THE UNIVERSITY OF VERMONT
EDUCATION AND
SOCIAL SERVICES

THE DEPARTMENT OF SOCIAL WORK

M.S.W. Program Bulletin

2018-2019

Special Notice:

This bulletin is intended primarily for use by students in the M.S.W. Program. Statements contained in this bulletin are subject to change with notice.
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Department History and Mission Statement

The Department of Social Work at the University of Vermont (UVM) offers two nationally accredited social work degrees, a Bachelor of Science with a Major in Social Work (B.S.W.) and a Master of Social Work (M.S.W.). Social work education at UVM is intended to prepare students for the multiple role demands and organizationally based settings characteristic of social work in Vermont and northern New England. While the program prepares students for social work practice that is locally informed, it also is mindful of national and global trends and influences. These include issues of human rights, social justice, human diversity, and the globalization of economic, cultural, and political spheres of life. Therefore, emphases are placed on preparing students to become reflective, conscientious, lifelong learners and professionals whose practice will reflect humane and empowering knowledge, skills, and values.

Department and Program History

Social work education at UVM began with the establishment of the B.S.W. Program in 1974. The B.S.W. Program has been located in several academic units at UVM, most recently in the former Department of Special Education. In 1989, when the University began the M.S.W. Program, the Department of Social Work was formed as an academic unit in the College of Education and Social Services (CESS).

The first ten years of the Department's life entailed maintaining and enhancing the quality of the B.S.W. Program while developing the M.S.W. Program. One aspect of this has been to earn reaccredidation for the B.S.W. Program and initial accreditation for the M.S.W. Program in 1993 from the Council on Social Work Education (CSWE). Reaccredidation for the M.S.W. program was achieved in 1998 and for both programs in 2003.

During its nearly two decades of operation, the M.S.W. program has continuously evolved and refined its curricula offering in light of intellectual and social developments. The program prides itself on being "cutting edge" in its substantive and instructional approaches. Faculty are active in pursuing scholarly interests and bringing new ideas to the classroom.

Department Mission Statement

The Department of Social Work at the University of Vermont, through its teaching, scholarship, and public service, prepares students for entry level and advanced professional social work practice; helps meet the human service needs of the State of Vermont, in particular, the needs of vulnerable populations; advances social work knowledge; and contributes to a more just world order.

In carrying out these activities, we affirm our commitment to human rights and social justice. Our entire curriculum promotes this commitment by emphasizing the historical, social and political contexts of social work knowledge and practices; the individual and collective strengths of people served by social workers; the values and ethical standards of the social work profession; and our active opposition to all forms of oppression.

Together, MSW students and faculty undertake mutual inquiry into the pursuit of this mission statement according to the

program philosophy and the congruent postmodern/constructionist theoretical orientation. In turn, these ideas are given further focus by the department philosophy and the program's goals.

Department Philosophy

Underlying the mission and goals of social work programs in the department is a set of core, interrelated beliefs that provide an orientation to the way in which social work is understood and practiced. We label these beliefs as the strengths perspective, critical social construction, social justice, and human rights. Students will find these beliefs integrated throughout the curriculum.

A **strengths perspective** affirms the basic dignity, resourcefulness, and adaptability of people and their capacity for transformational growth and change. It orients services toward people's capabilities, triumphs, and resources, and encourages the development of social policies and research that identify, nurture, and support these qualities. Social workers practicing from a strengths perspective respect the unique life worlds of the people they serve and recognize the creative and supportive potential of heterogeneous communities. Thus, they support the multiple ways in which people choose or feel compelled to live their lives and work against social processes that marginalize.

The value-explicit position of the strengths perspective and its emphases on social processes and language, place it within the broader conceptual framework of critical construction.

Critical social construction provides a conceptual framework for understanding and analyzing knowledge claims and for generating new perspectives. From a constructionist standpoint, knowledge is created through historically, culturally, and politically situated processes of social interchange rather than being the product of individual minds or a reflection of the external world. By viewing people and their environments, as well as knowledge of people and their environments, as historically and socially embedded, critical social construction supports and extends social work's traditional person-in-environment perspective.

Within critical social construction's relational view of knowledge, language is the primary currency, not merely mirroring the world but constituting it. This orientation highlights the linguistic and regulatory influences of the cultural, institutional, structural, and interpersonal contexts within which language is shaped. By unfettering knowledge from a foundational view of truth, critical social construction invites and legitimates multiple analytic frameworks and forms of knowledge, and value-explicit inquiry and practice. Since no one perspective is considered to have privileged access of truth, social construction supports intellectual diversity and tends to oppose the elimination or suppression of forms or models of understanding. From a critical social constructionist standpoint, knowledge as a socio-historical product is intimately connected to power. This connection encourages social workers to engage in "oppositional discourses of criticism and resistance".[1] These qualities connect critical social construction with the Program's third emphasis on human rights and social justice.

Human rights and social justice provide the moral
grounding for social work practice and research. These concepts reflect our belief

[1] Lather, P. (1991) Getting Smart: Feminist Research and Pedagogy Within the Postmodern. London. Routledge. P. xvii

that all people should fully participate in the "culture's construction of the good and the real."[2] They direct social work resources and activities toward people who are oppressed and marginalized. Since respect for basic human rights (freedom and well-being) provide the necessary conditions for a just society, they are both the starting points and ultimate criteria by which we judge the value of social work practice and research. Social workers contribute to a just society by helping to create the structural arrangements and social processes in which these fundamental rights are honored, and resources are obtained and distributed in an equitable manner.

The above mission and philosophy statements define the conceptual parameters and commitments of the Program. They articulate the purposes and assumptions that underlie the curriculum and outline our vision of professional social work. Combined, they provide students and faculty alike, an educated, principled stance from which to question, decide and act as social workers.

Students as Members

Reflective of both the mission and the philosophy, students are considered by the Department of Social Work to be members of the department and the profession. As such, they have privileges, rights and responsibilities. Among the privileges and rights are contributing to Department business, informally through collegiality and suggestions, and formally as representatives of committees. Among the responsibilities is to be familiar with the institutional and program policies and to conduct oneself according to these policies and the social work philosophy, values and ethics articulated in the program. (See Appendix A for a full accounting of Students' Rights and Responsibilities)

[2] Gergen, K.J. (1994). Realities and Relationships. Cambridge: Harvard University Press.

All BSW and MSW students have access to a small student lounge in the department where they may study or congregate. Formal opportunities to represent student perspectives include serving on department and program committees, the Graduate College Student Senate and the Board of the Vermont Chapter of the National Association of Social Workers (NASW-VT)

Institutional Affiliations and Communities

College of Education and Social Services

The College of Education and Social Services (CESS) includes the Department of Social Work, the Department of Education, and the Department of Integrated Professional Studies (comprised of Human Development and Family Studies, Early Childhood Education, Center for Disability and Community Inclusion, Counseling, and Higher Education and Student Affairs Administration). Relationships among the various college and university units and among faculty, staff, and students are governed by the operating procedures and statutes of the University.

According to the mission statement of the College:
The College of Education and Social Services educates and prepares outstanding professionals in education, social work, and human services; engages in scholarship of high quality; and provides exemplary

professional service to Vermont, nationally, and globally. We do this to create a more humane and just society; free from oppression that maximizes human potential and the quality of life for all individuals, families and communities.
(CESS Bylaws, Amended 11/10/10)
http://www.uvm.edu/~cess/resources/ByLaws2010.pdf

GRADUATE COLLEGE

The Graduate College of the University of Vermont is responsible for all advanced degree programs except the Doctor of Medicine degree. Thus, it serves all who pursue advanced, comprehensive scholarship and research in those fields of study that are beyond the bachelor's degree. An executive committee works with the Graduate College to ensure that its programs of study are comprehensive and outstanding. Many of the academic requirements, policies, and procedures governing the M.S.W. Program are based in the Graduate College.

The Graduate College offers 50 different masters' programs of study and 20 doctoral programs. The college currently enrolls more than 1,317 graduate students and more than 500 of these pursuing the doctorate. Since the establishment of the M.S.W. Program, students in social work have often comprised the largest number of master's level students in any one discipline at UVM.

UNIVERSITY OF VERMONT

The University of Vermont (UVM) was founded in 1791 by Ira Allen, and was the fifth New England college to be chartered. UVM was also the second college established by a state to grant the bachelor's degree, and the first college or university in the country to declare a commitment to religious freedom in its charter. UVM was also one of the first universities in the country to admit women to full membership in the scholarly society Phi Beta Kappa. Four years later, it initiated the first African-American into the society.

Since UVM has a combined heritage of a private university and a land-grant institution, it embraces a broad range of instructional and research programs. It also focuses a significant portion of its resources on meeting the practical needs of the citizens of the state. The University is a dynamic and significant part of life in the immediate community and in the state, itself. UVM is larger than most schools in New England, but the number of students it serves is relatively small – about 9,970 undergraduates and 1317 graduate and 454 medical students. The University includes seven undergraduate colleges and schools, the College of Medicine, a graduate college, and a Division of Continuing Education that operates statewide. Of the faculty, 92% have earned a Ph.D. or the highest degree in their fields. The faculty attracts research grants worth five times as much as those awarded to most other universities of comparable size.

UVM Vision

To be among the nation's premier small research universities, preeminent in our comprehensive commitment to liberal education, environment, health and public service.

UVM Mission

To create, evaluate, share and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills and an enduring commitment to learning and ethical conduct.

SOCIAL WORK PRACTICE COMMUNITIES

The Department has multiple enriching ties to the local, national, and international social work practice communities. Local ties include relationships with field education instructors,

Community Advisory Council members, alumni, and colleagues with whom faculty members collaborate as practitioners and scholars in Burlington and across the state. National ties include relationships with social work colleagues in professional associations, in research projects, on editorial review boards, on inter-professional commissions, and in other professional practice and scholarship enterprises. International ties include scholarly and practice relationships with social workers in international associations, regional and national organizations, global and regional social movements, and academic institutions located in other countries.

Faculty members provide field instructor seminars and in-service training; co-sponsor conferences; serve on boards and councils; participate in NASW (the National Association of Social Workers) and CSWE; and design, evaluate, and provide services and technical assistance in collaboration with various communities. Relationships with national and international social work and inter-professional practice communities, indigenous and refugee communities, and grass roots activist communities influence the department's commitments to protecting and promoting multi-cultural, socially just policies and professional practices. Likewise, these commitments and ties to various communities shape the content and methods of the Department's teaching, research, writing, and service.

Council on Social Work Education

The Department of Social Work is a member of the Council on Social Work Education, a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. This partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States.

