidents to the University by speaking with someone from the SSW Office of Academic and Student Affairs, Distance Education and Advanced Standing MSW Program Directors, the Assistant Dean for Field Education, a member of the SSW Administrative Team, the Office of the Dean of Students, or the Equal Opportunity Office. Any administrator or supervisor, including a department chair, associate dean or other administrator, who receives a student's complaint about prohibited harassment or discrimination must notify the Equal Opportunity and Compliance Office within five (5) calendar days of receiving the complaint. If a student raises a claim of prohibited harassment or discrimination during an academic appeal, an investigation of the student's claim must be performed under the direction of the Equal Opportunity and Compliance Office. The school or department must await the results of the harassment or discrimination investigation before deciding the student's academic appeal. Confidential supports include Counseling and Psychological Services, the University Ombuds Office, the Compass Center for Women and Families, the Orange County Rape Crisis Center, and the Gender Violence Services Coordinator Cassidy Johnson (cassidyjohnson@unc.edu).

Students who want additional information regarding the University's process for investigating allegations of discrimination or harassment should contact the Equal Opportunity and Compliance Office for assistance:

Equal Opportunity and Compliance Office
The University of North Carolina at Chapel Hill
100 E. Franklin Street, Unit 110
Campus Box 9160
Chapel Hill, North Carolina 27599
Telephone: (919) 966-3576
Email: equalopportunity@unc.edu or https://eoc.unc.edu/

Additional Student Supports and Resources

There are many supports and resources available for students within the School of Social Work and the University. A student's faculty advisor, field faculty, and plan of study advisor are an excellent source of support. The Senior Associate Dean for MSW Education, the Associate Dean for Student Affairs, the Assistant Dean for Recruitment, Admissions, and Financial Aid, the Coordinator of Student Affairs, and the Registrar are also available. Although this list is not exhaustive, some additional student resources include:

- SSW Academic Editors Susan White (sewhite@email.unc.edu) and Diane Wyant (dwyant@email.unc.edu)
- SSW Writing Resources
- SOWO Grammar Skills Sakai tutorial
- Accessibility Resources and Service
- UNC Writing Center
- UNC Learning Center
- SSW Reference Librarian for the SSW Angela Bardeen (bardeen@email.unc.edu)
- Graduate School Associate Dean for Student Affairs Leslie Lerea (lerea@email.unc.edu)
- Office of the Dean of Students
- Counseling and Psychological Services
- Student Wellness
- American Indian Center
- Sonja Haynes Stone Center for Black Culture and History
- Muslim Student Association
- LGBTQ Center
- Carolina Latinx Collaborative
- University Career Services
- Jewish Student Center
- Student Legal Services
- UNC Diversity and Multicultural Affairs
- Islamic Graduate Student Association

University Policies and Procedures

University policies and procedures related to potential student concerns are included in The *Graduate School Handbook*. All entering graduate students have online access to this *Handbook* and should review these policies and procedures. They address topics including but not limited to:

- Family Educational Rights and Privacy Act (FERPA)
- Illegal Drugs
- Immunization Requirements
- Improper Relationships between Students and Employees
- Non-Discrimination
- Prohibited Discrimination, Harassment and Related Misconduct

- Student Alcohol Policy
- The Honor Code

Updates will be posted on the Graduate School website at <http://handbook.unc.edu/policies.html>.

The Instrument of Student Judicial Governance

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). Instrument of Student Judicial Governance is available online at https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf.

Academic work and assuring its integrity is a joint enterprise involving faculty and students. It is incumbent upon students to familiarize themselves with both the specific student and faculty responsibilities listed below, which are extracted from The Instrument of Student Judicial Governance:

Student Responsibilities

All students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom each member of the academic community are respected. In order to ensure effective functioning of an Honor System worthy of respect in this institution, students are expected 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.
- 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 aids to be used during examination or in completion of any graded work.
- Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
- 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 the view of others.
- Maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student yet to write that same examination.
- Treat all members of the University community with respect and fairness.
- Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Such report should be made to the Office of the Student Attorney General, the Office of the Dean of Students, or other appropriate officer or official of their college or school.

- Cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and hearing of any incident of alleged violation, including giving testimony when called upon.

