



WEBER STATE UNIVERSITY
College of Social & Behavioral Sciences

— DEPARTMENT OF —
**SOCIAL WORK
& GERONTOLOGY**

— MASTER OF —
SOCIAL WORK

Student Handbook

Weber State University

2024-2025



Table of Contents

WSU Master of Social Work Student Handbook 1

PART 1: Introduction..... 6

 Weber State University 6

 Department of Social Work and Gerontology 6

PART 2: Guiding Principles 8

 Mission of Weber State University..... 8

 Mission of the Master of Social Work Program 10

 Relationship Between Institutional Mission and
 Program Mission 11

 Goals of the Master of Social Work Program 12

 Relationship of Program’s Goals to Program’s Mission 13

 Social Work’s Purpose..... 16

 Social Work’s Values 17

 Relationship of the Program’s Mission to the Purpose and
 Values of Social Work 17

 Core Competencies 20

 Weber State University’s Conceptual Framework of Generalist
 Social Work Practice21

 Relationship Between Definition of Generalist Practice and
 the Program’s Mission and Goals..... 22

 Weber State University’s Conceptual Framework of Advanced
 Clinical Practice..... 27

 Relationship Between Generalist Practice and Advanced
 Clinical Specialization 28

 Essential Practice Principles 32

PART 3: Degree Requirements 33

 Master of Social Work (MSW) Degree..... 33

 WSU Master of Social Work (MSW) Eligibility Requirements 33

 WSU Master of Social Work (MSW) Admissions Requirements.... 34

 Additional Requirements 35

 Required Curriculum36

 Two-Year Full-Time Curriculum (Table) 37

 Brief Course Descriptions..... 38

 Generalist Year Fall 38

 Generalist Year Spring 39

 Specialized Year Fall 40

 Specialized Year Spring 41

 Two-Semester Advanced Standing Curriculum (Table)..... 42



Summer Bridge Courses	43
Specialized Year Fall	43
Specialized Year Spring	44
Generalist Curriculum Overview	45
Exhibit A: WSU MSW Curriculum Model.....	45
Rationale for Generalist Curriculum Design.....	46
Core Competencies	46
Harm Reduction Framework	47
Local/Regional Focus.....	47
Attention to Latinx Population	48
Developmental Order.....	48
Exhibit B: WSU Generalist Curriculum Map.....	48
Generalist Knowledge.....	48
Generalist Theory	50
Generalist Field (Integration of Course Content and Field).....	50
Specialized Curriculum: Advanced Clinical Practice.....	51
Specialization Builds on Generalist Practice (Table)	51
Rationale for Specialization in Advanced Clinical Practice	55
Rationale for Advanced Clinical Practice Curriculum Design	55
Generalist Curriculum	55
Core Competencies	56
Harm Reduction Framework	56
Local/Regional Focus.....	56
Attention to Latinx Population	56
Developmental Order.....	57
Exhibit C: WSU Specialized Curriculum Map.....	57
Specialized Knowledge and Skills.....	57
Specialized Theory and Practice.....	58
Integration Between Classroom and Field for Advanced Clinical Practice	58
Specialized Field (Integration of Course Content and Field).....	58
Specialized Curriculum Extends and Enhances Core Competencies.....	59
Competency #1.....	60
Competency #2.....	60
Competency #3.....	61
Competency #4.....	61
Competency #5.....	61



Competency #6.....	62
Competency #7.....	62
Competency #8.....	62
Competency #9.....	63
PART 4: Program Information.....	63
Repeat Classes.....	63
Written Policies and Procedures for Transfer Credit	64
Policy for Transfer Credits.....	64
General Information.....	65
Require Courses.....	65
Elective Courses.....	65
Procedures for Transfer Credits	66
Life and Work Experience Credit in Program Development	66
Policy for Program Change.....	66
Non-discrimination Statement.....	67
PART 5: Student Activities.....	68
Weber State University Graduate Social Work Club	68
National Association of Social Workers (NASW).....	68
Phi Alpha Honor Society	68
PART 6: Advisement.....	69
Academic Advisement.....	69
Professional Advisement.....	70
Procedures	71
Specific Advisement Policies and Procedures	71
Advisement by Full-Time Faculty with Required Credentials.....	72
Evaluation and Ongoing Academic and Career Advisement.....	73
Academic Grading.....	73
Grade Appeals	74
Incompletes	74
Academic Grievance and Appeals Procedures	74
Students' Rights.....	74
Academic Standing and Dismissal	75
Academic Probation	75
Academic Standing Appeal Procedure	76
Conflict Resolution	76
Student Responsibilities	78
Professional Standards of Conduct.....	78
Professional Performance Grievance	78
Termination from the Program	79
Termination Process	80
Termination Appeals Procedure	80
Termination from Field Placement.....	80



Changes in Field Placement.....	80
Leave of Absence from the Social Work Program.....	81
Weber State University Due Process Policies/Procedures	81
PART 7: Professionalism	82
<i>Code of Ethics</i>	82
Professional Licensing	82
State of Utah – Licensed Clinical Social Worker (LCSW).....	83
State of Utah – Certified Social Worker (CSW)	84
State of Utah – Certified Social Work Intern	85
Registering for the Examination	85
Licensure Process	85
Examination and Licensure Fee.....	86
Continuing Education.....	86
License Renewal Fee.....	86
PART 8: Field Education.....	86
General Field Information.....	86
Statement of Behavioral Expectations.....	87
Background Checks for Field	87
Appendix A: Statement of Behavioral Expectations and Readiness for the Field Form.....	89
Appendix B: Social Work Licensing Act.....	94
58-60-201. Title	95
58-60-202. Definitions	95
58-60-203. Board	97
58-60-204. License Classifications	98
58-60-205. Qualifications for licensure or certification	98
58-60-205.5. Continuing Education	101
58-60-206. Qualifications for Admission to Examination	102
58-60-207. Scope of Practice – Limitations.....	102



PART 1: Introduction

Weber State University

The Social Work Program is housed at Weber State University within the College of Social and Behavioral Sciences. Weber State University was founded in Ogden, Utah, as Weber State Academy on January 1889 by the Weber State Board of Education of the Church of Jesus Christ Latter-day Saints. The 1933 Utah Legislature established Weber College as a state junior college and placed it under the control of the Utah State Board of Education. Following World War II, the college outgrew its downtown campus and moved to the present 400-acre site spectacularly perched on the mountainside overlooking Ogden and the Great Salt Lake.

In 1959 the Utah Legislature authorized addition of upper division courses, leading to awards of the first baccalaureate degrees by Weber State College in 1964. The 1969 legislature created the Utah System of Higher Education, comprising nine public institutions of higher learning, including Weber State College. The system is covered by its own Board of Trustees; the governor appoints members of both boards.

In 1990 the legislature re-named the institution “Weber State University,” effective New Year’s Day 1991. Thus, dawned Weber State’s current role as a Utah metropolitan university, with a student population of approximately 26,000, mostly from the Wasatch Front where 80 percent of the state’s populations reside within a 90 mile area.

Department of Social Work and Gerontology

Social work courses were first introduced into the curriculum at Weber State College in September 1965 *under the direction and leadership of Dr. Raymond H. Clark, who was the Department Chair for 29 years*. At that time, one social worker (MSW) joined the college faculty to teach selected courses in Sociology/Social Work. The social work courses, at that time, were integrated into the sociology curriculum and were listed as sociology classes. As more social work courses were developed, due to student demand and as additional social workers joined the faculty, greater discrimination was made between the discipline of Sociology and Social Work.

In 1970-71, the first major structural change in the department occurred. The department designation was changed from the Department of Sociology and Anthropology to the Department of Sociology, Anthropology and Social Work. Courses taught within the department were for the first time, designated as social work courses, which furthered the identification of social work within the college and community.



A major thrust was initiated in 1971-72 to develop a Certificate Program in Social Work. The College Curriculum Committee approved the proposal, and the program was initiated during the 1972-73 academic year.

In May of 1975, the Undergraduate Certificate Program in Social Work was granted accredited status by the Council on Social Work Education, retroactive to the beginning of the 1974-75 academic year. Concurrently, a proposal to establish a Bachelor of Social Work degree (major) was approved by the College and submitted to the Utah State Board of Regents. In May of 1975, the Board of Regents reviewed the proposal submitted to them. The Board of Regents was reluctant to act upon the request to establish the major insofar as other institutions of higher education in the state did not offer a major but had programs similar to the one that existed at Weber State College. The Board of Regents requested that the proposal to establish a major at Weber State be re-examined in two years. During this two-year period, a review of all social work education programs in the State would be undertaken and a master plan for social work education developed.

In November of 1974, the Utah State Board of Regents appointed an Ad Hoc Committee to study social work/social service education within the Utah System of Higher Education. The assignment given to the Ad Hoc Committee was to review and assign role responsibility across the social work educational continuum.

In June of 1983, the State Board of Regents' action to grant a social work major at Weber State College was approved. The major in social work was implemented in July of 1983, and the first social work majors graduated in June of 1984.

During the 1984-85 academic year, a separate social work budget was approved which provided greater autonomy for social work. Negotiations began to create a separate Department of Social Work, which was approved and became operational July 1, 1985.

In 1988, as part of its strategic planning, the School of Social Sciences reviewed all of its academic programs. As a result of that process, the Center on Aging (which housed the Gerontology major) was merged with the Department of Social Work. In 1989, the Board of Regents approved the proposed merger, and the name of the department was changed to the Department of Social Work and Gerontology. The undergraduate Social Work program at WSU is currently accredited through the year 2025 and conforms to the Education Policy and Accreditation Standards ([EPAS, 2015](#)) of the Council on Social Work Education (CSWE).

In fall of 2019, with growing student and market demand for a graduate program in social work at Weber State University, the department's faculty drafted a curriculum, including 23 new graduate level courses, and launched a proposal for a Master of



Social Work (MSW) program. The proposal was received enthusiastically in the college and across campus, as well as among sister institutions in the state and in the local service community, and moved quickly through the program review process, with final approval from the WSU Board of Trustees coming in May of 2020. A letter of institutional intent was sent immediately to the Council on Social Work Education (CSWE) for accreditation review and the new WSU MSW program was placed in candidacy status, where it is currently reviewed by the CSWE Commission on Accreditation (COA). The program's first students were admitted in the fall of 2021 and full accreditation approval is expected by fall of 2023, after the CSWE COA meeting in October convenes to review WSU MSW's final Benchmark III Report.

PART 2: Guiding Principles

Mission of Weber State University

Weber State University provides transformative educational experiences for students of all identities and backgrounds through meaningful personal connections with faculty and staff in and out of the classroom. The university promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship.

Weber State University (WSU) is a comprehensive public university authorized to operate and confer degrees under Utah Code section 53B-6-101 et seq and its mission and roles are governed by Utah State Board of Regents policy 312. The university's mission is approved by the Weber State University Board of Trustees (March, 2021) and the Utah Board of Higher Education (July, 2021).

Vision of Weber State University:

Weber State University will be a leader in transforming lives by meeting all students where they are, challenging and guiding them to achieve their goals academically and in life.

Values of Weber State University: Weber State University values -

EVERY INDIVIDUAL

Embracing all identities through the promotion of belonging, creativity, uniqueness, and self-expression;

COLLECTIVE EXCELLENCE



Fostering achievement and transparency in learning and discovery through collaboration; and

TRANSFORMATIVE EXPERIENCES

Nurturing success through engaging, supportive, and personalized opportunities in a rapidly changing world.

Core Themes of Weber State University:

Access: The access core theme reflects WSU's commitment to providing an affordable, quality education to communities with significant socioeconomic and cultural differences.

Learning: The learning core theme is central to WSU's mission to provide transformative educational experiences and its commitment to support student success at every stage of the student life cycle.

Community: The community core theme reflects WSU's role as an educational, cultural and economic steward for the region.

An Equity Framework:

Equity is the foundational principle for fulfilling Weber State University's mission as an open enrollment institution that welcomes all learners and nurtures their educational aspirations. Equity is the foundation of access to higher education, creates conditions for meaningful learning and academic excellence for everyone, and helps us fulfill our special responsibility to our local community. Equity is a statewide priority. An equity framework is, therefore, integrated into all of the goals, outcomes, and strategies in the WSU Strategic Plan.

Disparities in access and educational attainment pervade higher education. In order to eliminate these disparities, we must adopt a framework that defines equity as "an actionable concept of quality and practice." The framework must pervade the entire institution rather than be viewed as an add-on without institution-wide commitment and accountability (Witham et al., 2015, p. 3).

Equity-minded practices require:

1. Willingness to look at student outcomes disaggregated by race and ethnicity as well as socioeconomic status;



2. Recognition that individual students are not responsible for the unequal outcomes of groups that have historically experienced discrimination and marginalization in the United States;
3. Respect for the aspirations and struggles of students who are not well-served by the current educational system;
4. Belief in the fairness of allocating additional college resources to students who have greater needs due to the systemic shortcomings of our educational system in providing for them;
5. Recognition that the elimination of structural racism in the institutions of higher education requires intentional critical deconstruction of structures, policies, practices, norms and values assumed to be race neutral. (Witham et al., 2015, p. 2).

These practices are in alignment with the Utah System of Higher Education's Statement on Racial & Social Injustice. Furthermore, it follows the August 2020 Resolution to Advance Equitable Systemic Change Within the Utah System of Higher Education and utilizes a similar structure for assessment, impact and improvement for all learners.

Reference

Witham, K., Malcolm-Piquex, L. E., Dowd, A. C., & Bensimon, E. M. (2015). *American's Unmet promise: The imperative for equity in higher education*.

Mission of the Master of Social Work (MSW) Program Weber State University

The master of social work (MSW) program at Weber State University was designed to be consistent with the mission of the institution, the unique demands of WSU students, local and regional needs for social service and social welfare providers, the purpose and values of the social work profession, the educational policy and accreditation standards of the Council on Social Work Education, and expected knowledge, skills, and ethics of professional social workers. The program is guided by this mission, its specific goals, and core social work competencies. The MSW program's mission is as follows:

The WSU Master of Social Work (MSW) Program is grounded in principles of harm reduction, a set of practical strategies, practices, and ideas aimed at reducing negative consequences associated with all types of human behavior, and a movement for social justice, built on a belief in, and respect for, the rights of all people. With this as its foundation, the program prepares students for advanced clinical practice with diverse people and systems in a wide variety of settings and contexts, with special focus on the unique needs of individuals, families, and



communities in northern Utah and the broader intermountain region. Particular attention is given to clinical practice skills that are relevant to the culture and needs of the area’s growing Latinx population. Emphasis is placed on interdisciplinary collaboration and the development of knowledge, skills, and ethics required of masters-level practitioners. The Program also emphasizes an underlying value of service to individuals, families, groups, communities, organizations, and institutions. Graduates of the MSW Program are charged with commitment to the development of human well-being, to social justice, and to the alleviation of poverty and oppression.

Relationship Between Institutional Mission and Program Mission

The mission of the master’s program in social work (MSW) at Weber State University is closely linked to and consistent with the mission of the institution.

Components of the Weber State University Mission and Values	Components of the Weber State University Master of Social Work (MSW) Program Mission
<p>The learning core theme is central to WSU’s mission to provide transformative educational experiences and its commitment to support student success at every stage of the student life cycle.</p> <p>The university embraces all identities through the promotion of belonging, creativity, uniqueness, and self-expression</p>	<p>The program is grounded in principles of harm reduction (practical strategies, practices, and ideas aimed at reducing negative consequences associated with all types of human behavior, and a movement for social justice, built on a belief in, and respect for, the rights of all people).</p>
<p>The university nurtures success through engaging, supportive, and personalized opportunities in a rapidly changing world.</p>	<p>The program prepares students for advanced clinical practice with diverse people and systems in a wide variety of setting and contexts.</p>
<p>The university promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship.</p>	<p>The program gives special focus to the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region.</p>
<p>The access core theme reflects WSU’s commitment to providing an affordable, quality education to communities with significant socioeconomic and cultural differences.</p>	<p>The program gives particular attention to clinical practice skills that are relevant to the culture and needs of the area’s growing Latinx population.</p>



The university fosters achievement and transparency in learning and discovery through collaboration	The program engages in interdisciplinary collaboration.
Community: The community core theme reflects WSU's role as an educational, cultural and economic steward for the region.	The program emphasizes an underlying value of service to individuals, families, groups, communities, organizations, and institutions.
Embracing all identities through the promotion of belonging, creativity, uniqueness, and self-expression	Program graduates are charged with commitment to the development of human well-being, to social justice, and to the alleviation of poverty and oppression.
<p>The university works using an Equity framework: Equity is the foundational principle for fulfilling Weber State University's mission as an open enrollment institution that welcomes all learners and nurtures their educational aspirations.</p> <p>Equity is the foundation of access to higher education, creates conditions for meaningful learning and academic excellence for everyone, and helps us fulfill our special responsibility to our local community.</p>	The program prepares students for “advanced clinical practice with diverse people and systems in a wide variety of settings and contexts.” It is also designed to produce social workers who recognize, respect, and celebrate human diversity...the WSU MSW program aims to produce graduates who value social justice, who fight for the rights of all people, and who are committed “to the alleviation of poverty and oppression.”

Goals of the Master of Social Work (MSW) Program

From the mission of the WSU Master of Social Work Program flow specific program goals which direct the activities of faculty members and staff and guide students in their professional preparation. With a harm reduction framework and in the context of interdisciplinary collaboration and the needs of local, regional, state, national, and global constituents, the Master of Social Work Program at Weber State University provides teaching and learning opportunities that:

1. Give attention to and understanding of broad changes in individuals, couples, families, groups, communities, organizations, and social systems, but focus on immediate risks and harmful behaviors (**Harm Reduction**);
2. Promote cooperation among social service providers and agencies, and across disciplines and professions (**Collaboration**);



3. Draw attention to the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region (**Local Relevance**);
4. Highlight the specific needs and challenges of Latinx communities (**Cultural Competence**);
5. Prepare graduates for clinical social work practice (**Advanced Clinical Practice**);
6. Facilitate the development and integration of knowledge, values, skills, and cognitive and affective processes, grounded in the profession's history, purposes, and philosophy, for competent and effective professional social work practice (**Integration of knowledge, values, skills, and cognitive and affective processes for practice**);
7. Help ensure practice and behavior that is consistent with the principles, values, and ethics of the profession of social work (**Ethical practice**);
8. Encourage respect for and appreciation of human diversity (**Diversity**);
9. Promote an understanding of the complex network of systems that impact and are impacted by individuals, families, groups, and organizations (**Systems**);
10. Prepare students to work for social and economic justice to assist all people, with a special focus on oppressed and disadvantaged populations, in order to improve their quality of life and achieve acceptance, tolerance, and full participation in society (**Social and economic justice**);
11. Establish a commitment to the implementation and delivery of social services that are designed to enhance functioning of the individual, families, groups, organizations, and the community (**Humane service delivery**); and
12. Create a foundation for lifelong learning through introspection, critical thinking, research skills, continuing education, and advanced professional studies (**Lifelong learning**).

Relationship of Program's Goals to Program's Mission

Each of these specific goals is relevant to the overall mission of the WSU MSW program and is designed to operationalize its essential components. The following table articulates who the program's goals are relevant to its mission.