In accordance with the requirements of the Council for Higher Education Accreditation, the CSWE Office of Social Work Accreditation (OSWA) administers a multistep accreditation process that involves program self-students, site visits and Council of Accreditation (COA) reviews. The CSWE uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. (For a complete description of CSWE go to: http://www.cswe.org and more specifically for the most recent EPAS governing MSW curriculum go to: http://www.CSWE.org/File.aspx?id=13780)

Department Faculty and Staff Composition and Responsibilities

The Department of Social Work has twelve full-time, and several adjunct ("part-time") faculty members. Faculty represents a wide range of experience and expertise in social work practice and research. (See Appendix D for list of individual faculty members.)

Full-time faculty responsibilities include three major areas: graduate & undergraduate teaching, research & scholarship, and service. In addition to the roles of teacher, scholar, and contributor to the university, profession, and community, faculty members carry out a variety of auxiliary roles that have special implications for students in the M.S.W. Program. These roles include the Department Chairperson/Chair, M.S.W. Program Coordinator, B.S.W. Program Coordinator, Field Education Coordinator, Advisor, Field Liaison, and Special Project Chair (e.g., Title IV-E Chair).

DEPARTMENT CHAIRPERSON

The Department of Social Work is headed by a Chairperson. In social work education, chairpersons of departments are known as "Chairs." The Chair provides leadership in formulating with the faculty the Programs' philosophical orientation, curriculum, and policies. The Chair supervises and works collegially with the social work faculty and staff to conduct the affairs of the Department and to contribute to their professional development and success. The Chair also carries the fiscal responsibility for the Department of Social Work that includes the development and management of department resources.

In ensuring the viability of the Department, the Chair works collaboratively with other members of the College, University, state, and social work profession, locally, nationally, and internationally. For example, our Chair meets regularly with the Dean of the College of Education and Social Services and the other department chairpersons in the College. The Chair attends meetings of the National Association of Deans and Chairs of social work education programs in the United States. The Chair has frequent communication with key administrators in human service agencies in Vermont, and participates in professional associations, including the National Association of Social Workers and the Council on Social Work Education.

PROGRAM AND FIELD EDUCATION COORDINATORS

The coordinators in the Department of Social Work are the B.S.W. Program Coordinator, the M.S.W. Program Coordinator, and the Field Education Coordinator. Coordinators are full-time faculty members who, in addition to their regular faculty responsibilities, have significant administrative duties. The B.S.W. Program and M.S.W. Program Coordinators are responsible for most administrative aspects of their respective programs. The Field Education Coordinator is responsible for the administration of the field education component of each program's curriculum.

The coordinators work closely with the Chair, the faculty, staff, and students to ensure timely and integrated planning, communicating, and completion of projects. They have no supervisory functions with the full-time faculty, and they share supervisory responsibilities for part-time faculty with the Department Chair. Each coordinator works with a standing faculty committee.

ADVISORS

As part of their teaching responsibilities, all full-time faculty members serve as advisors to a number of undergraduate and graduate students. In social work education, advisors have two areas of responsibility, professional advisement, and academic advisement. Specifically, the Council on Social Work Education (Handbook of Accreditation Standards and Procedures, 1994) defines the obligations of social work advisement as:

1. Orienting students and assisting them in assessing their aptitude and motivation for a career in social work,
2. Allowing for early and periodic evaluation of each student's performance,
3. Guiding students in selecting areas of course work, and
4. Assessing with students the field settings that best meet their educational needs and career goals. (p. 126)

All students are assigned an advisor when they enter the M.S.W. Program. During the first semester, advisors and students (advisees) plan together for students'

individual course of study in the Program according to the students' interests and the Program and University requirements. Advisors meet at least once a semester with their advisees to check with them on their progress and to plan for the next semester. They are available at other times during the semester as needed. They also must be involved as soon as possible when serious concerns about one of their advisees are raised.

FIELD LIAISONS

Field liaisons are full-time, part-time, or adjunct faculty members with M.S.W. degrees and strong practice backgrounds who serve as administrative and educational links between the Department of Social Work and the field practicum agencies, the student and the field instructor. Their primary function is to assist both parties to integrate the field and classroom education into their activities, and to follow the Department's policies and procedures for field education. Broadly stated, field liaisons:

1. Make at least two on-site visits to field agencies each year to coordinate and monitor field learning assignments and to review with students and field instructors' student progress on learning agreement tasks and assignments;
2. Meet regularly with their field students in an integrative seminar for educational and administrative purposes;
3. Consult with field instructors to recommend a grade to the Field Education Coordinator (who, as the instructor of record at UVM, assigns the grade);
4. Meet regularly with the Coordinator of Field Education and other field liaisons for planning and development; and
5. Consult with the Coordinator of Field Education and as appropriate, with students and their advisors in cases of serious concern regarding a student's field performance.

FIELD INSTRUCTORS

Field Instructors are employees of the organizations in which students complete their field practica who hold MSW degrees from CSWE accredited programs. These individuals proved the on-sight teaching and supervision for students. They often are referred to as "supervisors". The Field Education Coordinator must approve of all new field organizations and field instructors and the organization must complete an Affiliation Agreement with UVM and the Department of Social Work. Before they begin to provide field instruction to students, they must participate in a New Field Instructor Orientation that is conducted in August. All field instructors are strongly encouraged to participate in the two field instructor seminars conducted by the Field Education Coordinator in the Fall and Spring semesters.

DEPARTMENT STAFF COMPOSITION AND RESPONSIBILITIES

The Department has two support staff members who provide assistance in carrying out the work of the Department. (See Appendix D for a current list of staff members.) The professional support staff is comprised of the following positions: an Office Manager for the Department, and an academic support person for the Field, BSW and MSW programs and MSW admissions. All support staff members can answer students' general questions. However, they do not provide academic or professional advisement.

In addition to the department support staff, there are a number of externally funded project staff who students may meet while in the MSW program.

Department Communication Infrastructure

Student, Faculty, and Staff Mailboxes

The mailboxes located in the Department are one of the primary channels of written communication among members of the Department. Student mailboxes are labeled with the first initial of the student's last name and are shared jointly by all students in the Program with this initial. **Students are expected to check their mailboxes regularly.**

Electronic Mail and M.S.W. Student List-serve

E-mail is the faculty's and staff's primary mode of written communication with students. All students, faculty members, and staff members are provided with an e-mail account and address when they join the Department. This account permits the individual to correspond with others on and off-campus via e-mail; to subscribe to, and receive and post communication on electronic list-serves; and to connect to a vast network of information worldwide.

Upon admittance to the program, students are assigned an e-mail address that is typically *firstname.lastname* followed by "@uvm.edu." Students may gain access to their e-mail and send e-mail to others at any of the computer terminals available on campus (e.g., in the libraries and in the computer center) and from off-campus computers with a modem and the required communication software. To activate the new UVM e-mail account, students need to follow the steps outlined on the UVM homepage at www.uvm.edu/account/

In addition to receiving an e-mail account, each student in the Program will be subscribed to the electronic M.S.W. Student List. Information posted to the list address will be received simultaneously by all subscribers (in this case, M.S.W. students, Department faculty members, and Department staff members). The list is used by faculty members, staff members, and students to convey information to all M.S.W. students at UVM about upcoming meetings, deadlines, issues, and job opportunities. When students graduate their e-mail addresses are moved to the social work alumni list, unless they ask to be removed from this list altogether. UVM student e-mail accounts may be used for one year after a student graduates from the Program.

Some professors create electronic class lists so that members of a class can communicate with each other about matters that pertain only to their particular course. Likewise, some groups of students with shared interests start electronic lists in order to communicate with each other and social workers in other parts of the country or world.

Social work education is a communal project that relies on being able to reach each other outside of classes. **It is highly recommended that students check their e-mail accounts daily**. Those who do not have a means of doing so from home, or who would rather not, should develop an alternate means of checking emails at least once a day to be sure not to miss important information from faculty and staff, classmates and field liaisons.

POSTAL SERVICE AND TELEPHONE

Written communication rarely will be sent through the U.S. postal service. However, some circumstances make it the most appropriate avenue of written communication. **Therefore, all students are responsible to keep the Department up to date on their most current home mailing addresses for those occasions**. Ideally, after students graduate, they will continue to keep their mailing addresses and phone numbers up to date with the Department so that the Department can maintain communication with alumni.

Telephone communication between Department faculty or staff and students is often necessary. **For this reason, all students (and alumni) are asked to keep the Department up to date on their most current telephone numbers.** Printed student lists containing students' names, telephone numbers, e-mail addresses, and mailing addresses are created each year and distributed to the staff and faculty. **If a student needs this information to be kept off such a list, s/he should discuss this with the M.S.W. Program Coordinator, or his/her advisor and an arrangement may be made for more limited use of this information.** Students may also opt to grant permission for their address, phone, and email information to be distributed to other M.S.W. students in the Program.

In addition to the Department phone number (802-656-8800), all full-time and part-time faculty and full-time staff members each have individual office extensions. Faculty phone numbers are printed at the top of their syllabi. Faculty and staff home phone numbers may only be given out by the individual faculty or staff member him/herself unless s/he has made a prior arrangement for someone else to do so. The Department business hours are between 8:00am and 4:30pm. After hours, messages can be left by calling the individual extensions or the main Department phone number.

Blackboard

Blackboard is an online course management system that supports the sharing of learning resources, student collaboration, learning assessment, and multiple means of communication between course members. Every course in the Banner system has n associated Blackboard course space that is automatically populated with registered student. UVM is currently using Blackboard Learn (Release 9.1.13)

Many courses in the Program us various Blackboard features. To learn how to use Blackboard, got to the following link: http://blog.uvm.edu/ctl/category/blackboard-tips/

Department and Curriculum Decision Making

The governance of the Department is carried out according to policies and procedures of the University, the colleges, the profession of social work, and the Department itself. Academic and social work traditions and practices, and state and federal laws shape these policies and procedures. The Chair of the Department holds the institutionally and professionally sanctioned decision-making authority for matters regarding department personnel, finances, external relations, and

department operating policies. The Chair may delegate some decisions to coordinators and to other members of the faculty, such as student requests for exceptions, the hiring, or deployment of part-time instructors, and scheduling courses.

The program committees develop the objectives, policies and procedures for the content, delivery and evaluation of the curriculum. They develop and propose broad policy changes to the full department faculty. Department and program level decisions are passed o to individual faculty members who implement them through their course designs, teaching and advising.
The instructors of more than one section of a course usually work collaboratively in shaping the requirements and methods of that course to achieve general congruence across sections and with the overall curriculum. In the case of courses taught by part-time faculty, a full-time faculty member supports the instructor in integrating the Department's philosophy of social work and the faculty's expectations for the course. If a course has only one section, or only part-time faculty instructors, the relevant coordinator provides this support and oversight. If it has more than one section, and only one part-time instructor, the full-time instructor teaching the course provides these functions.

