

**University of Washington
School of Social Work**

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UNIVERSITY *of*
WASHINGTON

TACOMA

Master of Social Work Program Manual

For Students Entering Autumn 2013 and Winter 2014

Revised September 2013

Please Keep This Manual For Your Records

University of Washington Tacoma
Social Work Program
1900 Commerce Street, Box 358425
Tacoma, Washington 98402-3100
www.tacoma.uw.edu/social-work
253-692-5820

Checklist of things to do as you begin...

Here is an important checklist of things to do for students entering the Master of Social Work Program at the University of Washington Tacoma. Office locations can be found on the final page of this manual.

Read, keep and refer to this manual, registration guides, and the UW Tacoma Catalog:

Almost everything that you need to know to earn your degree can be found in this manual along with quarterly registration information and the UW Tacoma catalog. Every effort has been made to provide you with current and accurate information in this manual, however changes do occur. We will communicate changes to you as they occur and we encourage you to do everything possible to stay informed. If there are questions, please contact your Program or Faculty Adviser.

Attend New Student Orientation

Get your Student Identification (ID) Card (Husky Card):

You will need to bring a form of picture identification as well as your student identification number to the Enrollment Services Office in order to have an ID card issued. All students will have their picture taken for their ID cards. The first issued card is available to you at no charge. For lost cards a replacement fee is charged.

Seek Advising:

For registration and degree planning questions, please contact the MSW Program Adviser at 253.692.5820. Students are also assigned a Faculty Adviser after the beginning of autumn quarter. Faculty Advisers assist with program and career planning. See the “Student Advising” section for more details.

Open a UW e-mail account and subscribe to the appropriate UW Tacoma mailing lists:

All students are required to set-up a UW Net ID, which gives them access to a free UW e-mail account. **All Social Work students are required to maintain a UW email account, be subscribed to the official MSW listserv, and check their email at least twice each week.** (Note: All MSW students are automatically subscribed to the UW Tacoma MSW listserv at the start of Autumn Quarter.) Important notices about courses as well as scholarship and job opportunities are frequently sent out via e-mail. If you do not check it on a weekly basis, you will be out of the loop and in danger of missing very important information. See the “Computing, Web Page, and Electronic Communications” section.

Complete your immunization requirements and pay the Health Sciences Student Health Fee.

Students in the UW Tacoma Social Work Program are required to comply with University of Washington Health Sciences Immunization Policies. An \$85 fee is charged to all students once each year during the time they are a student in the Social Work Program. The fee will be assessed directly to the student's account each autumn quarter. For more information visit, <http://www.tacoma.uw.edu/social-work/msw-immunizations-0>.

Practicum Fee:

MSW students will be assessed a \$50 course fee for each course section when enrolling in T SOCW 524 (Foundation Practicum) or T SOCW 525 (Advanced Practicum). Practicum fees are charged along with tuition and must be paid by the tuition deadline.

Check the status of your financial aid:

Students may check the status of their financial aid via MyUW. See the “Financial Assistance” section for details.

Become familiar with the online UW Tacoma Student Catalog:

Course descriptions, campus resources, and university policies can be found in the UW Tacoma Catalog, available online at <http://www.tacoma.uw.edu/enrollment-services/catalog>.

Visit the Teaching and Learning Center (TLC):

The TLC provides academic support to students, faculty and staff, with a variety of resources and services. TLC consultants will read and respond to your writing, offer suggestions based on their own experiences as writers, and inspire you to think of new ideas and writing strategies. If you need to discuss assignments, start a paper, brainstorm ideas, organize material, revise rough drafts, overcome writer’s block, learn how to cite, review grammar, polish punctuation, or gain confidence as a writer, visit the TLC. In addition to writing, TLC also provides assistance with math and science, public speaking, reading, and study skills.

Computer Labs:

UW Tacoma Computer Labs are resources for the students, faculty, and staff. As a student, you will have access to computers and computing resources (software, printers, scanners, and other equipment), which can be used to write papers, build spreadsheets, conduct research, explore the world through the Internet, or publish your work. Computer Services also offers free Computer Technology Workshops to UW Tacoma students throughout the year. Check <http://www.tacoma.uw.edu/information-technology> for more information.

Campus Safety and Security —Dougan, Room 180, 253.692.4888 emergency reporting or 253.692.4416 to reach office:

UW Tacoma Safety and Security Services are staffed with campus security officers who are certified through the Western Association of Campus Law Enforcement Administration. The office provides security patrols for the campus, enforces state and University regulations and laws, investigates crimes committed on campus, coordinates the Campus Safety Escort Program, and provides other safety-related services. Lost and found items can be turned in

to or claimed from this office as well. For your safety, the University of Washington Tacoma encourages students, faculty, staff and visitors to use the Safety Escort Program. Public Safety Officers are available to walk you to your car or other campus destination. The service operates quarterly during the following hours: Monday - Thursday — 6 a.m. to 11 p.m. and Friday — 6 a.m. to 10 p.m. The service is free of charge. During busy periods, the Public Safety Officer may ask you to meet in a common location so as to facilitate the escorting of multiple persons.

- ❑ **For free escort service, call 253-692-4416 from your phone.**

- ❑ **Copy Center—Mattress Factory Building, Room MAT 053, 253.692.5787:**
Services available to students include copying/printing, cutting, binding, collating, and covers. Simple services, such as one-sided, copy-ready duplicating, require 15-20 minutes. Requests of 100 copies or more require a minimum of 24 hours.

- ❑ **University Book Store (UBS), 1754 Pacific Avenue, 253.692.5784:**
The University Book Store in Tacoma serves the needs of UW Tacoma students and the general public. The bookstore is stocked to handle all of your school supply needs, including textbooks, paper, notebooks, pens, pencils, software, Husky paraphernalia, and much, much more. The Tacoma UBS has textbook buy-back each quarter during finals week. UW Tacoma students are also eligible to receive a patronage refund from UBS. For more information visit www.bookstore.washington.edu.

- ❑ **Take a campus tour:**
If you have not already taken a campus tour, please contact Enrollment Services at 253.692.4400 for upcoming tour dates and times.

- ❑ **Visit the UW Tacoma Social Work web site:** <http://www.tacoma.uw.edu/social-work> or visit us on Facebook at <https://www.facebook.com/pages/UW-Tacoma-Social-Work-program/369399086419000> for additional information on program news, policies and events.

MSW Program

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University Calendar for 2013-2016

This is a general calendar for the next three years (excerpted from the [UW Academic Calendar](#)).

	Instruction Begins*	Instruction Ends	Final Examination Week	Commencement
Autumn Quarter 2013	September 25	December 6	December 9-13	
Winter Quarter 2014	January 6	March 14	March 17-21	
Spring Quarter 2014	March 31	June 6	June 9-13	June 13, Tacoma
Summer Quarter 2014	June 23	August 22		
A-term	June 23	July 23		
B-term	July 24	August 22		
	Instruction Begins*	Instruction Ends	Final Examination Week	Commencement
Autumn Quarter 2014	September 24	December 5	December 8-12	
Winter Quarter 2015	January 5	March 13	March 16-20	
Spring Quarter 2015	March 30	June 5	June 8-12	June 12, Tacoma
Summer Quarter 2015	June 22	August 21		
A-term	June 22	July 22		
B-term	July 23	August 21		
	Instruction Begins*	Instruction Ends	Final Examination Week	Commencement
Autumn Quarter 2015	September 30	December 11	December 12 & 14-18	
Winter Quarter 2016	January 4	March 11	March 12 & 14-18	
Spring Quarter 2016	March 28	June 3	June 4 & 6-10	June 10, Tacoma
Summer Quarter 2016	June 20	August 19		
A-term	June 20	July 20		
B-term	July 21	August 19		

Social Work Program Administration

Chancellor and Dean

University of Washington Tacoma
Debra Friedman
Chancellor & Dean
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Susan Welk Program Coordinator 253.692.4530 susanw22@u.washington.edu		

Social Work Program Advisory Council

Contact the Social Work Program Director for more information.

Welcome Letter from the Dean and Director

We are pleased to welcome you to the University of Washington School of Social Work MSW Program in Tacoma. The School of Social Work is working collaboratively with the faculty of the Social Work Program at the University of Washington (UW) and the UW Tacoma Chancellor and Dean to provide the same quality of educational experience that exists in all School of Social Work program options. We are pleased to be engaged in this endeavor and to provide an opportunity for students in the south Puget Sound region to earn an MSW degree without having to travel to the Seattle campus.

You join a dynamic community that seeks to promote social and economic justice, especially for disadvantaged and oppressed populations, and to enhance the quality of life for all. The program strives to prepare the next generation of skilled and visionary social work leaders to challenge injustice and promote a more humane society.

You are preparing to enter the profession of social work at a time of tremendous challenge. Social workers are needed now more than ever if we are to solve pressing and complex problems in global society. Disparities in health and wealth continue to increase dramatically.

Demographic shifts create new constellations of service and benefit needs. We increasingly face the fear of terrorism and challenges to our civil liberties.

You join a school where the faculty and staff are strongly committed to preparing you for the complex practice world of the 21st century. Our curriculum provides you with ways to link your daily efforts to meet the diversity of human need, through interventions with individuals, families with the longer term goals of empowerment and social and economic justice through macro-level interventions with groups, organizations, and communities.

Each of us has a responsibility to contribute to creating a community that supports all its members...a community in which open communication, collaboration, compassion, respect, and caring bind us together. At the School of Social Work, you will find a community that celebrates the strengths and richness of diversity, practicing social justice in each interaction.

We invite you to make the most of every opportunity as a member of this community to acquire the knowledge, skills, values, and the will to make the world a better place by being an effective and competent social worker. We are delighted that you have chosen to pursue social work at the University of Washington Tacoma.

Edwina Uehara, Ph.D.
Dean
School of Social Work
UW Seattle

Diane Young, Ph.D.
Director
Social Work Program
UW Tacoma

Introduction

We hope your experience in the MSW Program will be stimulating and rewarding. It is hoped that our scheduling will provide access to graduate study for persons who may have otherwise been unable to pursue professional preparation for a career in social work. The Program recognizes the often difficult academic, work, and personal schedules of evening students and appreciates their diverse contributions to the MSW Program and to the University of Washington Tacoma.

The MSW curriculum, in keeping with the mission of the School, has been designed to prepare you for professional social work practice in the Advanced Integrative Practice concentration. Required courses aim to assist students with the integration of social work knowledge and skills, and to strengthen the link between classroom and practicum instruction.

It is important to recognize that professional social work education is regulated through an accreditation process governed by the Council on Social Work Education (CSWE). The School's curriculum follows the CSWE's Educational Policy Standards, which is available in the Resources section on the Social Work Program website: www.tacoma.uw.edu/social-work.

Please read and study the curriculum description and requirements of the MSW Program carefully. Because of the complexity of the program, careful reading can help you better understand its structure and sequencing.

The Social Work Program Director is Diane Young, 253-692-4703, WCG 203 A. Please feel free to contact her about questions or concerns.

It is important to note that all UW Tacoma students must participate in the registration process via MyUW and are responsible for all deadlines. Program support staff are available to assist you as well. During the day, please telephone 253.692.5820, if you need an appointment or have questions.

Additional information in the manual includes sections on advising, registration, grading, financial assistance, other related academic information, graduation requirements, and a checklist to track your degree progress; computer access; a resource guide summary with items such as campus resources and ways to be involved at UW Tacoma; standards of student conduct and grievance procedures; and the Curriculum Policy Statement from the Council on Social Work Education.

Advising is available through your Faculty Adviser, Practicum Coordinator and the MSW Program Adviser.

Introduction

Mission and Goals of the School of Social Work and UWT Social Work Program

Mission of the School of Social Work

As members of the University of Washington School of Social Work, we commit ourselves to promoting social and economic justice for poor and oppressed populations and enhancing the quality of life for all. We strive to maximize human welfare through:

- Education of effective social work leaders, practitioners and educators who will challenge injustice and promote a more humane society, and whose actions will be guided by vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths;
- Research that engenders understanding of complex social problems; illuminates human capacities for problem-solving, and promotes effective and timely social intervention; and
- Public service that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels.

We embrace our position of leadership in the field of social work and join in partnership with others in society committed to solving human problems in the twenty-first century.

Program Goals of the UWT MSW Program

The UWT MSW Program has the following overarching goals:

- To prepare students for generalist practice including basic knowledge and skills for understanding and solving complex social problems within the values of professional social work.
- To prepare students for advanced professional practice in an area of concentration in a way that fosters social work leadership, effective social interventions, a commitment to a just and humane diverse society, and a commitment to public service.
- To provide access to social work education to residents of the south Puget Sound region.

MSW Curriculum

MSW Program Curriculum Goals

Foundation Curriculum Goals

The MSW Foundation curriculum provides an educational experience that builds on an undergraduate, liberal arts degree and prepares students to enter into a concentrated area of social work practice. Through successful completion of the foundation curriculum, graduates of the University of Washington School of Social Work will meet required competencies, acquire foundation practice behaviors, and complete the following objectives, which specify the knowledge and skills required for accomplishing our program goal of preparing students for generalist practice:

1. **Understand the values and ethics of the social work profession** and practice accordingly, including mindful use of self and ongoing development of professional skills and knowledge.
2. **Understand the forms and mechanisms of discrimination**, and apply strategies of advocacy and social change that advance social and economic justice and are non-discriminatory and respectful of client and community diversity.
3. **Understand and interpret the history of social welfare** and its contemporary structures and issues.
4. **Apply the knowledge and skills of a generalist perspective** to practice with systems of all sizes.
5. **Acquire and critically apply theoretical frameworks supported by empirical evidence** to understand individual development and behavior across the lifespan and/or the interactions among individuals and between individuals and families, groups, organizations, and communities.
6. **Articulate the role of policy in framing social work practice**, understand the impact of major social welfare policies on those who are served by social workers, workers themselves, agencies, and welfare systems, and be able to advocate for just, effective, and humane policies and policy implementation processes.
7. **Understand and critically analyze current systems of social service organization** and delivery and be able both to practice within them and to seek necessary organizational change.
8. **Engender the empowerment of diverse and disadvantaged individuals, groups, and communities** through effective, culturally and linguistically appropriate assessment, treatment/intervention, and outcomes evaluation.
9. **Make well-reasoned and well-informed judgments** based on professional values and ethics, critical self-reflection, evidence, and the appropriate use of supervision and consultation.

10. **Apply critical thinking skills within the context of professional social work practice**, including the ability to critically evaluate major practice frameworks, research evidence, and their own practice.
11. **Contribute to the profession's knowledge base and practice through disciplined inquiry** dissemination, and institutionalization of evidence-based practice and policy models.

Advanced Curriculum Goals

The MSW advanced curriculum builds on, broadens, and deepens the generalist foundation and prepares students for competent and effective social work practice in an area of concentration. The MSW Program in Tacoma offers Advanced Integrative Practice (AIP) as its advanced curriculum. The mission of the Advanced Integrative Practice concentration is to prepare MSW-level practitioners to assume leadership roles in the design, delivery, and evaluation of interventions at all levels of practice, from work with an individual client to community advocacy or policy analysis.