Program's Goals	Components of the Program's Mission
<p>1. The program gives attention to and an understanding of broad changes in individuals, couples, families, groups, communities, organizations, and social systems, but focus on immediate risks and harmful behaviors (Harm reduction).</p>	<p>Harm reduction is a set of practical strategies, practices, and ideas aimed at reducing negative consequences associated with all types of human behavior. Principles of harm reduction reflect fundamental values of social work. As a framework for the program, harm reduction emphasizes social justice and guides social workers in selecting pragmatic, evidence-based intervention strategies.</p>
<p>2. The program promotes cooperation among social service providers and agencies, and across disciplines and professions (Collaboration).</p>	<p>Inter-disciplinary collaboration is stressed in the program's mission. This is important both in the classroom and in the field. Inter-professional cooperation is essential for effective social work practice.</p>
<p>3. The program draws attention to the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region (Local relevance).</p>	<p>The WSU MSW program draws from and serves a community that is unique in many ways and was created to be locally relevant. While preparing students for advanced clinical practice with diverse people and systems in a wide variety of settings and contexts, the program's mission includes a commitment to support the local community by attending to the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region. Graduates will be prepared to address social issues in the context of local and regional culture.</p>
<p>4. The program highlights the specific needs and challenges of Latinx communities (Cultural competence).</p>	<p>Recognizing the rapid growth in Latinx communities, the program's mission gives particular attention to clinical practice skills that are relevant to the culture and needs of this population. While striving for culture awareness, competence, and humility generally, graduates will have a significant degree of exposure to social issues and concerns that affect Latinx individuals, families, and communities.</p>



<p>5. The program prepares graduates for clinical social work practice (Advanced clinical practice).</p>	<p>The program is designed to prepare students for advanced clinical social work practice with diverse people in a wide variety of settings and context. This focus is explicit in the program’s mission.</p>
<p>6. The program facilitates the development and integration of knowledge, values, skills, and cognitive and affective processes, grounded in the profession’s history, purposes, and philosophy, for competent and effective professional social work practice (Integration of knowledge, values, skills, and cognitive and affective processes for practice).</p>	<p>The mission of the WSU MSW reflects a recognition that social work practice involves knowledge, values, skills, ethics, and cognitive and affective processes. The integration of these different elements of practice is the result of a combination of classroom activities, field work, and community engagement.</p>
<p>7. The program ensures practice and behavior that is consistent with the principles, values, and ethics of the profession of social work (Ethical practice).</p>	<p>Ethical practice is emphasized in the program’s mission. The program approaches ethics both philosophically and practically, considering the cognitive and behavioral dimensions of professional principles and values.</p>
<p>8. The program encourages respect for and appreciation of human diversity (Diversity).</p>	<p>The program’s mission is grounded in a belief in and respect for the rights and well-being of all people. Recognizing that its context does not include the level of difference and variation found in other locations, attention to human diversity is an especially important part of the program’s mission.</p>
<p>9. The program promotes an understanding of the complex network of systems that impact and are impacted by individuals, families, groups, and organizations (Systems).</p>	<p>The program’s mission includes a clear acknowledgement that effective clinical social work practice is based on an understanding of diverse people and the complex network of systems with which they interact.</p>
<p>10. The program prepares students to work for social and economic justice to assist all people, with a special focus on oppressed and disadvantaged populations, in order to improve their quality of life and achieve acceptance, tolerance, and full participation in society (Social and economic justice).</p>	<p>Social justice is a key part of social work’s history, identity, and practice. The importance of social justice is expressed in the program’s mission both in the selection of harm reduction as an overall framework and as a collective commitment with which graduates are charged as they leave the academic environment and join the ranks of</p>



	<p>practice. Students explore and examine mechanisms of oppression throughout the curriculum and leave the program committed to the development of human well-being, to social justice, and to the alleviation of poverty.</p>
<p>11. The program establishes a commitment to the implementation and delivery of social services that are designed to enhance functioning of the individual, families, groups, organizations, and the community (Humane service delivery).</p>	<p>Humane service delivery is included in the program’s mission statement as a commitment students are expected to take on regarding the development of human well-being and services to individuals, families, groups, communities, organizations, and institutions.</p>
<p>12. The program creates a foundation for lifelong learning through introspection, critical thinking, research skills, continuing education, and advanced professional studies (Lifelong learning).</p>	<p>The foundation for lifelong learning is woven throughout the program’s mission and is established through the implicit and explicit curriculum. This foundation includes: principles of harm reduction; advanced clinical practice skills; interdisciplinary collaboration; knowledge, skills, and ethics required of masters-level practitioners; value of service; and a commitment to human well-being, social justice, and the alleviation of poverty and oppression.</p>

Social Work’s Purpose

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.” (pg. 5, 2015 EPAS)

The WSU Master of Social Work (MSW) Program reflects and supports the profession’s purpose. The program is guided by a person-in-environment perspective and prepares students for “advanced clinical practice with diverse people and systems in a wide variety of settings and contexts.” The curriculum is collaborative and relies on scientific inquiry, investigation, and evidence-based practice. The program’s explicit attention to the unique needs of individuals, families, and communities in the local region, particularly the area’s Latinx population, takes a broader global perspective and gives it



specific relevance to social work practice close to home. While the Utah experience may be somewhat unique, the fundamental issues and challenges faced in the local population (e.g., mental illness, addiction, disparities in health care, poverty, homelessness, disabilities, relationship conflict and abuse, environmental concerns, etc.), are universal and can be extrapolated globally. With roots in harm reduction thinking, the program’s mission is built on a belief in and respect for all people, and is firmly grounded in a movement for social justice, the protection and preservation of basic human rights, and the elimination of poverty. Graduates of the MSW Program are charged with commitment to the development of human well-being, to social justice, and to the alleviation of poverty and oppression.

Social Work’s Values

“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.” (EP 1.0, 2015 EPAS)

The Weber State University Master of Social Work (MSW) Program reflects and supports the profession’s values. The program’s mission expresses a recognition of the value of human relationships. The program “emphasizes an underlying value of service to individuals, families, groups, communities, organizations, and institutions” and was designed explicitly to serve the community and help address the growing gap between local service needs and the availability of trained and credentialed social work professionals. A significant part of the program’s mission is to prepare students for “advanced clinical practice with diverse people and systems in a wide variety of settings and contexts” and produce social workers who recognize, respect, and celebrate human diversity. As reflected in its harm reduction framework, the WSU MSW program aims to produce graduates who value social justice, who fight for the rights of all people, and who are committed “to the alleviation of poverty and oppression.” Emphasis is placed on “interdisciplinary collaboration and the development of knowledge, skills, and ethics required of masters-level practitioners,” reflecting social work values of integrity, competence, and scientific inquiry.

Relationship of the Program’s Mission to the Purpose and Values of Social Work

The mission of the Weber State University Master of Social Work (MSW) program is linked to and guided by the profession’s purpose and values.



Components of the Profession's Purpose & Values	Components of the Program's Mission Statement
Promote human and community well-being	The program expresses a recognition of the value of human relationships and was designed explicitly to serve the community and help address the growing gap between local service needs and the availability of trained and credentialed social work professionals. Graduates are charged with commitment to the development of human well-being, to social justice, and to the alleviation of poverty and oppression.
Person-in-environment framework	The program is guided by a person-in-environment perspective and prepares students for “advanced clinical practice with diverse people and systems in a wide variety of settings and contexts.”
Global perspective	The program's explicit attention to the unique needs of individuals, families, and communities in the local region, particularly the area's Latinx population , takes a broader global perspective and gives it specific relevance to social work practice close to home.
Respect for human diversity	The program's mission is built on a belief in and respect for all people.
Knowledge based on scientific inquiry	The curriculum is collaborative and relies on scientific inquiry, investigation, and evidence-based practice.
Quest for social and economic justice	With roots in harm reduction thinking, the program's mission is built on a belief in and respect for all people and is firmly grounded in a movement for social justice. Graduates are charged with commitment to the development of human well-being, to social justice, and to the alleviation of poverty and oppression.
Prevention of conditions that limit human rights	With roots in harm reduction thinking, the program's mission is built on a belief in and respect for all people and is firmly grounded in a movement for the protection and preservation of basic human rights. Graduates are charged with commitment to the development of human well-being, to social justice, and to the alleviation of poverty and oppression.
Elimination of poverty	With roots in harm reduction thinking, the program's mission is built on a belief in and respect for all



	people. Graduates are charged with commitment to the development of human well-being, to social justice, and to the alleviation of poverty and oppression.
Enhancement of the quality of life for all persons, locally and globally	While the Utah experience may be somewhat unique, the fundamental issues and challenges faced in the local population (e.g., mental illness, addiction, disparities in health care, poverty, homelessness, disabilities, relationship conflict and abuse, environmental concerns, etc.), are universal and can be extrapolated globally. Graduates are charged with commitment to the development of human well-being, to social justice, and to the alleviation of poverty and oppression.
Valuing service	The program “ emphasizes an underlying value of service to individuals, families, groups, communities, organizations, and institutions ” and was designed explicitly to serve the community and help address the growing gap between local service needs and the availability of trained and credentialed social work professionals.
Valuing social justice	As reflected in its harm reduction framework, the WSU MSW program aims to produce graduates who value social justice. Graduates are charged with commitment to the development of human well-being, to social justice, and to the alleviation of poverty and oppression.
Valuing dignity and worth of the person	A significant part of the program’s mission is to prepare students for “ advanced clinical practice with diverse people and systems in a wide variety of settings and contexts ” and produce social workers who recognize, respect, and celebrate human diversity.
Valuing importance of human relationships	The program’s mission expresses a recognition of the value of human relationships, emphasizing “ an underlying value of service to individuals, families, groups, communities, organizations, and institutions. ”
Valuing integrity	Emphasis is placed on “ interdisciplinary collaboration and the development of knowledge, skills, and ethics required of masters-level practitioners ”, reflecting the social work values of integrity.



Valuing competence	Emphasis is placed on “ interdisciplinary collaboration and the development of knowledge, skills, and ethics required of masters-level practitioners, ” reflecting social work value of competence.
Valuing human rights	As reflected in its harm reduction framework, the WSU MSW program aims to produce graduates who fight for the rights of all people, and who are committed “ to the alleviation of poverty and oppression. ”
Valuing scientific inquiry	Emphasis is placed on “ interdisciplinary collaboration and the development of knowledge, skills, and ethics required of masters-level practitioners, ” reflecting social work value of scientific inquiry.

Core Competencies

Consistent with the Program’s mission, goals, and objectives, and the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE, 2015), upon completion of the Weber State University Social Work Program, each student will be able to demonstrate growth and development in the following core competencies as assessed in related practice behaviors.

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



Weber State University's Conceptual Framework of Generalist Practice

The mission statement of the Weber State University Master of Social Work Program indicates that a major focus of the Program is to prepare students “for advanced clinical practice with diverse people and systems in a wide variety of settings and contexts, with special focus on the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region.” This advanced clinical focus is supported by a generalist perspective of social work practice, characterized by an ecological systems approach used to understand human beings in their interactions with the environment. The Master of Social Work (MSW) Program at Weber State University reflects the understanding that people do not exist in isolation from their social and physical environment. It is a way of viewing the art of helping “holistically.” From the ecological systems approach, the scope of attention or intervention may extend from the person to society at large. While focusing on the problems within the context of the person-in-environment, the whole range of possible causes and solutions is perceived as interrelated.

A generalist perspective helps prepare students for professional practice with diverse people and systems in a wide variety of settings and contexts. The WSU MSW program goals support its mission and are consistent with generalist practice. These goals reflect an understanding that human behavior is inherently connected to the broader social environment. A key objective of the program is to prepare social work practitioners to use a wide range of models and methods as they engage with diverse individuals, families, groups, organizations, and communities. Generating, understanding, and applying evidence are essential skills that graduates develop in the program. Graduates are also expected to identify with the profession and apply its ethical principles in practice. Consistent with the definition of generalist practice the program provides a harm reduction framework through which students examine oppression, advocate for human rights, and commit to social justice for all human beings.

Agencies and organizations that serve as field experience sites for the WSU MSW program are selected based on their ability to give students opportunities to develop and demonstrate social work competencies with individuals, families, groups, organizations, and communities. Field instructors are credentialed and seasoned professionals who are committed to working with students as teachers and mentors who can help them learn, understand, and apply social work principles, values, ethics, theories, and practice models, not only in their own agencies, but across a wide variety of service settings and situations, with particular attention to the development of advanced clinical skills.

Students are taught evidence-based practice strategies in their formal learning in the classroom. In these agencies, they work with their field instructors to create a learning



contract that outlines assignments and tasks that are specific and measurable, and that incorporate the social work competencies and operationalize related professional behaviors. In the foundation year, the focus is on a generalist problem-solving approach within a person-in-environment perspective, whereas the advanced field experience centers on the development of advanced clinical practice skill.

Students engage in social work activities from the moment they begin the field experience. Early tasks involve getting to know the agency, its history, purpose, services, and general guidelines and policies, including risk management and safety protocols. This orientation to the agency familiarizes students with their field setting and is a first and important step in the process of developing a professional identity as a social worker. In addition, students begin to understand how the organization and its services mesh with the nine social work competencies in its unique agency context and with its specific clients and constituents.

Direct practice assignments also constitute a significant focus of the foundational year, especially in the first semester. As soon as appropriate, students begin meeting with clients, as well as considering and reviewing case vignettes with their field supervisor and discussing similar scenarios with classmates in the field seminar. The learning contract helps to organize these activities, establishes a process for reviewing progress, and further articulates how the field experience builds competency and practice skills.

As students progress in their foundation year, their experience expands to include more work with families, groups, organizations, and communities. The advanced field setting follows a similar pattern, but moves more quickly to hands-on experiences, more independent practice, and a greater focus on advanced clinical skills.

From the very first day, MSW students are expected to function appropriately as social workers, demonstrating professional behavior in their work with clients, colleagues, constituents, and classmates, and adhering to the NASW *Code of Ethics* and WSU student standards. They are to remember that their field setting is not only an in-vivo learning environment for themselves, but also a service setting that is part of the social welfare system, helping to meet the needs of many individuals, families, groups, and communities that are marginalized and vulnerable. Awareness of and respect for diversity and difference is both an essential requirement and a desired outcome. Introspection and self-awareness are key to learning and professional development.

Relationship Between Definition of Generalist Practice and the Program's Missions and Goals

A generalist perspective helps prepare students for professional practice with diverse people and systems in a wide variety of settings and contexts. The WSU MSW program goals support its mission and are consistent with generalist practice. These goals reflect an understanding that human behavior is inherently connected to the broader social



environment. A key objective of the program is to prepare social work practitioners to use a wide range of models and methods as they engage with diverse individuals, families, groups, organizations, and communities. Generating, understanding, and applying evidence are essential skills that graduates develop in the program. Graduates are also expected to identify with the profession and apply its ethical principles in practice. Consistent with the definition of generalist practice the program provides a harm reduction framework through which students examine oppression, advocate for human rights, and commit to social justice for all human beings.

The following table relates components of the definition of generalist practice with elements of the program’s mission and specific program goals.

Component of the Generalist Practice Definition	Components of the Program’s Mission	Components of the Program’s Goals
Grounded in the liberal arts	Implicit in the program’s mission is a recognition of the foundation of liberal arts and the importance of <u>interdisciplinary collaboration</u> .	It is a goal of the program to promote cooperation among social service providers and agencies, and across disciplines and professions . This goal applies a liberal arts foundation to the learning process and to professional practice. (Goal 2)
Person-in-environment framework	The program’s mission includes preparing students for advanced clinical practice with diverse people and systems in a wide variety of settings .	The program’s goals operationalize the person-in-environment framework by drawing attention to the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region , and by highlighting the specific needs and challenges of Latinx communities . (Goals 3 and 4)
Promote human and social well-being	The mission’s harm reduction framework is, in part, a movement for social justice, built on a	It is a goal of the program that students will establish a commitment to the implementation and



	<p>belief in, and <u>respect for, the rights of all people.</u> Furthermore, graduates are charged with commitment to <u>human well-being, to social justice, and to the alleviation of poverty and oppression.</u></p>	<p>delivery of social services that are designed to enhance functioning of the individual, families, groups, organizations, and communities. (Goal 11)</p>
Range of prevention and intervention methods	<p>Harm reduction is an explicit framework for the program’s mission. Harm reduction is <u>a set of practical strategies, practices, and ideas aimed at reducing negative consequences associated with all types of human behavior.</u></p>	<p>It is a goal of the program to prepare graduates for clinical social work practice, which involves introduction to a range of evidence-based theories and practice models. (Goal 5)</p>
Practice with diverse individuals, families, groups, organizations, and communities	<p>The program’s mission includes preparing students for advanced clinical practice with <u>diverse people and systems in a wide variety of settings.</u> The program also gives particular attention to clinical practice skills that are relevant to the culture and needs of the area’s growing <u>Latinx population.</u></p>	<p>The program was designed to encourage respect for and appreciation of human diversity. The program highlights the specific needs and challenges of Latinx communities. (Goals 4 and 8)</p>
Scientific inquiry and best practices	<p>In the WSU MSW program, emphasis is placed on interdisciplinary collaboration and the <u>development of knowledge, skills, and ethics</u> required for masters-level practitioners.</p>	<p>Students in the program are expected to integrate knowledge, values, skills, and cognitive and affective processes for competent and effective social work practice. (Goal 6)</p>
Practitioner identifies with the social work profession	<p>Graduates of the WSU MSW program are</p>	<p>All of the program’s goals support the development</p>



	<p>expected to develop and professional identify as a social worker and abide by professional ethics required of masters-level practitioners.</p>	<p>of a professional social work identity. This is seen most specifically in program goals related to collaboration, integration of values and skills, ethical practice, humane service delivery, and lifelong learning. (Goals 2, 6, 7, 11, and 12)</p>
Applies ethical principles	<p>In the WSU MSW program, emphasis is placed on interdisciplinary collaboration and the development of knowledge, skills, and ethics required for masters-level practitioners.</p>	<p>The program was designed with a goal of ensuring practice and behavior that are consistent with the principles, values, and ethics of the profession of social work. (Goal 7)</p>
Critical thinking	<p>Critical thinking is reflected in the program’s mission that emphasizes interdisciplinary collaboration and the development of knowledge, skills, and ethics require for master-level practitioners.</p>	<p>Students are expected to graduate from the program with a foundation for lifelong learning through introspection, critical thinking, research skills, continuing educations, and advanced professional studies. (Goal 12)</p>
Practice at the micro, mezzo, and macro levels	<p>The program’s mission emphasizes an underlying value of service to <u>individuals, families, groups, communities, organizations, and institutions.</u></p>	<p>The program prepares graduates for clinical social work practice. Advanced clinical skills are ground in the practitioner’s ability to apply ethical principles and critical thinking at the micro, mezzo, and macro levels, as expressed in a number of the program’s goals. (Goals 1, 3, 5, 7, 9, and 11)</p>
Engage diversity in practice	<p>The program’s mission includes preparing</p>	<p>The program was designed to encourage</p>



	<p>students for advanced clinical practice with <u>diverse people</u> and <u>systems in a wide variety of settings</u>. The program also gives particular attention to clinical practice skills that are relevant to the culture and needs of the area’s growing <u>Latinx population</u>.</p>	<p>respect for and appreciation of human diversity, with attention to the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region, highlighting the specific needs and challenges of Latinx communities. (Goals 3, 4, and 8)</p>
<p>Advocate for human rights and social and economic justice</p>	<p>The mission’s harm reduction framework is, in part, a movement for <u>social justice</u>, built on a belief in, and <u>respect for, the rights of all people</u>. Furthermore, graduates are charged with commitment to <u>human well-being</u>, to <u>social justice</u>, and to the <u>alleviation of poverty and oppression</u>.</p>	<p>The program prepares students to work for social and economic justice to assist all people, with a special focus on oppressed and disadvantaged populations, in order to improve their quality of life and achieve acceptance, tolerance, and full participation in society. (Goal 10)</p>
<p>Recognize, support, and build on the strengths and resiliency of all human beings</p>	<p>The mission’s harm reduction framework reflects core values of social work, including respect for the inherent dignity and worth of the person, supporting self-determination, and the belief that human beings are resilient and capable of change.</p>	<p>The program uses harm reduction as a general framework. As a program goal and general philosophy of practice, harm reduction gives attention to and understanding of broad changes in individuals, couples, families, groups, communities, organizations, and social systems, but places focus on immediate risks and harmful behaviors. Guiding principles of harm reduction include respect for the inherent dignity and worth of the person, support for self-</p>



		determination, and the belief that human beings are resilient and capable of change. (Goals 1)
Engage in research-informed practice	The program’s mission emphasizes <u>interdisciplinary collaboration and the development of knowledge, skills, and ethics</u> . Implicit in this mission is the connection between research and practice.	The WSU program promotes collaboration, cooperation , and inter-professional education. In addition, students are expected to graduate with a foundation for lifelong learning through introspection, critical thinking, research skills, continuing educations, and advanced professional studies . (Goals 2 and 12)
Proactive in responding to the impact of context on professional practice	The mission of the WSU MSW program indicates that students will examine the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region . Attention to the impact of context on professional practice is extended further with particular attention to clinical practice skills that are relevant to the culture and needs of the area’s growing Latinx population .	It is a goal of the program to promote an understanding of the complex network of systems that impact and are impacted by individuals, families, groups, and organizations . Additional program goals localize this systems perspective to Utah and the broader intermountain region , with particular attention to the area’s growing Latinx population . (Goals 3, 4, and 9)

Weber State University’s Conceptual Framework of Advanced Clinical Practice

Advanced clinical social work practice builds on social work competencies for generalist social work practice and reflects fundamental values of the profession including service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. The WSU Master of Social Work (MSW) Program prepares graduates for advanced clinical



practice and is grounded in principles of harm reduction, a set of practical strategies, practices, and ideas aimed at reducing negative consequences associated with all types of human behavior, and a movement for social justice, built on a belief in, and respect for, the rights of all people. With this as its foundation, the curriculum builds on the generalist practice model through courses, assignments, and activities that address client experience at all levels – micro, mezzo, and macro. The WSU program prepares students for advanced clinical practice with diverse people and systems in a wide variety of settings and contexts, with special focus on the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region. Particular attention is given to clinical practice skills that are relevant to the culture and needs of the area’s growing Latinx population.