Faculty Responsibilities

To assist students in complying with their responsibilities relating to academic integrity, faculty members, teaching assistants, and other instructional personnel should:

- Use good judgment in setting and communicating clear ground rules for academic work conducted under their supervision (for example by stating expectations as part of course syllabi, identifying materials that may or may not be used in completing assignments, and indicating the extent of collaboration that is or is not permitted).
- Require students to sign the honor pledge as a condition of submitting academic assignments.
- Take steps to prevent unauthorized access to examinations during development, duplication, and administration.
- Avoid re-using prior examinations in whole or part to the extent possible in keeping with sound academic judgment (such as when warranted as part of an assessment system that relies upon recurring use of a pool of pre-tested and validated multiple choice questions, when security is assured, or when questions are placed on reserve or otherwise made available in advance to all students on an even-handed basis).
- Take all reasonable steps consistent with physical classroom conditions to reduce the risk of cheating during the administration of examinations.
- Maintain proper security during the administration of examinations including, as appropriate, overseeing distribution and collection of examinations and proctoring the examination session.

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 their educational endeavors. For more information, please refer to the UNC-Chapel Hill Policies and Procedures under the Family Educational Rights and Privacy Act at <https://registrar.unc.edu/academic-services/uncferpa/>.

Student Files

Student Review

FERPA affords students the right to access and review their education record. Students wishing to see the portions of their education record maintained by the School of Social Work should submit a written request to the Associate Dean for Student Affairs. The student's request to access education record information maintained by the School of Social Work will be honored within 45 days following the request. The Associate Dean for Student Affairs will work to secure

the file as quickly as possible. Any reference letters that have been waived for student review will be omitted 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 Associate Dean for Student Affairs and their staff can reproduce the documents at the student's expense.

Permanent File
Five years after graduating, student files will be purged and only the student summary sheet (showing demographic data such as age, work experience, undergraduate education, plan of study, 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 Student 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. 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 Student 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 Student Affairs.

Students should not be allowed to take a Specialization course if they have a grade of IN for one of its specific Generalist course pre-requisites (e.g. no Specialization policy courses if the student has a grade of incomplete in the Generalist policy course SOWO 530). This may be appealed to the Associate Dean for Student Affairs in consultation with the instructor and exceptions may be made on a case by case basis. The Field Office should be informed of any Generalist 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 instructor and the Associate Dean for Student Affairs 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 Student 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 may need additional supports. 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 for Student Affairs of any students receiving a grade of L, and the total number of credit hours of L received.
2. The Associate Dean for Student Affairs will send the student a letter. For the first L the letter will inform the student about available supports, encourage to the student to speak with their advisor, and offer to meet as well. The letter will also inform the student of the University policy regarding L's and academic ineligibility. For students with a total of more than 3 credit hours of L the Associate Dean for Student Affairs 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 for Student Affairs, the following will occur:
    a. Student and Associate Dean for Student Affairs will discuss the prior semester and the factors leading up to the grade(s) of L.
    b. Associate Dean for Student Affairs will offer the student the opportunity to discuss any underlying problems or stressors exacerbating academic problems.
    c. Student and Associate Dean for Student Affairs 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 Psychological Services, 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 faculty advisor, and the Associate Dean for Student Affairs.

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 (http://handbook.unc.edu/masters.html).

Ineligibility

Students may become ineligible to continue studies at UNC-Chapel Hill and The Graduate School for academic reasons and/or student code violations. If students receive a grade of F for any course or if they receive an L on nine or more hours of course work, they are ineligible to continue in the MSW program. When students become academically ineligible, their registration is automatically cancelled. Students are also subject to the regulations of student government under the Honor Code and the Campus Code. Students may become ineligible to continue studies at UNC-Chapel Hill for student code violations. For more information, please refer to The Graduate School's Eligibility policy.

Reinstatement

When special circumstances warrant, students designated as ineligible may be reinstated. To attain reinstatement, students should petition the Associate Dean for Student Affairs using the form available on the SSW web site. The Associate Dean for Student Affairs 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 for Student Affairs 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 at the beginning of the student's first term, 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 academic editors, online writing tools for MSW students < https://ssw.unc.edu/students/writing > or support through the University's Writing Center <http://writingcenter.unc.edu/about/>.