Graduates will meet required competencies through the attainment of concentration-specific practice behaviors, and accomplish the following objectives, which flow from our program goal of preparing students for advanced professional practice:

1. **Demonstrate a commitment to the promotion of social justice**, through their own work and that of the larger social work profession, and apply principles of multiculturalism and empowerment to social change efforts in their practice.
2. **Demonstrate the knowledge and skills required to assess the differential needs of diverse constituents**, plan and implement evidence-based interventions in collaboration with constituents, and critically evaluate, monitor, and continuously refine their practice using appropriate research and evaluation methods.
3. **Articulate the theories, knowledge of human behavior, and research evidence that inform their practice**, apply these mindfully in their work with diverse constituents, and be committed to maintaining the currency of their practice knowledge through life-long learning.
4. **Demonstrate knowledge and skills in critical analysis of the sociopolitical factors that shape policy and services formation** in their area of practice or setting, in analyzing and influencing existing policies and services, and in advocating for change in policies, services, and practices locally, nationally, and globally.
5. **Demonstrate professional values, skills, and behavior** through self-reflective understanding of and adherence to the NASW Code of Ethics and other relevant professional standards.
6. **Achieve a level of competency** such that, with self-monitoring and the use of informed consultation, they can practice autonomously in their area of concentration.

Council on Social Work Education Core Competencies and Practice Behaviors For MSW Students

The Council on Social Work Education (CSWE), through its Educational Policies and Standards (EPAS), sets the overall goals for social work education at both the undergraduate and graduate level. These goals are manifested through 10 Core Competencies and the multiple Practice Behaviors that accompany them. The Practice Behaviors are measured in the classroom as well as in the field through the field experience. In the field, mastery of Practice Behaviors and the Competencies they reflect is achieved through the development of Learning Activities in the individual field site. The 10 Core Competencies and the Practice Behaviors (at either the Foundation or Concentration/ Advanced level) are:

1. Identify as a professional social worker and conduct oneself accordingly.

Foundation Practice Behaviors:

- a. advocate for just social structures (e.g., institutions & systems).
- b. advocate for equitable client/constituent access to social work services, in the context of diverse and multidisciplinary settings
- c. practice critical self-reflection to assure continual professional growth and development.
- d. attend to professional roles and boundaries.
- e. demonstrate professional demeanor (eg: in my behavior, appearance, and communication).
- f. demonstrate ability to engage in career-long learning.
- g. engage in consistent use of supervision and consultation.

Concentration/Advanced Practice Behaviors:

- a. Understand and identify the role of a social worker in cross-disciplinary settings.
- b. Identify opportunities to assume leadership roles in the creation, implementation, and evaluation of research-informed intervention programs.
- c. Engage collaboratively with agency and community partners in developing programs to address a range of human and societal needs.

2. Apply social work ethical principles to guide professional practice.

Foundation Practice Behaviors:

- a. recognize and manage personal values, so that professional values guide practice.
- b. make ethical decisions, in practice and in research, by critically applying the ethical standards of the NASW Code of Ethics and other relevant codes of ethics.

- c. tolerate and respect ambiguity in resolving ethical conflicts.
- d. apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions.
- e. understand the role of consultation and use consultation for ethical decision making.

Concentration/Advanced Practice Behaviors:

- a. Recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents' interests.
- b. Apply social work ethical principles to the design, implementation, and evaluation of research-informed intervention programs.

3. Apply critical thinking to inform and communicate professional judgments.

Foundation Practice Behaviors:

- a. use critical thinking to distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client/constituent experience.
- b. critically analyze models of assessment, especially in relation to their cultural relevance and applicability and their promotion of social justice.
- c. critically analyze models of prevention, especially in relation to their cultural relevance and applicability and their promotion of social justice.
- d. critically analyze models of intervention, especially in relation to their cultural relevance and applicability and their promotion of social justice.
- e. critically analyze models of evaluation, especially in relation to their cultural relevance and applicability and their promotion of social justice.
- f. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with individuals.
- g. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with families and groups.
- h. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with organizations and communities.
- i. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with colleagues.

Concentration/Advanced Practice Behaviors:

- a. Engage in reflective practice (e.g., regularly question and reflect on one's own assumptions and consider how these might affect practice).
- b. Apply critical thinking skills to the complexities of both the context(s) for change and the collaborative leadership necessary for the effective design, implementation, and evaluation of research-informed interventions.
- c. Evaluate, select, and implement appropriate quantitative and/or qualitative assessment tools to evaluate the efficacy of the program; and communicate effectively with diverse populations and with multi- or interdisciplinary colleagues.

4. Engage diversity and difference in practice.

Foundation Practice Behaviors:

- a. recognize and articulate the ways in which social and cultural structures -- including history, institutions, and values -- oppress some identity groups while enhancing the privilege and power of dominant groups.
- b. develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values in working with diverse groups.
- c. recognize and dialogue with others about the role of difference and the multiple intersections of oppression and privilege in shaping a person's identity and life experiences.
- d. engage the knowledge, strengths, skills, and experience of clients/constituents in social work practice.

Concentration/Advanced Practice Behaviors:

- a. Understand the many forms of diversity and difference and how these influence the relationship with clients/constituents.
- b. Apply knowledge of the social constructions, dimensions, and intersections of the multiple aspects of human diversity to the design, implementation, and evaluation of research-informed interventions.

5. Advance human rights and social and economic justice.

Foundation Practice Behaviors:

- a. understand and articulate the forms and mechanisms of oppression and discrimination and approaches to advancing social justice and human rights.
- b. advocate for and engage in practices that address disparities and inequalities and advance human rights and social and economic justice.

Concentration/Advanced Practice Behaviors:

- a. Articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems.
- b. Advocate the all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities.
- c. Understand the relationship between the social and economic policies of the United States and their impact upon global social and economic justice.

6. Engage in research-informed practice and practice-informed research.

Foundation Practice Behaviors:

- a. use client/constituent knowledge to inform research and evaluation.
- b. use practice experience to inform research and evaluation.
- c. use qualitative research evidence to inform practice.
- d. use quantitative research evidence to inform practice.

- e. apply research literature on social disparities when selecting and evaluating services and policies.

Concentration/Advanced Practice Behaviors:

- a. Apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process.
- b. Identify, evaluate, and select effective and appropriate intervention strategies.
- c. Apply research skills to the evaluation of intervention programs; and work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

7. Apply knowledge of human behavior and the social environment.

Foundation Practice Behaviors:

- a. apply theories and conceptual frameworks relevant to understanding people and environments across systems levels.
- b. critique and apply human behavior and social environment theories and conceptual frameworks to assessment, intervention, and evaluation at multiple systems levels.

Concentration/Advanced Practice Behaviors:

- a. Apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural), and use bio/psycho/social/spiritual/structural theories in formulating assessments.
- b. Relate appropriate theories, models, and empirical evidence to client circumstances.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Foundation Practice Behaviors:

- a. use critical understanding of the history and current form of US social welfare and social service policies (e.g., institutions, governance, and financing) to formulate policies and strategies that advance social and economic justice.
- b. use critical understanding of the history and current form of US social welfare and social service policies (e.g., institutions, governance, and financing) to formulate policies and strategies that improve social service delivery.
- c. collaborate with colleagues, clients/constituents, and others to advocate for social and economic justice to effect policy change.

Concentration/Advanced Practice Behaviors:

- a. Recognize the interrelationship between clients/constituents, practice, organizational and public policy.
- b. collaborate with colleagues, clients/constituents, and others to advocate for social and economic justice to effect policy change.

9. Respond to contexts that shape practice.

Foundation Practice Behaviors:

- a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services.
- b. engage in efforts to promote sustainable changes in service delivery to alleviate disparities in the access and utilization of services to lessen the disproportionate representation of persons of color in systems of care.
- c. recognize and understand the local-global context of practice.

Concentration/Advanced Practice Behaviors:

- a. Work collaboratively with others to effect systemic change towards sustainability.
- b. Act as a change agent to promote social justice and diminish the impact of social injustices.
- c. Advocate at multiple levels for the implementation of intervention programs that are flexible enough to meet needs in rapidly changing societal contexts.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Foundation Practice Behaviors:

Engagement:

- a. engage with individuals in the context of diverse and multidisciplinary settings.
- b. engage with families and groups in the context of diverse and multidisciplinary settings.
- c. engage with organizations and communities in the context of diverse and multidisciplinary settings.
- d. use listening, empathy, and other interpersonal skills to establish rapport and engage with diverse populations in diverse contexts.
- e. develop mutually agreed upon focus of work and desired outcomes with clients/constituents.
- f. use a strengths perspective when working with individuals, families, groups, organizations and communities.

Assessment:

- g. collect, organize, and interpret client/constituent/system data (e.g., strengths, stressors, and limitations) to assess client/constituent needs.
- h. assess client/constituent/system strengths, stressors, and limitations.
- i. identify and select appropriate and culturally responsive intervention strategies.

Intervention:

- j. initiate actions to achieve client/constituent/organizational goals.
- k. implement prevention interventions that enhance client/constituent capacities.

- l. help and empower clients/constituents to resolve problems.
- m. negotiate, mediate, and advocate for clients/constituents.
- n. facilitate transitions and endings with clients/constituents.

Evaluation:

- o. critically analyze, monitor, and evaluate interventions.

Concentration/Advanced Practice Behaviors:

Engagement:

- a. Demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents.
- b. Engage diverse groups appropriate to the area of focus in the design of intervention programs.
- c. Collaborate with multidisciplinary colleagues in program design and development.

Assessment:

- d. Use multidimensional assessment (e.g., bio/psycho/social/spiritual/ structural).
- e. Evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate to client/constituent circumstances.
- f. Relate theories, models, and research as appropriate to client systems and circumstances.

Intervention:

- g. Collaborate effectively and consult with other professionals/stakeholders to coordinate interventions.
- h. Apply types of intervention strategies across levels of intervention, including individual, family, group, organization, agency, community, or larger context.
- i. Develop and implement collaborative, multidisciplinary intervention strategies.

Evaluation:

- j. Contribute to the theoretical knowledge base of the social work profession through practice-based research.
- k. Apply research skills to evaluating interventions.
- l. Identify and utilize evaluations tools for specific interventions.

Curriculum Description and Requirements

The **UW Tacoma 3-Year MSW Program** is a part-time, evening program of study combining classroom work and practicum. Practicum may include days, evenings and sometimes weekends. (*Note: Evening and weekend practicum placements are limited.*) The Foundation curriculum is completed in the first two years with the first Advanced Integrative Practice concentration course in the Spring Quarter of the second year. The program in the third year provides in-depth preparation in the knowledge and skills for the Advanced Integrative Practice concentration curriculum.

The **UW Tacoma MSW Advanced Standing Program** is an 18-month (six quarter) evening, part-time program of study combining classroom and practicum work. Practicum may include days, evenings and sometimes weekends. (*Note: Evening and weekend practicum placements are limited.*)

The concentration in both the 3-Year and Advanced Standing MSW Programs provides content in Advanced Integrative Practice social work practice models and methods, applied research and social policy. Students are expected to follow the curriculum design shown in the “Model Program of Study” shown on the pages ahead. The School of Social Work and the Program reserve the right to change the MSW curriculum.

Foundation Curriculum Course Descriptions

Foundation courses provide instruction in required competencies and foundation practice behaviors: the knowledge and skills required for effective, accountable, beginning generalist social work practice with individuals, groups, organizations, and communities. They also socialize students to the profession, its values, ethics, and history. *All Foundation courses must be completed in order to begin the Advanced Curriculum.*

Social Work Practice

The practice sequence is designed to prepare students for beginning social work with client systems of various sizes and types.

Social Work Practice I - Introduction to Social Work Practice (T SOCW 510): This is the first course in a two-quarter sequence providing masters-level students with foundation knowledge and skills in direct practice with individuals, families, and groups. The course, which is intended to prepare students for subsequent practice courses and for the first year practice, provides a basic understanding of social work purposes and values, and foundation skills in relationship-building, interviewing, assessment and intervention..

Social Work Practice II - Intermediate Direct Services Practice (T SOCW 511): This is the second of a two-quarter sequence providing foundation knowledge and skills in direct practice with individuals, families, and groups. This course focuses on mastery in assessment and goal setting and beginning expertise in intervention selection, planning, and evaluation with micro systems (e.g. individuals, couples, families and small groups) with primary focus on individuals and families. This course focuses on intervention, emphasizing different practice models, the empirical foundation of approaches to direct services; appropriate evaluation strategies; and approaches to monitoring implementation of intervention with individuals and small groups.

Social Work Practice III – Organizational & Community Practice (T SOCW 512): Using an anti-oppression lens, students develop foundation skills in assessment, intervention, and evaluation of groups, organizations, communities, and policy construction and implementation. These arenas are viewed as both tools and targets for change efforts. This process is driven by the principles of economic and social justice, multiculturalism, and anti-oppression practice and requires social workers to become critical thinkers and reflective practitioners engaged in and capable of facilitating an action-oriented model that reflects social workers' core values.

Social Work Practice IV - Foundation Practice Skills (T SOCW 514): This course focuses on mental health assessment techniques, tools, and diagnostic skills. Students can focus on either adults or children. Students cannot exempt or substitute courses for T SOCW 514.

Human Behavior and the Social Environment

Human Behavior and the Social Environment I (HBSE) (T SOCW 502): Human Behavior and the Social Environment is a two-course sequence. This sequence focuses on both person and environment, utilizing developmental and social system perspectives to understand and influence human behavior. Developmental stages are examined across diverse backgrounds. Implications for social work practice and especially the assessment processes are highlighted. This course also introduces some of the theoretical frameworks commonly used in social work to address issues with clients. HBSE I considers behavior as a function of biological, cognitive, psychological, cultural, and social processes across the life span. Emphasis is placed upon both individual and family development. The course stresses multi-cultural aspects of human development, through examination of diverse ethnic and cultural backgrounds at different developmental stages. Also addressed will be the impact of life events/situations on different developmental stages.

Human Behavior and the Social Environment II (HBSE) (T SOCW 503): Human Behavior and the Social Environment is a two-course sequence. T SOCW 503 (HBSE II), the second course in the sequence, focuses on small groups, including the family, organizations, communities, and society as systems. A requirement for the MSW degree, T SOCW 503 uses concepts, models, and research findings selectively derived from the behavioral and social sciences. Social workers have practice responsibilities with a wide array of client systems ranging from individuals and families to small groups, organizations, and communities. Whether a social worker practices primarily with individuals, families, small groups, organizations, or communities, she/he must

have an understanding of the interactions and influences of multiple social systems, i.e. the ecological model. Knowledge of human development and behavior within diverse social systems, the conditions needed for healthy growth and development, and the application of this knowledge to social welfare and social work, is a central element in education for social work practice.