The advanced clinical practice specialization, composed of five required social work courses, three elective courses, and two semesters of specialized field experience, emphasizes knowledge, values, skills, and competencies essential for effective clinical practice. The advanced clinical practice curriculum focuses on mental and physical health and well-being of individuals, families, groups, and communities across the lifespan. The curriculum adapts and extends what was mastered in the generalist curriculum, presenting a more complex set of theories and practice models, and giving significant attention to the role of research in practice and practice in research. The use of critical thinking intensifies in coursework and field experience. Course instructors facilitate dialogue and discussion that require greater introspection, reflection, and depth of thought and further assist students in translating practice concepts into practice skills, strategies, and interventions. The link between classroom learning and field practice becomes even more central. In addition, students have more opportunities to engage in high impact learning activities and explore elective paths of study and practice.

Relationship Between Generalist Practice and Advanced Clinical Specialization

The advanced clinical practice specialization in the WSU MSW program builds on the generalist curriculum as outlined in the following table.

Component of generalist practice	How Advanced Clinical Specialization builds on the generalist curriculum
Grounded in the liberal arts	<ul style="list-style-type: none"> -uses knowledge of social work history, research methods, and social science theory -applies knowledge of social work history, research methods, and social science theory to more complex theoretical and practice situations -introduces students to advance study in allied disciplines



	<ul style="list-style-type: none">-engages students in inter-professional education-extends critical thinking to more complex practice situations and ethical dilemmas
Person-in-environment framework	<ul style="list-style-type: none">-elevates understanding of the person-in-environment framework beyond problem identification, social history, and assessment-extends the person-in-environment perspective to diagnostics and intervention in clinical practice
Promote human and social well-being	<ul style="list-style-type: none">-addresses practice models with evidence of effectiveness in promoting human and social well-being-considers prevention and intervention strategies from a harm reduction perspective-uses a harm reduction framework to individualize and select prevention and intervention strategies that are humanistic, pragmatic, and effective in promoting human and social well-being-translates social justice from an ideal to a practice
Range of prevention and intervention methods	<ul style="list-style-type: none">-broadens the application of harm reduction to prevention and intervention in advanced clinical practice-exposes students to a wider range of evidence-based practice models (e.g., EMDR, DBT, CBT, Trauma-Focused CBT, Cue Exposure-Response Prevention, ACT, PCIT, Motivational Interviewing)-moves toward more specialized practice settings and scope of practice-applies macro practice activities and strategies for prevention and intervention
Practice with diverse individuals, families, groups, organizations, and communities	<ul style="list-style-type: none">-maintains and expands the focus on the unique culture and needs of local and regional populations, with greater emphasis on the Latinx community-recognizes the impact of diversity issues on practice at all levels
Scientific inquiry and best practices	<ul style="list-style-type: none">-examines the empirical basis of practice models



	<ul style="list-style-type: none">-applies research methods to assess, critique, and appraise professional literature to find evidence-based solutions and best practices-considers empirical research designs to conduct program evaluations, needs assessments, process evaluations, and outcome evaluations-builds presentation and communication skills to share research and evaluation outcomes effectively with clients, colleagues, and stakeholders-uses ethical decision-making in conducting and evaluating research
Practitioner identifies with the social work profession	<ul style="list-style-type: none">-deepens involvement in professional practice-requires greater commitment to professional identity as a social worker-offers greater opportunity to engage with professional social work organizations
Applies ethical principles	<ul style="list-style-type: none">-presents increasingly complex ethical issues past, present, and future-moves ethics, ethical decisions, and ethical decision-making from the theory to practice-emphasize the situational context of ethical issues in advanced clinical practice
Critical thinking	<ul style="list-style-type: none">-requires greater depth of critical thinking-applies critical thinking to research and practice-emphasizes critical thinking as a tool in advanced clinical practice-relates critical thinking to macro practice activities
Practice at the micro, mezzo, and macro levels	<ul style="list-style-type: none">-presents explicit content in macro practice activities (e.g., administration, budgeting, program development, marketing, institutional policy, etc.)-engages students in a greater amount of micro and mezzo practice activities in the field-gives students increased independence in practice at the micro, mezzo, and macro levels



Engage diversity in practice	<ul style="list-style-type: none">-uses an expanded understanding of the unique needs and culture of local and regional populations, with specific emphasis on the Latinx community, to engage, assess, intervene, and evaluation practice-explores the intersectionality of race/ethnicity, gender, sexuality, economic situation, immigration status, and ability limitations in theory and in practice-builds cultural awareness and moves toward a position of cultural humility
Advocate for human rights and social and economic justice	<ul style="list-style-type: none">-reinforces a human rights and social and economic justice perspective-analyzes the multiple impacts and layers of oppression-uses harm reduction as a human rights and social and economic justice lens-incorporates advocacy skills into practice at micro, mezzo, and macro levels-translates social justice from an ideal to a practice
Recognize, support, and build on the strengths and resilience of all human beings	<ul style="list-style-type: none">-uses harm reduction as a foundation for understanding the breadth of human experience and recognizing the strengths and resilience of human beings-emphasizes the capacity for change in individuals, families, groups, and communities-explores how practice and intervention strategies can build on the strengths and resilience of all human beings
Engage in research-informed practice	<ul style="list-style-type: none">-examines the empirical basis of practice models-applies research methods to assess, critique, and appraise professional literature to find evidence-based solutions and best practices-uses an understanding of the scientific method to evaluate the appropriateness of theories, models, and intervention strategies
Proactive in responding to the impact of context in practice	<ul style="list-style-type: none">-considers how context affects human behavior and experience



-moves this understanding from a cognitive process to a practice application
-applies an understanding of the impact of context in specialized practice courses and specialized field experience to respond more proactively

Essential Practice Principles

The following essential principles characterize the Weber State University Social Work Program design and are integrated throughout the generalist and advanced clinical curricula.

- A. *An Ecological Systems Perspective*: This element builds on general systems theory with major emphasis on the concept of person in environment and the transactions that take place at the boundary where person and environment meet.
- B. *Strengths Perspective Focus*: This refers to the access of the multiple strengths that the people with whom we work bring to the social work interaction.
- C. *Empowerment Perspective*: This refers to the process of helping individuals, families, groups, organizations and communities to increase their personal, interpersonal, socioeconomic and political strength and to develop influence toward improving their circumstances.
- D. *A Problem-Solving Process*: The problem solving process of generalist social work practice is designed around a problem-solving methodology. It is a nine-step process that guides the actions of the generalist:
 - i. Definition of issues;
 - ii. Collection and assessing data;
 - iii. Planning and contracting;
 - iv. Identifying alternative interventions;
 - v. Selecting and implementing appropriate course of action;
 - vi. Using appropriate research to monitor and evaluate outcomes;



- vii. Applying appropriate research-based knowledge and technological advances; and
 - viii. Terminating
- E. *A Multi-level Approach*: This refers to the various sized systems that generalist practitioners may work with, such as individuals, groups, families, communities, institutions, and organizations. It requires that the social worker assess the situation with the client and decide which system is the appropriate unit of attention, or focus of the work, for the change effort. It also refers to the social worker's working with these systems individually, sequentially, or concurrently.
- F. *An Open Selection of Theories and Interventions*: The generalist is not constricted in assessment or intervention by an area of specialization. The particular problem of focus directs the worker's use of theory and intervention strategies. The generalist practitioner frequently refers clients to specialists or uses teamwork when it becomes apparent that the intervention needed is beyond the competencies of the generalist.

PART 3: Degree Requirements

Master of Social Work (MSW) Degree

WSU Master of Social Work (MSW) Eligibility Requirements

To be eligible for admission to the Weber State University Master of Social Work (MSW) Program, applicants must meet the following minimum requirements:

1. Possession of a bachelor's degree or recognized equivalent from a college or university accredited by a recognized accrediting association.
2. A satisfactory scholastic average, generally a minimum grade-point average of B or better (3.0 on a 4-point scale) in all coursework after the first two years (typically the first 60 semester units or 90 quarter units) of undergraduate study.
3. Significant undergraduate exposure to study in the social sciences. As a minimum this includes at least nine (9) semester credit hours of coursework in the social sciences, such as anthropology, criminal justice, political science, psychology, and sociology (courses in other disciplines a student believes are relevant may be approved by review of course syllabi).



4. A course in introductory statistics, research methods, or quantitative reasoning. This requirement must be satisfied prior to matriculation if the student is offered admission to the program.
5. Candidates for advanced standing (those who possess a baccalaureate degree in social work from a CSWE-accredited program) must also have a course in mental health diagnostics.
6. The following courses are strongly recommended: Introduction to Psychology; Introduction to Sociology; Human Biology or any biology course covering anatomy and physiology that emphasizes the impact of organic, chemical, and body systems impairments on human behavior (NOT Introduction to Biology); social science courses that examine a macro context (e.g., Introduction to Political Science, Introduction to Economics, Introduction to Anthropology, etc.).

WSU Master of Social Work (MSW) Admissions Requirements

Application for admission to the Weber State University Master of Social Work (MSW) Program involves submission of the following:

1. The WSU MSW Program application form.
2. A \$60.00 application fee (non-refundable). This fee is divided between the university admissions office and the MSW program to cover administrative services. Each department receives \$30.
3. Official transcripts from all undergraduate institutions attended. Electronic transcripts from a college or university records office are preferred/acceptable. Official transcripts in hard copy can be mailed to: ATTN: MSW Admissions, Department of Social Work and Gerontology, Weber State University 1299 Edvalson Street, Ogden, UT, 84408.

NOTE: Candidates for advanced standing status must have a bachelor's degree from an undergraduate social work program that is accredited by the Council on Social Work Education, the Canadian Association for Social Work Education, or is recognized by CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES). This degree must have been earned within five years of the time of application. An official transcript must clearly indicate that the applicant has such a degree.

4. A resume that outlines the student's employment history, specifically highlighting social work-related experience;



5. An original statement of purpose (three to four double-spaced pages in length, with one-inch margins, and 12-point Times New Roman font). This should include:
 - a. a description of the applicant's understanding of the social work profession and its core values. How has the applicant incorporated social work values in her/his human service experiences and interactions with others? What significant relationships and life experiences has the applicant had in giving or receiving help that have motivated her/him to enter the field of social work? What personal qualities equip the applicant for the social work profession? The applicant discusses her/his experiences and feelings about working with populations different from her/his own.
 - b. a description of the applicant's areas of interest in social work practice, why the applicant has this area of interest, what social problem(s) the applicant expects to address with an MSW, and how the MSW will facilitate change in this or these areas.
 - c. a discussion of what the applicant expects to be doing in five years and 10 years.
 - d. an explanation of why the WSU MSW Program is a good fit for the applicant's goals.
6. A minimum of three recommendations from academic instructors and/or professional colleagues who have supervised the applicant in a social work-related position (paid, volunteer, or internship). Personal recommendations are not acceptable (i.e., recommendations from friends, family members, or religious leaders).

Additional Requirements

- A. MSW students must have a C grade or better in **ALL** social work, required prerequisites, and related support courses (C- grades are not acceptable).
- B. MSW students must maintain an overall GPA of 3.0 in Social Work and other courses.
- C. Students agree to abide by the [National Association of Social Workers Code of Ethics](#).



- D. Students read, understand, and agree to abide by the Program's behavioral standards as outlined in the Statement of Behavioral Expectations and Readiness for the Field form (Appendix A).

Required Curriculum

The mission and goals of the MSW program at Weber State University are operationalized in a curriculum that consists of 60 credits of course and field work designed to prepare students for advanced clinical practice with diverse people and systems in a wide variety of settings and contexts, with special focus on the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region. Particular attention is given to clinical practice skills that are relevant to the culture and needs of the area's growing Latino/x/Hispanic population. Emphasis is placed on interdisciplinary collaboration and the development of knowledge, skills, and ethics required of masters-level practitioners. The Program also emphasizes an underlying value of service to individuals, families, groups, communities, organizations, and institutions. This curriculum is grounded in the liberal arts and reflects principles of harm reduction, a set of practical strategies, practices, and ideas aimed at reducing negative consequences associated with all types of human behavior, and a movement for social justice, built on a belief in, and respect for, the rights of all people. A 36-hour Advanced Standing option is available for students who hold an undergraduate degree in social work from a CSWE-accredited baccalaureate program.

The full-time two-year curriculum consists of a set of 17 required courses – including seven foundational courses (foundations of social work, human behavior and social systems, human and social diversity, social policy, ethics, behavioral health, and macro aspects of clinical practice), four advanced clinical practice courses (theory in micro and macro practice; practice with Latinx and other at-risk populations, harm reduction practice, advocacy, social justice, and social action; evidence-based clinical practice models I; evidence-based clinical practice models II), a two-course research sequence (research-informed practice and practice-informed research) – three elective offerings (themes in advanced social work practice, e.g., substance abuse treatment, mental health, clinical services for the elderly, clinical social work in health care, clinical issues in human intimacy and sexuality, crisis intervention, psychopharmacology, clinical social work in school settings, clinical social work and criminal justice practice), and a 900-hour supervised field internship (400-hour foundation field practicum in year one and 500-hour advanced field practicum in year two). The field practicum experience is supported by a 21-hour professional seminar each semester.

The three-semester advanced standing curriculum consists of a set of six required courses – including two courses designed to bridge the BSW to MSW transfer (practice with Latinx and other at-risk populations, harm reduction practice, advocacy, social



justice, and social action; ethics), two advanced clinical practice courses (evidence-based clinical practice models I; evidence-based clinical practice models II), and a two-course research sequence (research-informed practice and practice-informed research) – three elective offerings (themes in advanced social work practice, e.g., substance abuse treatment, mental health, clinical services for the elderly, clinical social work in health care, clinical issues in human intimacy and sexuality, crisis intervention, psychopharmacology, clinical social work in school settings, clinical social work and criminal justice practice), and a 500 hour supervised advanced field internship. The field practicum experience is supported by a 21-hour professional seminar each semester.

All courses, with the exception of certain electives, are open to MSW students only.

Two-Year Full-Time Curriculum

Generalist year fall	Generalist year spring	Specialized year fall	Specialized year spring
MSW 6900: Clinical practice I (theory in micro and mezzo practice) (3)	MSW 6910: Clinical practice II (Latino and other at-risk populations, harm reduction practice, advocacy, social justice, social action) (3)	MSW 6930: Clinical practice III (evidence-based clinical practice models with individuals: EMDR, DBT, CBT, Trauma-Focused CBT, Cue Exposure-Response Prevention, ACT, PCIT, Motivational Interviewing) (3)	MSW 6940: Clinical practice IV (evidence-based clinical practice models with groups/families) (3)
MSW 6010: Foundations of social work: history, philosophy, knowledge/values/skills, collaboration (3)	MSW 6500: Social policy and clinical practice (3)	MSW 6600: Research I: research-informed practice (3)	MSW 6700: Research II: practice-informed research (3)



MSW 6100: Behavior, environment, social systems (3)	MSW 6300: Ethics, ethical practice, ethical decision-making (3)	MSW 6400: Macro aspects of clinical practice: administration, budgeting, development, marketing, institutional policy (3)	MSW elective (3)
MSW 6200: Human and social diversity and oppression: local, regional, national, global (3)	MSW 6150: Behavioral health (diagnostics, mental health) (3)	MSW elective (3)	MSW elective (3)
MSW 6760: Generalist Field I (3)	MSW 6761: Generalist Field II (3)	MSW 6860: Specialized Field I (3)	MSW 6861: Specialized Field II (3)
TOTAL 15	TOTAL 15	TOTAL 15	TOTAL 15

Brief Course Descriptions

Generalist year fall

MSW 6900 (3): Clinical Practice I - An overview of common traditional theories and models of social work practice at micro, mezzo, and macro levels. The course combines lecture and hands on application experiences. Prerequisite: formal admittance to the MSW program.

MSW 6010 (3): Foundations of Social Work - A thorough review of the history, philosophy, and fundamental principles of social work, emphasizing the knowledge, values and skills needed for social work practice in all settings. Prerequisite: formal admittance to the MSW program.

MSW 6100 (3): Behavior, Environment, and Social Systems - An introduction to the ecological model, examining in-depth the relationship between human development (individuals, families, groups, communities, and organizations) and the social



environment. Systems and theory are examined critically in the biological, psychological, sociological, and spiritual arenas, with an emphasis on social justice and the intersectionality of race, ethnicity, sexuality, gender, economic status, and other dimensions of diversity on the developmental process. Prerequisite: formal admittance to the MSW program. Prerequisite: formal admittance to the MSW program.

MSW 6200 (3): Human and Social Diversity and Oppression - A study of diversity among individuals, groups, and communities and dynamics of oppression locally, regionally, nationally, and globally. Application of knowledge, skills, and interventions to alleviate social inequities and human suffering will be stressed. Prerequisite: formal admittance to the MSW program.

MSW 6760 (3): Generalist Field I - The first 200 hours of the first-year supervised field practicum in an approved social service setting, with a focus on the application of social work knowledge, ethics, values, theory, skills, and practice evaluation and the development of competencies and behaviors necessary for effective clinical practice with individuals, families, and groups. The course includes regular meetings with an on-site field supervisor, the program's field director, and other field students in a professional seminar. The seminar links professional social work practice with academic content. Prerequisite: formal admittance to the MSW program.

Generalist year spring

MSW 6910 (3): Clinical Practice II - A study of clinical social work practice theories and models with vulnerable and at-risk populations at micro, mezzo, and macro levels, with an emphasis on work with Latino/x clients, families, and communities. Content also covers harm reduction, advocacy, social action, and social justice practice. The course combines lecture and hands on application experiences. Prerequisite: formal admittance to the MSW program and SW 6900, OR formal admittance to the MSW program with advanced standing. Must be taken concurrently with SW 6300.

MSW 6500 (3): Social Policy and Clinical Practice - An examination of the history, mission, philosophy, and human service aspects used in the development of social work as a profession. Examples of social, public and social welfare policy will be identified and studied. Knowledge of local, state, and federal legislation, as well as professional, membership, and international organizations will assist in review of lobbying, funding, development, and implementation strategies used in the support of clinical social work practice and meeting human service needs. Methods for political and organizational analysis of processes and policy will be covered. Prerequisite: formal admittance to the MSW program and MSW 6910.

MSW 6300 (3): Ethics, Ethical Practice, Ethical Decision-Making - An exploration of



professional social work roles, values, and ethical principles. Students will review the history and evolution of the National Association of Social Workers' *Code of Ethics*, as well as other statements of ethical principles in social welfare. An ethical problem-solving model will be introduced, and course activities will assist students in using these guidelines in making ethical decisions in professional practice. Prerequisite: formal admittance to the MSW program and MSW 6900, or formal admittance to the MSW program with advanced standing. Must be taken concurrently with MSW 6910.

MSW 6150 (3): Behavioral Health, Diagnostics, and Mental Health - A course designed to familiarize the student with the Diagnostic and Statistical Manual of Mental Disorders (DSM-5 classification). The DSM-5 provides the practitioner with a systematic diagnostic tool for assessment, intervention, and research. The course will focus on the development of differential diagnostic skills. All sections of the DSM will be reviewed, but emphasis will be on the most common diagnoses seen in clinical social work practice. Students will consider important issues related to diagnostics, including the social and political contexts of the DSM and risk and protective factors associated with individual diagnoses. Using case examples, diagnoses will be linked to evidence-based models of practice and intervention. Prerequisite: formal admittance to the MSW program and MSW 6900. Must be taken concurrently with MSW 6910.