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 field practica, consult the *2018-2019 Field Education Program 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 taken within the last six years, 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 7.5 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 Generalist or Specialization course, including field education. Advanced Standing students may transfer a maximum of three credit hours into the MSW program and must complete 37 hours for the program in residence.

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 Student Affairs:

- The course syllabus, or other documentation explaining the content of the course including the course description, reading list, requirements (including assignments and grading criteria, and information about the types of tools and methods used to engage students in learning).
- A statement from the student indicating how this transferred course will contribute to the student's professional goals and MSW degree;
- An official transcript, if it is not already on file at the Graduate School; and
- A completed Transfer of Credit form (available at http://gradschool.unc.edu/pdf/wtrnform.pdf)

The Associate Dean for Student Affairs will review the request and supporting documentation in consultation with the Senior Associate Dean for MSW Education and, if the course transfer is approved, will make a recommendation to the Graduate School.

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 Specialization Curriculum 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 Specialization Curriculum requirements. No exceptions are offered for generalist courses or field requirements in either the Generalist or Specialization 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 Specialization Curriculum requirements are submitted to the chair of the student's chosen concentration for review. If approved, the request is sent to the Senior Associate Dean for MSW Education 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.

Exceptions to the Concentration Field Practicum

Students who have prior professional experience (in social work or a related field) and whose career goals can justify a 60/40 (or 40/60) ratio between direct practice learning and macro practice learning activities can request an Exception to the Concentration Field practicum. Students who are granted this exception to field education are required to take an advanced Theory/Practice course from each concentration (one of which can count as an elective).

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 of Social Work or University that they are able to take that covers the content. In such a case the student may wish to create a DIS as a way to explore the topic. Students wishing to create a Directed Independent Study (DIS) should develop 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 DIS they wish; students must identify a faculty instructor, obtain the approval for their DIS plan from that faculty member, and obtain the approval of the Senior Associate Dean for MSW Education.

Students should have their DIS written and approved as early as possible, and always at least one week prior to the close of registration for the semester when the DIS will be completed. A DIS is designed for Specialization rather than Generalist Study; the credits are usually used in place of an elective.

To obtain permission to complete a 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. Prepare the DIS form, obtain the required signatures, and submit the packet to the Senior Associate Dean for MSW Education 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 for Student Affairs, 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 Graduate School form. The request should include the rationale for the request and must be accompanied by written approval of the request from the Associate Dean for Student Affairs at the School of Social Work. Forms for processing a request for a leave of absence are available from the Graduate School website at http://gradschool.unc.edu/academics/resources/forms.html.

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

Official withdrawal from the University is required if a student wishes to drop all courses after a semester begins. The student must submit an electronic Withdrawal Form through their ConnectCarolina Student Center and complete the withdrawal steps as indicated. Withdrawing students must obtain verification from their instructors of whether they are passing or failing the course at the time of withdrawal. If at the time of withdrawal the student is failing any course, a grade of F is assigned to the student's permanent record and the student becomes ineligible to continue in The Graduate School. Students in field placement must consult with their field

advisors and the Assistant Dean of Field Education. Students should contact the Associate Dean for Student Affairs for assistance with the withdrawal process.

A student who withdraws during the first semester of enrollment in an academic program may request Readmission if s/he later wishes to pursue the degree. After two years have passed, the student must submit a Reapplication to that program if s/he later wishes to pursue the degree.

An official medical withdrawal from the University must be processed directly by Campus Health Services. A student who receives a medical withdrawal may be required to receive medical clearance before being readmitted.

International students who withdraw from the University may face critical consequences regarding their visa status. International students should contact the International Student and Scholar Services to discuss the implications of noncompliance well in advance of processing a withdrawal.

Withdrawal from the University also has financial consequences for students who have been awarded tuition remission and/or in-state tuition award through a fellowship or assistantship appointment.

Failure to register for a semester constitutes a complete withdrawal from the University. 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 who were academically ineligible and whose request for reinstatement has been approved by the Committee on Students (COS) and the Associate Dean for Student Affairs must also complete a readmission form. Students who have withdrawn from the School of Social Work and wish to request readmission to the School of Social Work should contact the Associate Dean for Student Affairs and who will forward the request to the Committee on Students for review. Based on the COS review, the Associate Dean for Student Affairs will either endorse or decline the student's request for readmission and forward this recommendation to the Graduate School.