Social Policy

Social Policy and Economic Security (T SOCW 501) This course will introduce students to the intellectual, historical, and ethical foundations of the social work profession. Through intensive and critical engagements with 1) framing values, ethics, and concepts; 2) crucial aspects of the profession's history; and 3) contemporary issues, problems, and directions, students will begin the exploration, examination, and development of the personal, professional, and intellectual foundations necessary for practicing social work built on the central values of plurality and social justice. Also, this course provides a critical analysis of poverty and inequality in the U.S., with an analytic and descriptive focus on measurement, processes of production and perpetuation, and public policy responses. It examines competing perspectives on the causes of poverty, the role of policy, and socioeconomic dimensions of stratification, including race, ethnicity, class, gender, immigration status, disability, age, sexual orientation and family structure.

Diversity

Cultural Diversity and Social Justice (T SOCW 504): The purpose of this course is to provide the conceptual, theoretical, and empirical knowledge base related to difference, disadvantage, oppression, social justice, and empowerment. This foundation knowledge is necessary for social work practice in a multicultural society. The overall aims of the TSOCW 504 course are to have class participants: (a) explore the interplay of social and cultural identities, societal power relations, and other societal forces as they affect human functioning; and (b) develop perspectives and approaches to working with and across differences, especially those based on social group memberships. Students and instructors will explore power issues in race (*ethnicity and culture*), class, gender, sexual orientation, and other societal forces that affect individuals, families, groups, and communities in the context of professional values of social justice, multiculturalism, empowerment and globalization. Consequently, the course will provide a forum for students to critically examine their own race, ethnic, gender, sexual orientation, class, and ability status assumptions, beliefs, and behaviors and to reflect on how these personal ethics and values enhance or hinder their work with people of diverse backgrounds. Experiential and dialogic learning processes will engage students to explore personal meaning systems and narratives. Such exploration through intensive involvement is geared to helping students develop a strong foundation for critical self-reflection and respectful engagement across differences in perspectives, experiences and histories.

Research

Foundations of Social Welfare Research (T SOCW 505): This is the first of a two-quarter research sequence, beginning in the winter quarter and culminating in the spring quarter. The goals of this two course sequence are to: 1) Prepare students to use research to inform practice, and 2) Provide students with the foundation level skills necessary to evaluate their own practice and contribute to the professional knowledge base. In the first course, students will be introduced to a range of methods for informing evidence-based social work practice. Emphasis is placed on critical appraisal of the literature, development of research questions, and strategies and techniques for conducting practice relevant research. The second course will focus on measurement and data collection, data analysis, and presentation of research results. In both courses, students are expected to engage in a critical analysis of the underlying beliefs, approaches and assumptions of various research methods, particularly as it relates to promoting social justice. Students are also expected to consider issues of social justice and diversity in the application of research methods. Students will be responsible for developing a proposal in the first research course that can be refined, implemented and made ready for presentation in the second course, T SOCW 535.

Foundation Field Education

Students cannot begin foundation field education without meeting specific criteria: successful completion of all foundation coursework that precedes the placement; interviews with and acceptance by an approved agency-related field instructor; and demonstration of the **Essential Abilities and Attributes for Admission and Continuance in the School (see page 111)**. In addition, faculty members discuss student readiness before the field placement begins; students in question are reviewed in meetings of the MSW Program Departmental faculty.

A total of nine credits and 360 hours are required for Foundation Field Education, which is accomplished by successful completion of T SOCW 523 and 524. One credit is equal to 40 clock hours in the agency.

Introduction to Practicum (T SOCW 523): This 1-credit course runs concurrently with T SOCW 524 (below) and provides an opportunity for students entering their Foundation field placement to meet as a group and discuss their experiences in the field. The eight hours of time spent in this seminar are credited to the total of 360 required for successful completion of Foundation Practicum.

The Professional Foundation Practicum (T SOCW 524): The Foundation Practicum incorporates content acquired in all areas of the curriculum. In a selected community agency, the student is provided the opportunity to apply social work knowledge under the supervision of an experienced social worker. Emphasis is placed on developing required competencies and foundation practice behaviors: the perspectives and skills needed for generalist practice with individuals, families, groups, organizations and communities. In addition, the development of evidence-based and culturally competent practice and planned social change skills are an

integral part of the Foundation Practicum and are seen as critical for the effective delivery of social services.

IMPORTANT NOTES:

- 1) If you are employed full-time, it will likely be necessary to make changes in your work schedule or other commitments to complete the Practicum requirements of the Program.
- 2) Practicum Course Fee: At the time of registration a \$50.00 course fee will be assessed for each course section of T SOCW 524 Foundation Practicum added to your schedule. The fee goes toward costs associated with administering field education. *The practicum course fee is subject to change.*

Advanced Curriculum: Advanced Integrative Practice Advanced Standing and 3-Year MSW Program

The mission of the Advanced Integrative Practice concentration is to prepare MSW-level practitioners to assume leadership roles in the design, delivery, and evaluation of interventions at all levels of practice, from work with an individual client to community advocacy or policy analysis. These interventions, informed by research, focus on specific practice fields and methods of service delivery within the context of emerging societal conditions and needs. In the tradition of the social work profession, the prime motivator and ultimate goal of this advanced concentration is the realization of social and economic justice for those marginalized by society.

Students focus their advanced course of study in an area of particular interest to them. These areas might include, but are not limited to: children and youth; clinical mental health; chemical dependency; military families and veterans; older adults; criminal justice; health care systems; school social work; domestic violence; and public child welfare. Students develop knowledge and skills to address their topic in depth, while actively integrating the relevant practice concerns, policies, issues of diversity and social justice, research evidence, and the community contexts impacting their chosen topic.

All Advanced Curriculum must be completed in the UW Tacoma MSW Program.

Advanced Integrative Policy and Advocacy (T SOCW 531): Examines current policy issues related to families; applies theoretical frameworks to selected policies and considers the political nature of policy choices. Evaluates the potential for system reform at both state and national levels, as well as local communities and agencies. Enhances advocacy skills for policy change to achieve social justice.

Advanced Integrative Practice I (T SOCW 532): Focuses on the assumption of leadership roles in the design, implementation and evaluation of research-informed intervention programs at the micro, mezzo and/or macro levels of practice. Students will begin work on a capstone paper or project during this course. *It is expected that students will remain with the same instructor during the T SOCW 532/533 sequence.*

Advanced Integrative Practice II (T SOCW 533): The course builds on Advanced Integrative Practice I. Focuses on the ethics, values, critical thinking and program development skills needed to accomplish the intervention program researched in TSOCW 532. Classroom sessions provide opportunities for active learning of relevant interventions. Students will complete a capstone paper or project at the end of this course. *It is expected that students will remain with the same instructor during the T SOCW 532/533 sequence.*

Research for Advanced Integrative Practice (T SOCW 535): Completes the work begun in TSOCW 505. Focuses on data collection, management, analysis, the write up of research results, and appropriate dissemination of findings.

Social Work Selectives. To complete the Concentration, students must choose at least three Selectives (9 credits), which consist of courses numbered between T SOCW 540-560. Offerings vary from year to year and the online Registration Guide should be consulted for current options. Course descriptions are available at www.washington.edu/students/crscatt/tsocw.html.

Advanced Standing Social Work Research (T SOCW 597). This course is required for students admitted to the Advanced Standing option of the social work program. Provides supervision for the research project development and a structured environment to hone previously learned research methods and content

Advanced Standing Integrative Seminar (T SOCW 598). This course is required for students admitted to the Advanced Standing option of the social work program. Focuses attention on areas of curriculum that may not have been covered in these students' baccalaureate social work programs.

Advanced Practicum

A total of 18 credits equaling 720 field hours are required for the Advanced Practicum, which is accomplished by successful completion of TSOCW 525. One credit is equal to 40 clock hours in the agency.

In a selected community agency, the student is provided the opportunity to apply advanced social work knowledge under the supervision of an experienced social worker. Emphasis is placed on developing the perspectives, competencies, and skills needed for practice with individuals, families, groups, organizations and communities. Placements must support competency development in an area of concentration. In addition, the development of

culturally competent practice and planned social change skills are an integral part of the Advanced Practicum and are seen as critical for the effective delivery of social services.

IMPORTANT NOTES:

- 1) If you are employed full-time, it will likely be necessary to make changes in your work schedule or other commitments to complete the Practicum requirements of the Program.
- 2) Practicum Course Fee: At the time of registration a \$50.00 course fee will be assessed for each course section of T SOCW 525 Advanced Practicum added to your schedule. The fee goes toward costs associated with administering field education. *The practicum course fee is subject to change.*

Electives and Independent Study

Although electives do not count toward graduation, some may be offered within the Tacoma Social Work program to provide students an opportunity to broaden their program of study. Electives vary and are offered infrequently. With the exception of Independent Study offerings there are currently no active electives offered in the program. Others may be added based on faculty expertise and student interest.

Independent Study

Independent study are elective courses that are set up between individual students and faculty. At this time, they include *T SOCW 590 and T SOCW 599.*

T SOCW 590 Independent Research in Social Work (3cr, max. 6cr)

Advancing research skills through training and development in some or all of the following research tasks: literature review, interviewing, data entry and coding, data collection, data analysis, and other tasks commonly found when conducting research in social work. *Upon the Program's Curriculum Committee review and approval one, 3-credit T SOCW 590 may substitute for one, 3-credit selective requirement. See Program Adviser for details.*

T SOCW 599 Readings in Social Work (1-5 variable credits, max 5cr) Student-originated, individually contracted projects on topics of interest in social welfare/ social work not covered by other Social Work Program offerings.

Guidelines for Independent Study Proposals:

Students wishing to pursue independent study credits must submit the Course Summary and Contract Plan **at least 30 days before the start of the quarter** in which they plan to register. Signed and completed Plans should be submitted to the Social Work Program Office for review by the Program's Curriculum Committee.

The purpose of an independent study is to provide an exceptional learning experience not met through regular coursework. Only independent studies that satisfy this purpose will be considered for approval.

It is expected that there will be significant scholarly output/product as a result of the independent study. Toward that end, the following guidelines are provided to assist students and faculty in the development of independent study proposals.

1) Each credit of independent study is considered equal to 30 hours of student time/work invested in the independent study. For example, a three credit independent study should require about 90 hours of effort across the quarter. A 5 credit independent study requires about 150 hours of effort in a quarter. This is the same calculation applied to time commitment expected for in-class credit.

2) Regular meetings are to take place between the Faculty Sponsor and the Student during the independent study, congruent with the nature of the project. It is expected that, at minimum, 3 meetings will take place during the project.

3) Examples of a “significant scholarly product” expected from an independent study might include (but are not limited to) participation in a faculty publication, preparation of a publishable manuscript, student presentation at a conference, or a lengthy paper or annotated bibliography. The assignments and outcomes should be closely tied to the expected hours of effort dictated by the total number of credits earned.

4) Because part-time lecturers are not compensated for this activity, Faculty Sponsors of independent studies must be fulltime faculty members from the UWT Social Work Program unless an exception is granted by the UWT Social Work Program Director. UWT Social Work Part-time lecturers wishing to sponsor an independent study should contact the Director to discuss the independent study prior to submission of the Course Summary and Contract Plan to the Curriculum Committee.

Instructions for Approval Process:

1. Review all Independent Study Guidelines noted above.
2. Determine area of interest for your independent study.
3. Contact Social Work Program faculty member to discuss scope of the Independent Study proposal.
4. If the Social Work Program faculty agrees to sponsor your Independent Study, then you may begin working on your formal written proposal.

5. Student downloads Course Summary and Contract Plan form from the web site.
6. Arrange to meet with your faculty sponsor to submit the Course Summary and Contract Plan and formal written proposal for review, discussion and signature.
7. Once the meeting in #6 has occurred and both signatures have been obtained, please submit the Course Summary and Contract Plan as well as any supplemental written proposal materials to the Chair of the Program Curriculum Committee in the Social Work Program office **at least 30 days before the start of the quarter** in which you plan to register.
8. The Independent Study will be reviewed during the next scheduled Program Curriculum Committee. If the Independent Study proposal is approved, both the student and the faculty sponsor will be notified and an entry code will be created and emailed to the student for registration purposes via their UW email account. Feedback and notification will also occur if the Independent Study is not approved.
9. The faculty sponsor must return the original Course Summary and Contract Plan form with attached proposal to the MSW student file complete with final grade and faculty signature after the quarter has ended. The original form and proposal will be placed in the student's permanent file.

These instructions and the Course Summary and Contract Plan are available online at <http://www.tacoma.uw.edu/social-work/msw-independent-study>.

K-12 School Social Work Certification Program

As of July 1, 2011, candidates seeking certification as School Social Workers will apply through the Puget Sound Educational Service District (PSESD). The UW School of Social Work and UW College of Education will no longer manage the certification process for School Social Workers. The Professional Educational Standards Board (PESB) has created a FAQ which addresses the reasons behind the changes. Social workers in school settings will continue to be certified and will need that certification in order to be hired by a school district for certificated positions.

Requirements for State of Washington School Social Worker Certification

- Completion of the MSW degree at a CSWE-accredited program
- Completion of a course in school social work or school law
- Completion of the PRAXIS II examination in school social work
- Fingerprint and background check and Character and Fitness form

While a practicum/field experience is no longer required for certification, candidates are advised to arrange a school placement experience with a certified social worker, as this field is VERY competitive.

Currently enrolled MSW students may do a foundation or advanced placement in a school, however students seeking certification are encouraged to complete their advanced field placement in a school setting under the supervision of a certified school social worker.

[Resources UW SSW and UW Tacoma will continue to offer \(budget permitting\)](#)

- **School Social Work Course:** UW Seattle and UW Tacoma offer the School Social Work course for current students and graduate non-matriculated students on a space-available basis. A different, and more abbreviated course is offered through the Puget Sound Educational Services District office in Renton and intended *only* for candidates that have completed their MSW degree. Both of these courses meet the requirements of WAC 181-79A-223.
- **Advising:** Students interested in social work practice in a school setting can receive advising on School Social Work Certification from the Office of Field Education at UW SSW and the Field Coordinators at UW Tacoma. Additional advising is also available from the Washington Association of School Social Workers (WASSW) and OSPI.
- **Field experience:** UW SSW and UW Tacoma will continue to offer practicum/field experience to *currently enrolled* students provided the schools are able to meet the requirements of the Office of Field Education. For people who have already finished their MSW degree, the UW School of Social Work (Seattle and Tacoma) will not be able to coordinate a practicum/field experience for you. Please contact the WASSW for questions regarding practicum/field experience in school social work after having finished your MSW degree.

Currently enrolled MSW students who are placed in a school setting may need to complete a current background check, complete a fingerprinting check and other orientation requirements by the particular school district.

Students may also be given the opportunity to start field experience before fall quarter begins (usually after Labor Day) so they can be present at the beginning of the school district school year. Students need to be in touch with their assigned Field Faculty if they plan to begin early.