Since February 2003, full-time faculty are represented by a union, United Academics (UA). UA and the University of Vermont have entered into contracts that cover working conditions, including terms of appointment, for faculty members.

Program Goals and Objectives

In making programmatic decisions and developing the curriculum, the faculty is guided by broad program goals that are informed by the mission and philosophy of the Department. Periodically, the faculty reviews the entire M.S.W. curriculum, and based on this analysis, sets specific program objectives that lead to the fulfillment of the goals. These program objectives provide students with a set of expectations regarding their graduate, professional education.

The program objectives are further divided according to the level of social work education into objectives for the professional foundation curriculum (i.e., knowledge, comprehension, and basic application) and concentration curriculum (i.e., more autonomous application of acquired skills and knowledge, critical analysis, synthesis, and evaluation). Course and field practicum objectives derive from the foundation and concentration objectives. They

are presented in syllabi as knowledge, values, and skills objectives that students are expected to meet by the end of the academic year.

M.S.W. Program Goals

Learning Context
To create a learning community of students and faculty where ideas and actions can be freely explored, discussed and analyzed

Values and Ethics
To enable students to understand the values and ethical commitments of professional social workers and their potential expressions in practice.

Diversity/Oppression
To prepare students for advanced social work practice with people who are devalued, marginalized, or underserved.

Diversity/Globality
To foster awareness of social work from a global perspective and its' implications for practice with people from diverse backgrounds.

Social Construction
To help students understand the human experience and social work practice from historical, cultural, and social perspectives.

Strengths
To help students appreciate and understand people's capacity for resilience and transformation and to develop and employ practices based on these qualities.

Human Rights/Social Justice
To familiarize students with theories of human rights and social justice and their expression in social work.

Leadership
To prepare students for leadership roles in the development, implementation and evaluation of services and the work of social change.

Professional Development
To inspire students to on-going professional development, critical self-reflection and renewal.

M.S.W. Program Objectives

Graduates of the M.S.W. Program should be able to:

1. Demonstrate knowledge of social work values and ethics and the skills for their expression in advanced social work practice.
2. Demonstrate an approach to social work practice informed by human rights and social justice.
3. Demonstrate an approach to social work practice informed by critical social construction.
4. Demonstrate an approach to social work practice informed by the strengths perspective.
5. Demonstrate an understanding of the relationship of social exclusion, marginalization and oppression on social and individual problems.
6. Demonstrate knowledge of human diversity, its social construction, and the ability to practice in a manner sensitive to social differences.
7. Demonstrate awareness of a global perspectives, their relationship to local issues, and their implications for social work practices.
8. Demonstrate an understanding of the importance of on-going professional development and supervision.

Liberal Arts Perspective

General Liberal Arts Requirements

Social work draws on multidisciplinary theory and research and requires critical and creative thinking and communicating. Therefore, all M.S.W. candidates should have acquired a broad liberal arts education as a function of successfully completing their baccalaureate programs. A minimum of 18 credits are required in the following areas: social sciences, humanities, and psychology with an emphasis on human/social issues. There is no requirement for applicants to present a specified number of course credits in each subject area. However, the educational background and coursework should show adequate preparation to pursue graduate study in social work.

Previous Work and Life Experience

The faculty views life experience and previous work experience as valuable and helpful to prospective students. Nevertheless, the MSW Program does not waive its academic requirements, including field requirements, for these experiences.

The Master's Curriculum Content

The M.S.W. curriculum has a professional foundation, and one concentration. The theories, research, and methods that are offered in the curriculum are selected according to their congruence with a strengths-oriented, critical constructionist perspective, and their capacity to promote diversity, social justice, and human rights.

Professional Foundation Curriculum

The professional foundation curriculum is designed to assist students to explore and develop *generalist* knowledge, values, and skills for professional social work with individuals, families, small groups, organizations, and communities. Students take 30 credits of professional foundation coursework, including

one elective. This period of study is often referred to as the "first year" (even though part-time students will complete it in more than one year) or the "foundation year."

Courses

The professional foundation curriculum is comprised of courses in the following five areas: 1) human behavior in the social environment, 2) social welfare policy, 3) social work practice, 4) field practica, and 5) research. It also includes content that is taught across the curriculum, including: values and ethics, diversity, promotion of social and economic justice, populations-at-risk, and introductory aspects of the Department philosophy. This content is integrated throughout all five areas of coursework. Additionally, the professional foundation curriculum engages students in considering social work as a profession, themselves as reflective practitioners, and the meaning that their learning experiences have for them, as practioners, and their social work practice. **Please note that the foundation curriculum must be completed before taking any concentration courses, including summer focus courses**.

Foundation Elective

The foundation elective **must be taken within** the Department of Social Work. Options will be available in the Fall and Summer. Title IV-E funded students are required to take SWSS 224, Child Abuse & Neglect in the Fall Semester.

Field Practicum I

The required foundation field practicum is taken concurrently with the rest of the foundation coursework. Students are assigned to an approved field practicum in a non-profit organization by the Field Education Coordinator, taking into account their interests and foundation practicum site availability. During the field practicum, they carry out a social work assignment under the supervision of a qualified field instructor according to educational requirements set by the MSW Program.

Following a field orientation period in their first semester, students spend a **minimum** of 225 hours each semester in an agency setting. **Generally, a student's employment site is not an appropriate field practicum site.**

Additional Required Content

In addition to the courses provided in the above content areas, seven other required content areas are infused across the courses. These include: identification as a professional social worker, values and ethics, critical thinking, diversity and difference, human rights, social and economic justice and contextual thinking. Moreover, each MSW program articulates its own theoretical orientation. At UVM students are introduced to a postmodern-constructionist theoretical orientation in the foundation curriculum.

The theories, research and methods that are taught in both years of the program are selected according to their congruence with the theoretical orientation, and their capacity to promote diversity, social and economic justice, and human rights with an emphasis on people's strengths.

By the end of the foundation curriculum, students are expected to have developed an introductory understanding of these key concepts. They should be able to demonstrate their application to generalist social work that combines analytical and relational practices as defined by course and field practica objectives.

Transition from Foundation Year to Concentration Year

Proceeding to the concentration curriculum is not automatic, because the curriculum becomes progressively more complex. The foundation curriculum, including professional conduct, must be mastered, and any conditions of admission that were designated in acceptance materials must be met.

By the mid-point in the spring foundation year semester, the MSW faculty broadly reviews students' readiness for study in the concentration curriculum. Academic performance and professional conduct are considered, as indicated by grades, assignments, field practicum evaluations and observations. (For more discussion of professional conduct see Appendix A and the university policies on academic integrity and on student rights and responsibilities.)

If a faculty member has serious concerns about an individual's performance, they will convey these to the student, the MSW Coordinator and the student's advisor. The faculty member discusses these with the student in the context of their work together. The advisor discusses these with the student in the broader context that engages them in assessing their performance within and between classes and the field practicum. The purposes of both discussions are consultative and remedial, to assist the student to make improvements that may be necessary to complete the program.

Planning for the Concentration Year

In the spring semester before the concentration year, students should meet with their advisors and discuss their concentration year plan of study and coursework. In the concentration year, students take several courses in common aimed to extend and deepen their knowledge, skills, and values associated with the program concentration, transformative social work. At the same time, students are encouraged to individualize their learning within the concentration year through the selection of 4 focus courses. Focus courses are offered during the summer session, between the foundation and concentration years, as well as during both semesters of the concentration year.

Although students will enter the concentration field practicum in the fall of the following academic year, many students schedule at least one of their concentration focus courses in the summer between the two years. Deciding on individualized learning or an area of focus is also be important to a student's application for the concentration year field practicum. As the field practicum placement process begins early in the spring semester of the foundation year, it is best for students to have a working sense of their individualized learning plans by that time. To begin the field practicum placement process, students submit the concentration field practicum application and schedule a meeting with the Field Education Coordinator to discuss their learning objectives and identify with the coordinator the practicum sites that might best assist them in meeting these objectives.

The sequencing of this process is somewhat different for advanced standing students and some part-time students.

CONCENTRATION CURRICULUM

The identifiable area of concentration in this Program is Transformative Social Work. The concentration provides the foci around which the last thirty credits of the Program are organized. This period of study is frequently referred to as "the second year" (even though part-time students take these courses after their second year in the Program), "the concentration year," or "the advanced year."

The concentration curriculum is comprised of the following requirements: two advanced practice courses (Transformative Social Work I & II); one advanced social work theory application and integration course (Integrative Applications of Transformative Social Work) one advanced social work research course (Advanced Social Work Research), four concentration focus courses; and a concentration field practicum (Concentration Year Field Practicum)).

SOCIAL WORK CONCENTRATIONS

Transformative Social Work

The primary aim is to support and facilitate ways of transforming relationships at all levels. Transformative change is viewed as relational,

profound, and generative. The approach to change is relational in that it requires the coordinated action of many people working in a context of mutuality and respect, it is profound in that it goes beyond the surface of incremental change to question and dislodge the uncritical acceptance of taken for granted discourses and practices, and it is generative in that it is meant to envision and support new and better futures at all levels of the community.

The concentration year curriculum explores the knowledge, values and skills in transformative social work by drawing upon a number of ongoing dialogues that highlight the social, cultural, and historical contexts of meaning. These dialogues, integrated under the label of social construction, complement and augment social work's traditional social change mission, its values of social justice and human rights, its strengths orientation, and its commitment to serve marginalized groups.

Transformative social work research is a form of social work practice that is conceptualized as a vehicle for change, rather than as a systematic observation or "discovery" of the extant world. The new understandings that are generated hold transformative potential for social work practice and for the lives and relationships of the people most directly affected by the actions of social workers.

Students consider transformative social work from an individualized focus in a field-of-practice and/or population-at-risk.

Accordingly, students learn to select and utilize congruent social work roles and methods in direct, organizational, and community practice. More specifically, students learn to apply roles and methods critically and differentially, assessing the strengths, needs and resources of socially at-risk children, youth, adults, families, and elders; and interdependently, intervening at multiple levels of practice to build on and expand the strengths and resources and meet the needs of various populations. In the process, students are required to demonstrate increasing autonomy, skill, and self-awareness in variously situated professional relationships with clients and others and in the choices they make as learners, professionals, and practitioners. They are also required to synthesize a broad range of knowledge and apply this knowledge to a variety of direct, inter-professional, and inter-organizational practice situations that are characterized by complexity, ambiguity, contradiction, and intensity.

Common across coursework in the concentration is the shared emphasis on strengths, human rights, social justice, and critical social construction with attention to family-centered and community-based social work practice issues involving various populations, services, and methods, such as victims of abuse, groups who are underserved, managed care, and client-system mediation.