Applications for readmission are available from the Registrar or on the Graduate 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 months before these Graduate School deadlines.

Termination from School

Students in the MSW program are expected to maintain the standards established by the Graduate School and the School of Social Work as described in the Technical Standards for Professional and Ethical Behavior. 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 performance, professional conduct, and suitability for the profession. Termination can occur at any time, including during the final semester.

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; and
- Recommendation from COS for violation of concerns regarding professional skills, self-management, professional behavior, and/or academic 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 for Student Affairs. 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 COS 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 Senior Associate Dean for MSW Education 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 Senior Associate Dean for MSW Education. 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 Senior Associate Dean for MSW Education determines if the evidence cited warrants further investigation. To investigate a grade appeal, the Senior Associate Dean for MSW Education will appoint a neutral ad hoc appeal committee of at least three faculty and/or administrators to consider it and make a recommendation. At least one member of the appeal committee will be appointed from a UNC Chapel Hill department outside the School of Social Work. As part of this process, the committee may interview the student making the appeal, examine any relevant written materials, and/or obtain information from other relevant parties (for example, interviews, written statements, or documents). The committee's review will conclude within 60 days of the initial appeal. The Senior Associate Dean for MSW Education will notify the student of the outcome of the appeal in writing. If the appeal claims that the student has been harassed or discriminated against, then in accordance with UNC Chapel Hill policies and procedures the appeal will be forwarded to the Equal Opportunity and Compliance Office for review and guidance regarding next steps. In these cases, the appeal process may be extended and take longer than 60 days.

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. Consult with the faculty advisor to ensure the course is consistent with the student's learning and professional goals;
3. Obtain the signature of the Associate Dean for Student Affairs 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;
4. Submit the request to the University Registrar, who will prepare an Inter-Institutional Form; and
5. 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.

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 Pre-Institutional Review Board Human Subjects Committee

The local Pre-Institutional Review Board (Pre-IRB) Committee, appointed by the Dean, reviews formal applications for human subject review and materials of any research project. Proposals are entered into the online IRBIS system found at irbis.unc.edu. After the proposal is completed and electronically approved by the PI (and faculty advisor when the PI is a student) it will be automatically routed to the Pre-IRB chair who, along with one other committee member, will review it for clarity, consistency, and appropriate handling of risk. If modifications are needed, the chair will "not accept" the proposal temporarily which will unlock the online system for further editing. After corrections are made the PI (and faculty advisor) will electronically submit, the Pre-IRB chair will approve, and the proposal will be electronically routed to the University Non-Biomedical Institutional Review Board for further review and final approval.

In general, all social or behavioral research requiring the use of voluntary or paid human subjects, including the analysis of secondary data, 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://www.unc.edu/depts/our/pdfs/student_research_irb_guidance_16_Feb_2012.pdf .

Outside of those guidelines, individuals and departments are not allowed to decide for themselves whether or not a project needs IRB approval. However, there are two sets of screening questions in the online IRBIS application for (1) determination whether research or similar activities require IRB approval (for example a survey conducted at the school to inform school policy rather than to advance social science knowledge) and (2) for determining if research can be exempt from further review, eliminating the need for annual renewals or approval for minor changes (for example secondary analysis of de-identified data or an anonymous survey with low risk questions). To access either of these reviews, select "new study" from the menu. You will need to complete the first three pages of the regular IRB application (brief project description, personnel, funding sources) before you reach the screening questions. You will then be taken directly to the screening questions, of which the first is, "Does your project involve a systematic investigation, including research development, testing and evaluation, which is designed to develop or contribute to generalizable knowledge? PLEASE NOTE: You should only answer yes if your activity meets all the above." If you are using the information for in-house purposes only and do not intend to publish or do presentations about the findings except to the people directly involved (e.g. an SSW alumni survey presented to the school and included in the accreditation materials) you should answer "no" to this question.

Similarly, answering the exemption question "Would you like your application evaluated for a possible exemption?" will lead you to screening questions for exemption.

Further information about IRBIS, helpful videos and handouts, 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 ohre.unc.edu.

Reviews by the Non-Biomedical 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 or highly sensitive research with minors), reviews are only conducted once a month and applications must be submitted online a minimum of two weeks before the submission deadline that appears on the OHRE website to allow time for the pre-IRB review.