For more information please visit: <http://socialwork.uw.edu/programs/ce/k12/what-is-school-social-work>.

Model Program of Study – 3-Year MSW Program

First Year - Foundation

AUTUMN	WINTER	SPRING	SUMMER
501(3) Social Policy and Economic Security 502(3) Human Behavior and Social Environment I	503(3) Human Behavior and Social Environment II 504(3) Cultural Diversity and Societal Justice	510(3) Practice I: Introduction to Social Work Practice 514(3) Practice V - Foundation Practice Skills	511(3) Practice II: Intermediate Direct Service Practice 523(1) Introduction to Practicum 524(2) Foundation Practicum
6	6	6	6
			Subtotal 24

Second Year - Foundation and Advanced Integrative Practice Concentration

AUTUMN	WINTER	SPRING	SUMMER
512(3) Practice III: Community & Organizational Practice 524(3) Foundation Practicum	505(3) Foundation of Social Welfare Research 524(3) Foundation Practicum	535 (3) Research for Advanced Integrative Practice 540-560 (3) Advanced Integrative Practice Selective	525 (3) Advanced Practicum 540-560 (3) Advanced Integrative Practice Selective
6	6	6	6
			Subtotal 24

Third Year - Advanced Integrative Practice Concentration

AUTUMN	WINTER	SPRING	SUMMER
525(5) Advanced Practicum 531(3) Advanced Integrative Policy and Advocacy 532(3) Advanced Integrative Practice I	525(5) Advanced Practicum 533(3) Advanced Integrative Practice II	525(5) Advanced Practicum 540-560 (3) Advanced Integrative Practice Selective	
11	8	8	
			Subtotal 27 Total: 75 credits

Model Program of Study – Advanced Standing Program

First Year - Advanced Integrative Practice Concentration

WINTER	SPRING	SUMMER
597 (2) Social Welfare Research 598 (5) Integrative Seminar 7	535 (3) Research for Advanced Integrative Practice 540-560 (3) Advanced Integrative Practice Selective 6	525 (3) Advanced Practicum 540-560 (3) Advanced Integrative Practice Selective 6 Subtotal 19

Second Year - Advanced Integrative Practice Concentration

AUTUMN	WINTER	SPRING
525(5) Advanced Practicum 531(3) Advanced Integrative Policy and Advocacy 532(3) Advanced Integrative Practice I 11	525 (5) Advanced Practicum 533(3) Advanced Integrative Practice II 8	525 (5) Advanced Practicum 540-560 (3) Advanced Integrative Practice Selective 8 Subtotal <u>27</u> Total: 46 credits

Student Advising

Faculty Advisers

Each student entering the MSW Program is also assigned a faculty adviser. The faculty adviser supports the student by offering guidance related to entry into the school and its culture, socialization into the profession, and various opportunities to address issues of common concern to MSW students: developing career goals, completing learning plans, balancing family and career, grappling with ethical and value dilemmas, and dealing with challenges in interactions with student peers, professional colleagues, and supervisors. Some of the advising activities take place in the context of informal group activities that are facilitated by the adviser, and others through individual consultation. An important role of the faculty adviser, in addition to providing the more structured guidance and support activities previously mentioned, is to ensure that every student has a strong link to an individual faculty member throughout the program.

Students are encouraged to turn to any faculty member regarding specific issues. For instance, you may meet with someone who is doing research or practice in your area of interest. Such “informal advising” is common and highly encouraged.

As faculty have a range of teaching, research and community service responsibilities, you should make appointments to see them. To facilitate contact please make a note of their room number, telephone number and email address at the beginning of this manual or elsewhere on the web directory.

Office of Field Education/Practicum

The Field Coordinator is responsible for the management of field education, advisement and approval of students for practicum placements. The Coordinator also is responsible for liaison and problem-solving with agencies if there are difficulties in the placements, and assignment of grades for the practicum courses.

The Program’s Field Coordinator is Tom Diehm. If you have practicum questions, please call 253.692.5823 or email tdiehm@u.washington.edu.

Student Services

The MSW Program Adviser and other Social Work Program support staff can assist you with information on registration, course scheduling, graduation requirements and issues related to low scholarship. The Social Work Program Office suite is located in WCG 203. Office hours are

presently 9:00 a.m. to 5:00 p.m. on Monday – Friday or by appointment between 5pm-6pm as needed. *Please note that office hours are subject to change.* The MSW Program Adviser maintains all student program records, student manuals, registration information, monitors satisfactory progress, acts as a liaison to the UW Graduate School and provides graduation information. If you have any questions call 253.692.5820.

Registration and Related Academic Information

Registration Procedures

To maintain graduate status, a student must be enrolled on a full-time, part-time or on-leave basis from the time of first enrollment in the Graduate School until completion of all requirements for the MSW degree. Please refer to the *Leaves of Absence and Withdrawals* section for more information.

Prior to the University's quarterly registration period, students may access registration dates and information on MyUW.

UW Tacoma MSW students will be required to follow the curriculum template for their year of admission and register for required courses accordingly. Social Work Program students may register via MyUW at any point during their eligibility period. All students must register using web registration through MyUW.

Online Registration:

Online registration is available via Student Info - Personal Services on MyUW myuw.washington.edu For Web registration students use their UW NetID and password (i.e., their UW email account name and password) to access their MyUW page.

Students register for classes by using the 5-digit schedule line number. For some courses, the schedule line number and a 5-digit entry code are needed (i.e., Independent Study courses). Read the quarterly MyUW registration information for specific information regarding faculty, courses, times and access to courses with or without entry codes.

For registration problems and information (excluding practicum) please contact the MSW Program Adviser. Students with disabilities are also asked to contact the Program Adviser for registration assistance if needed.

For problems with practicum courses and credits, please contact the Practicum Coordinator, Tom Diehm at 253.692.5823, tdiehm@u.washington.edu.

Use the Registration Guide online info for deadlines for Registration Periods I-IV, when tuition is due, holidays, final exam schedules and other important information. **It is your responsibility to adhere to the important deadline dates noted in the Registration Guide online.**

Registration Guide information is only available online on the UW Tacoma web site <http://www.tacoma.uw.edu/enrollment-services/time-schedule-registration-guide>. If you are receiving Financial Aid, you should check with the Financial Aid staff in the Office of Enrollment Services to ensure you are registered for the appropriate amount of credits per quarter.

Adding and Dropping Courses:

Adding and dropping of Social Work courses are done via Web Registration. The following is a summary of relevant times for adding and dropping courses during a quarter:

Week 1 of the quarter: During the first week of the quarter, you may add and drop classes for any reason. No notation will be made on your transcript. You will need a drop code if dropping any of your MSW classes. Email tsocial@uw.edu for assistance.

Week 2 - 7: Any courses added or dropped after the first week of the quarter are subject to a \$20 late fee. If you drop *all* classes after the first week, you will be charged one-half of your quarterly tuition, based on the number of credits for which you were registered at the end of the first week. *After the second week, a notation of "W" will appear on your transcript along with a number representing the week in the quarter when the class is dropped.* Entry codes are required to drop a course.

Unrestricted drops are permitted only during the first two weeks of each quarter. Each student will be permitted to drop one course between Week 3 and the end of Week 7 of any one quarter each year (Autumn-Summer Quarters).

After Week 7: No official withdrawal will be permitted after the seventh week of the quarter except under extremely unusual circumstances (see Registration Guide for greater detail). Drops from a course accomplished by another method are not official and can result in a grade of 0.0 for the course.

Tuition Deadline:

Once registered, a tuition statement will be available on MyUW by the first week of the quarter. Payment of tuition is due in full by Friday of the third week of the quarter. Tuition payment may be made in person at the UW Tacoma's Cashier's Window in the Carlton Building room 400 or deposited in the drop box in the Dougan Building 1st floor hallway, paid online or mailed. For further details, visit <http://www.tacoma.uw.edu/administrative-services/cashier>. Other payment options may exist. Check with Enrollment Services to find out the latest information. Please note that it is the student's responsibility to make sure that the University

has received your updated address information. Address and phone number updates can be made via MyUW.

Immunizations – Health Sciences and MSW Requirements

Students are required to meet the immunization requirements set by University of Washington Health Sciences Administration (HSA). The School of Social Work and UWT Social Work Program do not accept or grant requests for waivers to the Immunization requirements. Information about Health Science requirements, procedures, and fees may be found on the follow web site: <http://www.tacoma.uw.edu/social-work/msw-immunizations-0>. Students in the UWT Social Work Program may access assistance with immunizations through their personal healthcare provider, or through the campus Student Health Services office.

1. **Immunization Noncompliance:** HSA provides the Social Work Program with a list of any noncompliant students as a courtesy to support the efforts of students to become and remain compliant. Field Faculty will notify students of this communication and ask students to clarify their status directly with HSA via email (MyShots@uw.edu) and request that a copy of the clarification from HSA be e-mailed to the Program Administrator of the Social Work Program.
2. It is the responsibility of each student to ensure each quarter they are in compliance with the Health Sciences Immunization requirement. Students must communicate directly with HSA through MyShots@uw.edu with questions and or concerns related to Immunization requirements.
3. Students who become noncompliant during field education will be suspended from their Field Education site and will not be allowed to return until they are in compliance (only verification from HSA by e-mail or phone call to the MSW Program Administrator will be accepted as verification that a student is in compliance).
4. Any and all time missed from the Field Education site must be made up prior to the end of the quarter.
5. Students will receive an Incomplete if compliance is not attained by the end of the quarter and will not be allowed to participate in Field Education until they become compliant.
6. In addition, a plan to make up all time missed from the Field Education site must be agreed to by the student, Field Instructor and submitted to the field faculty for review.

Some field sites, notable medically-related settings, may have additional immunization or health education requirements. These are negotiated through the Affiliation Agreement process and are monitored for compliance by the Field Faculty. Students must be in compliance with these requirements in order to begin placement at such a Field Education site.

Transfer Credits

Credits may only be transferred for Master's level work from other Council on Social Work Education (CSWE) accredited MSW programs after review of transcripts and syllabi by the Graduate Program Coordinator and after acceptance to the *UW Tacoma* MSW Program. Restrictions apply. Contact the MSW Program Adviser for more information at 253.692.5820.

Exemption/Substitution Definitions

Exemption refers to allowing prior academic work in Foundation courses to count toward present degree requirements. Students with approved Foundation course exemptions do not register for additional credits.

Students who receive Exemptions need not make up these credits. Exemptions to MSW practice courses are granted only when students have completed course work and demonstrated mastery in that practice area (e.g., micro practice) *from a Council on Social Work Education accredited school of social work*. This practice is consistent with the faculty belief that social work practice education embraces a unique perspective that develops requisite practice skills and knowledge within a clear person-in-environment context. No course credit or exemptions are granted on the basis of life experience or previous employment.

Substitution refers to using one course in lieu of another. Substitutions are rare. Written approval from the MSW Program Director is required. **Note: All Advanced Integrative Practice Concentration coursework must be completed at UW Tacoma.**

Further questions may be directed to the MSW Program Adviser at 253-692-5820.

Grading System

UWT MSW Program Grading Scale:

Numeric grade point equivalent	Letter grade equivalent	Points	Numeric grade point equivalent	Letter grade equivalent	Points
4.0	A	100-99	2.8	B-	81
3.9		98-97	2.7*		80
3.8	A-	96-95	2.6		79
3.7		94-93	2.5		78
3.6		92-91	2.4	C+	77
3.5		90-89	2.3		76
3.4	B+	88-87	2.2		75
3.3		86	2.1		74
3.2		85	2.0	C	73
3.1		84	1.9		72
3.0	B	83	1.8		71
2.9		82	1.7		70
			1.6 -0.0	E	69

*Lowest Passing Grade

In reporting grades for graduate students, units that offer graduate degrees use the system described herein. Grades are entered as numbers, the possible values being 4.0, 3.9, . . . and decreasing by one-tenth until 1.7 is reached. Grades below 1.7 are recorded as 0.0 by the Registrar and do not count toward residency, total credit count, or grade and credit requirements. A minimum of 2.7 is required in each course that is counted toward a graduate degree. A minimum GPA of 3.00 is required for graduation.

I: Incomplete. An incomplete may be given only when students have been in attendance and have done satisfactory work to within two weeks of the end of the quarter and have furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. Incompletes in required courses during the foundation year must be converted into passing grades before students may enter the advanced curriculum. In no case may an incomplete be converted into a passing grade after a lapse of two years or more. Incompletes received by graduate students do not automatically convert to a 0.0 but remain a permanent part of their record.

Students who accumulate more than two incompletes or carry incompletes beyond one quarter may be reviewed for satisfactory progress. At UW Tacoma, the faculty determines the timeline for course completion if an Incomplete grade is issued to a student.

N: No grade. Used only for hyphenated courses and courses numbered 600 (Independent Study or Research), 601 (Internship), 700 (Master's Thesis), 750 (Internship), or 800 (Doctoral Dissertation). An N grade indicates that satisfactory progress is being made, but evaluation depends on completion of the research, thesis, internship, or dissertation, at which time the instructor or supervisory committee chairperson should change the N grade(s) to one reflecting the final evaluation.

S/NS: Satisfactory/not satisfactory. An MSW student may elect to be graded S/NS in any numerically graded course for which he or she is eligible, provided the student completes a minimum of 18 decimal graded credits. The choice must be indicated no later than the seventh week of the quarter. (As with all registration changes, a \$20 change fee will be charged beginning the second week of the quarter.) Only in very unusual cases may S/NS grades be converted to numeric grades or vice versa. The instructor submits a numeric grade to the Registrar's Office for conversion to S (numeric grades of 2.7 and above) or NS (grades lower than 2.7).

CR: Credit awarded in a course offered on a credit/no-credit basis only or in courses numbered 600 and 700. The minimum performance level required for a CR grade is determined, and the grade is awarded directly, by the instructor. CR is not computed in GPA calculations.

NC: Credit not awarded in a course offered on a credit/no-credit basis only or in courses numbered 600 and 700. The grade is awarded directly by the instructor and is not included in GPA calculations.

W: Withdrawal. Official withdrawal from a course may be done on line through the seventh week of the quarter. During the first two weeks of the quarter no entry is made on the permanent academic record. The third week through the seventh week of the quarter, a W is recorded on the transcript. Refer to the Registration Guide information online or Enrollment Services after the seventh week of the quarter. Drop codes and/or permission or the Social Work Program may be necessary in order to withdraw from courses.

HW: Hardship Withdrawal. Grade assigned when a graduate student is allowed a hardship withdrawal from a course after the seventh week of the quarter. A petition and approval from the Registrar are required for all Hardship Withdrawals.

Unofficial withdrawal from a course shall result in a grade of 0.0.

The grades of W and HW do not count as completed credits nor in computation of the GPA.

X: Indicates that a grade was not submitted by instructor.

Please refer to the section on Graduation Requirements for more details such as the required number of numerically graded credits and minimum grade points.