Learning in the concentration is also shaped by state and national trends that reflect the need for more advanced level practitioners to provide family-centered, community-based, inter-professional services, and the correlating systemic leadership for increased coordination and collaboration among service providers. The family-centered orientation that has grown across the country in many fields of practice (e.g., health, mental health, child welfare, juvenile justice, developmental disabilities, and aging) has created the need for advanced practitioners with the distinctive mission and orientation of social work. The professional orientation to the person-environment and the integral relationship between personal and socio-cultural experience is particularly conducive for responding to the multi-dimensional strengths and challenges of people who are oppressed, socially marginalized, and underserved. A transformative social work engagement of human suffering and social problems places UVM social work graduate students at the intersection of innovative theorizing, creative policy and practice advances, and the assemblage of viable contexts for help to individuals, families, and local and global communities.

Required Concentration Courses

The required courses are organized sequentially with the spring courses building on the fall courses and all of these building on and expanding learning from the foundation curriculum. Some year's students remain in the same section of a fall and a related spring course taught by the same instructor. This is made clear in the town meeting preceding registration for concentration course. The following four required concentration courses are: SWSS 314 and 315, *Transformative Social Work Practice I and II;* SWSS 316, *Integrative Applications of Transformative Social Work;* SWSS 327 *Advanced Social Work Research.* Advanced standing students take an additional fifth required course in the summer, SWSS 280 *Perspectives in Social Work.* All of these are considered "practice" courses.

Concentration Focus Courses

In addition to the six required courses in the concentration year (including spring and fall semesters of field), students take four Social Work courses that are intended to generate an area of focus for their concentration in transformative social work**.** Selecting these courses is part of the students' individual planning with their advisors. Concentration Focus Courses are offered in the summer, between the foundation and concentration years, and during both semesters of the concentration year. Students are not required to take focus courses during the summer, but many do, so in order to lighten their course load during the academic year. **Students must complete all of their professional foundation courses before they can begin their concentration year course work.**

Field Practicum II

In addition to the four required courses, students must take SWSS 390, *Concentration Field Practicum I and II.* The concentration practicum is a two-semester, advanced level field experience. It provides opportunities for students to gain practice experience in their concentration area and to develop advanced social work practice skills. Students spend at least 225 hours each semester in the field and earn three credits per semester. Advanced standing students spend 300 hours in the field each semester and earn four credits per semester.

The Comprehensive Exam

The University of Vermont Graduate College requires that "All master's degree students … pass a written and/or oral comprehensive examination in their field of specialization. If both formats are used, satisfactory completion of the written examination is prerequisite to standing for the oral examination" (on-line UVM Graduate Catalogue at http://catalogue.uvm.edu/graduate/

It leaves to each program the specification of the format and criteria to be employed. The Department of Social Work uses an assignment embedded within a course to meet this requirement. (SWSS 316 Integrative Applications of Transformative Social Work). The assignment itself can be seen in the course syllabus but in general, the goals of the Department Comprehensive Exam are to deepen and demonstrate the following:

1. Integration of the program philosophy and its implications for all aspects of social work practice;

2. Connections between professional knowledge and theory and their application in social work practice;

3. Critical, analytical, and generative thinking as a professional social worker;

4. Clear professional communication.

There is one alternative option to completing the Comprehensive Exam outside of enrolling in and completing SWSS 316. This would be an individualized, scholarly option of working with a faculty member on the faculty member's particular scholarly project. Selection of students for these projects would be at the discretion of the faculty member.

Timetables and Options for Completing the Program

Upon admission to the program, the option and timetable for each student's completion of the program are determined. These include a full-time, two-year course of study; an advanced standing, one summer and one full year course of study; and one part-time four-year option. See Tables 1 through 3 at the end of this section for these options and timetables. A student's admission status within the Program can only be changed through a formal request to and approval from the M.S.W. Program Coordinator or Committee.

In determining the appropriate option, the Admission Committee must be confident that the students' education will not be adversely affected by taking courses out of the preferred full-time sequence. Therefore, the decision to grant part-time status to applicants is not automatic. It is based on careful appraisal of their prior academic performance and their rationale for requesting part-time status. This is also true for students admitted with full-time, two-year status who later request a change to part-time status.

The number of days and times of the week that foundation and concentration year courses are scheduled and specific courses meet often varies from semester to semester and year to year according to many factors. Typically, students are in their field practica during the weekdays at times when classes are not scheduled.

The Program requires that students take their foundation practice courses and foundation field practicum, and their concentration practice courses and concentration field practicum simultaneously because they are interdependent. Students are guaranteed to get into every required course in the semester needed. However, if a required course has more than one section, they may not be able to enroll fro the section they prefer. Likewise, students may not be able to enroll in the foundation elective or every focus course they prefer.

The Options Defined

Full-time, Two Year Option

During the first 30 credits of study (the "foundation year") students focus on learning, understanding, and applying the generic knowledge, values, and skills of professional social work. The typical full-time course load is 15 credits per semester that includes four courses on campus and a concurrent field placement off campus.[3] Students spend a minimum of 15 hours per week in the field practicum.

During the second 30 credits of study, (the "concentration year") students develop advanced social work knowledge, ethics, skills, and inter-professional leadership in the area of the concentration, transformative social work, and with regard to their individualized area of focus. This curriculum enables students to synthesize their learning and develop greater depth and autonomy in their practice. Specific courses, the field practicum, and the final project (completed in SWSS 316: Integrative Applications of Transformative Social Work) create contexts for students to advance their

[3] Please note that the concept of full-time status is defined differently according to the University unit and purpose. Whereas, within the Department of Social Work, full-time, M.S.W. status typically involves a minimum of 15 credits a semester, the Graduate College defines full-time status as a minimum of nine credits. "Full time" is a floating definition and may have implications for students' particular experience at UVM. For example, cost of living estimates provided by the Graduate College, Registrar, and financial aid definitions may be based on the assumption of nine credits per semester rather than 15.

knowledge, skills, and values of a transformative social work in an area of focus.

Advanced Standing Option

Advanced standing students are individuals who have earned a B.S.W. degree within seven years from an accredited social work program, and who have applied and have been accepted for a reduced number of required credits in the M.S.W. Program. They complete a minimum of 39-credit hours. Advanced standing students complete these requirements in a full-year period, between May of one year and May of the next year (see Table 2). Students take 10 credits during the summer session, 13 credits during the Fall semester, and 16 credits during their Spring semester. In each of these semesters, students spend a minimum of 20 hours per week working at their field practicum site.

Part-Time Option

Students can complete their course of study part-time over four years. Part-time students work closely with their faculty advisors to ensure optimal scheduling and timely completion of course requirements (i.e., completion of the 60 credits of study that lead to an M.S.W. degree in no more than four years). Most part-time students are enrolled in six to nine credits per semester (see Tables 3).

Field education for part-time, on campus students begins in the third semester. This requirement entails a minimum of 15 weekday (Monday-Friday) hours at the practicum site per week. They also must take a designated social work practice course concurrent with their practicum (i.e., SWSS 212 and 213 in the foundation year, and SWSS 314 and 315 in the concentration year).

Courses of Study
Tables of Options

Table 1
Full-Time, Two-Year Course of Study (60 credits)

Semester 1 (Fall)		**Semester 2 (Spring)**	
SWSS 212 (Practice I)	3 credits	SWSS 213 (Practice II)	3 credits
SWSS 216 (HBSE I)	3 credits	SWSS 217 (HBSE II)	3 credits
SWSS 220 (Policy I)	3 credits	SWSS 221 (Policy II)	3 credits
Foundation Elective*	3 credits	SWSS 227 (Research I)	3 credits
SWSS 290 (Field I) **	3 credits	SWSS 290 (Field I)**	3 credits
Total:	15 credits	Total:	15 credits

Semester 3 (Fall)		**Semester 4 (Spring)**	
SWSS 314 Transform. SWK I	3 credits	SWSS 315 Transform. SWK II	3 credits
SWSS 327 (Adv. Research)	3 credits	SWSS 316 Understand. & App.	3 credits
SWSS 390(Field II)**	3 credits	SWSS 390 (Field II)**	3 credits
Focus Course	3 credits	Focus Course	3 credits
Focus Course	3 credits	Focus Course	3 credits
Total:	15 credits	Total:	15 credits

Summary

Semester 1 =	15 credits
Semester 2 =	15 credits
Semester 3 =	15 credits
Semester 4 =	15 credits
4 Semesters =	60 credits

* Specific courses may be required for assistantship recipients
** Minimum of 15 hours each week for a total of 225 hours per semester

Table 2
Full-Time, Advanced Standing, One Summer & Two Semesters (39 credits)

Summer

SWSS 280 (Perspectives)	4 credits
Focus Course	3 credits
Elective/Focus Course	3 credits
Total:	10 credits

Semester 1 (Fall)		**Semester 2 (Spring)**	
SWSS 314 Transform. SWK I	3 credits	SWSS 315 Transform. SWK II	3 credits
SWSS 327 (Adv. Research)	3 credits	SWSS 316 Understand. & App.	3 credits
SWSS 390(Field II)*	4 credits	SWSS 390 (Field II)*	4 credits
Focus Course	3 credits	Focus Course	3 credits
		Focus Course	3 credits
Total:	13 credits	Total:	16 credits

Summary

Semester 1 =	10 credits
Semester 2 =	13 credits
Semester 3 =	16 credits
3 Semesters =	39 credits

* Minimum of 20 hours each week for a total of 300 hours per semester

Table 3
PART-TIME, FOUR-YEAR COURSE OF STUDY (@ 60 CREDITS)

Semester 1 (Fall)		**Semester 2 (Spring)**	
SWSS 216 (HBSE I)	3 credits	SWSS 217 (HBSE II)	3 credits
SWSS 220 (Policy I)	3 credits	SWSS 221 (Policy II)	3 credits
Foundation Elective	3 credits	SWSS 227 (Research I)	3 credits
Total:	9 credits	Total:	9 credits

Semester 3 (Fall)		**Semester 4 (Spring)**	
SWSS 212 (Practice I)	3 credits	SWSS 213 (Practice II)	3 credits
SWSS 290 (Field I)*	3 credits	SWSS 290 (Field I)*	3 credits
Total:	6 credits	Total:	6 credits

Semester 5 (Fall)		**Semester 6 (Spring)**	
SWSS 314 Transform. SWK I	3 credits	SWSS 315 Transform. SWK II	3 credits
SWSS 390 (Field II)*	3 credits	SWSS 390 (Field II)*	3 credits
Focus Course	3 credits	Focus Course	3 credits
Total:	9 credits	Total:	9 credits

Semester 7 (Fall)		**Semester 8 (Spring)**	
SWSS 327 (Adv. Research)	3 credits	SWSS 316 (Understand. & App)	3 credits
Focus Course	3 credits	Focus Course	3 credits
Total:	6 credits	Total:	6 credits

Summary

Semester 1 =	9 credits
Semester 2 =	9 credits
Semester 3 =	6 credits
Semester 4 =	6 credits
Semester 5 =	9 credits
Semester 6 =	9 credits
Semester 7 =	6 credits
Semester 8 =	6 credits
8 Semesters =	60 credits

* Minimum of 15 hours each week for a total of 225 hours per semester

The Educational Approach

Educational Philosophy and Methods

The M.S.W. Program is engaged in a process of preparing students for the kind of social work described by the Department philosophy and mission. The social constructionist theoretical orientation focuses social work and social work education on the relational connections among people and the meaning they make of these connections together. The emphasis on relational processes leads to teaching-learning methods that are highly discursive, interactive and experiential. Students and professors are partners in the learning, and students learn from each other. The faculty promotes dialogue that assumes and depends upon difference and multivocality. Classroom and field learning approaches engage students individually and reciprocally in self-reflection.