MSW 6761 (3): Generalist Field II - The second 200 hours of the first-year supervised field practicum in an approved social service setting, with a focus on the application of social work knowledge, ethics, values, theory, skills, and practice evaluation and the development of competencies and behaviors necessary for effective clinical practice with individuals, families, and groups. The course includes regular meetings with an on-site field supervisor, the program's field director, and other field students in a professional seminar. The seminar links professional social work practice with academic content. Prerequisite: formal admittance to the MSW program and MSW 6760.

Specialized year fall

MSW 6930 (3): Clinical Practice III - An advanced course of study of evidence-based clinical social work practice theories and models for work with individuals (e.g., EMDR, DBT, CBT, Trauma-Focused CBT, Cue Exposure-Response Prevention, ACT, PCIT, Motivational Interviewing). The course combines lecture and hands on application experiences. Prerequisite: formal admittance to the MSW program, MSW 6900 (or advanced-standing status), and MSW 6910.

MSW 6600 (3): Research I: Research-Informed Practice - A study of advanced research methods and statistical procedures as they inform and shape professional social work practice. The class reviews basic qualitative, quantitative, and single system research methodologies; analysis of data, including statistical procedures; analysis and



evaluation of theoretical bases, research questions, methodologies, statistical procedures, and conclusions of research reports; and relevant technological advances. Students apply activities such as needs assessments, satisfaction surveys, and other research tools to the creation, implementation, and evaluation of evidence-based practices. The course also prepares students to examine the empirical basis of practice models and how to effectively access, critique and appraise literature in order to find best evidence-based solutions. Ethics and sensitivity to research with various groups will be emphasized. Prerequisite: formal admittance to the MSW program, MSW 6010 (or advanced-standing status), MSW 6300, and MSW 6910.

MSW 6400 (3): Macro Aspects of Clinical Practice - A consideration of practical aspects of clinical social work practice and social service programs. Content covers administration, budgeting, program development, marketing, and institutional policy. Work with Latino/x communities provides a context for exploring these topics. Prerequisite: formal admittance to the MSW program, MSW 6300, and MSW 6500 (or advanced-standing status).

SW elective (3)

MSW 6860 (3): Specialized Field I - The first 250 hours of the second-year supervised field practicum in an approved social service setting, with a focus on the application of social work knowledge, ethics, values, theory, skills, and practice evaluation and the development of competencies and behaviors necessary for effective clinical practice with individuals, families, and groups. The course includes regular meetings with an on-site field supervisor, the program's field director, and other field students in a professional seminar. The seminar links professional social work practice with academic content. Prerequisite: formal admittance to the MSW program, MSW 6760 (or advanced-standing status), and MSW 6761 (or advanced-standing status).

Specialized year spring

MSW 6940 (3): Clinical practice IV - An advanced course of study of evidence-based clinical social work practice theories and models for work with groups and families. The course combines lecture and hands on application experiences. Prerequisite: formal admittance to the MSW program, MSW 6900 (or advanced-standing status), MSW 6910, and MSW 6930.

MSW 6700 (3): Research II: Practice-Informed Research - A study of advanced research methods and statistical procedures as they relate to and are guided by professional social work practice. Students learn about empirical research designs and how to conduct program evaluations, including needs assessments, process evaluations and outcome evaluations. Students also learn about strategies to



communicate research outcomes effectively with clients, colleagues, and stakeholders to ensure the implementation sound and empirically supported prevention and intervention strategies and models of practice. Ethics and sensitivity to research with various groups will be emphasized. Prerequisite: formal admittance to the MSW program, MSW 6010 (or advanced-standing status), MSW 6300, MSW 6910, and MSW 6930.

SW elective (3)

SW elective (3)

MSW 6861 (3): Specialized II - The second 250 hours of the second-year supervised field practicum in an approved social service setting, with a focus on the application of social work knowledge, ethics, values, theory, skills, and practice evaluation and the development of competencies and behaviors necessary for effective clinical practice with individuals, families, and groups. The course includes regular meetings with an on-site field supervisor, the program’s field director, and other field students in a professional seminar. The seminar links professional social work practice with academic content. Prerequisite: formal admittance to the MSW program, MSW 6760 (or advanced-standing status), and MSW 6761 (or advanced-standing status).

Two-Semester Advanced Standing Curriculum

Summer bridge courses	Specialized year fall	Specialized year spring
MSW 6910: Clinical practice II (Latino and other at-risk populations, harm reduction practice, advocacy, social justice, social action) (3)	MSW 6930: Clinical practice III (evidence-based clinical practice models with individuals: EMDR, DBT, CBT, Trauma-Focused CBT, Cue Exposure-Response Prevention, ACT, PCIT, Motivational Interviewing) (3)	MSW 6940: Clinical practice IV (evidence-based clinical practice models with groups/families) (3)
MSW 6300: Ethics, ethical practice, ethical decision-making (3)	MSW 6600: Research I: research-informed practice (3)	MSW 6700: Research II: practice-informed research (3)



	MSW 6400: Macro aspects of clinical practice: administration, budgeting, development, marketing, institutional policy (3)	SW elective (3)
	SW elective (3)	SW elective (3)
	MSW 6960: Specialized Field I (3)	MSW 6961: Specialized Field II (3)
TOTAL 6	TOTAL 15	TOTAL 15

Summer Bridge Courses

MSW 6910 (3): Clinical Practice II - A study of clinical social work practice theories and models with vulnerable and at-risk populations at micro, mezzo, and macro levels, with an emphasis on work with Latino clients, families, and communities. Content also covers harm reduction, advocacy, social action, and social justice practice. The course combines lecture and hands on application experiences. Prerequisite: formal admittance to the MSW program and MSW 6900, OR formal admittance to the MSW program with advanced standing. Must be taken concurrently with MSW 6300.

MSW 6300 (3): Ethics, Ethical Practice, Ethical Decision-Making - An exploration of professional social work roles, values, and ethical principles. Students will review the history and evolution of the National Association of Social Workers' *Code of Ethics*, as well as other statements of ethical principles in social welfare. An ethical problem-solving model will be introduced, and course activities will assist students in using these guidelines in making ethical decisions in professional practice. Prerequisite: formal admittance to the MSW program and MSW 6900, or formal admittance to the MSW program with advanced standing. Must be taken concurrently with MSW 6910.

Specialized year fall

MSW 6930 (3): Clinical Practice III - An advanced course of study of evidence-based clinical social work practice theories and models for work with individuals (e.g., EMDR, DBT, CBT, Trauma-Focused CBT, Cue Exposure-Response Prevention, ACT, PCIT, Motivational Interviewing). The course combines lecture and hands on application experiences. Prerequisite: formal admittance to the MSW program, MSW 6900 (or advanced-standing status), and MSW 6910.



MSW 6600 (3): Research I: Research-Informed Practice - A study of advanced research methods and statistical procedures as they inform and shape professional social work practice. The class reviews basic qualitative, quantitative, and single system research methodologies; analysis of data, including statistical procedures; analysis and evaluation of theoretical bases, research questions, methodologies, statistical procedures, and conclusions of research reports; and relevant technological advances. Students apply activities such as needs assessments, satisfaction surveys, and other research tools to the creation, implementation, and evaluation of evidence-based practices. The course also prepares students to examine the empirical basis of practice models and how to effectively access, critique and appraise literature in order to find best evidence-based solutions. Ethics and sensitivity to research with various groups will be emphasized. Prerequisite: formal admittance to the MSW program, MSW 6010 (or advanced-standing status), MSW 6300, and MSW 6910.

MSW 6400 (3): Macro Aspects of Clinical Practice - A consideration of practical aspects of clinical social work practice and social service programs. Content covers administration, budgeting, program development, marketing, and institutional policy. Work with Latino communities provides a context for exploring these topics. Prerequisite: formal admittance to the MSW program, MSW 6300, and MSW 6500 (or advanced-standing status).

SW elective (3)

MSW 6860 (3): Specialized Field I - The first 250 hours of the second-year supervised field practicum in an approved social service setting, with a focus on the application of social work knowledge, ethics, values, theory, skills, and practice evaluation and the development of competencies and behaviors necessary for effective clinical practice with individuals, families, and groups. The course includes regular meetings with an on-site field supervisor, the program's field director, and other field students in a professional seminar. The seminar links professional social work practice with academic content. Prerequisite: formal admittance to the MSW program, MSW 6760 (or advanced-standing status), and MSW 6761 (or advanced-standing status).

Specialized year spring

MSW 6940 (3): Clinical practice IV - An advanced course of study of evidence-based clinical social work practice theories and models for work with groups and families. The course combines lecture and hands on application experiences. Prerequisite: formal admittance to the MSW program, MSW 6900 (or advanced-standing status), MSW 6910, and MSW 6930.



MSW 6700 (3): Research II: Practice-Informed Research - A study of advanced research methods and statistical procedures as they relate to and are guided by professional social work practice. Students learn about empirical research designs and how to conduct program evaluations, including needs assessments, process evaluations and outcome evaluations. Students also learn about strategies to communicate research outcomes effectively with clients, colleagues, and stakeholders to ensure the implementation sound and empirically supported prevention and intervention strategies and models of practice. Ethics and sensitivity to research with various groups will be emphasized. Prerequisite: formal admittance to the MSW program, MSW 6010 (or advanced-standing status), SW 6300, SW 6910, and SW 6930.

MSW elective (3)

MSW elective (3)

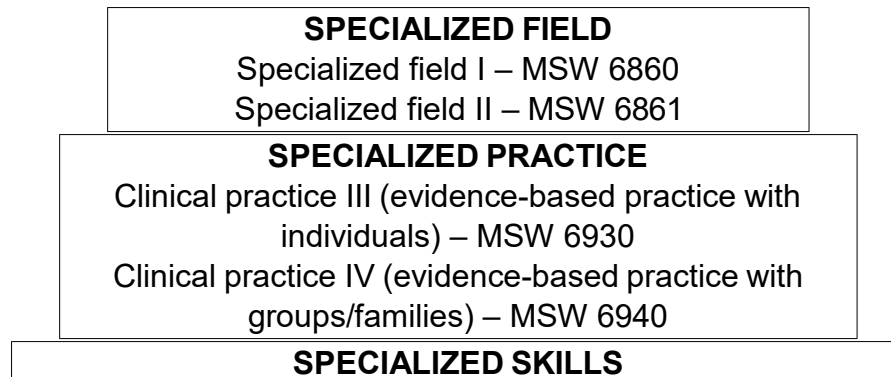
MSW 6861 (3): Specialized Field II - The second 250 hours of the second-year supervised field practicum in an approved social service setting, with a focus on the application of social work knowledge, ethics, values, theory, skills, and practice evaluation and the development of competencies and behaviors necessary for effective clinical practice with individuals, families, and groups. The course includes regular meetings with an on-site field supervisor, the program’s field director, and other field students in a professional seminar. The seminar links professional social work practice with academic content. Prerequisite: formal admittance to the MSW program, MSW 6760 (or advanced-standing status), and MSW 6761 (or advanced-standing status).

Generalist Curriculum Overview

The MSW curriculum flows from generalist knowledge, theory, and field experience to more specialized skills, practice, and field experience. The WSU MSW curriculum model is represented in Exhibit A.

Exhibit A

WSU MSW Curriculum Model





Research-informed practice – MSW 6600
Practice-informed research – MSW 6700
Macro practice – SW 6400
Specialized elective
Specialized elective
Specialized elective

GENERALIST FIELD

Generalist field I – MSW 6760
Generalist field II – MSW 6761

GENERALIST THEORY

Clinical practice I – MSW 6900
Clinical practice II – MSW 6910

GENERALIST KNOWLEDGE

Liberal arts – program prerequisites
Essentials of social work – MSW 6010
HBSE – MSW 6100
Behavioral health – MSW 6150
Diversity – MSW 6200
Professional ethics – MSW 6300
Policy – MSW 6500

CORE COMPETENCIES

The generalist curriculum is grounded in the liberal arts. To be eligible for the program, applicants must show significant undergraduate exposure to study in the social sciences, with a minimum of nine semester credit hours of coursework in subject areas such as anthropology, criminal justice, political science, psychology, sociology, or other disciplines that can be shown to be relevant. In addition, applicants must have a course in introductory statistics, research methods, or quantitative reasoning. The 30-semester credit hour generalist curriculum is composed of six generalist knowledge courses (18 semester credits), two courses in generalist theory (six semester credits), and two generalist field courses (six semester credits) representing 400 total hours of field practicum, supported by a 21-hour professional seminar each semester. The set of courses and the field experience build on the liberal arts perspective and give students the knowledge, values, skills, and cognitive and affective processes necessary for generalist social work practice.

Rational for Generalist Curriculum Design

Core Competencies. The generalist curriculum is built on a base of the core social work competencies. All courses and the overall curriculum structure are designed to work toward mastery of these competencies and related behaviors.



Harm Reduction Framework. The WSU MSW generalist curriculum is built in a framework of principles of harm reduction, a set of practical strategies, practices, and ideas aimed at reducing negative consequences associated with all types of human behavior, and a movement for social justice, built on a belief in, and respect for, the rights of all people. Harm reduction is an emerging prevention and practice model that views any positive change in undesired, problematic, or risky behaviors as a successful outcome (Harm Reduction Coalition, 2019). Harm reduction is also a philosophy of behavior modification that focuses on incremental change rather than global risk elimination. Originating in the field of chemical dependency, the philosophy and strategies of harm reduction are pertinent to a wide variety of complex social and health issues. In addition, harm reduction mirrors many of the essential goals and values of social work and embodies its most fundamental and cherished principles and beliefs, including social justice, diversity, dignity and worth of each person, and client self-determination (beginning where the client is). Harm reduction is ideally suited as a guide to generalist practice in virtually all social work settings and can assist social workers in developing and implementing interventions and policies to compassionately and effectively address modern challenges and social concerns. Arguably, most social work programs embrace harm reduction as a philosophy. In fact, the notion of harm reduction is spreading and is fast becoming an accepted guide for practice around the globe – even in the United States. However, this thinking is typically implicit and the value of harm reduction as a guiding principle is often lost at the instruction and, ultimately, the practice level. Though harm reduction is not necessarily a central theme in every course in the generalist curriculum, the basic philosophy and principles nevertheless permeate all content and the field experience. Pragmatism, humanism, and social justice - all hallmarks of harm reduction - are overt and explicit elements of the program's mission and the generalist curriculum. As such, the WSU MSW program is unique, not only locally, but across the country.

Local/Regional Focus. The generalist curriculum lays the groundwork for social work practice with diverse people and systems in a wide variety of settings and contexts. Consistent with the institutional mission of Weber State University, and in response to input from community partners, the MSW program mission emphasizes the development of skills required to address the unique challenges and concerns of individuals, families, groups, organizations, and communities in northern Utah and the broader intermountain region.

Weber State University is located in Ogden, Utah, and has a long history of community service and responsiveness. From its beginning as Weber State Academy in 1889 to its current status as dual-mission, multi-campus university with over 250 certificate and undergraduate degree programs and a growing number of graduate degrees, the institution has a reputation of engagement with the surrounding community. Known now as the Utah's most affordable college with the best outcomes, a secret that is sometimes too well kept, Weber State University is an attractive option for students who come from the local area and are committed to improving and giving back to their home communities. These students generally return to their communities to serve with the



knowledge, skills, and credentials they will gain through graduate study in social work. The WSU MSW program’s generalist curriculum carries on the proud tradition of emphasizing community-engaged learning, student-focused instruction, and a strong connection to local service providers and community partners.

Attention to Latinx Population. Particular attention is given in the generalist curriculum to practice skills that are relevant to the culture and needs of the area’s growing Latinx population. The program’s mission and its generalist curriculum both address diversity as a central issue and each emphasizes the local community and the northern Utah region. The growing Latinx population is particularly relevant in this area. Attention to Latinx individuals, families, groups, communities, and organization in the generalist curriculum reflects a focus on a significant population at risk, locally and nationally, and is based in current realities and trends that are likely to continue well into the future. In addition to a diversity-based generalist curriculum, a large part of the program’s recruitment efforts focus on students from the northern Utah region, with specific attention to Latinx prospects who, it is expected, will return to their communities to serve with the advanced knowledge, skills, and credentials they will gain through graduate study in social work.

Developmental Order

Exhibit B shows the developmental order of the generalist curriculum.

**Exhibit B
WSU Generalist Curriculum Map**

Semester	Courses
Fall	MSW 6010: Foundations of Social Work (K) MSW 6100: Behavior, Environment, and Social Systems (K) MSW 6200: Human and Social Diversity and Oppression (K) MSW 6900: Clinical Practice I (T) MSW 6760: Generalist Field I (F)
Spring	MSW 6150: Behavioral Health (K) MSW 6300: Ethics, Ethical Practice, Ethical Decision-Making (K) MSW 6500: Social Policy and Clinical Practice (K) MSW 6910: Clinical Practice II (T) MSW 6761: Generalist Field II (F)

K=Knowledge; T=Theory; F=Field

Generalist knowledge. Social work practice skills are built upon a solid foundation of knowledge of essential principles, values, and theories. Students who come to the WSU MSW program without significant prior formal exposure to social work are expected to have some basic knowledge of social science and the liberal arts prior to matriculation. This expectation is made explicit into the program’s minimum eligibility



requirements. To be considered for admission, a student must possess a bachelor's degree, have significant exposure to study in the social sciences (i.e., a minimum of nine semester credit hours of coursework in the social sciences, such as anthropology, criminal justice, political science, psychology, and sociology), and have taken a course in introductory statistics, research methods, or quantitative reasoning. It is also strongly recommended that candidates for the program have taken some or all of the following courses: introduction to psychology; introduction to sociology; human biology or any biology course covering anatomy and physiology that emphasizes the impact of organic, chemical, and body systems impairments on human behavior; and social science courses that examine a macro context (e.g., introduction to political science, introduction to economics, introduction to anthropology, etc.).

Fall semester, students acquire introductory-level knowledge in the generalist curriculum are introduced to basic, but essential, social work concepts. MSW 6010: Foundations of Social Work provides a thorough review of the history, philosophy, and fundamental principles of social work, with an emphasis on the knowledge, values, and skills needed for social work practice in all settings. MSW 6100: Behavior, Environment, and Social Systems introduces students to the ecological model, examining in-depth the relationship between human development (individuals, families, groups, communities, and organizations) and the social environment. Systems and theory are examined critically in the biological, psychological, sociological, and spiritual arenas, with an emphasis on social justice and the intersectionality of race, ethnicity, sexuality, gender, economic status and other dimensions of diversity on the developmental process. This content compliments and reinforces the study of diversity among individuals, groups, and communities and dynamics of oppression locally, regionally, nationally, and globally that is the focus of MSW 6200: Human and Social Diversity and Oppression. In this course, students also consider the application of knowledge, skills, and interventions to alleviate social inequities and human suffering will be stressed.

Spring semester knowledge courses in the generalist curriculum build on content from the fall semester. With basic knowledge about social work's history, its values and philosophical underpinnings, students are prepared to consider mental health diagnostics as a tool for assessment, intervention, and research (MSW 6150: Behavioral Health, Diagnostics, and Mental Health). Students use their exposure to diversity issues from the previous semester to consider the social and political contexts of the DSM and begin, at the same time they are preparing to link diagnoses evidence-based models of practice and intervention. Likewise, students can begin to explore ethics in professional practice. In MSW 6300: Ethics, Ethical Practice, Ethical Decision-Making, students explore the history and application of ethical principles in social work practice with individuals, families, groups, organizations, and communities. Also this semester in MSW 6500: Social Policy and Clinical Practice students are



exposed to policy aspects of social work practice, examining the history, mission, philosophy, and human service aspects used in the development of social work as a profession. Students explore local, state, and federal legislation, as well as professional, membership, and international organizations and their impact on social work practice. In addition, students are introduced to policy-making processes and models of policy analysis.

Generalist theory. Social work practice skills are also built upon a solid theoretical foundation. It is an assumption in the WSU MSW program that students who arrive without significant prior formal exposure to social work have a limited understanding of basic theories related to human development, learning, and behavioral change. Therefore, the generalist curriculum includes two courses that provide an introduction to theory and theoretical perspectives that underlie effective clinical practice, moving from a broad overview the fall semester (MSW 6900: Clinical Practice I) to a more focused discussion spring semester that emphasizes perspectives and populations reflected in the program's mission such as harm reduction and practice with Latinx and other at-risk groups (MSW 6910 Clinical Practice II).