Academic Standing and Scholarship

Good Academic Standing:

In order to be in good academic standing, you must maintain a minimum cumulative University grade point average of 3.00 for all 400- and 500-level graded courses taken after attaining graduate status at the University of Washington. In addition, you must complete and pass all required Social Work classes with a minimum grade of a 2.7 or higher or “S” or “CR.” Students who accumulate more than two incompletes or carry incompletes beyond one quarter may be reviewed for satisfactory progress.

Repeating Courses:

Graduate students may repeat any course. Both the first and second grades will be included in the cumulative GPA. Subsequent grades will not be included, but will appear on the permanent record. The number of credits earned in the course will apply toward degree requirements only once.

Low Scholarship:

Graduate students whose cumulative or quarterly grade point average falls below 3.00, or who fail to earn at least a 2.7 or “S” or “CR” in a required class is considered as low scholarship. Low scholarship may lead to a change-in-status action by the Graduate School -- i.e., No Action, Warn, Probation, Final Probation, or Drop. If you fall below this standard of academic performance, you will be evaluated individually on a quarterly basis by the Graduate Program Coordinator and Graduate Program Adviser of the UW Tacoma Social Work Program. Please note that official actions are taken by the Dean of the Graduate School upon recommendation from the Graduate Program Coordinator.

Students who fail a core foundation class may be required to repeat that class before continuing in the foundation curriculum.

The Registrar will record only those actions recommending Probation, Final Probation, and Drop.

To determine satisfactory performance or progress, the following criteria is used:

1. Performance in the fulfillment of degree program requirements;
2. Performance during informal course work and seminars; and
3. Research capability, progress and achievements.

In addition to the grade performance, students with incompletes or “x” grades in the Foundation courses must successfully complete the courses prior to beginning the Advanced Curriculum.

Note: Action is taken for one quarter only and is reviewed each quarter. No action will appear on the transcript for any subsequent quarter unless a recommendation is made by the MSW Program to the Dean of the Graduate School.

Appeals:

Students may appeal change in status directly to the Program Director. Appeals beyond this point should follow the process outlined in the “Standards of Conduct and Grievance Procedures” section of the manual.

Further details, including guidelines for change of status actions may be found in Graduate School Memorandum No. 16 -- “Continuation or Termination of Students in the Graduate School”. It may be accessed through the Graduate School Home Page at www.grad.washington.edu/index.html

Policy on Readiness for MSW Field Placement:

1. No student with a failed grade in a required social work curriculum course will be eligible for field placement until that course has been made up with a satisfactory grade. This eligibility requirement does not apply to social work “Selective” courses or independent study courses (those courses numbered 540 and higher). Additionally, no student who is out of compliance with the Health Sciences Center’s immunization requirements for social work students will be allowed to enter or remain in a field placement.
2. If a student is carrying an “Incomplete” in a required social work course, the instructor for that course must provide approval to the Field Coordinator for the student to be placed prior to the Incomplete being satisfactorily completed. A plan for completion of the course must be in place with a clear completion date (no later than the end of the following quarter, including Summer). If the student does not complete the course with a passing grade or if they fail to meet the deadline for course completion set with the instructor, they will not be eligible for field placement until the course is retaken and completed with a passing grade.
3. If a student fails a required social work curriculum course (including an “Incomplete” as in #2 above) while they are already in a field education placement, the Field Coordinator, in consultation with the course instructor and the Social Work Program Director will determine whether the student may remain in their field placement.
4. When grades have been submitted each quarter of the first year, the Field Coordinator will call a meeting of interested faculty to discuss any students of concern. This meeting is not mandatory for faculty, but it is strongly suggested that faculty with student concerns attend. The concerns may center around academic performance (including writing skills) as well as behavioral or attitudinal issues that give the classroom faculty concern about the student’s suitability for field placement and that persist even after the instructor has spoken to the student about the behaviors. Behavioral or attitudinal issues might include but are not limited

to persistent absences or tardiness, disruptive behavior in class, inappropriate disengagement into technology in class, disrespectful treatment of colleagues, or an unwillingness to critically examine racist, sexist, heterosexist or other discriminatory personal beliefs.

5. Based on these concerns and a consensus of the attending faculty, the student will be asked to meet with a Committee made up of the following: Field Coordinator (convener and recorder of results), student's faculty advisor, and at least one faculty member who has expressed a concern. Additional individuals may be included in this meeting if appropriate, for example, a representative of the Child Welfare Training and Advancement Program if the student of concern is enrolled in that program. The purpose is to be clear with the student about faculty concerns and to develop a plan of correction. This Committee is vested with the authority to refuse a student permission to enter the field education portion of their degree program.

6. Students who are being monitored will be reviewed at the next quarterly group meeting at which time they may, 1) no longer be a concern if they corrected problematic behaviors; 2) be of continuing concern, but are showing progress in altering problematic behaviors; or 3) be of significant concern if they have not made any progress in altering behaviors. This Committee is vested with the authority to refuse a student permission to enter a field placement.

7. A decision to deny a student permission to enter field placement may be appealed to the Director of the Social Work program. The Director, in consultation with appropriate faculty, including the Graduate Program Coordinator, will make a final determination of the student's ability to enter a field placement.

8. Field placements at the graduate level, while usually beginning in Summer quarter may be completed on a different schedule. All reasonable efforts will be made to place a student in the field when they come into compliance with requirements as outlined in this policy. It must be noted, however, that because of the part-time nature of the program and the sequencing of courses, as well as the program requirement that all Foundation level coursework be completed prior to enrollment in Advanced level coursework, it may be necessary for students to take a leave(s) of absence and/or delay their planned graduation date.

APPROVED BY THE FACULTY: 5/10/2012

Leaves of Absence and Withdrawals

If you find it necessary to interrupt registration, you may apply for "leave of absence" or withdrawal from the University, described below. We strongly suggest that you consult with your faculty or program adviser and/or the Graduate Program Coordinator in making this decision.

Leaves of Absence from MSW Program:

If you are *in good standing* (cumulative GPA of 3.00 or higher) and you plan to be away from the University and out of contact with the University faculty and facilities for at least one quarter, not to exceed four successive quarters, you must apply for “on-leave” student status. You must also meet the following requirements:

- Effective autumn quarter 2011 you must submit an online petition for on-leave status and a \$25.00 fee for each quarter on-leave status is requested. Please contact the MSW Program Adviser to if you have questions about this procedure. The online petition is available at <http://www.grad.washington.edu/policies/general/leave.shtml>.
- You must have completed at least one quarter of work (in good standing) at the University prior to going on-leave.

While on on-leave status, you are permitted to use the University Library, but are not granted any of the other University privileges of a regularly enrolled or registered student. You pay a non-refundable fee to each quarter to obtain on-leave status.

An on-leave student returning to the University on or before the termination of the period of his or her leave must register via MyUW for the required quarterly classes in their curriculum template. This registration cancels any remaining leave period. On-leave quarters count toward the 6 year time limit to complete the MSW degree.

Note: Effective autumn quarter 2012, if you do not return from on-leave status, then you must submit a request for reinstatement to the UWT MSW Program through the University of Washington Graduate School and a \$250.00 reinstatement fee will be required.

Withdrawal from the University:

If you interrupt your registration for an undetermined period of time, you are considered to be withdrawn. A student previously registered in the MSW Program who has withdrawn and/or failed to maintain continuous enrollment, but who wishes later to resume his or her studies must submit a written request. The Graduate Program Coordinator or the MSW Program Adviser will advise students on reinstatement process as appropriate. For timelines, fees and tuition forfeiture on withdrawing, a student should consult the Registration Guide information online or the MSW Program Adviser.

Note: Effective autumn quarter 2012, if you decide to return to graduate studies after a withdrawal period you must submit a request for reinstatement to the UWT MSW Program through the University of Washington Graduate School and a \$250.00 reinstatement fee will be required. Additional program forms and an updated background check will also be required.

Other Important University and Program Policies

Financial Assistance

Students wanting information on their financial aid can check their accounts during the year through MyUW Tuition Statement. If there appears to be “holds”, contact the Financial Aid Office, 253.692.4400 for assistance.

The UWT MSW Program is a part-time program of study ONLY. Please read your Financial Aid Award letter carefully as it typically displays awarded funds based upon full-time enrollment of 10-credits or more per quarter.

The MSW Program requires all students who wish to be considered for any type of financial assistance to complete the Free Application for Federal Student Aid (FAFSA). The closing date to submit a completed FAFSA is typically February 28. However, students should contact the Office of Enrollment Services, at 253.692.4400, for the most current and accurate information since deadlines are subject to change. The Office of Enrollment Services has the FAFSA forms available, and the financial aid staff can assist students with work-study questions, student loan information, and emergency loans. In addition, UW Tacoma scholarships are frequently posted on the UW Tacoma web site at <http://www.tacoma.uw.edu/financial-aid>. Students are encouraged to seek these services and information, which can make the financial aspects of attending the graduate program less burdensome.

Summer financial aid recipients may need to fill out a supplemental Financial Aid Form prior to the beginning of summer quarter in addition to completing the FAFSA for that academic year. **you plan to receive financial aid during summer quarter, you should consult with a Financial Aid Adviser.**

Inclement Weather Policy

In the event of inclement weather, please note the following steps for determining whether the campus is open, if your class will be held as scheduled, and/or the handling of assignments:

CALL THE SNOW #: 253-383-INFO or check the UW Tacoma home page www.tacoma.uw.edu/. This number will inform you on whether the campus has been closed.

UW ALERT SYSTEM: UW Tacoma has a system to immediately notify students and employees about emergencies that affect normal campus operations with a text message to the cell phones of those who sign up in advance. Notices will simultaneously be placed on Web pages

and sent by e-mail. In addition to emergency or crisis situations, the system will provide information about suspensions or delays in campus operations due to inclement weather. To sign up visit <http://www.tacoma.washington.edu/security/alert/>.

NOTE: It is important to remember that safety should always be considered when deciding whether it is advisable to attend class(es) or not during periods of inclement weather. Please contact your instructor if you have concerns regarding assignments and deadlines during these periods.

Your Personal Information – Keep It Current!

It is critical that you keep your local address and telephone number updated with the University (Office of the Registrar in Enrollment Services). Without a current local address and telephone number, you may not receive periodic mailings or be contacted by the administration, faculty, or other campus staff.

You can update your address and telephone number with the University via MyUW, or by contacting Enrollment Services at 253.692.4400.

Release of Information from Student Files - FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 protects the privacy of your educational records. However, the following information is considered public or “directory” information and may be released to anyone unless you inform the Office of the Registrar that you do not wish any information released: name, address, telephone number, major field of studies, dates of attendance, degrees and awards received, full-or part-time enrollment status, and educational institutions attended.

If you do not wish to authorize directory release and do not want your directory information to appear in the published or electronic Student Directory, you must restrict access through MyUW. No information will be released on students that have restricted release of directory information including degrees awarded and dates of attendance. If you later wish to change your authorization and allow release, you must go to Enrollment Services, MAT-253 and present photo identification.

The Program may routinely release the information noted above if you have not restricted your release through the Registrar.

If you need a hardcopy of your official UW transcript in the future, please fill out a Transcript Order form at the Cashier’s Window or via MyUW. A processing fee will apply. For more information please visit, <http://www.tacoma.uw.edu/enrollment-services/transcripts>.

If you want prospective employers or schools to have any of the information noted earlier, then there can be no “holds” on your degree (for example, because a library payment is unpaid, etc.).

If you choose not to give the releases to the University of Washington and/or the MSW Program, you should remember to change the release with the Registrar or provide the Program with separate releases any time you use the University of Washington, or the Program, or its faculty for reference purposes.

Retaining Your Course Syllabi

It is strongly recommended that you begin your social work career by maintaining a file or notebook of all course descriptions and syllabi for courses you take including practicum contracts and evaluations. You will find this very helpful in the future if you decide to apply for certification in a specialized area or if the state in which you practice requires this information. The University's official transcript shows some generic titles for Social Work courses. Thus, the generic titles do not necessarily reflect the specific title or content of all of your courses, which makes it important for you to keep the course syllabi reflecting the course number and content. You can save yourself time (and lost opportunity) if you begin this kind of record keeping now.

Policy on Children in Class

While we recognize that many students have childcare needs, we ask that you not bring children to class. Generally, children tend to be disruptive, and often times the subject matter being discussed is not appropriate for them to hear. If you find yourself in a situation where you have no choice but to bring a child or children with you, **you must seek permission from your course instructor prior to class**. If permission is granted, you are responsible for seeing that the child or children are not disruptive. Thank you.

Class Participation Statement

The “Essential Skills, Values and Standards of Professional Conduct Important to Admission and Continuance in the UW Tacoma MSW Program and Profession of Social Work” referenced in your Program Manual mandates commitment to professional social work education, values, and ethics. Attendance and class participation are indications of professional commitment and are an expectation in all classes. Program policy states that failure to participate in at least 70% of class sessions for any given course will result in a faculty review of the student’s appropriateness for continuation in the program.

Approved by UW Tacoma Social Work faculty winter quarter 2000.

Graduation Requirements, Checklist and Ceremonies

Required Self-Assessment Surveys

The School of Social Work relies on student feedback to help us evaluate and improve our courses, curriculum, and practicum requirement. As part of this program evaluation effort, we have developed surveys to measure core competencies in areas defined by our accrediting institution, the Council on Social Work Education (CSWE). All students in the MSW Program are required to complete competency self-assessment surveys. For MSW students, an initial survey is completed near the end of foundation course work and the exit survey is completed at the time of graduation.

The CSWE requires that all social work programs assess students on the core competencies. In completing this survey, please rate the extent to which you think you have achieved competence in each of the practice behaviors listed for the 10 core competencies. Your responses are confidential and will not be part of your permanent record. Please be candid in your responses -- they will not affect your grades and will not be used to evaluate your individual performance. Responses will be anonymized, aggregated and used for program evaluation purposes only.

Graduate School Requirements

Each Master's student must meet the following Graduate School requirements. (Please see the Graduate Section in the UW or UW Tacoma Catalog for detailed information.)

Minimum Requirements:

A minimum of 36 quarter credits of graduate course work, 18 of which must be for work numbered 500 or higher.

Numerical grades must be received in at least 18 quarter credits of course work taken at the University of Washington; a minimum grade-point average of 3.0 is required to graduate **and** a minimum grade of 2.7 must be earned in all courses counting for the degree.

The residence requirement for the master's degree is 30 credits completed at the University of Washington Tacoma. (*Note: all MSW concentration curriculum must be completed in the UW Tacoma Social Work Program.*)

Application to Graduate:

Graduation is not automatic. In order to officially graduate and receive your diploma you must submit a graduation application also known as a Master's Degree Request. If desired students may request a meeting with their faculty adviser to discuss future goals or meet with the program adviser to discuss the graduation process and/or complete the request on site.