Transformative Education

The curriculum is designed to enable students to continuously deepen their feel for transformative social work and its implications for all types of practice assignments in an array of different settings (e.g., clinical, community, policy, and organizational.) As a practice in its own right, social work education at UVM can be evaluated according to how the pedagogical methods square with the three qualities of transformative social work discussed above profound, relational and generative.

Relational Teaching and Learning

The members of the faculty consider together course content and how to teach from critical social construction and strengths perspectives. Likewise, they consider instructional policies and methods according to how they reflect concern for promoting social and economic justice and human rights.

The substance of social work that is promoted can be termed collaborative relational practices and the pedagogical methods of developing them rely on the use of parallel principles and processes in the classroom and field practicum. This is a context of coordinated action of many people (professors, students, administrators, field liaisons, field instructors, clients and policy makers) working in a setting of mutuality and respect. Underlying these deliberations is the realization that social work educators must not only teach about this moral framework but also integrate it with the values and ethics of social work education and actively demonstrate it in interacting with students and others.

A commitment to living the Department's vision through teaching, scholarship, and service requires that faculty be open to students as co-learners who have much to teach them and each other, as well as much to learn together. In establishing this educational partnership with students, faculty members seriously consider students' questions, challenges, and suggestions as they contribute their own. They attempt to create room within their own preferred content and approaches for students' perspectives, authority, and curiosity, while maintaining accountability for graduating professionals who have mastered the curriculum designated by the profession and the Program. They do so with consciousness about their own use of power and authority in the lives of social work students, and of students' use of power and authority in the lives of social work clients.

Learning and Teaching that are Profound

Learning and the methods supporting it are profound in that they go beyond the surface of incremental change to question and dislodge the uncritical acceptance of taken for granted discourses and practices. Practically speaking, processes that are most likely to engage students in the profundity of learning respond to their various learning styles, experiences, strengths and concerns therefore, the faculty conscientiously and purposely varies and combines a range of methods in order to reach students in ways they are most receptive to the particular knowledge, values and skills that are to be developed.

Another source of profundity is the analysis of examples drawn from instructors' and students' own practice experiences. Actual examples of social work practice that are shared and respectfully examined humanize the learning and deepen engagement with the content. Augmenting students' and instructors' experience are those of guest speakers, multimedia that show the use of different approaches and readings and course assignments that incorporate narratives of people's stories and social workers' actions.

A third source of profound learning is the examination of consonance and dissonance in students' experience between field and classroom learning. This topic is addressed more fully in its own section below.

Generative Learning and Teaching

Generative learning is an active process and co-generating it is an interactive process. Many of the educational methods used in the program entail co-generative participation that actively involves students in their own and each other's learning. The faculty realizes that "peer learning will characterize most of a students experience after graduation". (Middleman & Wood. 1991. P. 33) thus, throughout the program, aspects of collaborative learning also are incorporated in many course assignments.

Here, the concept of student is one of active learner with the felt need to know and to apply what is discovered to one's own practice. The professor is a co-inquirer with experience and accountability as a guide through mandated educational content and a facilitator of collective learning opportunities. Together, students and professors share mutual accountability for the learning they "co-generate" through collaborative dialogue and exploration.

Moreover, each student cohort differs from year to year, and consequently, each generates a unique constellation of understanding and skill.

Professional Self-Awareness and Reflective Practice

Students are asked to reflect, write and speak in class, in the field and beyond to develop their professional self-awareness and use of self, and to be able to develop and articulate rationale for their professional actions. In the process of exploring the connections between oneself personally and one's social work learning and practice, students are encouraged to develop their professional perspectives and abilities as critically reflective, ethical practioners. The belief underlying this emphasis is that critically evaluating what one does, and why during and after professional engagement strengthens a social worker's practice. Further, doing so with others in accord with the tenets of the profession increases the likelihood that students will practice social work ethically and capably.
The professional use of self is a classical concept in social work that pertains to who one expresses oneself interpersonally in complex professional situations. It involves a self-disciplined use of relations' skills for dealing with emotions, information, difference and conflict according to professional purposes and standards of practice. It is closely related to professional self-reflection and self-awareness. The skills involved with these processes shape the meaning that social workers make of a given practice situation, and how they respond. The professional use of self is also influenced by

social work role, knowledge, practice wisdom, and the context in which the situation occurs.

INTEGRATION OF FIELD AND CLASSROOM EDUCATION

Graduate education in social work combines the professional social work values, knowledge, and skills acquired in the classroom with practice realities, such as service structures and methods extant in the field practicum setting. Students integrate and hone their learning in the intersection of the classroom and the field practicum.

Through meeting and listening deeply to people wherever they are in the community and however they are involved with the social service system, students, consider what it means to extend assistance when, where and how it is need. They sharpen their personal, professional, and political perceptiveness. They bring the classroom into the field to negotiate multiple realities and demands, question the taken for granted and co-generate alternative possibilities.

Integrating field and classroom learning is a highly dialogical and thought-provoking process. The faculty, field liaisons, field agencies, field instructors and students work cooperatively to ensure that this experience is of the highest quality. Students assume a significant amount of responsibility for their learning and practice within the field setting and increasingly, within the classroom. They are encouraged to become fully integrated within the field practicum agency and to participate actively in classes and field seminars to connect all of these learning experiences as meaningfully as possible.

PROFESSIONAL CONDUCT

Professional conduct for social work can be defined as the standard behaviors and tenets of practice that are commonly expected of social workers as prescribed by the profession and the state. These tenets and prescriptions are encoded in the NASW Code of Ethics (1996); the accreditation policies and standards of the Council On Social Work Education (2008); licensing regulations, rules of evidence, and other related laws and regulations of the state in which a social worker practices.

As one of the central sources of defining the ethical tenets of U.S. social work, the NASW Code of Ethics is presented to each new student in the Program during orientation. During their participation in the M.S.W. Program, students are also provided with other guides for professional conduct including ethical decision-making frameworks, international human rights declarations and conventions, and readings about particular aspects, case examples, and practice implications of the philosophy, values, and ethical obligations of the profession and the Program. Among the professional values that are central to social work ethics are: respect for others; personal integrity; a commitment to human rights, social and economic justice, and social change; an openness to growth and change; and an appreciation of human diversity. Students are held accountable for learning the standards of ethical practice in social work, and for identifying with them as professionals. The following professional conduct policy clarifies the expectations of students and faculty in the M.S.W. Program. Adherence to this policy is considered an essential aspect of students' academic performance in the Program.

PROFESSIONAL CONDUCT POLICY

It is the policy of the M.S.W. Program that students and faculty are to conduct themselves in a manner consistent with the NASW Code of Ethics and the values of the social work profession and the Department of Social Work. Further, it is expected that they will demonstrate this professional conduct in all settings (formal and informal) related to their membership in the Department and the profession, including the University, the field agency, and the community. Likewise, it is expected that they will apply this standard in all interactions (formal and informal) with staff, students, faculty, and others with whom they come into contact through their involvement in the M.S.W. Program.

This policy is established as an academic standard of professional social work education and as such is treated in the M.S.W. Program as a criterion for evaluating academic and field practicum performance. Rather than separating professional conduct from academic performance, students should understand that the M.S.W. Program takes its cues from related case law and social work scholarship that indicate that these are one and the same.

Evaluative Methods and Grading

EVALUATION OF STUDENT LEARNING

The methods used in the Program to evaluate students' learning, their social work practice, and their professional ethics include written and oral, individual and group assignments. These assignments enable and require students to demonstrate knowledge, comprehension, and basic application of foundation content; and more advanced application, analysis, synthesis, and performance evaluation of content in an area of concentration. The specific expectations for how this content should be demonstrated in classes and field practica are stated in course and field practicum objectives, and in instructions and evaluative criteria provided by instructors regarding the assignments. (See the Graduate Field Education webpage for the criteria, procedures, and forms used to evaluate students' learning in field practica.) http://www.uvm.edu/cess/socialwork/field

Any student who believes that they have a disability which might affect their academic performance in a class and that they may need a reasonable accommodation, auxiliary aids, or services, should **let classroom instructors, field instructors, and liaisons know in the first week of a course or practicum**. It would also be useful to inform the advisor and Field Coordinator of this as well, so that they can be of assistance in carrying out their responsibilities.

All coursework and field learning is graded in accordance with the policies of the Graduate College. At the end of each semester, final grades are computed and submitted to the UVM Registrar's Office (see the online 2017-2018 Graduate College Catalogue at http://catalogue.uvm.edu/graduate/ for the details of grading and related policies.) Letter grades indicate the following levels of performance in a course and the practicum: A, excellent; B, good; C, fair; F, failure. **A candidate for a graduate**

degree must complete the Program with a minimum overall grade-point average of 3.0 and may not have two or more course grades below a B.

The final project written, and orally presented by the student at the end of the concentration year **is embedded in the course SWSS 316 Integrative Applications of Transformative Social Work.** The criteria for the M.S.W. program's final project are described in the SWSS 316 course syllabus and the Graduate College Catalog description of the comprehensive exam. In all cases the academic policies of the university, such as the policies pertaining to academic honesty, can also be obtained from the 2017-2018 Graduate College Catalog http://catalogue.uvm.edu/graduate/

Evaluation of Teaching

The methods used to evaluate teaching in the Department include: standardized end of course evaluation forms filled out by students; observation by colleagues; annual reviews by the Department Chair or a coordinator; and reappointment, tenure, and promotion reviews by colleagues, Chair, and college and university committees.