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 between the School of Social Work and Duke Divinity School prepares students for service roles in churches, 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 typically begin the dual degree program at Duke Divinity School although it is possible for students to begin the dual degree program at the School of Social Work. Applications and acceptances are separate for each program. Admission to one program does not guarantee admission to the other program.

Several opportunities are provided for students to bring together perspectives from both disciplines. An integrative seminar is led by a member of UNC's Social Work faculty and a member of the Duke Divinity faculty taken in the final year of study. This seminar enables students to integrate theological, biblical, theoretical (bio-psychosocial-spiritual and person-in-environment framework), ethical, pastoral, social justice, empirical perspectives, and practical dimensions of social work. In addition, students will be assigned to a field placement related to their area of interest during their second year in the School of Social Work. Additional field opportunities are required while at Duke. For the 2018-2019 academic year, the School of Social Work faculty liaison for this dual degree is Dr. Travis Albritton (talbritt@email.unc.edu) and the Duke Divinity faculty liaison is Dr. Susan Dunlap (sjd4@duke.edu).

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. Some graduates elect to practice law in areas where social work knowledge is particularly valuable such as family law or child welfare, while other graduates elect to be direct social work practitioners with a deep legal background. 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 separate testing scores for the GRE and LSAT are required, The GRE cannot suffice for the LSAT and vice versa. 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. For the 2018-2019 academic year, the School of Social Work faculty liaison for this dual degree is Dr. Mimi Chapman (mimi@email.unc.edu).

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 86 credit hours is required: 50 hours in Social Work and 36 in Public Administration. The advisor in each program must approve each candidate's plan of study. Candidates in the MSW/MPA dual degree program may count certain courses toward both degrees. For all candidates, 9 of the 45 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 School of Government. Applications and acceptances are separate for each program. Admission to one program does not necessarily mean that admission to the other will be granted. For the 2018-2019 academic year, the School of Social Work faculty liaison for this dual degree is Dr. Sarah Naylor (smnaylor@email.unc.edu).

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/MPH dual degree requires completion of 87 credit hours: 44 hours in the School of Social Work in the Generalist Curriculum and the Specialization Curriculum, and 43 hours in the School of Public Health. During the 2018-19 academic year, the School of Public Health is undergoing a curricula transformation and further details about course

offerings and the dual degree will be made available as soon as possible. The sequencing of this program is outlined below and will remain in place until further notice.

To date, students enrolled in this program register for courses through the School of Social Work in their first year, through the School of Public Health in their second year, through both the School of Social Work and the School of Public Health in their second and final summer, and in the School of Public Health during fall of their third and final year. This dual degree program is designed for students to graduate in two and a half years. During their final summer and fall, students complete their second year field placement (680 hours) in public health social work. They enroll in the School of Social Work for first summer session and in the School of Public Health for the second summer session. Students work with both the Maternal and Child Health Department of the School of Public Health and the School of Social Work Field Office to plan their field experience.

Simultaneous applications to both the School of Public Health and the School of Social Work are welcome for applicants who have had at least a year of social work or public health related work experience following their bachelor's degree. Applicants who do not have the post-bachelor's experience are encouraged to apply first to the School of Social Work and then apply to the School of Public Health in the first year of social work training. Decisions on admissions are made separately by the School of Social Work and the School of Public Health. Each fall the schools hold an information session to provide more details about the program and the application process. For the 2018-2019 academic year, the School of Social Work faculty liaison for this dual degree is Dr. Gary Cuddeback (cuddeback@mail.schsr.unc.edu).

Certificate Programs

The School of Social work participates in the interdiscip*linary Certificate Program in International Development and Social Change* and the *International Peace and Conflict Resolution* certificate program. For all certificate programs, a maximum of 40% of the certificate program course work can count toward the MSW degree requirements. Sixty percent of the certificate program course work must be taken above and beyond the credit hours required for the MSW degree. Additional information about these programs is presented below.

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 Center for Global Initiatives. The certificate meets the growing need for trained social work professionals with the knowledge of international development issues and skills to work successfully in international environments or local organizations with global focus. The certificate is designed for those working or planning to work in the area of global social development, including community practice, management, policy, and advocacy. 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 development issues. All certificate students take a required non-credit

international development seminar facilitated by Niklaus Steiner, director of the Center for Global Initiatives.