All MSW students **must** apply for the master's degree **no later than the end of the seventh week** of the quarter in which he or she expects to graduate. Students apply on-line: www.grad.washington.edu/stsv/mastapp.htm. You will be notified of the Graduation Procedures in place by the Social Work Program in advance. *Please check with the Program Adviser for more specific information.* The graduate student **must be registered** either as a full- or part-time student (minimum of 2 credits) at the University for the quarter in which the requirements are met **and** the degree is conferred. To graduate in any quarter, students must complete all requirements for the degree **by the last day of final examinations for that quarter.**

Application for the master's degree is solely the responsibility of the student.

Postponement of graduation:

Applications to graduate are valid for one quarter only. If you do not complete degree requirements during the quarter you apply for graduation, you must complete another degree request for the quarter in which you expect to complete requirements and notify your faculty adviser and program adviser.

Graduation Requirements for the School of Social Work and UW Tacoma Social Work Program

Minimum Requirements:

Along with the other Graduate School requirements, all required courses must be completed with a passing grade (2.7 or higher OR Satisfactory OR Credit). If you do not pass a required course, the course must be repeated. Another course may be substituted for a failed selective course. Students electing to take a course on a Satisfactory/Not Satisfactory (S/NS) basis must earn at least a 2.7 GPA in order to receive a grade of "Satisfactory." Students who have been exempted from a required course do not have to take another course to replace it.

Related Credit Information:

The UW Tacoma MSW Program allows each student to determine which courses are taken to fulfill the 18 numerically graded required credits. The following courses are graded on a credit/no credit (CR/NC) basis and may not be used for the 18 credits: Cultural Diversity and Societal Justice (T SOCW 504), Introduction to Practicum (T SOCW 523), Foundation and Advanced Practicum (T SOCW 524 and T SOCW 525), Readings in Social Work (T SOCW 599). ***Some students may need to take additional courses beyond the minimum requirements to fulfill this requirement.***

Students are expected to use the “Graduation Checklist” in order to track degree progress. By using the list on a quarterly basis, students can easily determine progress for completing the degree.

Graduation Requirements Checklist – 3-Year MSW Program

- Students may take any of the courses indicated below by a “*” with a Satisfactory/Nonsatisfactory grading option instead of a numerical grade.
- In order to graduate, **18 of the required credits** must be graded numerically.
- Graduate students must maintain a cumulative GPA of a 3.0.
- Numerical grades of less than 2.7 or grades of NS or NC do not count toward the degree.
- All students must apply for graduation online by the seventh week of their last quarter. Students must be enrolled for at least 2 credits the quarter they intend to graduate. Consult with the Program Adviser regarding procedures.
- All *Foundation* courses must be completed before a student can begin the *Concentration* curriculum.

Foundation

Course	Credit	Grade	Quarter/Yr Taken
<i>T SOCW 501 Social Policy and Economic Security*</i>	(3)		
<i>T SOCW 502 HB&SE I *</i>	(3)		
<i>T SOCW 503 HB&SE II *</i>	(3)		
<i>T SOCW 504 Cultural Diversity/Societal Justice CR/NC</i>	(3)		
<i>T SOCW 505 Foundations of Social Welfare Research*</i>	(3)		
<i>T SOCW 510 Pr I – Introduction to Social Work Practice*</i>	(3)		
<i>T SOCW 511 Pr II – Intermediate Direct Service Practice*</i>	(3)		
<i>T SOCW 512 Pr III – Community & Organizational Practice*</i>	(3)		
<i>T SOCW 514 Pr V – Foundation Practice Skills*</i>	(3)		

Practicum

<i>T SOCW 523 Introduction to Practicum CR/NC</i>	(1)		
<i>T SOCW 524 Foundation Practicum CR/NC</i>	(2)		
(8 credits total)	(3)		
	(3)		
<i>T SOCW 525 Advanced Practicum CR/NC</i>	(3)		
(18 credits total)	(5)		
	(5)		
	(5)		

Course requirements are continued on next page.

Advanced Integrative Practice Concentration

Course	Credit	Grade	Quarter/Yr Taken
<i>T SOCW 531 Advanced Integrative Policy and Advocacy*</i>	(3)		
<i>T SOCW 532 Advanced Integrative Practice I*</i>	(3)		
<i>T SOCW 533 Advanced Integrative Practice II*</i>	(3)		
<i>T SOCW 535 Research for Advanced Integrative Practice*</i>	(3)		
<i>T SOCW 540-560 Advanced Integrative Practice Selective*</i>	(3)		
<i>T SOCW 540-560 Advanced Integrative Practice Selective*</i>	(3)		
<i>T SOCW 540-560 Advanced Integrative Practice Selective*</i>	(3)		

** Course can be taken as Satisfactory/Non-Satisfactory (S/NS) or for a decimal grade.*

Graduation Requirements Checklist – Advanced Standing MSW Program

- Students may take any of the courses indicated below by a “*” with a Satisfactory/Nonsatisfactory grading option instead of a numerical grade.
- In order to graduate, **18 of the required credits** must be graded numerically.
- Graduate students must maintain a cumulative GPA of a 3.0.
- Numerical grades of less than 2.7 or grades of NS or NC do not count toward the degree.
- All students must apply for graduation on line by the seventh week of their last quarter. Students must be enrolled for at least 2 credits the quarter they intend to graduate. Consult with the Program Adviser regarding procedures.

Advanced Curriculum: Advanced Integrative Practice Concentration

Course	Credit	Grade	Quarter/Yr Taken
<i>T SOCW 531 Advanced Integrative Policy and Advocacy*</i>	(3)		
<i>T SOCW 532 Advanced Integrative Practice I*</i>	(3)		
<i>T SOCW 533 Advanced Integrative Practice II*</i>	(3)		
<i>T SOCW 535 Research for Advanced Integrative Practice*</i>	(3)		
<i>T SOCW 540-560 Advanced Integrative Practice Selective*</i>	(3)		
<i>T SOCW 540-560 Advanced Integrative Practice Selective*</i>	(3)		
<i>T SOCW 540-560 Advanced Integrative Practice Selective*</i>	(3)		
<i>T SOCW 597 Social Welfare Research*</i>	(2)		
<i>T SOCW 598 Integrative Seminar*</i>	(5)		

Practicum

<i>T SOCW 525 Advanced Practicum CR/NC</i>	(3)		
(18 credits total)	(5)		
	(5)		
	(5)		

* Course can be taken as Satisfactory/Non-Satisfactory (S/NS) or for a decimal grade.

Commencement and Hooding Ceremonies

University of Washington Tacoma Commencement Ceremony:

The University of Washington Tacoma holds one Commencement ceremony for all UW Tacoma graduates, including MSW Program students at the end of spring quarter. Information, including tickets for guests (if required), is provided online each spring quarter. A cap, hood and gown are required for this ceremony.

Information about graduation is distributed via e-mail and the UW Tacoma web site www.tacoma.washington.edu/commencement/. Students who are graduating have the responsibility to check email or the web and acquire this information and contact the Social Work Program office if they have questions.

Caps and gowns:

All degree applicants will receive information about ordering academic apparel. Announcements will be made via e-mail during spring quarter.

Hooding Ceremony:

The Social Work Program Hooding Ceremony (established 2007) will take place typically within the 2 weeks preceding the UW Tacoma Commencement ceremony. A cap, gown and hood are required for the Hooding Ceremony. At the Hooding Ceremony, a master's hood with the velvet band of citron indicating a degree in Social Work and lined with the colors of the University of Washington is placed over each MSW student's head by Social Work Program Faculty. Hooding is a symbolic gesture of honor in recognition of the MSW's advanced academic achievement.

Diplomas:

These are mailed to students about 4-5 months after graduation to their permanent address on file with the University. In the meantime, if an employer requests verification of graduation, either the MSW Program can provide a letter or you may contact the Registrar at 253.692.4400.

Note: If you have a “yes” on Directory Release, your degree information can be verified on the UW Degree Validation website at <http://sdb.admin.washington.edu/sisDegreeValidation/Public/default.aspx>

Computing, Web Page, and Electronic Communication

MyUW and UW NetID

MyUW (www.myuw.washington.edu): MyUW is your web portal to University of Washington information, UW email, and personal services (includes web registration, checking your grades, tuition statement, and other personal information). MyUW is an easy-to-use tool for finding the resources you need to fulfill your goals at the university. You can "personalize" it to fit your needs by including or excluding the services you see listed, adding bookmarks to your favorite links, and choosing the background and accent colors you prefer.

A **UW NetID** (with password) is required to access your personal services, web registration, and UW email. For security, your UWNetID and password and all functions of MyUW that contain sensitive information are encrypted before they are transmitted across the network.

MyUW includes links to the UW Library catalog, reference tools such as an encyclopedia and a dictionary, a calendar of campus events, a continuously updated *General Catalog*, the UW student directory, a scholarship directory and the academic calendar (deadlines for adding or dropping courses, registration dates). The last item is particularly useful because it includes the minute-to-minute enrollment status of courses -- so that during registration for the next quarter, for example, you can check classes to see if they are open *before* you register. With the exception of access to your personal information and web registration, you may also access many of these resources through the UW's website (www.washington.edu) or UW Tacoma's website (www.tacoma.washington.edu.) **A UW NetID will be required to complete your graduation application on line.**

Social Work Program Web Page & Facebook Page

The UW Tacoma Social Work Program web address is <http://www.tacoma.uw.edu/social-work>. The web site provides program and course information as well as news and updates pertaining to the Social Work Program, academic and practicum program manuals, policies and required forms are all readily available on our web site. Links to social welfare related web sites are also provided. You may access the School or Program website from computers anywhere in the world, as long as they have an Internet connection. *Note: The information is subject to change since various documents, such as quarterly registration materials, are added to these menus throughout the year.* The Social Work Program also maintains a Facebook page. Students can visit to obtain updates and news pertaining to UWT Social Work, the surrounding community, UWT opportunities for involvement and have contact with current students and alumni. Visit us at <https://www.facebook.com/pages/UW-Tacoma-Social-Work-program/369399086419000>.

STAR (System To Administer Records):

STAR is a web based data management and presentation system that helps students, agencies, and SSW Field Education faculty communicate efficiently. It is also the avenue through which students complete the required Self-Assessment Surveys referenced above. You will receive more information about STAR and how to use it at your Field Orientation session in Winter quarter of your first year.

Computer Access

The University of Washington Tacoma houses its own Computer Labs in the Walsh Gardner Building, Room WG-108 and the Cherry Parkes Building, Room CP-005, where students have free access to IBM and Macintosh compatible computers and laser printers running a variety of Windows software, including Word and Excel. A number of other software packages, including electronic mail and statistical analyses are also available as well as an access station for users with special needs. Tutorials and training are available that assist with learning how to use the different computer software. For further information, please call the Computer Lab at 253.692.5611 or 253-692-HELP for assistance.

E-Mail Account and Electronic Communications

As a student of the University of Washington, you are provided with an email account at no charge. For details on how to create your UW email account, visit www.washington.edu/computing/email. Typically, students set up a UW email account at the time they establish a UW NetID. If you need assistance creating your account, visit a UW Tacoma computer lab and a staff member can assist you.

All Social Work students are required to maintain a UW email account, be subscribed to the official UW Tacoma MSW listserv, and check their email at least twice each week. The MSW Program uses email as the major means to distribute important information about school programs, class information, deadlines, and other announcements.

Note: All MSW students are automatically subscribed to the UW Tacoma MSW listserv prior to the start of Autumn Quarter.

Computing Rules at the UW Tacoma:

The following is excerpted from the UW website:

www.washington.edu/computing/rules/guidelines.html

Email Guidelines:

Your use of email must meet the same common sense standards you would apply to your use of campus telephones and campus mail. Further, your use must not interfere with the operation of the computers and networks or with the work of others.

- DO NOT send email to someone who has requested that you not do so.
- DO NOT send frivolous or excessive messages, either locally or off campus.
- DO NOT create, send, or forward chain letters (messages that are forwarded many times to people who have not solicited the information).
- DO NOT flood another system, network, or user account with email.
- DO NOT send email to someone you do not know, just because you see them logged in or like their name.
- DO NOT send email to individuals or groups who you could not reasonably expect to welcome email from you. If you have any doubt, ask their permission before adding them to any list.
- DO NOT obscure the true identity of the sender of email or forge email messages.
- It is your responsibility to determine the purpose of an electronic mail list (e.g., a LISTPROC or LISTSERV) before subscribing or sending messages to the list. Persons subscribing to an email list will be viewed as having solicited any material delivered by the list, as long as that material is consistent with the purpose of the list.
- DO NOT send to an email list any materials that are not consistent with the purpose of the list. If you send messages not relevant to the purpose of the list, you will be viewed as having sent unsolicited email.
- DO NOT continue to send email to a list if the list owner has requested that you stop sending to the list because you are not following the guidelines or topic established for the list.
- DO NOT harvest email addresses from another email list in order to establish your own list. If a list is closely related to a subject you would like to initiate, it is permissible to post a message to the existing group, inviting people to subscribe to your list.
- DO NOT harvest email addresses from an institution's directory or through the use of tools such as finger.
- DO NOT subscribe anyone to an email list except with the individual's permission.

Please refer to the following website for detailed rules on email and computer usage at the UW: www.washington.edu/computing/rules.html

UW Tacoma Faculty/Staff/Student E-Mail Policy:

The following policy statements concern the conditions under which faculty, staff, and students are expected to use the University of Washington email system. They do not prevent faculty, staff, or students from also using that system for other purposes, e.g., limited private use. These policies have been recommended by the All Directors group and approved by the UW Tacoma Vice Chancellor for Academic Affairs.

- Faculty and staff are expected to use their UW NetID email accounts to disseminate information to students and communicate with their colleagues and students on internal business.
- NetID accounts are created for students upon admission to the university; and students are required to activate their email addresses for their NetID accounts before the first day of classes.
- Faculty and staff will use only the University of Washington student email system to communicate information relating to coursework, policies, event announcements, etc.
- Faculty and staff are not obligated to respond to students using non-UW email accounts.
- Students may be held accountable for any information contained within the official email communications, including instructor notices of changes in schedules and assignments.

Although students may configure their UW emails to automatically forward to another email account, they should be advised that some email systems may be unable to handle large email files and may block delivery of UW email attachments.

Personal Computers

If you would like to connect your personal computer to the UW network, then you need a broadband connection (DSL, broadband cable), a modem & telephone line connection and/or a wireless network card.

A handout with instructions for connecting from home is also available at the computer lab.

For further information, you can also check out this UWT website at:

http://www.tacoma.washington.edu/compserv/services_cs_stu.cfm.

As a UW student, you have access to a wide world of technology resources. This website has all the details on how to use them — from setting up email to getting tech support when you need it: <http://www.washington.edu/itconnect/forstudents.html>

For UW students there is no charge for using the University computers over a modem if you are within the local telephone calling area, which in this case extends from Everett to Tacoma. If your call to the University computers is long-distance, you will be charged regular long-distance rates.