A universal process of obtaining student evaluation of instructors is utilized in the Department. Students are asked to fill out a standardized online evaluation form anonymously at the end of each semester. Instructors never see the forms that the students fill out. This way, individual students' anonymity is protected.
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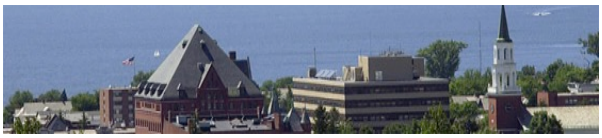
Student evaluation of field instructors and field liaisons is done differently according to field education policy or individual approaches. (See the 2017-2018 Graduate Field Education Manual and consult with the Field Education Coordinator and field liaisons for information about how evaluations of field instructors are carried out.)
Faculty evaluations are considered part of tenure track faculty members' annual, reappointment, tenure, and promotion reviews. They also are considered in determining part-time and non-tenure track full-time faculty appointments and assignments.

In addition to the standard evaluation procedures, many faculty members also utilize a variety of ongoing and mid-semester approaches that give them and their student's evaluative feedback consonant with the reflective social work practice that is emphasized in the Program. This collaborative approach enables instructors and students to benefit from the feedback by making adjustments according to it that allow for improving a course before it ends. Similarly, advisors utilize individualized evaluation approaches.



Specialized Learning Opportunities

The Master's of Social Work Program at UVM offers a variety of funded and non-funded specialized learning opportunities to students each year. Some of these opportunities are integrated into students' educational requirements while others are extra-curricular. Both types provide students with experience and practice in integrating and applying prior and current social work knowledge, values, and skills to a particular form of practice (e.g., practice in child welfare, inter-professional collaboration, social work education, and student organizing).

Funded Opportunities

In most cases, funded opportunities offer students significant financial support in exchange for their participation in designated educational and social work practice assignments. These opportunities include the assistantships offered by the Graduate College and other assistantships and

traineeships developed by the Department of Social Work in partnership with other departments at UVM and/or state and community agencies. Individual field agencies occasionally offer stipends to practicum students.

New and returning students are notified of these opportunities and invited to apply for them as they become available. Selection criteria differ according to the purposes and nature of a specific opportunity. In all cases, students' academic performance, standing in the M.S.W. Program, experience, aspirations, and rationale for applying are considered by the selection committees.

Graduate Assistantships (GAs)

Graduate assistant (GA) positions are allocated to the Department by the Graduate College.

Graduate assistants are required to work ten hours per week. Also, graduate assistants may work with undergraduate classes only. Duties of GA's can vary according to the needs of the instructor. Examples include: conducting study sessions, holding office hours for students, administering and grading exams, lecturing, facilitating group discussions and assisting with research. **GA's must be full-time students during both semesters.**

GAs' assignments are made on a semester basis by the B.S.W. Program Coordinator in conjunction with the Chair. Usually, they start out with minimal teaching responsibilities and takes these on over time as they and the instructor assess their readiness to do so. Generally, GA's are expected to attend class, complete the course readings, assist individual students as agreed upon with the instructor, and meet regularly with the instructor for course planning and other administrative purposes. In many cases, they also assist with grading, although the instructor remains accountable for such judgments and the impact of this aspect of teaching.

Partnership Grants, Traineeships, and Research Assistantships

In addition to the financial support provided within the University, the faculty seeks outside sources of funded research and other grants and contracts that will include financial support for students' education. At present, two funding streams consistently support students. They are the Title IV-E Child Welfare Partnership and the Vermont Interdisciplinary Education for Health Professionals (VT-ILEHP).

Title IV-E Child Welfare Partnership

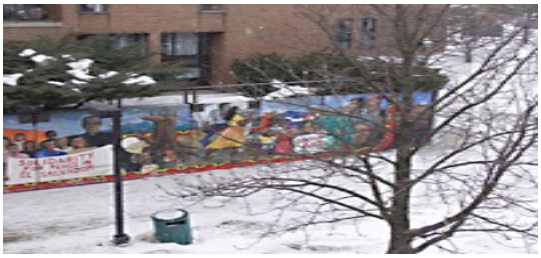
This partnership involves a contract between the Vermont Department of Children and Families (DCF) and the UVM Department of Social Work to provide child welfare education and training that supports the social work education of current DCF employees and future DCF employees. Funding for this partnership is provided through the Title IV-E of the Social Security Act and the University of Vermont. In 1980, Congress created Title IV-E, also known as the Adoption Assistance and Child Welfare Act of 1980 (P.L. 96-272). Title IV-E provides matching funds to states for the maintenance payments (e.g., food, shelter, clothing) made for children in foster care who are eligible for Aid to Families with Dependent Children (AFDC). In addition, Title IV-E allocates funds for training child welfare staff, foster parents, and childcare staff, as well as for bachelor and master degree preparation for child welfare employment. For the 2017-2018 academic year, the Partnership will fund both traineeships and graduate research assistantships for M.S.W. students. Research assistants work 10 hours per week in the Department on research activities related to Child Welfare. The Traineeships are described below.

The Child Welfare Trainee Project: For the 2017-2018 academic year, 7 M.S.W. students have been accepted at Title IV-E Child Welfare trainees. A portion of these are current employees of DCF who applied to and were accepted by the M.S.W. Program.

Since 1995, more than 100 Title IV-E trainee students have graduated from the Program.

Students, who have Title IV-E traineeships, have a contract to work for DCF for a minimum of three years following graduation from the M.S.W. Program in exchange for support for two academic years. Their other requirements include: participating in Title IV-E approved field practica for 20 hours a week, taking the SWSS 224 Child Abuse and Neglect foundation "elective." Typically, during their concentration year, students who are not yet employees of DCF will complete at least one of their field practica in a DCF office. At DCF, students provide services to children in the care of the state under the educational supervision of a highly experienced field instructor employed by DCF. The foundation year field placement for these students are typically located in a variety of community-based agencies and are designed to provide a broad-based exposure to social work practice.

Students who enter the M.S.W. program as current DCF employees may elect, but are not required, to complete one of their field practica in a DCF placement. These students are usually placed in a community-based field practica throughout the state under social workers employed by the practicum agencies in order to broaden their practice experience.



Opportunities for Student Activism and Leadership

The Department offers several organizing experiences to students who are interested in developing and applying their activism and leadership in the Department, University, community, and profession. These are reflective of the recognition of students as members of the Department with privileges, rights, and responsibilities.

Required and Optional Meetings

A variety of events are scheduled each year for the M.S.W. Program community-at-large, including fall orientation meetings, workshops, M.S.W. program open house meetings, and open discussion town meetings.

Department Committee Student Representatives

M.S.W. students who entering the concentration year nominate and elect a student representative to the M.S.W. Program Committee. The nominees are elected by their peers, or if necessary, appointed by the faculty. The M.S.W. Committee student representative fills the position for one year. At the beginning of each academic year, the positions are reopened to students who have not yet served in this capacity.

Thus, the time commitment includes: reading the minutes and agendas, polling the student body when indicated, and otherwise preparing in advance to participate in the meeting; participating in the meeting; and disseminating information to students. Occasionally, student representatives are asked to excuse themselves from a meeting out of respect for the privacy rights of another student, to delay dissemination of information that involves delicate timing, or not to discuss privileged information.

Membership and Student Representation in the Vermont Chapter of the National Association of Social Workers

The National Association of Social Workers (NASW) is the largest and most influential membership association of social workers in the United States. NASW is structured with statewide chapters, the level at which most social workers participate, and national

governance offices, committees, task forces, centers, and caucuses. NASW works for the benefit of the profession at large, its members, and social work clients and client groups. It sets ethical standards for the profession in the form of the NASW Code of Ethics, defines standards for various types of social work practice, influences public policy, conducts social work research, sponsors an annual national social work conference, and publishes and distributes to all members a quarterly newsletter and a monthly professional journal titled Social Work.

Participation as a member of NASW is one way to maintain one's identity and ethical practice as a professional social worker and to influence social welfare policies and services and the practices of the profession. It provides a source of post-graduate professional growth and development and up-to-date information regarding the issues, standards, and practices of the profession locally, nationally, and internationally. It connects social workers with a network of shared professional values and perspectives that supports them to maintain the mission and values of social work through their paid work. This is especially important for those who work in settings where the distinctiveness, ethics, and merits of social work as a profession are unrecognized, misunderstood, ignored, or undervalued. Membership also can offset the loss of and yearning for the type of intellectual stimulation, shared inquiry, and critical thinking with other social workers that is commonly experienced after graduation.

To join and maintain membership in NASW, social workers and social work students send a membership form and dues to the NASW national office located in Washington, D.C. Applying for membership and renewing membership automatically registers social workers as members of their state NASW chapter, unless they select a different state chapter with which to be affiliated. The cost of membership for students is greatly reduced. Student members receive all of the Association's publications and membership rates for conferences and other similar benefits, including the option to purchase professional liability insurance at a lower rate than non-members generally pay. Information about applying to NASW is available from faculty and application forms can be found in the Department.

NASW-VT publishes its own newsletter and holds regularly scheduled membership meetings and an annual fall conference. The work of the Vermont chapter is conducted through a governance and operations structure that includes a Board of Chairs, officers, committees, and a paid Chair. Each year, the chapter requests nominations for student representatives to the Board of Chairs from the UVM M.S.W. Program and the two B.S.W. programs in the state (located at Castleton State College and UVM).

GRADUATE STUDENT SENATE

In 2005, the Graduate Student Senate at UVM was formed for cultivating both the academic and non-academic activities of the graduate student body and enhancing all aspects of graduate school life at the University of Vermont. The Graduate Student Senate considers any matter that directly influences or affects the graduate student body as a valid item for its interest and deliberation and provides services that will directly address the needs of individual students.

The Graduate Student Senate works to increase the quality of life for graduate students on and off campus. Students interested in being a part of the senate, can send an email to gss@uvm.edu. For more information or to see what meetings and events are coming up, please visit the Graduate Student Senate website at http://www.uvm.edu/~gss/

Appendices

Appendix A
Anti-Discrimination, Rights, and Responsibilities

Anti-Discrimination Policy

The Department of Social Work adheres to the University of Vermont Equal Opportunity Programs and Activities Policy. The Department is committed to a policy of equal education opportunity and, therefore, prohibits discrimination on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, or disability, or gender identity or expression, as those terms are defined under applicable law, in admitting students to its programs and in administering its Admission policies and educational policies.

The Department also prohibits unlawful harassment defined in the Vermont Statues Annotated 16 V.S.A. 11(a) (26) as verbal or physical conduct based on a student's race, creed, color, national origin, sex, sexual orientation, marital status, or disability, or gender identity or expression, and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile, or offensive environment. The Department recognizes that sexual harassment is a form of unlawful sex discrimination, and it is the policy of the Department that sexual harassment will not be tolerated.