Generalist field (integration of course content and field). Content in the generalist curriculum supports the development of early practice skills and core competencies in the field. Students enroll in two consecutive semesters of generalist field practicum (MSW 6760: Generalist Field I and MSW 6761: Generalist Field II) and complete 400 hours of supervised field experience during this time. Students maintain a portfolio of field materials throughout the field placement to reinforce learning, to chronicle and illustrate their field experiences, and to demonstrate core competencies. Portfolio artifacts may include attendance logs, journal entries, audio or video recordings, grant application forms, brochures, research notes, samples of meeting notes, etc. The portfolio is also a place where students can maintain an archive of course materials (e.g., assignments, projects, etc.) that relate to practice knowledge, theory, and skills as a tangible way of considering, analyzing, and organizing learning and concepts from the classroom to the field experience. Through this process, students begin to draw a connection from the generalist curriculum between academic content and professional social work practice and establish a foundation for more advanced knowledge, practice models, theory, and field experience in the second year of study. The generalist field courses include regular meetings with an on-site field supervisor, the program's field director, and other field students in a professional seminar. The seminar is an additional opportunity to link professional social work practice with academic content.

Integration of classroom knowledge, theory, and skill development with field practice is further supported and facilitated by the efforts of the field supervisors, field liaisons, and the program's field director. Field personnel participate in regular training sponsored by the WSU MSW program and conducted by the program's MSW field director. These



trainings, as well as individual meetings between field supervisors and the field director, are an opportunity for the program to share course syllabi, content, and classroom assignments to help those in the field support generalist curriculum content and students' integration of course content with the field experience.

Specialized Curriculum: Advanced Clinical Practice

Advanced clinical social work practice builds on social work competencies for generalist social work practice and reflects fundamental values of the profession including service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. The WSU Master of Social Work (MSW) Program prepares graduates for advanced clinical practice and is grounded in principles of harm reduction, a set of practical strategies, practices, and ideas aimed at reducing negative consequences associated with all types of human behavior, and a movement for social justice, built on a belief in, and respect for, the rights of all people. With this as its foundation, the curriculum builds on the generalist practice model through courses, assignments, and activities that address client experience at all levels – micro, mezzo, and macro. The WSU program prepares students for advanced clinical practice with diverse people and systems in a wide variety of settings and contexts, with special focus on the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region. Particular attention is given to clinical practice skills that are relevant to the culture and needs of the area's growing Latinx population.

The advanced clinical practice specialization, composed of five required social work courses, three elective courses, and two semesters of specialized field experience, emphasizes knowledge, values, skills, and competencies essential for effective clinical practice. The advanced clinical practice curriculum focuses on mental and physical health and well-being of individuals, families, groups, and communities across the lifespan. The curriculum adapts and extends what was mastered in the generalist curriculum, presenting a more complex set of theories and practice models and giving significant attention to the role of research in practice and practice in research. The use of critical thinking intensifies in coursework and field experience. Course instructors facilitate dialogue and discussion that require greater introspection, reflection, and depth of thought and further assist students in translating practice concepts into practice skills, strategies, and interventions. The link between classroom learning and field practice becomes even more central. In addition, students have more opportunities to engage in high impact learning activities and explore elective paths of study and practice.

The advanced clinical practice specialization in the WSU MSW program builds on the generalist curriculum as outlined in the following table.

Table 1
Specialization Builds on Generalist Practice



Component of generalist practice	How Advanced Clinical Specialization builds on the generalist curriculum
Grounded in the liberal arts	<ul style="list-style-type: none"> -uses knowledge of social work history, research methods, and social science theory -applies knowledge of social work history, research methods, and social science theory to more complex theoretical and practice situations -introduces students to advance study in allied disciplines -engages students in inter-professional education -extends critical thinking to more complex practice situations and ethical dilemmas
Person-in-environment framework	<ul style="list-style-type: none"> -elevates understanding of the person-in-environment framework beyond problem identification, social history, and assessment -extends the person-in-environment perspective to diagnostics and intervention in clinical practice
Promote human and social well-being	<ul style="list-style-type: none"> -addresses practice models with evidence of effectiveness in promoting human and social well-being -considers prevention and intervention strategies from a harm reduction perspective -uses a harm reduction framework to individualize and select prevention and intervention strategies that are humanistic, pragmatic, and effective in promoting human and social well-being -translates social justice from an ideal to a practice
Range of prevention and intervention methods	<ul style="list-style-type: none"> -broadens the application of harm reduction to prevention and intervention in advanced clinical practice -exposes students to a wider range of evidence-based practice models (e.g., EMDR, DBT, CBT, Trauma-Focused CBT, Cue Exposure-Response Prevention, ACT, PCIT, Motivational Interviewing)



	<ul style="list-style-type: none">-moves toward more specialized practice settings and scope of practice-applies macro practice activities and strategies for prevention and intervention
Practice with diverse individuals, families, groups, organizations, and communities	<ul style="list-style-type: none">-maintains and expands the focus on the unique culture and needs of local and regional populations, with greater emphasis on the Latinx community-recognizes the impact of diversity issues on practice at all levels
Scientific inquiry and best practices	<ul style="list-style-type: none">-examines the empirical basis of practice models-applies research methods to assess, critique, and appraise professional literature to find evidence-based solutions and best practices-considers empirical research designs to conduct program evaluations, needs assessments, process evaluations, and outcome evaluations-builds presentation and communication skills to share research and evaluation outcomes effectively with clients, colleagues, and stakeholders-uses ethical decision-making in conducting and evaluating research
Practitioner identifies with the social work profession	<ul style="list-style-type: none">-deepens involvement in professional practice-requires greater commitment to professional identity as a social worker-offers greater opportunity to engage with professional social work organizations
Applies ethical principles	<ul style="list-style-type: none">-presents increasingly complex ethical issues past, present, and future-moves ethics, ethical decisions, and ethical decision-making from the theory to practice-emphasize the situational context of ethical issues in advanced clinical practice
Critical thinking	<ul style="list-style-type: none">-requires greater depth of critical thinking-applies critical thinking to research and practice-emphasizes critical thinking as a tool in advanced clinical practice



	<ul style="list-style-type: none">-relates critical thinking to macro practice activities
Practice at the micro, mezzo, and macro levels	<ul style="list-style-type: none">-presents explicit content in macro practice activities (e.g., administration, budgeting, program development, marketing, institutional policy, etc.)-engages students in a greater amount of micro and mezzo practice activities in the field-gives students increased independence in practice at the micro, mezzo, and macro levels
Engage diversity in practice	<ul style="list-style-type: none">-uses an expanded understanding of the unique needs and culture of local and regional populations, with specific emphasis on the Latinx community, to engage, assess, intervene, and evaluation practice-explores the intersectionality of race/ethnicity, gender, sexuality, economic situation, immigration status, and ability limitations in theory and in practice-builds cultural awareness and moves toward a position of cultural humility
Advocate for human rights and social and economic justice	<ul style="list-style-type: none">-reinforces a human rights and social and economic justice perspective-analyzes the multiple impacts and layers of oppression-uses harm reduction as a human rights and social and economic justice lens-incorporates advocacy skills into practice at micro, mezzo, and macro levels-translates social justice from an ideal to a practice
Recognize, support, and build on the strengths and resilience of all human beings	<ul style="list-style-type: none">-uses harm reduction as a foundation for understanding the breadth of human experience and recognizing the strengths and resilience of human beings-emphasizes the capacity for change in individuals, families, groups, and communities-explores how practice and intervention strategies can build on the strengths and resilience of all human beings



Engage in research-informed practice	<ul style="list-style-type: none"> -examines the empirical basis of practice models -applies research methods to assess, critique, and appraise professional literature to find evidence-based solutions and best practices -uses an understanding of the scientific method to evaluate the appropriateness of theories, models, and intervention strategies
Proactive in responding to the impact of context in practice	<ul style="list-style-type: none"> -considers how context affects human behavior and experience -moves this understanding from a cognitive process to a practice application -applies an understanding of the impact of context in specialized practice courses and specialized field experience to respond more proactively

Rationale for Specialization in Advanced Clinical Practice

The advanced clinical curriculum builds on and expands the generalist curriculum. The curriculum consists of a set of five required courses including: one course on macro aspects of clinical practice; a two-course research sequence (research-informed practice and practice-informed research); and two specialized clinical practice courses (evidence-based clinical practice models I; evidence-based clinical practice models II). In the specialized curriculum, students also take three elective courses within social work or offered in allied programs (themes in advanced social work practice, e.g., substance abuse treatment, mental health, clinical services for the elderly, clinical social work in health care, clinical issues in human intimacy and sexuality, crisis intervention, psychopharmacology, clinical social work in school settings, clinical social work and criminal justice practice). Students also complete a 500-hour specialize field internship. The field practicum experience is supported by a 21-hour professional seminar each semester. Students with advanced standing status must also take two courses designed to bridge the BSW to MSW transfer: practice with Latinx and other at-risk populations, harm reduction practice, advocacy, social justice, and social action; and ethics, ethical practice, and ethical decision-making).

Rational for Advanced Clinical Practice Curriculum Design

Generalist Curriculum. The generalist curriculum establishes a base of knowledge of essential principles, values, and foundational models for social work practice. The advanced clinical curriculum builds on this knowledge, set of theories, and practice experience, moving to more advanced theoretical models and levels of clinical practice, along with increased specialization and independence.



Core Competencies. The advanced clinical practice curriculum continues to be driven by the core social work competencies. All courses and the overall curriculum structure are designed to work toward mastery of these competencies and related behaviors.

Harm Reduction Framework. As previously noted in this document, harm reduction is an emerging prevention and practice model that views any positive change in undesired, problematic, or risky behaviors as a successful outcome (Harm Reduction Coalition, 2019). Harm reduction is also a philosophy of behavior modification that focuses on incremental change rather than global risk elimination. Originating in the field of chemical dependency, the philosophy and strategies of harm reduction are pertinent to a wide variety of complex social and health issues. In addition, harm reduction mirrors many of the essential goals and values of social work and embodies its most fundamental and cherished principles and beliefs, including social justice, diversity, dignity and worth of each person, and client self-determination (beginning where the client is). Harm reduction is ideally suited as a guide to advanced clinical practice in virtually all social work settings and can assist social workers in developing and implementing interventions and policies to compassionately and effectively address modern challenges and social concerns.

Harm reduction is woven even more intricately into the advanced clinical practice curriculum. The harm reduction framework is implicit in all coursework and field experience. Core themes of harm reduction including compassion, cooperation, courage, and creativity guide advanced clinical training in the classroom and in the field in assessment and diagnosis, client engagement, the consideration and selection of theories and models of intervention, and the evaluation of practice outcomes. As in the generalist curriculum, pragmatism, humanism, and social justice - all hallmarks of harm reduction - are overt and explicit elements of the program's mission and the advanced clinical curriculum.

Local/Regional Focus. The WSU MSW program's mission and its unique social and geographical context become even more prominent in the advanced clinical curriculum. With Utah and the broader intermountain region as the backdrop of clinical practice, students' advanced field work requires particular awareness of and sensitivity to the history and cultural influences of their clients. This context of clinical practice extends to the understanding and application of advanced theories and practices models, as well as the integration so training in elective practice courses in social work and allied disciplines such as criminal justice, education, and health administration.

Attention to Latinx Population. Latinx individuals, families, groups, organizations, and communities continue to be relevant in the advanced clinical curriculum. Coursework in the advanced curriculum builds on the exposure to Latinx culture that is presented in the generalist curriculum. Furthermore, as a prominent and growing population in the area, students are very likely to interact with Latinx clients in the field. Students must extend their understanding of ethnic diversity and intersectionality as they are exposed to



advanced theoretical and practice models and consider the appropriateness and applicability of these as they engage, assess, intervene, and evaluate practice with members of the Latinx community.

Developmental Order

Courses in the specialized curriculum map build on the generalist curriculum and emphasize the acquisition of advanced knowledge, skills, theories, and practice models. These are applied in the specialized field experience. Exhibit C shows the developmental order of the generalist curriculum.

**Exhibit C
WSU Specialized Curriculum Map**

Semester	Courses
Summer (bridge courses for advanced standing students)	MSW 6910: Clinical Practice II (K) MSW 6300: Ethics, Ethical Practice, Ethical Decision-Making (K)
Fall	MSW 6600: Research I: Research-Informed Practice (S) MSW 6400: Macro Aspects of Clinical Practice (K) Elective (K/S) MSW 6930: Clinical Practice III (T/P) MSW 6760: Specialized Field I (F)
Spring	MSW 6700: Research II: Practice-Informed Research (S) Elective (K/S) Elective (K/S) MSW 6940: Clinical Practice IV (T/P) MSW 6861: Specialized Field II (F)

K=Knowledge; S=Skills; T=Theory; P=Practice; F=Field

Specialized knowledge and skills. Students who enter the MSW program with advanced standing status take two courses from the generalist curriculum that are thought to be particularly important pieces foundational knowledge. MSW 6300: Ethics, Ethical Practice, Ethical Decision-Making is an advanced exploration of social work values and ethic. This course provides an opportunity to review the most recent version of the NASW *Code of Ethics* and apply these ethical principles to current practice situation. MSW 6910: Clinical Practice II considers social work practice theories and models with vulnerable and at-risk populations, reviews principles of harm reduction, and emphasizes work with Latinx clients.

With a solid foundation of knowledge, skills, and practical experience in the generalist curriculum, students are prepared to move on to a more advanced level of study and practice. Applying empirical findings to practice and considering how practice can inform



and guide research require an advanced level of sophistication (MSW 6600: Research I: Research-Informed Practice). Building on an introductory knowledge of research concepts and practice models and theories, students explore the link between the science and the art of social work in MSW 6700: Research II: Practice-Informed Research. At this point in their professional development, students are prepared to consider macro aspects of clinical practice (e.g., administration, budgeting, program development, marketing, institutional policy, etc.) in MSW 6400: Macro Aspects of Clinical Practice. In addition, students begin to explore and work on skills in a wide range of specialized topics such as substance use, sexual health, crisis intervention, psychopharmacology, and gerontology or through more focused study in allied areas such as criminal justice, education, or health administration. In the advanced curriculum, students are required to complete three elective courses selected from a pre-approved list. MSW faculty members hope to develop specializations as the program evolves, leading to recognized certificates in specialized areas of study and possibly creating dual-degree options working with other graduate programs on campus. Specialized knowledge and skills courses include the following:

Specialized theory and practice. Advanced skills support and are supported by instruction in advanced practice models and theories. Advanced practice courses focus on evidence-based clinical social work with individuals, couples, families, groups, and communities. MSW 6930: Clinical Practice III covers evidence-based clinical social work practice theories and models for work with individuals (e.g., EMDR, DBT, CBT, Trauma-Focused CBT, Cue Exposure-Response Prevention, ACT, PCIT, Motivational Interviewing). MSW 6940: Clinical practice IV: An advanced course of study of evidence-based clinical social work practice theories and models for work with groups and families.

Integration Between Classroom and Field for Advanced Clinical Practice

Specialized field (integration of course content and field). Curriculum content in the advanced clinical curriculum supports the development of more evolved practice skills and core competencies in the field. Students enroll in two consecutive semesters of specialized field practicum (MSW: 6860 Specialized Field I and MSW 6861: Specialized Field II) and complete 500 hours of supervised field experience during. In the advanced clinical curriculum, this experience brings together ethics, values, theory, and evidence-based practice models. Students have the opportunity to apply knowledge and practice clinical social work skills under the supervision of professional social workers. In addition, in the specialized year, students become more independent in the field experience. Students continue to build their portfolio of field materials throughout the specialized field placement to reinforce learning, to chronicle and illustrate their field experiences, and to demonstrate core competencies. Portfolio artifacts may include attendance logs, journal entries, audio or video recordings, grant application forms,



brochures, research notes, samples of meeting notes, etc. The portfolio is also a place where students can maintain an archive of course materials (e.g., assignments, projects, etc.) that relate to practice knowledge, theory, and skills as a tangible way of considering, analyzing, and organizing learning and concepts from the classroom to the field experience. Through this process, students begin to draw a connection between the generalist and specialized curricula, and connect knowledge, practice models, and theory from their classroom learning to advanced field experience and clinical practice. The specialized field courses include regular meetings with an on-site field supervisor, the program's field director, and other field students in a professional seminar. The seminar is an additional opportunity to link professional social work practice with academic content.

As in the generalist curriculum, integration of classroom knowledge, theory, and skill development with specialized field practice is further supported and facilitated by the efforts of the field supervisors, field liaisons, and the program's field director. Field personnel participate in regular training sponsored by the WSU MSW program and conducted by the program's MSW field director. These trainings, as well as individual meetings between field supervisors and the field director, are an opportunity for the program to share course syllabi, content, and classroom assignments to help those in the field support specialized curriculum content and students' integration of course content with the field experience.

Specialized Curriculum Extends and Enhance Core Competencies

The WSU Master of Social Work (MSW) Program prepares graduates for advanced clinical practice and is grounded in principles of harm reduction, a set of practical strategies, practices, and ideas aimed at reducing negative consequences associated with all types of human behavior, and a movement for social justice, built on a belief in, and respect for, the rights of all people. The WSU program prepares students for advanced clinical practice with diverse people and systems in a wide variety of settings and contexts, with special focus on the unique needs of individuals, families, groups, and communities in northern Utah and the broader intermountain region. Particular attention is given to clinical practice skills that are relevant to the culture and needs of the area's growing Latinx population.

The specialization in advanced clinical practice in the Weber State University MSW program builds on a generalist practice foundation, extending and enhancing the nine social work competencies. With a focus on theory and evidence-based practice models, the advanced clinical curriculum: emphasizes ethical and professional behavior; gives special attention to diversity and difference in practice, with particular consideration of the unique culture and needs of the local community and the growing Latinx population; integrates a human rights and social justice perspective through the lens of harm



reduction; makes the essential connection between clinical practice and research; and expands knowledge of policy and macro practice skills.

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers who engage in advanced clinical practice are keenly aware of professional values and ethics and are skilled in using these to address dilemmas they encounter in the course of their work. They are conscious of their own individual values and are able to distinguish between the personal and the professional. Furthermore, they understand that there are different ethical frameworks for decision-making that support clients from diverse backgrounds, and they are proficient in using an ethical decision-making model to assist clients and resolve dilemmas. In addition, advanced social work clinicians understand and embrace their role as a member of a treatment team, working when necessary and/or called upon with social work colleagues and professionals from other backgrounds. Advanced clinical social work practitioners:

- apply social work ethics and relevant laws to problem-solve and address dilemmas that arise in clinical practice; and
- demonstrate respect for and cooperation with colleagues on inter-professional teams.

Competency #2: Engage Diversity and Difference in Practice

Social workers who engage in advanced clinical practice take a position of cultural humility. They are aware of the impact of diversity and difference on individual and collective experience. They approach practice with a recognition of the intersectionality of multiple diversity factors (e.g., age, class, culture, ability status, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religious affiliation/devoutness/spirituality, sex sexual orientation, and tribal sovereign status), they possess an understanding of possible consequences of difference (e.g., oppression, poverty, marginalization, disenfranchisement, and alienation), and they are open to new awareness as they interact with clients and colleagues. As a result, they are prepared for new insight, they are adaptive, and they are equipped to develop and maintain positive and effective working relationships with clients from different backgrounds and those who have been oppressed historically. Advanced clinical social work practitioners:

- identify the impact of diversity factors on human development and experience;
- demonstrate cultural humility, presenting themselves as learners who engage clients and constituencies as experts of their own experiences; and
- use a practice framework (e.g., harm reduction) that is sensitive to the needs of vulnerable populations and allows them to begin where the client is.



Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers who engage in advanced clinical practice recognize that each individual, regardless of circumstance or social position, has fundamental human rights.

Advanced clinical social work practitioners recognize disparities in resources, services, and opportunities available to marginalized populations and espouse a position of social economic, and environmental justice. Advanced clinical social work practitioners:

- demonstrate an awareness of and sensitivity to the effects of current and historical oppression, discrimination, and trauma on clients and client systems; and
- use a practice framework that advances social, economic, and environmental justice at all levels of practice.