Resource Guide Summary

Campus Resources

Division of Student Affairs:

Our staff is committed to providing personalized attention to all students from the time they aspire to attend UW Tacoma until the successful completion of their degree. Student Affairs will provide the co-curricular and personal support necessary to accomplish the critical processes students must complete to achieve success. Below are a few of the areas they represent. For a complete overview of their division please consult the web.

www.tacoma.washington.edu/studentaffairs/

- Associated Students of UW Tacoma (ASUWT)
- Career Development and Education
- Childcare Assistance Program
- Disability Support Services
- Student Health and Wellness (Counseling Center)
- Student Centers (*oUWTpost in the Mattress Factory building and the Longshoreman's Hall at 17th and Market Streets*)
- Fitness Center

Diversity Resource Center

The Diversity Resource Center offers materials on diversity issues and coordinates campus events related to diversity in the campus community. The center is located in WCG-102. For more information about the DRC, contact, Diversity Resource Center Coordinator, at (253) 692-4776 or divrescn@u.washington.edu.

UW Tacoma Safety and Security Escorts:

The UW Tacoma Safety and Security Office is concerned for the safety of everyone on campus. Services include safety escorts, and vehicle lockout assistance. For your safety, the University of Washington Tacoma encourages students, faculty, staff and visitors to use the Safety Escort Program. Public Safety Officers are available to walk you to your car or other campus destination. The service operates quarterly during the following hours: Monday - Thursday — 6 a.m. to 11 p.m. and Friday — 6 a.m. to 10 p.m. The service is free of charge. During busy periods, the Public Safety Officer may ask you to meet in a common location so as to facilitate the escorting of multiple persons.

For free escort service, call 253-692-4416 from your phone.

Additional Resources:

To learn about additional campus resources, visit the UW Tacoma website.
www.tacoma.washington.edu/

Scholarship Funding Information

Funding Sources on the Internet:

The UW Graduate School web page provides links to general funding information.

Website: <http://www.grad.washington.edu/students/fa/index.shtml>

Note: Many sources of funding are limited to full-time students only. As a UW Tacoma MSW student you will be enrolled part-time. Be certain to look at the criteria carefully when researching funding opportunities.

UW Tacoma Scholarship Opportunities:

Watch for campus announcements regarding UW Tacoma scholarships to offset the cost of tuition. To view current postings and download application forms, visit <http://www.tacoma.uw.edu/financial-aid>.

Grants and Funding Services for UW Graduate Students (GFIS):

Cooperative Project of the Graduate School and University of Washington Libraries to support UW graduate students who are seeking any type of general or research funding.

(206) 616-3084, gfis@u.washington.edu

Website: www.lib.washington.edu/Gfis/

Social Work Scholarship for UWT Social Work Students:

As a result of generous donations to the Social Work Program Student Scholarship fund the University of Washington Tacoma Social Work Program makes scholarships available whenever possible. These funds will go toward student tuition. An announcement and call for applicants will go out over the uwtmsw student listserv when funds are available. The amount and number of scholarships depends upon donations throughout the year. Other program specific scholarships may be available at different times. Please check with the Program's Scholarship Committee for availability during a given year.

Opportunities for Involvement

Advisory Council:

The UW Tacoma Social Work Program Advisory Council meets 2-3 times per academic year. Membership may include, Social Work Program faculty, staff, students, alumni, practicum field supervisors and community members. The Advisory Council provides input to strengthen curriculum development, develop program goals and objectives for learning and other related areas. If you would like to get involved, please contact the program Director. *Currently the Advisory Council is on hiatus.*

Phi Alpha Honor Society:

A national honor society for social work students, founded in 1960, Phi Alpha's purpose is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. For more information on the Xi Pi Chapter at UWT visit <http://www.tacoma.uw.edu/social-work/phi-alpha-honor-society> under "Resources for MSW Students".

Student Social Work Organization (SSWO):

The Student Social Work Organization (SSWO) is one of the most active organizations on campus. The SSWO's mission is to "empower individuals, groups and communities towards social change by listening, advocating for social justice and serving our community with competence and integrity." Contact the Office of Student Involvement to get involved.

National Association of Social Workers (NASW):

Only national organization serving needs of social work profession. Offers a wide range of professional services, benefits, and opportunities. Reduced rates for students, by degree level.

State chapter: 522 N 85th St. Suite B100, Seattle, WA 98103, 206-706-7084,

email: info@nasw-wa.org

Chapter Website: www.nasw-wa.org/

National address: 750 First Street NE, Ste 700, Washington, DC 2002-4241

Website (includes on-line membership application): www.naswdc.org/

Toll-free number for membership information: 1-800-742.4089

UW Alumni Association:

Provides programming and events linking alumni and students.

206-543-0540 or 1-800-AUW-ALUM Website: www.washington.edu/alumni

Employment Information

Career Development and Education:

Career Development and Education assists undergraduate and graduate students and alumni in developing, evaluating, and implementing career and educational decisions. Our staff is here to support students' endeavors toward a rewarding college experience and successful professional growth beyond UW Tacoma.

Career Development and Education provides a number of services to UW Tacoma students including: career and internship planning, job search and networking strategies, resume development, and interviewing. In addition, they maintain job and internship listings, employer information, a career library and a variety of career handouts. They also sponsor an annual career fair and provide career assessment services. For more information, please visit the Career Development and Education web site at:

http://www.tacoma.washington.edu/studentaffairs/SS/cde_about.cfm.

Note: The Social Work Program bulletin board and uwtmsw listserv will occasionally post employment or volunteer opportunities as well.

Social Work Career Resources:

For more information on professional social work licensure and certification visit:

<http://socialwork.uw.edu/students/licensure-and-certification>.

Additional Educational Opportunities

UW Tacoma Key Bank Professional Development Center:

The mission of the **KeyBank Professional Development Center** is to expand access to the resources of the University of Washington, Tacoma by offering advanced, non-degree education to individuals and organizations in the South Puget Sound region. As a self-sustaining unit, the Center offers an array of seminars, workshops and courses to enhance the knowledge and skills of community members. For more information, visit

<http://www.tacoma.uw.edu/keybank-professional-development-center>.

Child Welfare Training and Advancement Program (CWTAP):

The Child Welfare Training and Advancement Program (CWTAP) is a federally funded stipend program for students interested in obtaining a Master of Social Work degree and in making a career commitment to public child welfare practice. Contact CWTAP at 253.692.4530 or visit <http://www.tacoma.uw.edu/social-work/child-welfare-training-advancement-program-cwtap> for more information.

Standards of Conduct and Grievance Procedures

UW Student Conduct Code

The following is an abbreviated version. The complete code is available from the Office of the Vice President for Student Affairs, Schmitz 476, or the Washington Administrative Code, Chapter 478-120 (in the UW Tacoma Library).

Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and the welfare of the academic community. That responsibility includes, but is not limited to:

- academic and professional honesty and integrity,
- refraining from actions which would interfere with University functions or endanger the health, safety, or welfare of others, and
- complying with the rules and regulations of the University and its units.

Specific instances of misconduct on campus include, but are not limited to:

- intentionally and substantially disrupting teaching
- physical abuse or threat of harm
- sexual offenses, such as rape, sexual assault or harassment
- malicious damage to or misuse of property
- refusal to comply with lawful order to leave the campus
- possession or use of firearms, explosives, dangerous chemicals, or other dangerous weapons (excluding legal defense sprays)
- unlawful possession, use, distribution, or manufacture of alcohol or controlled substances
- inciting others to engage in unlawful activity.

Violations of these standards may result in a variety of disciplinary actions, including suspension or permanent dismissal from the University.

Academic Performance and Conduct That May Result in a Review and Possible Dismissal from the MSW Program

Students may be terminated from the UW Tacoma MSW Program for any of the following:

1. Failure to meet or maintain academic standards as established by the University and the School of Social Work and the UW Tacoma MSW Program in Tacoma. (This is automatic and may take place without a review or further procedure.).
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics (available at www.naswdc.org/pubs/code/default.asp on the World Wide Web) or unprofessional conduct as specified by RCW 18.130.180 Unprofessional Conduct, Regulation of Health Professions-Uniform Disciplinary Act, Revised Code of Washington (available at apps.leg.wa.gov/RCW/default.aspx?cite=18.130.180.*
4. Documented evidence of conviction of a criminal act occurring during the course of study, or which occurred prior to admission to the UW Tacoma MSW Program and became known after admission.
5. Failure to meet the Essential Skills, Values and Standards of Professional Conduct Important for Admission and Continuance in the UW Tacoma MSW Program and Profession of Social Work.

* The NASW Code of Ethics is published in the *Encyclopedia of Social Work*, Vol. 3, Appendix 1, available in the SW and UW Tacoma Libraries. The most recent RCW 18.130.180 is published in the *Revised Code of Washington*, available in the Law Library or in the Government Publications section of Suzzallo, Allen and accessible via the UW Tacoma Library.

Academic Honesty: Cheating and Plagiarism

What is academic misconduct?

Academic misconduct occurs if you present as your own work something that you did not do, or if you intentionally present incorrect data. It is also considered academic misconduct if you help someone else present work that is not his or her own.

Plagiarism

One of the most common forms of cheating is *plagiarism*, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. *Using another writer's words without proper citation.* If you use another writer's words, you must place quotation marks around the quoted material and identify the source of the quotation.
2. *Using another writer's ideas without proper citation.* When you use another author's ideas, you must indicate with an in-text citation, note, or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.
3. *Citing your source but reproducing the exact words of a printed source without quotation marks.* This makes it appear that you have paraphrased rather than borrowed the author's exact words.
4. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. The following example is from *A Writer's Reference* by Diana Hacker (New York, 1989, p. 171).

Original: *If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.*

Unacceptable borrowing

sign language unsettled linguists and startled animal behaviorists.

Unacceptable borrowing of sentence structure: *If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.*

Acceptable paraphrase: *When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.*

5. *Borrowing all or part of another student's paper or using someone else's outline to write your own paper.*
6. *Using a paper writing "service" or having a friend write the paper for you.* Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.

Note: *The guidelines that define plagiarism also apply to information secured on internet websites. Internet references must specify precisely where the information was obtained and where it can be found.*

You may think that citing another author's work will lower your grade. In some unusual cases this may be true, if your instructor has indicated that you must write your paper without reading additional material. But in fact, as you progress in your studies, you will be expected to show that you are familiar with important work in your field and can use this work to further your own thinking. Your professors write this kind of paper all the time. The key to avoiding plagiarism is that you show clearly where your own thinking ends and someone else's begins. Integrity is essential to effective performance in the profession of Social Work. Social work professionals are entrusted to carry out responsibilities that significantly impact human lives. Upholding academic honesty is consistent with a professional focus on acting with integrity and demonstrates the student's willingness to do so

Master of Social Work Academic Review Policy and Procedures

Satisfactory performance and progress toward completion of the degree

Admission to the Graduate School allows students to engage in graduate study and research at the University of Washington. Continuation in the Master of Social Work program at the University of Washington Tacoma occurs only as long as students maintain satisfactory performance and progress toward completion of the graduate degree program as outlined in Graduate School Memorandum No. 16. Students must also meet the requirements found in the University of Washington Student Conduct Code as amplified in the Social Work program's Essential Skills, Values and Standards of Professional Conduct Important to Admission and Continuance in the UW Tacoma MSW Program and Profession of Social Work. In addition to maintaining satisfactory academic performance, students must adhere to all behavioral standards as identified in the aforementioned code and standards. The Graduate Program Coordinator in collaboration with the Graduate Program Advisor monitors graduate student academic progress on a quarterly basis.

Evaluation of student performance and progression

Good academic standing

In order to be in good academic standing, students must maintain a minimum cumulative University grade point average of 3.00 for all 400- and 500-level graded courses taken after attaining graduate status at the University of Washington. In addition, students must complete and pass all required Social Work classes with a minimum grade of a 2.7 or higher or "S" or "CR." Students who accumulate more than two incompletes on their transcripts or carry incompletes beyond one quarter may be reviewed for satisfactory progress.

Low scholarship

Failure to maintain a cumulative or quarterly grade point average of 3.00 or to earn at least a 2.7 or “S” or “CR” in a required class is considered low scholarship. Low scholarship may lead to a change-in-status action by the Graduate School, including No Action, Warn, Probation, Final Probation, or Drop. If a student falls below this standard of academic performance, s/he will be evaluated individually on a quarterly basis by the MSW Graduate Program Coordinator who may confer with the program’s Conflict Resolution and Behavioral Review Committee (Review Committee). The Registrar will record only those actions recommending Probation, Final Probation, and Drop.

No action will be taken if a student’s cumulative or quarterly grade point average falls below 3.00, or who fails to earn at least a 2.7 or “S” or “CR” in a required class for one quarter only. If this occurs in more than one quarter, the student will receive a **warning**.

Warning

A warning will be issued to a student when her/his cumulative or quarterly grade point average falls below 3.00, or who fails to earn at least a 2.7 or “S” or “CR” in a required class for more than one quarter. This status is initiated and documented by the Social Work program, but is not reported to the Graduate School and does not appear on the student’s transcript. A warning may be issued for behavioral concerns as well. A student must be notified in writing, and documentation must be placed in the student’s file.

Probation

Probation will be recommended for any student who has not corrected the deficiency which resulted in the warning. A student may not remain on probation for more than three consecutive quarters and will automatically be reviewed each quarter while on probation. Students who suddenly and substantially fall below a 2.7 or “S” or “CR” in a required class will be placed on probation and reviewed by the Review Committee. In this instance, a previous warning is unnecessary.

Final probation

After at least one quarter of probation, a student may be placed on final probation (for one quarter only). The Graduate School will consider one additional quarter in extenuating circumstances as noted in Graduate School Memorandum No.16.

Drop

After one quarter of probation, a student may be dropped from the program. Exceptions to this policy will be considered by the Graduate School only in extenuating circumstances. If the Graduate School accepts a drop recommendation, the Registrar is notified by the Graduate

School, and the student is immediately dropped from the MSW program. This final action is recommended for students who have not corrected the condition(s) that caused the final probation within the specified time limit.

Note: Action is taken for one quarter only and is reviewed each quarter. No action will appear on the transcript for any subsequent quarter unless a recommendation is made by the MSW Program to the Dean of the Graduate School.

In addition to the grade performance, students with incompletes or “x” grades in the Professional Foundation courses must successfully complete the courses prior to beginning the Advanced Curricula.

Appeals

Students may appeal change in status directly to the MSW Program Director. Appeals beyond this point must follow the process outlined in Graduate School Memorandum No. 33, Academic Grievance Procedure.