The Department will not tolerate discrimination or harassment defined above

Students Rights and Responsibilities

In translating the Department philosophy and mission into students' rights and responsibilities, the relations of power, domination, and difference are given particular attention. Students' experiences and actions (i.e. in field practica, classes, and related locations) are evaluated according to what these suggest for how students' and faculty members' actions affect and are likely to affect the lives and relationships of people with whom social workers come into contact. Of utmost importance to the social justice and human rights mission and philosophy is their impact on the lives and relationships of those persons who historically have been underserved, marginalized, and silenced.

For the purpose of defining students' rights and responsibilities, "colleagues" include other students as well as the staff and faculty of the Department of Social Work. "Employers" refers to those who are identified as clients, personnel, policy-makers, consultants, and other stakeholders in students' field practicum settings.

The policies regarding students' rights and responsibilities are presented in the M.S.W. Program Bulletin, the Graduate Field Education Manual, course syllabi, the University of Vermont 2013-2014 online Graduate Catalogue (http://www.uvm.edu/academics/catalogue2016-17/the student handbook The Cat's Tale (http://www.uvm.edu/studentaffairs) and the web pages referred to in The Cat's Tale. All of these documents and access to the web pages are made available during the first weeks of the first semester in the Program. In cases of conflict between these policy documents, the online Graduate College Catalogue supersedes academic policies in The Cat's Tale as well as the Program's policy and procedural documents http://www.uvm.edu/studentaffairs

All M.S.W. students are made aware of these policy documents during the New Student Orientation. More specific course policies are conveyed through course syllabi that are distributed and discussed during the first weeks of classes. Students are notified of annual operating procedures for fulfillment of other requirements for satisfactory completion of the Program via letters, e-mail, and special Program or "town" meetings.

Rights

Reflective of the Program's human rights philosophy, students' rights include all of the rights guaranteed by the international human rights doctrine (i.e. Universal Declaration of Human Rights, United Nations, 1948), as well as national and state laws i.e. Family Educational Rights and Privacy Act, (https://www.uvm.edu/policies/student/ferpa.pdf) and the institutional policies of the university and the Program. These documents are recognized by the faculty and interpreted to the students as the Program's contract with them.

Responsibilities

Although faculty members make an effort to inform students of their rights and responsibilities, students are primarily responsible for knowing the degree requirements and following the policies that govern the M.S.W. Program. Likewise, students are expected to learn and adhere to the NASW Code of Ethics as expanded by the Department philosophy, and to foster conditions in the program that promote human rights and social and economic justice for all people.

Students are obliged by their membership in the Department to follow the procedures for becoming informed of their rights and responsibilities that have been established by the Program. These include, but are not limited to reading and understanding the contents of the designated policy documents, participation in orientation and advising, following curricular procedures, including regular attendance at classes, supervision sessions with field instructors, and field seminars. Any situation in which students cannot meet these obligations (i.e. due to illness or an emergency), they are asked to notify the appropriate faculty member as soon as reasonable (i.e., advisor, instructor, field instructor, or field liaison).

Students' responsibilities include institutional as well as professionally accepted standards of conduct and practice. As stated in the online 2017-2018 Graduate College Catalogue, University of Vermont graduate students are expected to adhere to the highest standards of professionalism as students, researchers, and teachers (http://catalogue.uvm.edu/graduate/)

The department philosophy and NASW Code of Ethics are topics of study throughout the M.S.W. curriculum. Students are made aware that whether or not they chose to become members of NASW, the Code holds currency as an authoritative statement of standard social work practice in the United States.

The core, interrelated value beliefs that comprise the Department's philosophy inform the patterns in which professional conduct and ethics are conceived and taught throughout the Program. Most generally, ethical conduct derived from the philosophy expands the categorical, legalistic approach of the NASW Code of Ethics to address more fully political and interpersonal considerations of ethical conduct. Specifically, these ethical considerations critically address the ways gender, class, race, age, sexuality, and ability are constituted by dominant practices and standards to which M.S.W. students are ethically obligated. This philosophy extends students' primary accountability beyond the institution and profession to the people social workers call clients. Likewise, it extends accountability to individual colleagues in the Program (i.e., other M.S.W. students and practitioners in field practica).

These standards are intended to inform and guide students' every day conduct associated with their status, identity, and effects as social workers. As such, students are encouraged to examine their practice in regard to these standards in all professional settings: the classroom, the department, the university, the field agency, and the community. Moreover, they learn that these standards are recognized in case law and the department as academic requirements due to the professional functions of social work education, the vulnerability of clients, and the societal sanction of professional practice. Likewise, students are informed that violation of these requirements may be grounds for academic probation, suspension, or dismissal from the Program.

Requests for Changes in Admission Status or Exceptions

Students desiring to change their admission status (i.e. from full time to part time) or to request some other exceptions to program policies or procedures (i.e. taking courses out of order) are to consult with their advisors. Initially, the advisor's role in this process is to assist the student to clarify the nature of and reason for the request. As part of this discussion, the advisor ensures that the student understands the policies and procedures in question and their rationale. For example, due to the size of the Program, courses are offered only once a year. Therefore, delay in taking some courses can prohibit a student from being able to take courses in a subsequent semester. Likewise, the advisor ensures that the student understands the implications of an exception for completing the Program in the time expected by the student and permitted by the Graduate College. If the student decides to make a formal request, the advisor explains the process for doing so and the responsibilities of the faculty members who will be involved (including the advisor).

A **change of admission** status requires writing a formal request to the M.S.W. Program Coordinator on behalf of the M.S.W. Admission Subcommittee. The letter of request must include a proposed revised learning plan, signed and approved by the advisor and the student. The subcommittee makes the decision based on the reason for the request, the strengths of the student's original admission application, the student's current academic standing in the Program, and the impact of such a change on the integrity of the Program. In order to make an informed decision, the subcommittee may request additional information from the student and from the student's advisor, course instructors, and field liaison.

If a student decides to pursue a **request for an exception**, the advisor's responsibilities involve carefully and respectfully assisting the student to follow the designated process while simultaneously representing and interpreting the Program's and profession's integrity and multiple accountabilities. The advisor acts as a conduit and provider of information, a facilitative participant in the consideration of the request for both the student and the faculty, and a recorder of the process and the results. These responsibilities ensure that all parties are heard and that their perspectives and choices are understood. Ultimately, they are intended to contribute to the student's development as an ethical, effective social worker who can work within policies and/or toward change of policies.

The process for formally pursuing an exception involves the student writing a letter detailing the following: the formal request, the rationale, and the implications for his/her completion of the Program to the appropriate coordinator (M.S.W. Program Coordinator or Field Education Coordinator). This written request must be received at least **six weeks prior to registration** for enrollment in the semester for which the request would go into effect, with exceptions for rare emergency situations. The advisor helps the student determine which coordinator should receive the request. Upon receipt of the written copy

of the request, a copy is field in the student's advisement folder.

The coordinator weighs the individual needs and preferences of the student with curricular coherence and the integrity of the Program. S/he may choose to consult further with the student, the advisor, and the student's classroom instructors, field liaison, or other faculty members with information specific to the request. The coordinator may make a decision independently or in consultation with the M.S.W. Program Committee or a relevant subcommittee. In general, a decision is made and the student is notified in writing within four weeks of the coordinator receiving the written request. A copy of the letter sent to the student is forwarded to the student's advisor and field in the student's advising folder.

Request for Change of Advisor

Usually the change of advisors is not controversial. Nevertheless, a change in advisor assignments is not automatically granted upon request. The change requires that the initial advisor and the advisee first discuss together the rationale for the change. Then the student submits a letter to the M.S.W. Program Coordinator formalizing the request. The coordinator considers the rationale for the request, making a decision on a case-by-case basis, according to the policies of UVM, the Department, and the profession. The coordinator may consult the advisor, advisee, or other faculty members for additional information. This is most likely when the circumstances surrounding the request are complicated (i.e. a situation in which the advisee's status in the Program or the profession is already of concern). The change cannot be made purely on the basis of dissatisfaction with an advisor for fulfilling the institutional and professional obligations to uphold policies and procedures. If a preference exists regarding a faculty member to replace the initial advisor, it should be indicated in the letter of request. The M.S.W. Program Coordinator takes this preference into account, but is not obligated to grant it due to the multiple considerations involved in advising assignments (i.e. workload distribution across the faculty, the university's mutual agreement process, and the circumstances surrounding the request). As in the case of all decisions affecting a student in the Program, the decision can be appealed or brought before the grievance committee, depending upon the grounds for pursuing further actions.

The decision to grant an exception is made on a case-by-case basis. Individual and Program level factors are considered in making the decision, including (a) the specific implications for the student's successful completion of the M.S.W., (b) the possible effects of the decision on people with whom the student works in the field practicum, (c) the relevant policies, their rationale, and the Program's experience with the effects of granting exceptions, and (d) the future implications for the Program (i.e. precedents such a decision is likely to set ant its impact in curricular coherence and Program integrity). These are all provisions that the advisor explains to the student, preferably prior to the student's formal submission of the request.

Appeals

Appeals involve the application of a policy and/or seek to introduce new and relevant information into the decision process that was not considered previously. Typically, appeals pertain to the following matters: (a) decisions resulting from application of university, college, or Department policies (i.e. a professor's failure to use the grading criteria that were specified in a course syllabus at the beginning of a semester, or a decision that conflicts with written policy), and (b) denials of requests for a waiver of regulations. Grades are not subject to appeal unless the application of the evaluation procedure or process is deemed to be prejudicial, capricious, or erroneous.

The Program's philosophy leads to encouraging students to settle differences

first with the person with whom they originate before enacting more formal procedures. Faculty members with whom students discuss decisions about which are dissatisfied usually try to explore with them the possibilities of resolving the issue informally. However, care is taken to ensure that this effort is not used as a way to stall or undermine the student's right to appeal. Faculty members also explain the appeal process to students when options are sought and it is obvious that the attempts to settle the issue directly in an informal manner have been exhausted.

When a student decides to initiate an appeal, it must be received from the student in writing within five business days of the decision that is appealed. If the nature of the decision requires that it be appealed sooner than this, students put the appeal in writing via electronic mail and add a phone call to the appropriate faculty member to notify him/her of its imminence. The written appeal is to clearly indicate: (a) the decision(s) being appealed, (b) the grounds on which the appeal is being made, and (c) the specific outcome being sought. Along with this, they are asked to include any new information that, in their judgment, was not considered at the time the decision, or last denial, was rendered.

Unless compelling reasons prevent this, the appeal is directed first to the individual or committee whose decision is being appealed (i.e. an instructor, a liaison, a coordinator, or the M.S.W. Program committee). The individual who receives the appeal must respond to it in a timely manner, adequate to considering relevant information and to implementing any actions that are decided upon. During an academic year, appeals are typically considered within fourteen days of their receipt. Occasionally, a longer period may be taken due to incongruent circumstances (i.e., institutional recesses or key decision makers' prior scheduling commitments, such as to be out of state).