Competency #4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers who engage in advanced clinical practice understand quantitative and qualitative research methods and use this knowledge to evaluate practice models and practice outcomes. They look to established empirical standards in the use and selection of intervention strategies. They systematically assess the outcomes of their work individually and collectively using commonly accepted research methods.

Advanced clinical social work practitioners:

- use evidence-based practice models;
- apply quantitative and/or qualitative research strategies and data analysis to assess practice outcomes and evaluate programs; and
- use research outcomes to inform policy, program, or practice.

Competency #5: Engage in Policy Practice

Social workers who engage in advanced clinical practice understand the role public and institutional policies play on their practice. Advanced clinical social workers also understand the role they play in policy development and are knowledgeable about policy formulation, analysis, implementation, evaluation, and evolution. Advanced clinical social work practitioners:

- identify public and organizational policies that relate to and/or affect their practice; and
- actively engage in the formulation, analysis, implementation, evaluation, and evolution of policies that affect their practice.



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

Social workers who engage in advanced clinical practice know the importance of the clinical relationship and are highly skilled in their ability to empathize and connect with their clients. They use their understanding of theories of human behavior and the social environment to establish strong working relationships with clients to facilitate engagement with individuals, families, groups, and communities, aware that many unique individual and cultural factors affect and are a part of this process. Advanced clinicians recognize how difference and power can affect relationships. Advanced clinical social work practitioners:

- attend to differences and relationship dynamics that can affect their ability to create an alliance with clients;
- use theoretically-based, individualized strategies to effectively engage diverse clients; and
- establish working contracts with clients that are modified appropriately as the clinical relationship evolves.

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

Social workers who engage in advanced clinical practice understand that an effective assessment process is essential to overall practice effectiveness with individuals, families, groups, and communities. Clinical social workers possess theoretically sound and evidence-based assessment skills that include competence in formal diagnoses of mental health conditions. Advanced clinicians are also aware that many unique individual and cultural factors must be considered in this process and recognize that their own personal experiences and affective reactions can affect their assessment. Giving consideration to the larger practice context, advanced practitioners collaborate with other professionals in this process as appropriate. Advanced clinical social work practitioners:

- collect, organize, and synthesize data from all relevant sources, including other professionals, to guide clinical practice;
- attend to individual differences and cultural factors that can affect their ability to understand a client;
- use theoretically-bases, individualized strategies to effectively assess diverse clients; and
- use the assessment outcome and process to select appropriate intervention strategies.

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



Social workers who engage in advanced clinical practice understand and effectively implement theoretically sound and evidence-based interventions with individuals, groups, families, and communities that are sensitive to the unique characteristics, needs, and backgrounds of their clients. Advanced clinical strategies follow principles of harm reduction, respecting the uniqueness of the client, beginning where the client is, following the client's lead, selecting pragmatic interventions, and weighing costs against benefits. Advanced practitioners collaborate with other professionals in this process as appropriate. Advanced clinical social work practitioners:

- apply harm reduction principles to the selection of intervention strategies;
- use data from their assessment to select intervention strategies; and
- evaluate, select, and apply best practices and evidence-based interventions.

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

Social workers who engage in advanced clinical practice understand that systematic evaluation of clinical practice with individuals, groups, families, and communities is an integral part of the helping process. Advanced clinicians are knowledgeable about practice and program evaluation methods and approach this as an ongoing process. Advanced practitioners use practice evaluation to assess clinical interventions and improve services to clients and communities. Their knowledge and skills of research methods position them to play a significant role in practice research, program evaluation and development, and policy analysis. Advanced practitioners collaborate with other professionals in this process as appropriate. Advanced clinical social work practitioners:

- select and use appropriate outcome evaluation methods;
- assess the effectiveness of interventions with clients; and
- apply findings from their evaluations to improve practice effectiveness and program outcomes.

PART 4: Program Information

Repeat Classes

Academic performance is assessed according to the grading criteria outlined on each course syllabus. Students must pass each class with a grade of "C" or better in all required and elective courses and maintain a minimum GPA of 3.0. To continue to the advanced field experience, the student must successfully complete the entire foundation curriculum with a grade of "C" or better in all courses and have a minimum GPA of 3.0. Students must earn a grade of "B" or better in each semester of field in order to advance to the next field experience semester. Students may not advance to the next field experience semester with an incomplete ("I"). A student who does not meet the minimum grade requirement for a course will be referred to a performance review



committee composed of three members of the MSW faculty, one of whom will be the instructor in the course(s) in which the grade standard is not met. A student who does not maintain the minimum GPA will also be referred to a performance review committee. A student may repeat a course once to achieve a higher grade to raise her/his GPA, but because of the structure of the curriculum, this will likely delay progress in the program by a year. A student is not permitted to repeat more than three courses throughout their graduate program. No student can be dismissed from the program without a hearing from a performance review committee.

Written Policies and Procedures for Transfer Credit

Students with a degree from a CSWE-accredited undergraduate social work program who apply to and attend the Weber State University MSW program can have degree requirements for the MSW reduced with advanced standing status, which results in a waiver of most of the generalist curriculum requirements. Bridge courses required of advanced standing students, both of which are part of the generalist curriculum, cover theories and practice models applied to vulnerable and at-risk populations, with an emphasis on work with Latinx clients, families, groups, and communities (MSW 6910: Clinical Practice II) and ethical decision making in clinical practice (MSW 6300: Ethics, Ethical Practice, Ethical Decision-Making). Though undergraduate social work programs may have addressed similar topics, these courses cover these topics at a higher level and content is applied expressly to advanced clinical practice. The specialized curriculum in the WSU MSW program was designed to train students in advanced practice skills and avoid redundancy with the program's generalist curriculum and curricula in baccalaureate social work programs. The specialized curriculum's practice courses present advanced evidence-based theories and clinical practice models, the two research courses connect scientific processes directly to clinical practice as both source and outcome, elective courses cover specific topics in depth and can be selected so as not to overlap with other graduate course content on a student's transcript, and the field experience emphasizes advanced clinical practice, which is not a focus in the undergraduate field experience.

Individuals wishing to transfer into the WSU MSW program are required to follow the same application process as other students and meet the same criteria. Transfer students who want to be awarded advanced standing status must have a bachelor's degree from an undergraduate social work program that is accredited by the Council on Social Work Education, the Canadian Association for Social Work Education, or is recognized by CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES). This degree must have been earned within five years of the time of application. An official transcript must clearly indicate that the applicant has such a degree. Consideration of transfer credits follows the policy and procedures described in below.

Policy for transfer credits



Weber State University has policies and procedures for transferring credits. Students who are transferring to the WSU MSW program from an MSW program at another institution are strongly encouraged to contact the Office of Admissions for information and assistance while making a transition to Weber State University. This office provides advisement on transferring courses, as well as information on admission, scholarships and financial aid, and more.

General information. Individuals wishing to transfer into the WSU MSW program are required to follow the same application process as other students and meet the same criteria. Transfer students who want to be awarded advanced standing status must have a bachelor's degree from an undergraduate social work program that is accredited by the Council on Social Work Education, the Canadian Association for Social Work Education, or is recognized by CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES). This degree must have been earned within five years of the time of application. An official transcript must clearly indicate that the applicant has such a degree. The Department of Social Work and Gerontology and the WSU MSW program accept credit for comparable courses from CSWE-accredited schools, with limitations that are spelled out below. The MSW program is responsible for making final determination about the application of graduate transfer credits to its academic requirements

Required courses. An applicant requesting transfer credits to be applied to required MSW courses must meet specific criteria and provide additional documentation prior to beginning the program. Such courses must have been completed at another CSWE-accredited graduate social work program and must be equivalent to WSU MSW courses. The student must have earned a grade of C or better and the coursework must have been completed within five years of admission to the WSU MSW program. No more than six semester credits are transferable. The applicant must submit a transfer request form, provide a letter of good standing from the dean or MSW program director of the transferring institution, include a syllabus for each course, and attach completed assignments for each course for which transfer credit is requested. Due to the unique framework and focus of the WSU MSW program, transfer credit is not available for practice courses or field experience. Transfer credit for required courses must be evaluated and approved by the director of the MSW program.

Elective courses. Up to six graduate-level transfer credits may be used to fulfill elective requirements for the program. Social work credits must come from a CSWE-accredited graduate program. The student must have earned a grade of C or better and the coursework must have been completed within five years of admission to the WSU MSW program. The applicant must submit a transfer request form, provide a letter of good standing from the dean or MSW program director of the transferring institution (in the case of MSW elective credits), include a syllabus for each course, and attach completed assignments for each course for which transfer credit is requested. Transfer



credit for elective courses must be evaluated and approved by the director of the MSW program.

Once a decision has been made, the student must meet with an academic advisor to design a specific course schedule.

Procedures for transfer credits

Procedures for evaluating and applying transfer credits in the MSW program are as follows:

1. Students wishing to transfer credits from another institution to WSU and apply these to MSW requirements completes the same application process as other students and meet the same criteria.
2. Students wishing to transfer credits are strongly encouraged to submit a transfer request form and accompanying documentation as soon as possible. Ideally, this would be shortly after receipt of a letter of acceptance to the program, but should be no later than one month prior to the beginning of the first semester at WSU.
3. The director of the MSW program reviews the request to apply transfer credits to the WSU MSW program. This process should take no more than two weeks.
4. The MSW program director notifies the student via electronic letter of the decision regarding transfer credits.
5. Once a decision has been made regarding transfer credits, the student must submit transcripts to the WSU transfer office in order to have these credits applied to the MSW degree requirements.
6. Once a decision has been made regarding transfer credits, the student must meet with an academic advisor to design a specific course schedule.

Life and Work Experience Credit in Program Development

The department has a policy not to grant credit for life or work experience.

Policy for Program Changes

Regarding the MSW degree, students follow the graduation requirements listed in the university catalog for the academic year they begin the program.



It is recommended that students work closely with advisors in the department to be aware of any recent changes that may affect their program completion.

The Social Work Program is accredited by the Council on Social Work Education (CSWE) which, from time to time, requests or requires program changes. All students will be required to adjust to these and other program changes except under the following conditions:

- A. If a student has been admitted to the MSW program under certain program requirements and maintains continuous enrollment until graduation.
- B. If a student has been admitted to the MSW program under certain program requirements and has been enrolled in program courses within the last three (3) semesters.
- C. If a student has not been admitted to the MSW program, but has received written program requirements advisement from a social work faculty member within the last two (2) semesters.

Non-discrimination Statement

Weber State University is an Equal Opportunity/Affirmative Action Employer. As such, it is the policy of the University to follow a concept of non-discrimination in the hiring and promotion of employees without regard to their race, religion, sex, age, color, national origin or veteran or handicapped status. Evaluation of full-time candidates and part-time students and non-student employees will be made on the basis of criteria directly related to the position, including education, skills, experience, internal mobility and affirmative action requirements.

The Social Work Program is committed to the policy of nondiscrimination as identified in the University's policies and procedures (PPM 3-32). The preamble of the University's policy on discrimination and harassment states:

Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging to all people in the environment.



Members of the social work faculty have selected the following policy on nondiscrimination:

The MSW program and the Department of Social Work and Gerontology are committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, political orientation, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging to all people in the environment.

PART 5: Student Activities

Weber State University Graduate Social Work Club

The Weber State University Social Work (WSUSW) Club is the Social Work Program's official student organization. The club provides opportunities for students to be involved in service, scholarly, and social activities. Students also function in a variety of leadership roles. It is open to all undergraduate social work majors and MSW students. The club has a membership fee of \$7 per semester or \$12 per academic year. A registration [form](#) is available through the Department's website or in the Social Work and Gerontology Department office (LH 330). Completed registration forms can be turned in at any time to the club's faculty advisor(s) or the department secretary.

National Association of Social Workers (NASW)

A student may join the National Association of Social Workers (NASW) as a student member at a reduced rate (\$60/year). As a student member, you will receive the NASW Newsletter and the journal *Social Work* on a quarterly basis. You will also be eligible for reduced registration fees at local and national conferences sponsored by NASW and its various chapters. In addition, you will be able to read about and see social work in action at all levels of practice. Students are strongly encouraged to participate in their professional organization on campus, in their local chapter, and on a national level. Applications for membership in NASW are available in the Social Work and Gerontology Department office (LH 330) or online at:

<https://www.socialworkers.org>

Phi Alpha Honor Society



[Phi Alpha](#) is the official honor society of the Weber State University social work program. Students are eligible to become members of Phi Alpha if they meet the following criteria: (1) they have declared social work as their major and have been formally admitted into the undergraduate (BSW) program or have been admitted to the graduate (MSW) program; (2) they have achieved sophomore status (BSW) or are in the advanced year of the graduate (MSW) program; (3) for undergraduates (BSW), their overall grade point average is 3.0 or higher; and (4) their grade point average in required social work courses is 3.5 or better. The Phi Alpha Honor Society was established to encourage academic excellence with the WSU Social Work Program and to promote the humanitarian goals of social work on the WSU campus and in the local community. Applications for membership in Phi Alpha are available through the Department's website or in the Social Work Department office (LH 330). Applications are accepted fall and spring. There is a one-time induction fee of \$60, which includes lifetime membership in the Phi Alpha Honor Society.

PART 6: Advisement

Academic Advisement

The ultimate plan for the WSU MSW program is to have a dedicated academic advisor who will be familiar with all essential details of the program: eligibility and admissions requirements, curriculum structure; and policies and procedures as outlined in the MSW program student handbook. The academic advisor will work closely with the MSW program director, the MSW program field director, and other faculty members who have a primary assignment to the MSW program. The academic advisor will respond to individuals who are interested in the program and will meet with these prospective students as necessary to review program requirements. This individual will also conduct orientation sessions for new students prior to the beginning of class. This meeting will cover important information regarding WSU and the MSW program and will introduce students to the MSW student handbook, which will include additional details such as: faculty profiles; the program's mission, goals, and core competencies; curriculum structure and requirements; student activities and involvement; and graduation requirements.

Until such time that resources become available for a dedicated academic advisor, academic and professional advising responsibilities will be divided up among members of the MSW program faculty. Students will be assigned a faculty advisor based on the first letter of their last name as follows:

A – G	Faculty member 1
H – J, X-Z	Faculty member 2



K – Q	Faculty member 3
R – W	Faculty member 4
Field advising	Faculty member 5 (field director)
Prospective students Transfer students General advising	Faculty member 6 (MSW program director)

MSW students MUST consult with their MSW program advisor before registering each semester and are strongly encouraged to meet with the academic advisor regularly to ensure that they are making satisfactory progress. Issues regarding specific course requirements and/or expectations will be referred to the respective instructor. Questions and concerns about the field experience will be referred to the field director. Other issues outside of normal academic advising will be referred to the MSW program director.

Professional Advisement

Faculty members in the MSW program are committed to and recognize that academic advising is a necessary part of the higher education system. They also view advising as an opportunity to mentor students in their professional preparation and career choices and development. Those who provide academic and professional advising are committed to the objectives as set forth in Weber State University's Policies and Procedures Manual 6.5:

- A. To help students define and develop realistic goals.
- B. To help students identify and understand their strengths, limitations, and needs.
- C. To refer students to available resources, when necessary.
- D. To assist students in planning their academic programs consistent with individual abilities, interests, and goals.
- E. To assist students in monitoring their progress toward educational/career goals.



- F. To assist students in identifying the connection between academic preparation and the world of work.
- G. To help students develop a mentor relationship with a faculty or staff member.
- H. To assist students in developing their academic abilities to the fullest extent.

Faculty members at Weber State University are required to set and keep regular office hours for student consultation. It is the policy of the College of Social and Behavioral Sciences that faculty members post and adhere to a schedule of at least five hours per week (one hour per day). They should conscientiously try to be in their offices during those hours.

- A. The hours should be scheduled at convenient times for students
- B. The office hours should be posted on the office door of each faculty member at all times and should be honored at all times.

Procedures

In the absence of a dedicated program advisor, professional advising follows the same basic procedure as academic advising. Students are assigned to a faculty member for advising based on the first letter of their last name as described above. Faculty members are expected to post and keep regular office hours for the purpose of academic and professional advising. Students can meet with a faculty member for professional advising outside of office hours by appointment. Because professional advising is seen as a part of mentorship, students may meet with any member of the faculty both formally, by appointment. Mentorship also occurs informally through discussion in the classroom and interaction with members of the faculty in more casual settings such as extracurricular training and at organized social gatherings sponsored by the department.

Specific Advisement Policies and Procedures

Faculty members in the MSW program are committed to and recognize that academic advising is a necessary part of the higher education system. They also view advising as an opportunity to mentor students in their professional preparation and career choices and development. Those who provide academic and professional advising are committed to the objectives as set forth in Weber State University's Policies and Procedures Manual 6.5:



- A. To help students define and develop realistic goals.
- B. To help students identify and understand their strengths, limitations, and needs.
- C. To refer students to available resources, when necessary.
- D. To assist students in planning their academic programs consistent with individual abilities, interests, and goals.
- E. To assist students in monitoring their progress toward educational/career goals.
- F. To assist students in identifying the connection between academic preparation and the world of work.
- G. To help students develop a mentor relationship with a faculty or staff member.
- H. To assist students in developing their academic abilities to the fullest extent.

Faculty members at Weber State University are required to set and keep regular office hours for student consultation. It is the policy of the College of Social and Behavioral Sciences that faculty members post and adhere to a schedule of at least five hours per week (one hour per day). They should conscientiously try to be in their offices during those hours.

- A. The hours should be scheduled at convenient times for students
- B. The office hours should be posted on the office door of each faculty member at all times and should be honored at all times.

A minimum of six full-time faculty members in Department of Social Work and Gerontology will have primary assignment to the MSW program. Each will have an MSW degree and at least minimum practice experience necessary for effective advising, as defined by the Council on Social Work Education.

Advisement by Full-Time Faculty with Required Credentials

Within the Department of Social Work and Gerontology, there are eight full-time faculty members with MSW degrees and practice experience as defined by the Council on Social Work Education. All eight current faculty members have clinical social work



certification status. Faculty teaching and advising assignments will be adjusted as the MSW program continues to evolve. New faculty members who will be hired for the MSW will have similar academic and practice backgrounds. Faculty credentials are as follows:

Mark O. Bigler, LCSW, PhD, Professor, Department Chair
Corina D Segovia-Tadehara, MSW Program Director, PhD, Associate Professor
Barrett Bonella, LCSW, PhD, Associate Professor
Justin Lee, LCSW, PhD, Assistant Professor
Kerry Kennedy, LCSW, PhD, Professor
Heidee Miller, LCSW, Instructor, MSW Field Director
Kristina Moleni, MSW, PhD, Assistant Professor
Lizbeth Velazquez, MSW, Assistant Professor
Steven C. Vigil, LCSW, Instructor, BSW Field Director

Evaluation and Ongoing Academic and Career Advisement

The initial opportunity for an assessment of student aptitude and motivation for a career in social work occurs during the MSW application. A careful review of applicants will help ensure that students entering the program are strong academically, committed to the principles and values of social work, and motivated to develop sound ethical behavior and effective practice skills. A second opportunity is during the MSW program student orientation where members of the faculty interact with new students. Each semester thereafter, students are required to meet with their academic advisor to review their progress and plan their schedule.

Academic Grading

Once students begin the program, academic performance is assessed according to the grading criteria outlined on each course syllabus. Students must pass each class with a grade of “C” or better in all required and elective courses and maintain a minimum grade point average of 3.0. Students must earn a grade of “B” or better in each semester of field in order to advance to the next field experience semester. Students may not advance to the next field experience semester with an incomplete (“I”). A student who does not meet the minimum grade requirement for a course will be referred to a performance review committee composed of three members of the MSW faculty, one of whom will be the instructor in the course(s) in which the grade standard is not met. A student who does not maintain the minimum GPA will also be referred to a performance review committee. No student can be dismissed from the program without a hearing from a performance review committee.

Final grades for courses are assigned by individual instructors based on criteria outlined in the course syllabus. Grades are given as A, B, C, D, or E, including designations of



“+” or “-.” The is no A+ or E-. Final grades are submitted at the end of the semester (or at the end of a semester block when a course is condensed or accelerated).