Approved by UW Tacoma Social Work Graduate Faculty, February 9, 2012

Essential Skills, Values and Standards of Professional Conduct Important to Admission and Continuance in the School and Profession of Social Work

Essential Skills, Values and Standards of Professional Conduct for Admission to and Continuance in the School of Social Work are part of the School’s academic standards. They are the physical, cognitive, emotional and character requirements necessary to participate fully in all aspects of social work education and the practice of social work. The expectation is that students will possess and develop these skills, values and standards as they progress through all aspects of the program, including in the classroom, in their field placements, and in the professional practice of social work. Attention to them will be paid by faculty responsible for making admissions decisions and for evaluating students’ classroom and practicum performance. Violations of these Skills, Values, and Standards of Professional Conduct can also become grounds for dismissal from the program and from the profession. Thus, it is important that they are well understood.

Essential Skills

Motor and Sensory. Developing the competencies needed to become a social worker is a lengthy and complex process that requires students to participate in the full spectrum of

experiences and requirements of the curriculum. The social work student must have sufficient motor abilities to attend class and perform all the responsibilities expected of students in practicum placement, at places such as hospitals and clinics. The student must also have the ability to acquire and integrate new information through the use of their senses to perform the functions that will be expected of them both as students and as professional social workers.

Students who wish to request reasonable accommodations for meeting the Essential Motor and Sensory Skills requirement should contact the Office of Disability Resources for Students (DRS). DRS provides services to enrolled students who have a documented permanent or temporary physical, psychological or sensory disability that qualifies them for academic accommodations under the law. Information about DRS can be found at:

<http://www.washington.edu/students/drs/>.

Knowledge Base for Social Work Practice. The professional activities of social work require that students be grounded in relevant social, behavioral and biological science knowledge and research. This includes knowledge and skills in relationship building, data gathering, assessment, interventions and evaluation of practice.

Interpersonal and Communication Skills. The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include compassion, objectivity, integrity and the demonstration of respect for, and consideration of others. The social work student must communicate effectively and sensitively with other students, faculty, staff, clients and other professionals. He/she must express ideas and feelings clearly and demonstrate a willingness and ability to listen to others. He/she must have sufficient skills in spoken and written English to understand the content presented in the program.

Values

For admission to and continuance in the School of Social Work at the University of Washington, students must demonstrate a commitment to the core values of social justice and diversity. These values are critical to social work education and practice.

Social Justice. The social work student must value social justice, which includes promoting equality and human rights and recognizing the dignity of every human being.

Diversity. The social work student must appreciate the value of human diversity. He/she must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack thereof), gender, disability, sexual orientation and/or value system. Social work students must not impose their own personal, religious, sexual, and/or cultural values on their clients. The social work student must know how his/her values, attitudes, beliefs, emotions and past experiences affect his/her thinking, behavior and relationships. The student must be willing to examine and change his/her behavior when it interferes with his/her working with clients and other professionals. The student must be able to work effectively with others in subordinate positions as well as with those in authority.

Professional Conduct.

The social work student must abide by the ethical standards of the profession developed by the National Association of Social Workers (NASW) Code of Ethics. (The Code of Ethics can be found at <http://www.naswdc.org/pubs/code/code.asp>)

In general, the social work student must behave professionally by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities and completing assignments on time. The social work student must learn to be resilient in the face of the undesirable effects of stress and avoid burnout by exercising appropriate self-care including the development of cooperative and facilitative relationships with colleagues and peers.

Adapted from the NASW Code of Ethics:

Privacy and Confidentiality.

- (a) Social work students and professionals should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research.
- (b) Social work students and professionals may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social work students and professionals should protect the confidentiality of all information obtained in the course of professional service unless sharing information is necessary to preventing serious, foreseeable, and imminent harm to a client or other identifiable person. . . .

Sexual Relationships & Physical Contact

- (a) Under no circumstances should social work students and professionals engage in sexual activities or sexual contact with current or former clients, whether such contact is consensual or forced.
- (b) Social work students and professionals should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client.
- (c) Social work students and professionals —not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries. . . .
- (d) Social work students and professionals should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as hugging or massaging clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

Respect

- (a) Social work students and professionals should treat colleagues and clients with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social work students and professionals should avoid unwarranted negative criticism of colleagues and clients in communications with others. Unwarranted negative criticism may include demeaning comments that refer to level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability. . .

Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. . . .

Revised by Gary Olson, per Jane Yung, 2009-10; NASW items added by Gary per Margaret Spearmon and Jon Conte, 2009-10. Draft 10/22/10 by Gary, revised by Todd Herrenkohl and Jenn Stuber for FC; revised by Gary Olson 11/16/10; revised by Program Directors 2011; Approved by FC June, 2011.

Standard syllabus statement regarding course participation:

The "Essential Skills, Values and Standards of Professional Conduct Important to Admission and Continuance in the UW Tacoma MSW Program and Profession of Social Work" mandates commitment to professional social work education, values, and ethics. Attendance and class participation are indications of professional commitment and are an expectation in all classes. Program policy states that failure to participate in at least 70% of class sessions for any given course will result in a faculty review of the student's appropriateness for continuation in the program.

Approved by UW Tacoma Social Work faculty winter quarter 2000.

Resolution of Grievances

There are two different avenues to redress a grievance, depending on whether the grievance is academic (including practicum) or related to discrimination or unfair treatment. **The UW**

Tacoma MSW Program as well as the University encourages the resolution of grievances at the lowest level. In addition, although the process will generally be followed in the order described below, no one phase in the process is required before another may be utilized. If resolution of a grievance does not occur at a particular level, the appropriate referrals can be identified and discussed. It is against University policy to penalize or retaliate against any party for participation in grievance resolution.

Contact information for the parties mentioned in this section is listed at the end.

Academic grievance:

An academic grievance may be resolved by discussing the issue with the faculty member concerned, secondly with your faculty adviser and third with the Director. For academic issues within practicum, resolution may be sought by discussion with the Practicum Instructor or Liaison; secondly with the Practicum Coordinator; and third with the Director. Students also may discuss the issue with the University Ombudsman if they so choose.

The Director of the MSW Program may refer an academic grievance to the Conflict Resolution and Behavioral Review Committee (described in the pages that follow this section) or an appropriate University office.

Graduate School academic grievance procedure: Having exhausted the avenues for resolution within the MSW Program, a graduate student with a complaint of unfair treatment involving academic policies may approach the Graduate School. If resolution is not reached through informal conciliation by the Graduate School, the student may file a formal complaint seeking resolution by the Graduate School Academic Grievance Committee. *(For complete procedural details, refer to the Graduate School Memorandum No. 33, available at <http://www.grad.washington.edu/policies/memoranda/memo33.shtml>.)*

Discrimination/unfair treatment grievance:

Students and employees of the University are protected by the University's equal opportunity policies (see the following section). If you believe that you have been discriminated against or unfairly treated — on the basis of race, color, creed, religion, national origin, sex, sexual or political orientation, age, marital status, disability, or disabled-veteran or Vietnam-era-veteran status — procedures exist within the MSW Program and the University for the resolution of such a grievance. Students also have access to the complaint procedures in state and federal agencies as allowed by law. Be aware that there may be time limitations on the filing of a formal complaint with an external agency.

Within the UW Tacoma MSW Program: Discuss the issue and seek resolution with the individual involved. If it is unresolved, students should follow the same steps outlined above under "Academic Grievance."

When you discuss a complaint with any of the individuals named above, you can expect confidentiality. If, however, your complaint is about sexual harassment, the individual to whom you reported the complaint is legally obligated to report your complaint to the University. (The student can decide whether or not to follow up with the University representative.)

Within the University: Resolution of discrimination or unfair treatment complaints may be sought through the University Ombudsman, and then either through the Office of the Vice President for Student Affairs or the University Complaint Investigation & Resolution Office (UCIRO)—depending on whether the complaint is about a student or a university employee. Complaints about students are directed to the Vice President for Student Affairs; complaints about University employees (which includes faculty) are directed to UCIRO. (The UCIRO may refer you to a more appropriate University office.) At these offices, resolution may be sought through informal conciliation or a formal complaint procedure.

The University Ombudsman uses education, consultation, conciliation, or mediation to reach a mutually satisfactory resolution of a dispute, or if a resolution does not occur, can identify and discuss appropriate referral options.

Resource Persons within the MSW Program and the University:

Tacoma Social Work Program Director

Diane Young
WCG-203A
253.692.4703
e-mail: youngd4@u.washington.edu

Field Coordinator

Tom Diehm
WCG-203J
253.692.5823
email: tdiehm@u.washington.edu

Dean of the School of Social Work

Edwina Uehara
Room 210C/4516 University Way
206.685.2480, Room 210C
eddi@u.washington.edu

University Ombudsman

Susan Neff
301 HUB
206.543.6028
e-mail: sneff@u.washington.edu

Vice Chancellor for Academic Affairs (UW Tacoma)

J. W. Harrington
GWP-312D
253.692.5646
e-mail: jwh@u.washington.edu

UW Tacoma Ombudsman

Chuck Sloane
CAR 219
253.692.4476
e-mail: ombuds@u.washington.edu

Graduate Enrollment Management Services

G-1 Communications Building
206.543.5900
e-mail: uwgrad@uw.edu

Vice Chancellor for Student and Enrollment Services

Cedric Howard

MAT-352

253-692-4501

email: saffairs@u.washington.edu

University Complaint Investigation and Resolution Office (UCIRO)

1415 NE 45th, Room 405

206.616.2028

email: uciro@u.washington.edu

MSW Program Conflict Resolution and Behavioral Review Committee

The University of Washington Tacoma (UWT) Social Work Program Conflict Resolution and Behavioral Review Committee is a body of faculty who are available to mediate conflicts between and among students, faculty, and staff that cannot be resolved by those directly involved in the controversy. This Committee has served as a useful tool to assist in problem-solving, to educate one another on a variety of issues and to serve a behavioral review function when necessary. This is an internal Social Work Program Committee and other University procedures can and will be used when appropriate.

To meet the Program's gate-keeping responsibilities, this Committee may be called to review a student's behavior if other avenues of resolution are ineffective or if the concern is of such seriousness to consider a recommendation to the Program Director for removal from the program. Failure of a student to meet the Standards for Essential Abilities for Continuance in the Social Work Program may result in a review by this Committee.

In all instances, individuals or groups should attempt to resolve the conflict with those involved. Please refer to the previous pages in this manual for a discussion of resolution of grievances. This Review Committee is an **additional resource** if a mutually acceptable resolution cannot be reached through other means. Students, faculty or staff may request to convene a Review Committee meeting by completing the form available at <http://www.tacoma.uw.edu/social-work/resources-msw-students>.

UW Equal Opportunity Statement

The University of Washington reaffirms its policy of equal opportunity regardless to race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

In addition to adhering to the University of Washington Equal Opportunity Statement, the UW Tacoma Social Work Program provides equal opportunity in education without regard to political orientation.

Reasonable Accommodation Statement

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information or to request disability accommodation contact: Disability Support Services at 253.692.4501, TDD 253.692.4413 or e-mail at dssuwt@u.washington.edu

UW Policy on Non-Discrimination and Affirmative Action

For complete policy details, please refer to
[\(\[www.washington.edu/admin/rules/policies/PO/EO31.html\]\(http://www.washington.edu/admin/rules/policies/PO/EO31.html\)\)](http://www.washington.edu/admin/rules/policies/PO/EO31.html).

The University of Washington, as an institution established and maintained by the people of the state, is committed to providing equality of opportunity and an environment that fosters respect for all members of the University community. This policy has the goal of promoting an environment that is free of discrimination, harassment, and retaliation. To facilitate that goal, the University retains the authority to discipline or take appropriate corrective action for any conduct that is deemed unacceptable or inappropriate, regardless of whether the conduct rises to the level of unlawful discrimination, harassment, or retaliation University policy:

- Prohibits discrimination or harassment against a member of the University community because of race, color, creed, religion, national origin, citizenship, sex, age, marital status, sexual orientation, disability, or military status.
- Prohibits any member of the University community, including, but not limited to, the faculty, staff, or students, from discriminating against or unlawfully harassing a member of the public on any of the above grounds while engaged in activities directly related to the nature of their University affiliation.
- Prohibits retaliation against any individual who reports concerns regarding discrimination or harassment, or who cooperates with or participates in any investigation of allegations of discrimination, harassment, or retaliation.

UW Policy on HIV/AIDS

For complete policy details, please refer to Executive Order No. 60 of the President, Revised September 24, 1996, University Handbook
[\(\[www.washington.edu/faculty/facsenate/handbook/04-06-10.html\]\(http://www.washington.edu/faculty/facsenate/handbook/04-06-10.html\)\)](http://www.washington.edu/faculty/facsenate/handbook/04-06-10.html).

The University makes available to eligible persons information and appropriate clinical services, including testing and counseling, and will make referrals as necessary to other health-care agencies. Questions regarding HIV can be directed to the Hall Health Primary Care Center Information Hotline: 206-685-AIDS or the HIV/STD Information Hotline: 206-205-7837. Additional information is available at (depts.washington.edu/hpccweb/ga-detail.php?QandAID=55&ClinicID=1).

Guide to University of Washington Tacoma

Web site links are available at www.tacoma.uw.edu

Office of Enrollment Services:

Room: MAT 253

Phone: 253.692.4400

- Registration information
- transcript request forms
- new and replacement student ID cards
- UW Tacoma undergraduate applications
- grade information
- low and high scholarship information
- residency classification information
- statement of attendance and/or certification of GPA for auto insurance, loan deferments, enrollment
- degree verification statements
- international services--information for international students and visiting scholars, including immigration regulations
- MyUW web registration information and assistance
- registration for time conflicts and S/NS
- late registration and late adds
- re-registration if canceled
- hardship withdrawal petitions
- registration and tuition fees petitions
- withdrawal for the quarter
- address changes
- name changes
- student health insurance coverage applications

Financial Aid:

- Financial Aid and Veteran Affairs
- Student Loans
- Emergency Student Loans
- Workstudy opportunities
- Tuition Payment Plan installments
- Financial Aid Consortium Agreements
- Scholarship Information
- Veteran's Benefits

Directory of Important Phone Numbers at UWT

Campus Safety and Security <i>(911 for emergency assistance)</i>	DOU-180	253.692.4888
Campus Safety Escorts		253.692.4416
Career Development	MAT 106	253.692.4421
Computer Lab	WG 108/CP 005	253.692.5611 or 253.692.HELP
Copy/Mail Center	MAT 053	253.692.5787
Counseling Services	MAT 354	253.692.4522
Chancellor and Dean, Office of	GWP 312	253.692.5646
Disability Support Services	MAT 354	253.692.4522
Enrollment Services	MAT 253	253.692.4400
Financial Aid	MAT 213	253.692.4400
Library	SNO & TLB	253.692.4442
UW Tacoma Registrar	MAT 253	253.692.4400
Social Work Program	WCG 203	253.692.5820
Office of Student Involvement	MAT 103	253.692.4481
Division of Student Affairs	MAT 352	253.692.4501
University Book Store	1754 Pacific Ave.	253.692.4300
Teaching and Learning Center	SNO 260	253.692.4417

When using campus phones, dial the last 5 digits of numbers listed above, i.e. 2-5820 for Social Work.

A complete campus directory is accessible via www.tacoma.uw.edu.