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 835 Poverty Policy; and SOWO 880 Sustainable Development. At least two courses must be taken outside the student's department. Frequently MSW students select relevant courses in the School of Public Health or specific courses related to their certificate theme and major paper in other schools across campus. 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.

Assistant Professor Dr. Rainier Masa is the School of Social Work's representative to the International Certificate Steering Committee and faculty advisor. Interested students should contact him (rmasa@email.unc.edu) with regard to developing their plan of study for the certificate and their overall MSW plan of study. Interested students should apply by December 1 if they wish to participate in the spring workshop. For general information about the certificate, you may contact Niklaus Steiner, Director of Center for Global Initiatives at the Global Education Center, at nsteiner@unc.edu or visit https://cgi.unc.edu/programs/development/.

Certificate in International Peace and Conflict Resolution

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

Three approved courses related to international peace and conflict resolution are required. Courses should be related to at least two of the following thematic areas: economic development/sustainable development; politics and governance; culture/identity/nationalism/human rights; and negotiation/mediation/conflict resolution. At least two of the three courses must be taken outside the student's home department. In addition to the three courses, a major seminar paper, attendance at periodic public events sponsored by Duke-UNC Rotary Center, and an independent research project involving at least 80 hours of practical service with a UNC Center for Global Initiatives approved volunteer organization are required.

Students interested in pursuing the Certificate should design a course plan in consultation with a member of the Steering Committee. For more information about the certificate, contact Susan Carroll, Duke-UNC Rotary Center, at susan.carroll@duke.edu or visit http://cgi.unc.edu/programs/certificates/peace-and-conflict/.

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 State Licensure for School Social Work, State Certification and Licensure for Clinical Social Work, and the Licensed Clinical Addictions Specialty 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 these programs, and additional information 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 additional information about School Social Work licensure, please contact Tauchiana Williams at tjvan@email.unc.edu and visit http://ssw.unc.edu/programs/other.

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-Associate (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. The current application fee for each credential level is $115. Each credential is issued for a period not to exceed two years and may be renewed upon submission of the Renewal Affidavit, documentation of continuing education, and applicable renewal fee.

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 CSWE, plus evidence of two years post-master's supervised clinical experience, three references, a transcript, and a clinical examination. Two years is defined as a minimum of 3000 hours of paid employment in a clinical setting <u>within a period of not less than two years nor more than six years appropriately supervised at the rate of one hour of supervision for every thirty hours of clinical practice (1:30 ratio)</u> with <u>at least</u> 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 LCSWA, described below.

Level C: LCSWA (Licensed Clinical Social Worker Associate) 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 must be taken and passed within two years of receiving LCSWA status.

Level H—CSWM (Certified Social Work Manager) requires qualification for the CSW, plus two years of supervised administrative experience totaling at least 3000 practice hours, 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 336-625-1679, write North Carolina Social Work Certification and Licensure Board at P.O. Box 1043, Asheboro, NC 27204, or visit www.ncswboard.org.

Additional Programs

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 public Departments of Social Services. The Collaborative partners with the social work program to provide an educational process for social work students who want to seek employment in child welfare in a North Carolina County Department of Social Services.

Collaborative students must attend a Child Welfare Pre-Placement Institute or must have previously completed the NC Child Welfare Pre-Service training. In addition, students are required to take SOWO 860: Child Welfare Perspectives and Practice as one of their electives. Collaborative students must take an advanced Theory/Practice course that matches their area of interest and field practicum, choose one out of several relevant specialization policy courses, choose electives from a list of recommended courses for Collaborative students, and complete a field placement requirement in a child welfare services unit in a County Department of Social Services.

For additional information about the Collaborative please contact Amy Levine, MSW, LCSW at amylevine@unc.edu and visit http://cwec.unc.edu/

UNC-PrimeCare

Integrated care is the systematic coordination of physical and behavioral health care. Integrating mental health, substance use and primary care services has been shown to be the most effective approach to caring for people with multiple health needs. UNC-PrimeCare is the name of a Human Resources and Services Administration (HRSA) funded project awarded to the School of Social Work in 2014 and again in 2017. UNC-PrimeCare offers a generous stipend ($10,000/year) and supplemental training for final-year Direct Practice students. Unfortunately, UNC-PrimeCare is not available to Generalist year students, or those who have declared a CMPP concentration (a

stipulation of the funding source). The overarching goal of the project is to prepare MSWs to effectively work in integrated care settings after graduation and contribute to the behavioral health workforce.