Grade Appeals

A student can appeal a grade or other action taken by the program that affects her/his academic standing. The first step in this process is to complete a Grade Appeal Petition that identifies the course and grade in question and states reasons for the appeal. Prior to initiating a formal appeal process, students are asked to meet with the faculty member in question to see if it is possible to resolve any concerns or conflict. If agreement cannot be reached informally, the Grade Appeal Petition form is submitted to the MSW program director for review. The program director works with the faculty member to determine if the appeal is justified, and a grade change is warranted. If the appeal is denied at this level, the student may take the issue to the dean of the College of Social and Behavioral Sciences.

Incompletes

An incomplete grade (“I”) can be given when a student is unable to complete requirements in a course for reasons that are considered legitimate (e.g., an accident or illness) after having completed a substantial portion of the work (approximately 80%). The faculty member prepares a written contract that indicates work to be completed, a timeframe for finishing the work, and the grade that the student will receive if other conditions of the contract are not met. It is the policy of the WSU MSW program that: a) incompletes given at the end of fall semester must be completed by the end of the subsequent spring semester; b) incompletes given at the end of the spring semester must be completed by the beginning of the following fall semester; c) incompletes given in the final semester must be completed within 12 months; and d) a student may not advance to the next field experience semester with an incomplete.

Academic Grievance and Appeal Procedures

Students’ Rights

The Weber State University Student Code, as defined in Section 6-22 of the Policies and Procedures manual ensures that students “retain and enjoy all rights guaranteed to citizens by the Constitution and laws of the United States and the constitution and Laws of the state of Utah.” In addition, students at Weber State University, including those in the Social Program have a right to expect the following:

1. The right to a learning environment free of harassment and unlawful discrimination.



2. The right to due process in all disciplinary proceedings, which means fundamental and procedural fairness in accordance with PPM 6-22, sections IX and X.
3. The right to competent academic instruction and advisement.
4. The right to intellectual inquiry, including specifically the right to engage in reasonable academic discussion and dissent within the framework of course material, class size, and reasonable instructor availability.
5. The right of free inquiry, expression, and assembly subject to constitutional limitations.
6. The right to organize and the freedom of association.
7. The right to meaningful representation in the formulation of university policies which affect students.
8. The right to a proper academic evaluation through orderly procedures and announced criteria designed to prevent prejudice and capricious judgment.
9. The right to confidentiality of records and due limitation of disclosure of personally identifiable information.
10. The right of reasonable access to and use of University services and programs such as financial aid, counseling, disability services, academic advisement, career planning, library services, etc. (PPM 6-22-III)

Academic Standing and Dismissal

Information regarding University academic standards can be found at:

[http://catalog.weber.edu/content.php?catoid=9&navoid=1894#Academic Standards Eligibility](http://catalog.weber.edu/content.php?catoid=9&navoid=1894#Academic_Standards_Eligibility)

A student at Weber State University is considered in good academic standing when her/his cumulative grade point average is a 2.00 or higher. If a student's GPA drops below 2.0, she/he is placed on Academic Warning, Academic Probation, or Academic Suspension, depending on her/his class standing. The academic standard for the MSW program is a minimum GPA of 3.0. Falling below this level in the MSW program will result in academic probation, as described below. Failure to bring the GPA back up to standard within one semester will result in dismissal from the program.

Academic Probation



Students whose cumulative GPA falls below the 3.0 standard after earning at least nine semester hour of credit are placed on academic probation. If, after being placed on academic probation, the student's GPA does not rise above 3.0 after another nine semester hours of credit or after two semesters of study, whichever occurs first, the student is subject to dismissal from the MSW program.

When a student's GPA falls below the 3.0 standard, the MSW program director notifies the student and her/his academic advisor in writing. The academic advisor then meets with the student to develop a plan of action to correct the deficiency. This plan will include specific details about what the student will do to be removed from academic probation status. A performance review committee will review all student situations involving academic probation to ensure appropriate action is being taken and to offer recommendations.

Academic Standing Appeal Procedure

If a student has been placed on academic probation and feels the classification is in error or wishes to appeal the status, she/he should meet with the MSW program director. If this informal appeal does not resolve the student's concern, she/he should arrange to meet with the Associate Registrar in the Registrar's office in the Student Services Center, room 101, to review her/his records and receive information regarding the process of appeal.

Conflict Resolution

Despite the well-meaning efforts of students and faculty alike, there may be times when students feel that they have been treated unjustly by faculty members, staff, or another student or students, or that their work has been evaluated unfairly or inadequately by an instructor. Such occasions can be even more frustrating if students are unsure of the procedure for presenting their grievance. The following guidelines should help successfully resolve such problems.

1. Informal Procedure:

- A** Ideally, the student should first bring the grievance to the attention of the faculty member, staff member, or student involved, to determine if mutual agreement or resolution can be reached.
- B** If no resolution is possible, a faculty member, not initially involved, is asked to mediate the situation. Both parties must agree on the selection of the particular faculty member.



- C If resolution is not reached, the complainant(s) may appeal to the director of the MSW program and proceed through the Formal Grievance Procedure.
2. Formal Procedure:
 - A A grievance is submitted to the MSW program director.
 - B An ad hoc Formal Grievance Committee will be established by the MSW program director to hear the appeal. This ad hoc Formal Grievance Committee is composed of one graduate student and two faculty members. (Both the complainant[s] and the subject[s] of the complaint must approve the appointments by the MSW program director. In addition, it is noted that the faculty member who was selected for the “Informal Procedure” cannot be appointed to the ad-hoc Formal Grievance Committee). One of the two faculty members designated is appointed by the committee as the chair, and this chairperson votes only in a tie-breaking situation.
 - C The Committee will hear any information desired for presentation by the complainant(s). The proceedings will be recorded.
 - D After hearing the complaint and receiving all of the information presented, the Formal Grievance Committee’s conclusions and recommendations will be submitted, in writing, within five (5) days, to all involved parties, to the director of the MSW program, and to the chair of the Department of Social Work and Gerontology unless either of these is the individual against whom the grievance is filed. In the event that the grievance is directed toward the MSW program director or the chair of the Department of Social Work and Gerontology, the complaint is then forwarded to the dean of the College of Social and Behavioral Sciences.
 - E The MSW program director will then notify in writing, the complainant(s), the faculty individuals involved, and the college dean of his/her decision, within thirty days. All written and recorded material will be held confidentially in the office of the chair of Department of Social Work and Gerontology.
 - F If the student(s) is (are) dissatisfied with the results of the special hearing or the committee chair’s decision, a formal appeal may be made in writing to the dean of the College of Social and Behavioral Sciences. This grievance shall be submitted for consideration not later than thirty (30) days after the date of the chair’s notification letter of the program’s decision.
 - G The dean will then follow the approved policy and guidelines in the official University Policies and Procedures and give the student(s) the choice of



having the grievance resolved directly by the dean or by a three-member committee chaired by a full-time member of the faculty selected by the dean.

All grievance procedures are governed by the principle of due process and reflect the guiding philosophy as stated herein. They are also consistent with the spirit of the University's general philosophy.

Student Responsibilities

Students “assume the personal obligation to conduct themselves in a manner which is compatible with the University's role as a public institution of higher education. By enrolling at Weber State University, students agree to maintain certain standards of conduct, which if violated, may result in the imposition of sanctions or other forms of University discipline” (PPM 6-22-IV).

Professional Standards of Conduct

The MSW program at Weber State University maintains high professional standards for students and faculty members. Because of the nature of social work practice and professional preparation in this discipline, the MSW program has somewhat different expectations of students than do other, nonprofessional programs. Students in the Weber State University MSW program are expected to abide by the Department's Statement of Behavioral Expectations and Readiness for the Field (Appendix A), the [Code of Ethics of the National Association of Social Workers](#), and the Student Code in the University's Policies and Procedures Manual (PPM 6-22).

Professional Performance Grievance

A student can appeal a decision or action taken by the program regarding professional conduct that affects a grade or jeopardizes standing in the program when she/he feels there has been prejudice or otherwise unfair evaluation.

Prior to initiating a formal appeal process concerning an undesirable assessment of professional performance, students are asked to meet with the faculty member of field supervisor in question to see if it is possible to resolve any concerns or conflict at that level. If agreement cannot be reached informally, the student can submit a written statement to the MSW program director describing the situation. The program director works with the faculty member to determine if the appeal is justified and a change in the evaluation of professional performance is warranted. If the appeal is denied at this level, the student may take the issue to the dean of the College of Social and Behavioral Sciences.



From this point, if the issue is not resolved or the outcome is unsatisfactory, the student may follow the same grievance procedures that are used to address academic appeals, described above.

Termination from the Program

A student may be dismissed from the MSW program for failure to meet the program's academic standards, for actions that violate the program's expectations for professional behavior (expectations and readiness for the field), and/or for violations of the *NASW Code of Ethics*.

Students may be terminated from the Weber State University MSW program if, in the professional judgment of the social work faculty, they fail to meet the program's academic standards, they engage in actions that violate the program's minimum standards of professional conduct (Statement of Behavioral Expectations and Readiness for the Field [see Student Manual and Field Manual appendices], they violate the [NASW Code of Ethics](#), or they participate in behavior or activities that violate the Student Code [PPM 6-22]). These violations may include but are not limited to:

- A. Prolonged failure to meet or maintain academic grade point requirements as established by the University and the Social Work Program.
- B. Behavior judged to be in violation of the *NASW Code of Ethics*.
- C. Academic cheating, lying, or plagiarism.
- D. Dismissal by a field agency while in a formal field placement.
- E. Evidence of alcohol or drug use that is disruptive in the classroom and/or impairs the student's ability to perform her/his duties in the field.
- F. Inappropriate behavior with peers, field instructors, faculty, and/or clients, including physical harm or assault, threats of physical harm or assault, or intimate/sexual activity or other relationships that violate expected boundaries.
- G. Documented evidence of criminal activity occurring during the course of study or which occurred prior to admission to the program and became known after admission.

The MSW program at Weber State University is to prepare students to be highly professional social workers. The University and the profession demand a high level of maturity, integrity, and responsible decision-making, supported by social work values and ethical behavior.



Termination Process

Prior to taking action, the student will be provided with verbal and written notification of impending probation and/or termination. A personal interview will be scheduled with the student by the MSW program director to discuss any alternate options to probation and/or termination. If another option is viable, a contract will be negotiated between the program director and the student which will specify steps to be taken toward resolution and will establish a time limit for the accomplishment of this plan. The program director may negotiate the contract as needed. A final interview with the program director will be scheduled to determine if the steps in the contract have been successfully accomplished.

Termination Appeals Procedure

Termination from the undergraduate program may be appealed in the following manner:

- A. A written statement of appeal may be submitted to the MSW program director within 10 days of notification regarding areas that he/she feels need clarification or reevaluation. Within 30 days of receipt of the written appeal, a special hearing will be scheduled with the student, the chair of the Department of Social Work and Gerontology, the MSW program director, a program faculty member identified by the student, and a performance review committee, for the purpose of reviewing the appeal.
- B. The student will be notified, in writing, not later than 10 days following the hearing by the MSW program director of the decision reached during the special hearing.
- C. If the student is dissatisfied with the results of the special hearing, a formal grievance may be made in writing to the dean of the College of Social and Behavioral Sciences. This grievance shall be submitted for consideration “not later than the established mid-term of the semester immediately following the semester in which the incident of grievance occurred.” The dean will then follow the approved policy and guidelines in the official University catalog.

Termination from Field Placement

Specific behavioral expectations for the field are spelled out in the Behavioral Expectations and Readiness for the Field form (Appendix A). Violation of these standards is grounds for suspension or removal from the field and possible dismissal from the MSW program. Suspension or termination from a field placement is addressed in greater detail in the Field Manual.

Changes in Field Placement



In the rare event a student is unable to complete foundation or advanced field work in the agency where she/he is originally placed, at the discretion of the field placement advisor, the student may request a new placement one (1) time only. Changes in the field placement is discussed in greater detail in the [Field Manual](#), which is available through the Department website.

Leave of Absence from the Social Work Program

Students who have been admitted to the WSU MSW Program can take a leave of absence for a maximum of two calendar years (six consecutive semesters, counting summer) and return to the Program without having to reapply. Students who take a leave of absence from the Program that is longer than two calendar years (six consecutive semesters, counting summer) will be required to reapply for admission.

If a leave of absence occurs during the field experience, at the discretion of the field director, a student may return to complete the internship at the same setting after one semester's absence. Students who take a leave of absence from the Program of two semesters or longer will be required to reapply to the field and complete the field experience in its entirety at an appropriate time upon their return. NOTE: Because background checks, which are required by most field placement agencies, are good for one year, a new background check will be necessary when a leave of absence is two semesters or longer.

Students should also be aware of the University's policy regarding changes in graduation/catalog requirements:

Entering students, including first-time and transfer students, will be required to complete the degree and program requirements listed in the catalog in effect when they first enroll, with the following exceptions:

When students change their program of study, they are then required to graduate under the catalog in effect when they declare the new program of study.

Weber State University Due Process Policies/Procedures

The University policies and procedures are the major source of problem solving when a resolution is not found between various parties involved in a dispute. Due process is a system of procedures designed to produce fair and reasonable judgments in those situations which may yield a serious adverse decision about a faculty member, an administrator, or a student (respondent). Due process furnishes the structure for a wise and fair administration of justice. This process presupposes that the accuser has not



found acceptable recourse from the respondent or the immediate supervisor of the respondent.

Essential elements of procedural due process include:

1. Adequate notice of the charges or basis of action;
2. An impartial decision maker;
3. An opportunity to make an oral presentation to the decision maker;
4. An opportunity to present evidence or witnesses to the decision maker;
5. A chance to confront and cross-examine witnesses or evidence to be used against the individual;
6. The right to have a representative present the individual's case to the decision maker; and
7. A decision based on the record with a statement of reasons for the decision.

The following, outlined in section 6-22 of the University policies and procedures, become critical to the problem solving process:

6-22-VIII	Student Code Jurisdiction
6-22-IX	Student Code Procedures for Administrative Issues
6-22-X	Student Code Procedures for Student Conduct Hearings
6-22-XI	Student Code Procedures for Formal Hearings Not Involving Administrative Issues
6-22-XII	Student Code Sanctions
6-22-XIII	Student Code Amendments
6-22-XIV	Student Code Definitions

PART 7: Professionalism

Code of Ethics

Students enrolled in the MSW program must abide by the [National Association of Social Workers Code of Ethics](#) and the Program's Behavioral Expectations and Readiness for the Field (Appendix A). Disciplinary actions may be taken by the Social Work Program Admissions and Retention Committee when a student is found in noncompliance with ethical and/or professional practice standards.

Professional Licensing



Professional licensing in social work is a function of state agencies and national professional organizations. Licensing laws vary from one state to another and different professional organizations have different criteria for licensing and membership. Students should consult specific states and/or organizations to determine the specific requirements for licensure in areas of their interest. Some forms of licensure may require special consideration in planning academic programs. Requirements for social work licenses in the state of Utah are defined in paragraph 2 of the Mental Health Professional Practice Act (USC 58-60-205). What follows is information about the license from DOPL's website (see also Appendix B):

<http://www.dopl.utah.gov/>

State of Utah – License Clinical Social Worker (LCSW)

- (1) An applicant for licensure as a clinical social worker shall:
 - (a) submit an application on a form provided by the division;
 - (b) pay a fee determined by the department under section 63j-1-504;
 - (c) provide certified transcripts from an accredited institution of higher education recognized by the division in collaboration with the board verifying satisfactory completion of an education and an earned degree as follows:
 - (i) a master's degree in a social work program accredited by the Council on Social Work Education or by the Canadian Association of Schools of Social Work; or
 - (ii) a doctoral degree that contains a clinical social work concentration and practicum approved by the division, by rule, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, that is consistent with Section 58-1-203;
 - (d) Have completed a minimum of 4,000 hours of clinical social work training as defined by division rule under Section 58-1-203:
 - (i) in not less than two years;
 - (ii) under the supervision of a supervisor approved by the division in collaboration with the board who is a:



- (A) clinical mental health counselor;
 - (B) psychiatrist;
 - (C) psychologist;
 - (D) registered psychiatric psychiatric nurse practitioner;
 - (E) marriage and family therapist; or
 - (F) clinical social worker; and
- (e) document successful completion of not less than 1,000 hours of supervised training in mental health therapy obtained after completion of the education requirement in Subsection (1)(c), which training may be included as part of the 4,000 hours of training in Subsection (1)(d), and of which documented evidence demonstrates not less than 100 of the hours were obtained under the direct supervision, as defined by rule, of a supervisor describe in Subsection (1)(d)(ii);
- (f) have complete a case work, group work, or family treatment course sequence with a clinical practicum in content as defined by rule under Section 58-1-203; and
- (g) pass the examination requirement established by rule under Section 58-1-203.

State of Utah – Certified Social Worker (CSW)

- (2) An applicant for licensure as a certified worker shall:
- (a) submit an application on a form provided by the division;
 - (b) pay a fee determined by the department under section 63j-1-504;
 - (c) provide certified transcripts from an accredited institution of higher education recognized by the division in collaboration with the board verifying satisfactory completion of an education and an earned degree as follows:
 - (i) a master's degree in a social work program accredited by the Council on Social Work Education or by the Canadian Association of Schools of Social Work; or



- (ii) a doctoral degree that contains a clinical social work concentration and practicum approved by the division, by rule, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, that is consistent with Section 58-1-203;
- (d) pass the examination requirement established by rule under Section 58-1-203.

State of Utah – Certified Social Worker Intern

- (3) (a) An applicant for certification as a certified social worker intern shall meet the requirements of Subsections (2)(a), (b), and (c).
- (b) Certification under subsection (3)(a) is limited to the time necessary to pass the examination required under Subsection (2)(d) or six months, whichever comes first.
- (c) A certified social worker intern may provide mental health therapy under the general supervision, as defined by rule, of a supervisor described in Subsection (1)(d)(ii).

Registering for the Examination

There are two graduate-level licenses in the field of social work in Utah. They are Certified Social Worker (CSW) and Licensed Clinical Social Worker (LCSW). Applicants for these licenses must pass the appropriate exam for their license type before applying. All examines are administered by the Association of Social Work Board (ASWB). A prospective licensee must register for the licensing exam by visiting the ASWB website:

<https://www.aswb.org/>

In order to take an ASWB examination, you must register with ASWB and pay the **required exam fee of \$230**. It typically takes three business days to receive email confirmation of registration.

A guide to the social work exam and online practice tests are available from ASWB listing the various rules and regulations on testing, rescheduling, etc. at <https://www.aswb.org/products>

Licensure Process



Upon completion of all licensure requirements, including passing the examination and completing practice hours and supervision (for LCSW), you can apply for your license online at <https://dopl.utah.gov/soc/>

Examination and Licensure Fees

ASWB Bachelors Examination	\$230.00
DOPL Licensing fee	\$120.00

Continuing Education

A social work license in Utah has a two-year renewal cycle. As a condition for renewal of the LCSW, during each licensure cycle, the licensee must complete qualified continuing professional education. The continuing education requirement for the LCSW is 40 hours every two years. This must include three hours in ethics and/or law and 2 hours in suicide prevention. A maximum of 15 of these hours can be taken online. Licenses expire on September 30th of even years.

License Renewal Fee

The renewal fee for the CSW or the LCSW is \$93.00.

PART 8: Field Education

General Field Information

Field education is a designed, supervised, coordinated, and evaluated based on criteria that affirm that students have developed and demonstrate the social work competencies. The WSU social work program has a proud tradition of providing high quality field instruction as part of its longstanding undergraduate curriculum. The field education program for Weber State University's MSW program was designed to continue this tradition, providing students with the opportunity to apply knowledge, values, and skills acquired and developed in the classroom to social work practice in supervised, field-based experience in an agency setting. This community-based, experiential learning model gives students a chance to apply and integrate theory in practice environments very much like those that will employ them throughout their career as a social worker.

Though not unique to the professional preparation of social workers, the field education experience is a central component of the social work curriculum and is considered its signature pedagogy. Beginning with foundational content, which leads progressively to



more advanced and practice-specific concepts and skills, all course work supports and prepares students for high impact learning in the field internship experience. As a result of this thoughtfully structured and closely supervised experiential learning process, students are expected to demonstrate a high level of professional competence and are prepared for advanced clinical social work practice.