As a UNC-PrimeCare trainee, other requirements include:

- A concentration-year field placement in an approved UNC-PrimeCare field placement site. The field office will have a list of agencies that meet the criteria.
- Attending required seminars over the concentration year to supplement training and understanding of integrated care. These seminar dates will be made available once students are selected into the program.
- Enrolling in the Integrated Behavioral Health Course (1.5 credits). This course will be offered during the fall of your concentration year or over the first summer session. This course counts towards students' elective-credit hours.
- Participating in brief evaluations of the supplemental trainings and workshops to help the project personnel. Students may also be asked to fill out brief standardized measures regarding placement experiences or understanding of the program.
- Once a semester, students and field-teams will be invited to the School of Social Work for a half-day workshop. This will most likely be held on a field day and is an opportunity for your own learning, and for the continuing education of your field-team. These workshops count as field hours.

In order to become a UNC-PrimeCare trainee, students need to complete a required application and be selected into the program. ***This is a competitive selection process and there are a limited number of training spots for the program***. The application and additional information is available on the website (http://uncprimecare.web.unc.edu/) or students may contact Senior Associate Dean for MSW Education, the Principal Investigator Dr. Lisa de Saxe Zerden (lzerden@email.unc.edu) or Meryl Kanfer (mkanfer@email.unc.edu) for more info.

Substance Use & Addictions Specialist (SUAS)

Problematic substance use and addiction pose a challenge to our state and the nation as a serious public health issue linked to poverty, violence, family stress, and a host of individual psychiatric concerns. The UNC School of Social Work offers the *Substance Use & Addictions Specialist* (SUAS) program that meets the educational requirements for the Licensed Clinical Addictions Specialist (LCAS) credential administered by the NC Substance Abuse Professional Practice Board (NCSAPPB). The LCAS is the required licensed credential for providing substance use prevention and treatment services in the North Carolina public sector, and is quickly becoming the qualification of choice for managed care and insurance companies.

The SUAS program provides a research and practice-based course of study in problematic substance use and addictions. Graduates enter the workforce understanding the importance of integrated mental health and substance use care and knowing how to address the combined mental health and substance use needs of their clients. Many graduates quickly find themselves in leadership positions within their organization

Upon completion of the program requirements, MSW students will graduate with a specialty in Substance Use & Addictions, and are eligible for significantly reduced requirements for the LCAS under the NCSAPPB's Criteria C program. They are eligible to become ***fully licensed addictions clinicians within one year*** of obtaining their MSW, thereby making it possible to be dually licensed within only two years of graduation (i.e., LCAS & LCSW). For additional information about obtaining the credential of Licensed Clinical Addictions Specialist, visit the North Carolina substance abuse professional practice board website (https://www.ncsappb.org/)

Requirements

The School of Social Work offers four courses, field placement, and workshops that meet the NCSAPPB requirement of 180 hours of substance use and addictions specific education and other requirements for the LCAS credential:

- SOWO 700 ATOD: Abuse & Dependence (pre/co-requisite for the other courses)
- SOWO 760 ATOD: Clinical Practice
- SOWO 701 ATOD: Biomedical Basis
- SOWO 761 ATOD: Diverse Populations
- SOWO 820 & 821 Field Placement: 2nd year field placement in the field of addictions with an approved Certified Clinical Supervisor

- Workshops: Blood-Borne Pathogens and Clinical Supervision

Registration & Application

In addition to class registration, students interested in the SUAS program are required to complete a brief *Application of Interest* (http://ssw.unc.edu/index.php?q=node/595). You can also shoot us an email and we can schedule a time to talk about the program in more detail.

Behavioral Health Springboard http://bhs.unc.edu/

Erica Desiderio
SUAS Student Liaison
919-843-3018
edeside@live.unc.edu

Michael McGuire, LCSW, LMFT, LCAS, CSS, MINT
Director Substance Use & Addictions Specialist
uncmike@unc.edu