The WSU MSW curriculum is built on a harm reduction framework and is grounded in theory for advanced clinical practice. The field education program integrates theory and practice in a variety of ways. In the classroom, first year students begin with an introduction to the knowledge, values, and skills of professional social work, including its historical and philosophical foundations, a consideration of the social context of human behavior and development, and an examination of human and social diversity and oppression. This takes place both in the classroom and in their first semester of field education. Second year and advanced standing students build on this foundation, whether through the program's first-year curriculum or their BSW program, connecting clinical practice theory and skills to the field experience in subsequent semesters of course work and field education as they become more independent and deal with increasingly complex constructs and objectives.

The classroom curriculum and the field education experience in the MSW program extend generalist practice to a more advanced level and prepare students for advanced clinical practice.

Statement of Behavioral Expectations and Readiness

The provision of social work services to clients requires a high level of professionalism. In addition, social work is a high stress profession. In order to successfully practice this profession, a social worker must not only possess expert skills and knowledge, but also abide by a set of ethical and behavioral expectations that safeguard the client, the agency, the sponsoring academic program, and the profession as a whole. Violations of these expectations can be detrimental to the student, the client, the agency, WSU social work programs, and the profession. In addition, the Weber State University MSW program, the student, and cooperating community social service agencies may be held liable should a social work intern's behavior interfere with the delivery of quality professional services.

Therefore, prior to being placed in the field, you must assess your own readiness for this experience. If you have reservations or concerns about your readiness for the field, you should discuss them with the field director well in advance of beginning your practicum. Be advised that many agencies require a background check and/or drug testing. If there are criminal charges on your record or you are likely to test positive for drugs, it would be wise to discuss these issues with the field director early in the



placement process. Students review, sign, and submit a Statement of Behavioral Expectations and Readiness for the Field form as part of the application process for the required field internship (see Appendix A).

Background Checks for Field

Having a criminal history or legal issues in one's past does not automatically preclude a person from becoming or practicing as a social worker. However, almost all field placement sites (internships) require a background check. Failure to pass a background check may limit field placement options, delay field placement, or prevent a student from completing the required field internship. Sometimes these issues can be resolved through expungement procedures in the state where charges were adjudicated, OR, by working closely with an attorney to be able to reduce previous charges, OR, by working with the Board of Pardons. However, this process takes time. If a student has any criminal issues in her/his past that might show up on a background check, she/he is strongly encouraged to contact the MSW field director IMMEDIATELY to discuss the potential impact on the field placement.



**Appendix A – Statement of Behavioral Expectations and Readiness for the Field
Form**



Master of Social Work Program

STATEMENT OF BEHAVIORAL EXPECTATIONS AND READINESS FOR THE FIELD

The provision of social work services to clients requires a high level of professionalism. In addition, social work is a high stress profession. In order to successfully practice this profession, a social worker must not only possess expert skills and knowledge, but also abide by a set of ethical and behavioral expectations that safeguard the client, the agency, the sponsoring academic program, and the profession as a whole. Violations of these expectations can be detrimental to the student, the client, the agency, the WSU Social Work Programs, and the profession. In addition, the Weber State University Social Work Program, the student, and cooperating community social service agencies may be the subject of a claim should a social work intern's behavior interfere with the delivery of quality professional services.

Therefore, prior to being placed in the field, you must assess your own readiness for this experience. If you have reservations or concerns about your readiness for the field, you should discuss them with the field director well in advance of beginning your practicum. Be advised that many agencies require a background check and/or drug testing. If there are criminal charges on your record or you are likely to test positive for drugs, it would be wise to discuss these issues with the field director early in the placement process.

When you are placed in a field agency, you are agreeing to the following expectations:

1. You will abide by the *NASW Code of Ethics* (a copy of the *NASW Code of Ethics* is available on the Social Work and Gerontology Department website and at the following website: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>)
2. You will abide by the policies and procedures of the field agency where you are placed;
3. You will demonstrate professional demeanor in behavior as defined by your field agency;
4. You will demonstrate professional demeanor in dress/appearance as defined by your field agency;
5. You will demonstrate professional demeanor in communication as defined by your field agency;
6. If required by the agency, you will complete a qualifying background check and/or drug test;
7. You will arrive on time at your field agency for all appointments and meetings according to an assigned or agreed upon schedule through your field supervisor;
8. You will attend all training and staff meetings as required by your field agency;
9. At a minimum, you will meet with your field supervisor weekly (more often if requested or required by your field supervisor);
10. In addition to regularly scheduled meetings with your field supervisor, you will make appropriate use of supervision by consulting with this person regarding any questions or concerns related to your practicum experience;



11. In the event of conflict between you and a client or between you and a colleague, you will seek to resolve these issues directly and professionally, following an appropriate line of supervision (the person her/himself, the field supervisor, the MSW Field Director, the MSW Program Director, the Chair of the Department of Social Work and Gerontology, the Dean of the College of Social and Behavioral Sciences; the WSU due process officer);
12. Should problems arise between you and your field agency or between you and your field supervisor, you will immediately contact the WSU Master of Social Work Program's field director for consultation;
13. You will be honest in completing and reporting your internship hours;
14. You will complete and submit on time all paperwork required by the agency and by the WSU Master of Social Work Program;
15. You will not physically harm or assault clients or colleagues, or threaten or imply physical harm or assault;
16. You will maintain proper professional boundaries and will not enter into sexual, romantic, or otherwise personal or intimate relationships with any client, current or past;
17. You will maintain proper professional boundaries and will not enter into other "dual relationships" with any client (e.g., social, business, economic, etc.);
18. You will not engage in any practice beyond the scope of your professional training;
19. You will only use assessment tools and intervention techniques with your clients that are approved by your field agency;
20. You will demonstrate respect for clients and colleagues whose gender, sexual orientation, ethnicity, cultural background, and/or religion differ from your own;
21. You will demonstrate appropriate self-disclosure with clients and refrain from sharing personal information with clients that is irrelevant, exploitive, self-serving, potentially harmful, or in any way violates legal statutes, agency policies, or ethical standards;
22. You will not share clients' confidential information, except as appropriate in supervision or as required by law;
23. You will not use illegal drugs during the course of your field placement;
24. You will not use alcohol during the course of your field placement in a manner that impairs your ability to perform your duties (e.g., coming to the field agency drunk or hung-over, using alcohol during business hours);
25. You will not engage in any other activity that might impair your judgment while conducting your duties as an intern;
26. You will not commit any criminal offenses during the course of your field experience;

In addition, I understand and agree to the following:

- A. I understand that I may not be placed at an agency wherein I or a member of my family was or is a client I also understand that I may not be placed at an agency where a member of my family or my friend is an employee. I understand that if I am found attempting to secure a placement in an agency within these circumstances that my entry into my field practicum may be delayed. Additionally, the field supervisor must not be a family member, friend, spouse, partner, ex-spouse/partner, etc. of mine. Since the MSW Field Director does not ascertain client or employee information from agencies or students, it is my responsibility of to decline (or not select) a placement based on the before described conflict of interest.
- B. I understand and agree that a failure to successfully complete a Field Agency Placement may result in my



removal from the Program and that I may be unable to obtain a certificate or degree.

- C. I understand that a Field Agency Placement may be a placement with a non-Weber State University Provider. I understand that I have no right to a placement and that my participation is completely voluntary on the part of the Provider.
- D. I understand that the Field Agency Placement may be with an entity not controlled by WSU. If problems arise during the Field Agency Placement, including issues of harassment, I understand that I should immediately report the problem to Department of Social Work and Gerontology or to the WSU Affirmative Action/Equal Opportunity Office IX Coordinator and Disability ADA/504 Coordinator who can be reached at Miller Administration Building, Room 101, Office: 801-626-6239. I understand that I also have the option to go to the proper authorities including police if I feel it necessary. Further information can be found at Safe@Weber <https://www.weber.edu/safeatweber>
- E. I understand that I am required to be on my best behavior while with a Field Agency Placement Provider. I will familiarize myself with policies, rules and regulations of the Provider and abide by them. I understand that a failure to comply with the policies, rules, regulations, and direction given me by the Provider, inappropriate behavior, poor performance, unacceptable attendance, being late or other misbehavior may result in my expulsion from the Field Agency Placement at the Provider's sole discretion. If this occurs I understand that I may be removed from the program and that I may be unable to obtain a certificate or degree.
- F. I understand that I may be required to obtain a background check, including criminal records, drug screen, and various immunizations and that information associated with these may be supplied to the Field Agency Placement Provider. I hereby authorize Weber State University and its designated agents and representatives ("WSU") to disclose any and all information, verbal or written, pertaining to my background check report, drug screen results, immunizations and other related information as required to the Field Agency Placement where as necessary to the Field Agency Placement Provider including grades obtained in prerequisite qualified for the Field Agency Placement, meet the Provider's requirements and expectations, and to allow information to flow between the Provider and WSU to evaluate my performance.
- G. I understand and agree that while participating in a Field Agency Placement unless it is specifically agreed to in writing prior to the placement that I am not an employee of the Provider. I will not be entitled to or receive remuneration of any kind (unless a stipend is agreed to beforehand in writing), will not be entitled to any benefits given to employees of Provider including I will not be entitled to workers' compensation benefits for any accident, illness or injury arising during a Field Agency Placement. I agree not to make any claim arising out of the Field Agency Placement including for remuneration, salary, wages, or benefits and will hold harmless and indemnify Weber State University including for all expenses it may incur in defending a claim including attorney's fees. This applies even if in a separate capacity I am employed by the Provider.
- H. I acknowledge that some states may also require state licensure for professionals to be able to work in that particular state. This may include requirement above and beyond obtaining a certificate and/or degree from Weber State University. Visit <https://continue.weber.edu/wsuoonline/state-authorization/> to see if this applies to the state you wish to be employed in. Students who are seeking employment in states with licensure requirements are responsible for completing any licensure requirements beyond the degree.

By signing this document, you certify that you have reviewed the *NASW Code of Ethics* and that you have read, understand, and agree to abide by the expectations outlined above. You also understand that any violation of these standards is grounds for removal from the field and possible dismissal from the Master of Social Work Program.



Student Signature

Date

MSW Field Director Signature

Date

cc: Student file

cc: Field Supervisor



Appendix B – Social Worker Licensing Act
Utah State Code, Sections 58-60-201 to 58-60-207

<https://dopl.utah.gov/soc/index.html>



Utah State Code, Sections 58-60-201 to 58-60-207

58-60-201. Title.

This part is known as the "Social Worker Licensing Act."

Enacted by Chapter 32, 1994 General Session

58-60-202. Definitions.

In addition to the definitions in Sections [58-1-102](#) and [58-60-102](#), as used in this part:

- (1) "Board" means the Social Worker Licensing Board created in Section [58-60-203](#).
- (2) (a) "Practice as a social service worker" means performance of general entry level services under general supervision of a mental health therapist through the application of social work theory, methods, and ethics in order to enhance the social or psychosocial functioning of an individual, a couple, a family, a group, or a community, including:
 - (i) conducting:
 - (A) a non-clinical psychosocial assessment; or
 - (B) a home study;
 - (ii) collaborative planning and goal setting;
 - (iii) ongoing case management;
 - (iv) progress monitoring;
 - (v) supportive counseling;
 - (vi) information gathering;
 - (vii) making referrals; and
 - (viii) engaging in advocacy.



- (b) "Practice as a social service worker" does not include:
- (i) diagnosing or treating mental illness; or
 - (ii) providing psychotherapeutic services to an individual, couple, family, group, or community.
- (3) "Practice of clinical social work" includes:
- (a) the practice of mental health therapy by observation, description, evaluation, interpretation, intervention, and treatment to effect modification of behavior by the application of generally recognized professional social work principles, methods, and procedures for the purpose of preventing, treating, or eliminating mental or emotional illness or dysfunction, the symptoms of any of these, or maladaptive behavior;
 - (b) the application of generally recognized psychotherapeutic and social work principles and practices requiring the education, training, and clinical experience of a clinical social worker; and
 - (c) supervision of the practice of a certified social worker or social service worker as the supervision is required under this chapter and as further defined by division rule.
- (4) "Practice of certified social work" includes:
- (a) the supervised practice of mental health therapy by a clinical social worker by observation, description, evaluation, interpretation, intervention, and treatment to effect modification of behavior by the application of generally recognized professional social work principles, methods, and procedures for the purpose of preventing, treating, or eliminating mental or emotional illness or dysfunctions, the symptoms of any of these, or maladaptive behavior;
 - (b) the supervised or independent and unsupervised application of generally recognized professional social work principles and practices requiring the education, training, and experience of a certified social worker; and
 - (c) supervision of the practice of a social service worker as the supervision is required under this chapter and as further defined by division rule.



- (5) "Program accredited by the Council on Social Work Education" means a program that:
- (a) was accredited by the Council on Social Work Education on the day on which the applicant for licensure satisfactorily completed the program; or
 - (b) was in candidacy for accreditation by the Council on Social Work Education on the day on which the applicant for licensure satisfactorily completed the program.
- (6) "Supervision of a social service worker" means supervision conducted by an individual licensed as a mental health therapist under this title in accordance with division rules made in collaboration with the board.

Amended by Chapter 78, 2010 General Session

Amended by Chapter 214, 2010 General Session

58-60-203. Board.

- (1) There is created the Social Worker Licensing Board consisting of one certified social worker, three clinical social workers, two social service workers, and one member from the general public.
- (2) The board shall be appointed, serve terms, and be compensated in accordance with Section [58-1-201](#).
- (3) The duties and responsibilities of the board are under Sections [58-1-202](#) and [58-1-203](#). In addition, the board shall:
 - (a) designate one of its members on a permanent or rotating basis to assist the division in review of complaints concerning unlawful or unprofessional practice by a licensee in any profession regulated by the board and to advise the division regarding the conduct of investigations of the complaints; and
 - (b) disqualify any member from acting as presiding officer in any administrative procedure in which that member has previously reviewed the complaint or advised the division.

Amended by Chapter 214, 2010 General Session



58-60-204. License classifications.

The division shall issue licenses and certifications to individuals qualified under this part in the classifications:

- (1) clinical social worker;
- (2) certified social worker;
- (3) certified social worker intern; and
- (4) social service worker.

Amended by Chapter 201, 2003 General Session

58-60-205. Qualifications for licensure or certification as a clinical social worker, certified social worker, and social service worker.

- (1) An applicant for licensure as a clinical social worker shall:
 - (a) submit an application on a form provided by the division;
 - (b) pay a fee determined by the department under Section [63J-1-504](#);
 - (c) be of good moral character;
 - (d) produce certified transcripts from an accredited institution of higher education recognized by the division in collaboration with the board verifying satisfactory completion of an education and earned degree as follows:
 - (i) a master's degree in a social work program accredited by the Council on Social Work Education or the Canadian Association of Schools of Social Work; or
 - (ii) a doctoral degree that contains a clinical social work concentration and practicum approved by the division, by rule, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, that is consistent with Section [58-1-203](#);



- (e) have completed a minimum of 4,000 hours of clinical social work training as defined by division rule under Section [58-1-203](#);
 - (i) in not less than two years;
 - (ii) under the supervision of a clinical social worker supervisor approved by the division in collaboration with the board; and
 - (iii) including a minimum of two hours of training is suicide prevention via a course that the division designates as approved;
 - (f) document successful completion of not less than 1,000 hours of supervised training in mental health therapy obtained after completion of the education requirement in Subsection (1)(d), which training may be included as part of the 4,000 hours of training in Subsection (1)(e), and of which documented evidence demonstrates not less than 100 of the hours were obtained under the direct supervision of a clinical social worker, as defined by rule;
 - (g) have completed a case work, group work, or family treatment course sequence with a clinical practicum in content as defined by rule under Section [58-1-203](#); and
 - (h) pass the examination requirement established by rule under Section [58-1-203](#).
- (2) An applicant for licensure as a certified social worker shall:
- (a) submit an application on a form provided by the division;
 - (b) pay a fee determined by the department under Section [63J-1-504](#);
 - (c) be of good moral character;
 - (d) produce certified transcripts from an accredited institution of higher education recognized by the division in collaboration with the board verifying satisfactory completion of an education and an earned degree as follows:
 - (i) a master's degree in a social work program accredited by the Council on Social Work Education or by the Canadian Association of Schools of Social; or



- (ii) a doctoral degree that contains a clinical social work concentration and practicum approved by the division, by rule, in accordance with Title 63G, Chapter, Utah Administrative Rulemaking Act, that is consistent with Section [58-1-203](#) and an earned doctorate resulting from completion of that program; and
- (e) pass the examination requirement established by rule under Section [58-1-203](#).
- (3) (a) An applicant for certification as a certified social worker intern shall meet the requirements of Subsections (2)(a), (b), (c), and (d).
- (b) Certification under Subsection (3)(a) is limited to the time necessary to pass the examination required under Subsection (2)(e) or six months, whichever occurs first.
- (c) A certified social worker intern may provide mental health therapy under the general supervision of a clinical social worker.
- (4) An applicant for licensure as a social service worker shall:
 - (a) submit an application on a form provided by the division;
 - (b) pay a fee determined by the department under Section [63J-1-504](#);
 - (c) be of good moral character;
 - (d) produce certified transcripts from an accredited institution of higher education recognized by the division in collaboration with the board verifying satisfactory completion of an earned degree as follows:
 - (i) a bachelor's degree in a social work program accredited by the Council on Social Work Education or by the Canadian Association of Schools of Social Work;
 - (ii) a master's degree in a field approved by the division in collaboration with the board;
 - (iii) a bachelor's degree in any field if the applicant:



- (A) has completed at least three semester hours, or the equivalent, in each of the following areas:
 - (I) social welfare policy;
 - (II) human growth and development; and
 - (III) social work practice methods, as defined by rule; and
 - (B) provides documentation that the applicant has completed at least 2,000 hours of qualifying experience under the supervision of a mental health therapist, which experience is approved by the division in collaboration with the board, and which is performed after completion of the requirements to obtain the bachelor's degree required under this Subsection (4); or
 - (iv) successful completion of the first academic year of a Council on Social Work Education approved master's of social work curriculum and practicum; and
 - (e) pass the examination requirement established by rule under Section [58-1-203](#).
- (5) The division shall ensure that the rules for an examination described under Subsections (1)(h), (2)(e), and (4)(e) allow additional time to complete the examination if requested by an applicant who is:
- (a) a foreign born legal resident of the United States for whom English is a second language; or
 - (b) an enrolled member of a federally recognized Native American tribe.

Amended by Chapter 77, 2015 General Session

Amended by Chapter 323, 2015 General Session

58-60-205.5. Continuing education.

As a condition for renewal of a license under this part, a social service worker licensee shall, during each two-year licensure cycle, complete qualified continuing



professional education, as defined by rule made in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act.

Enacted by Chapter 214, 2010 General Session

58-60-206. Qualifications for admission to examination.

All applicants for admission to an examination qualifying an individual for licensure under this part shall, before taking the examination:

- (1) submit an application for examination on a form provided by the division;
- (2) pay the fee established for the examination; and
- (3) certify under penalty of perjury as evidenced by notarized signature on the application for examination that the applicant:
 - (a) has completed the education requirement and been awarded the earned degree required for licensure; or
 - (b) has only one semester, or the equivalent, remaining before the applicant completes the education requirement for earning the degree that is required for licensure.

Amended by Chapter 262, 2013 General Session

58-60-207. Scope of practice -- Limitations.

- (1) A clinical social worker may engage in all acts and practices defined as the practice of clinical social work without supervision, in private and independent practice, or as an employee of another person, limited only by the licensee's education, training, and competence.
- (2) To the extent an individual is professionally prepared by the education and training track completed while earning a master's or doctor of social work degree, a licensed certified social worker may engage in all acts and practices defined as the practice of certified social work consistent with the licensee's education, clinical training, experience, and competence:



- (a) under supervision of a clinical social worker and as an employee of another person when engaged in the practice of mental health therapy;
- (b) without supervision and in private and independent practice or as an employee of another person, if not engaged in the practice of mental health therapy;
- (c) including engaging in the private, independent, unsupervised practice of social work as a self-employed individual, in partnership with other licensed clinical or certified social workers, as a professional corporation, or in any other capacity or business entity, so long as he does not practice unsupervised psychotherapy; and
- (d) supervising social service workers as provided by division rule.

Enacted by Chapter 32, 1994 General Session