Appeals are typically accepted if information gained through considering a request confirms any of the grounds for appeal. Appeals are typically denied or sent back to the student if nothing new has been introduced. The agreement or denial is conveyed in writing to the student and copied to the advisor and the individual or committee whose decision was under question. The advisor files the letter of acceptance or denial in the student's advising folder.
In letters of acceptance, students are informed of the follow-up that is to be taken, who will take it, by when, and any other pertinent conditions. In letters of denial, students are advised of the next avenue of appeal that may be taken or that no other level of appeal is offered within the university.

Appeals denied by a classroom instructor of faculty advisor are taken to the M.S.W. Program Coordinator. Those denied by a field instructor are taken to the field liaison, and if denied, to the Field Education Coordinator. Students may appeal a coordinator's decision to the Chair of the Department. If the Chair denies the appeal, the student may opt to direct it to the Dean of the Graduate College. University and Program policies hold sway in decisions regarding a student's appeal. Hearings of appeals by institutional members outside the department (i.e., the Graduate College Dean or registrar) are typically restricted to a review of whether the Department or Program followed its own established practices.

Grievances

Grievances involve taking issue with the substance of a policy or a practice. They fall in to three categories: 1) alleged violations of due process, 2) alleged decisions that have no rational basis or that represent an abuse of authority or discretion, and 3) alleged violations of fundamental rights. The Graduate College is ultimately responsible for grievances regarding policies and procedures related to graduate education at UVM accordance with university policy, students

have formal procedures for the appeal and resolution of grievances, beginning with their own department.

The procedure for filing a grievance is outlined in this Bulletin, the 2017-2018 Graduate Field Education Manual, and the Graduate College Catalogue (http://catalogue.uvm.edu/graduate/) The process to be followed is similar to that for appealing a decision. In most cases, students are expected to attempt a resolution of their grievance through available institutional channels, informal consultation, and mediation. Therefore, students may be encouraged first to attempt informal resolution of the issue through discussion with the appropriate persons (i.e., course instructor). If that is inadvisable, (i.e. when safety would be compromised) or if the matter remains unresolved, the aggrieved student writes a letter outlining the grievance to the M.S.W. Program Coordinator asking for a resolution. The Coordinator renders a decision.

The Coordinator is expected to respond to the letter in a timely manner, adequate to considering relevant information and implementing any actions that are decided upon. During an academic year, grievance letters are typically considered within fourteen business days of their receipt. Occasionally, a longer period may be warranted due to incongruent circumstances (i.e., institutional recesses or key decision maker's prior commitments).

A student may appeal the Coordinator's decision by petitioning the Chair in writing. If the issue still cannot be resolved, the student can present the grievance in writing to the Dean of the College of Education and Social Sciences and thereafter to the Dean of the Graduate College. The Dean of the Graduate College may refer the matter to the Executive Committee of the Graduate College. Based on the recommendations of this committee the Dean renders a decision. The student may appeal the Dean's decision to the Provost.

Sexual Harassment

It is the policy of The University of Vermont that all allegations of sexual harassment be taken directly to the Office of Affirmative Action and Equal Opportunity (428 Waterman). Therefore, the appeal and grievance procedures outlined above do not pertain to sexual harassment. Students are made aware of this process as part of their orientation to student rights and responsibilities.

Student Participation in Policy Formation

Student participation in department affairs is encouraged. Each year, students are asked to provide representatives to Department faculty meetings and the M.S.W. Program Committee, as well as to serve on ad hoc committees, such as faculty search committees. Students participate on these committees as voting members. Student representatives are recommended through the student list serve and follow-up in classes to reach all students who have a desire and ability to serve in these capacities. When several nominations (self or otherwise) are received, their names are placed before the student body via the listserv and voting is requested.

In recent years, as student's lives increasingly overflow with family, employment, and educational responsibilities, fewer students have been able to participate as representatives. Therefore, some years student input has been sought on issues in more flexible ways, such as town meetings during a class period, or via the student list serve. In the case of ad hoc committee service requiring privacy, like search committees, students may be individually recruited and appointed by the Dean, the Chair, or a Coordinator.

Dismissal

The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. In regard to academic performance, as stated in the Graduate College's Enrollment Policies and Procedures, "Students whose academic progress is deemed unsatisfactory at any time may be dismissed from the Graduate College by the Dean upon consultation with the student's department or program. In addition, students may be dismissed if (a) they receive two grades or more below a B (3.00), or (b) they receive a U (Unsatisfactory) in Thesis or Dissertation Research or Seminar." performance, as stated in the Graduate College's Enrollment Policies and Procedures, "Students whose academic progress is deemed unsatisfactory at any time may be dismissed from the Graduate College by the Dean upon consultation with the student's department or program. In addition, students may be dismissed if (a) they receive two grades or more below a B (3.00), or (b) they receive a U (Unsatisfactory) in Thesis or Dissertation Research or Seminar."

Appendix B

Social Work Graduate Course Offerings

Foundation Curriculum Courses

SWSS 212: Social Work Practice I
3 credits
A comprehensive introduction to concepts and skills employed by social workers in interactions and interventions with individuals, families, and groups is provided.
Prerequisite: MSW standing or permission.

SWSS 213: Social Work Practice II
3 credits
Knowledge and skills of social work practice with organizations and communities is emphasized.
Prerequisite: Completion of 212, MSW advanced standing or permission.

SWSS 216: Theoretical Foundations of Human Behavior and the Social Environment I (HBSE 1)
3 credits
This course introduces students to the biological, psychological, cultural/social, and economic forces that influence human behavior and their implication for social work practice.
Prerequisite: MSW standing or permission.

SWSS 217: Theoretical Foundations of Human Behavior and the Social Environment II (HBSE II)
3 credits
Focus is on theories regarding the nature and functioning of human service organizations and communities in relation to meeting human needs.
Prerequisite: 216 or permission.

SWSS 220: Social Welfare Policies and Services I
3 credits
An introduction to history and philosophy of social work and social welfare and the structure of service programs is provided.
Prerequisite: MSW standing or permission.

SWSS 221: Social Welfare Policies and Services II
3 credits
Focus is on the analysis of the economic, political, and social forces that influence the development and implementation of social welfare policy.
Prerequisite: 220 or permission.

SWSS 290: Foundation Year Field Practicum I
3-4 credits
Supervised field-based learning of 15-20 hours per week. Students are placed in human service agencies and organizations and learn the purposeful application of generalist social work theory, ethics, and skills. Prerequisite: Permission of Coordinator of Field Education.

Foundation Electives

SWSS 224: Child Abuse and Neglect
3 credits
An MSW foundation elective that considers child abuse and neglect from historical, cultural, sociopolitical and psychological perspectives and examines professional social work responses to them. Prerequisite: Matriculation in the foundation year of graduate study in social work or instructor permission.

SWSS 225: Transforming Ourselves and Our Communities: Social work perspectives
3 credits
An MSW foundation elective that examines systems of oppression and social work strategies to decrease biased practices and create more equitable communities and institutions.

Prerequisite: Matriculation in the foundation year of graduate study in social work or instructor permission.

SWSS 226: Assessment Theories in Social Work
3 credits
An MSW foundation elective analyzing competing and complementary assessment theories and their implications in social work in health/mental health and with children and families.
Prerequisite: MSW standing or permission

SWSS 227: Foundations of Social Work Research
3 credits
An introduction to qualitative and quantitative methods of applied social research including program evaluation and the evaluation of practice and application to social work is taught.
Prerequisite: MSW standing or permission.

SWSS 228: Aging: A Strength & Human Rights Perspective
3 credits
An examination of aging for social work policy and practice from the perspectives of strengths, social justice, human rights and critical social constructionism.

SWSS 229: Social Work & Disability Rights
3 credits
A multi-cultural, age, gender, economic and international exploration of having a disability in terms of language, labeling, rights, social location, legislation, services and personal narratives.

Advanced Standing Prerequisite

SWSS 280 - Perspectives on Social Work
4 credits
Taking a social constructionist stance, students explore guiding concepts of the MSW curriculum and their application to social work practice, policy, human behavior and research.
Prerequisite: Advanced MSW standing.

Elective course offerings are determined each year at the discretion of the MSW Program Committee. A selected group of elective courses are offered each academic year and may not include all courses listed in this bulletin.

CONCENTRATION CURRICULUM COURSES

REQUIRED COURSES

SWSS 314: Transformative Social Work I
3 credits
Advanced practice in transformative social work will focus on developing relational, profound, and generative meanings for change across populations, fields of practice and social issues.
Prerequisites: Completion of Foundation Year

SWSS 315: Transformative Social Work II
3 credits
Advanced practice in Transformative Social Work II will focus on practical applications across populations at risk, field of practice and social issues.
Prerequisites: Completion of Foundation Year

SWSS 316: Integrative Applications of Transformative Social Work
3 credits
In this course students will synthesize their exploration of their area of focus in transformative social work through scholarly reading, research and classroom presentations.
Prerequisites: Completion of Foundation Year

SWSS 327: Advanced Social Work Research
3 credits
An analysis of social work research from methodological and theoretical perspectives is emphasized. The application of research to the student's concentration area is required.
Prerequisites: Completion of 227, a basic statistics course, and MSW advanced standing or permission

SWSS 390: Concentration Year Field Practicum I & II
6 credits
Supervised field-based learning of 15-20 hours per week. Students are placed in agencies to apply advanced social work practice related to their concentration. Prerequisite: Permission of Coordinator of Field Education.

CONCENTRATION FOCUS COURSES

Focus courses provide opportunities for in-depth consideration of selected social work issues and, populations at risk, expanding upon advanced research, policy and practice approaches. Further, they provide a context to explore intensive, critical analysis of related social work literature, and advanced level social work knowledge, ethics, and skills. Prerequisite: Completion of foundation year in the MSW program, advanced standing status, or permission of the instructor.

Course offerings for elective or focus course requirements rotate each academic year. The following are examples of courses, which have been offered in prior academic years and may be offered during a current academic year. We expect to offer up to eight focus courses during the academic year. Focus courses may also be offered during the summer.

SWSS 296 Social Work in a Global Context 3 Credits
Social work has become an international profession. This course, located at the University of Lapland in Rovaniemi, Finland, offers a unique opportunity to study social work with others from various parts of the world. We learn about social work in different countries, discuss similarities and differences regarding social issues and practices, participate in cultural events, and experience the magic of the midnight sun. Part of this course involves travel to social service agencies in northern Finland and a two-day stay near Utsjoki, the northernmost municipality in Finland where the majority population is indigenous Sami people.
Note: This course is offered only in the summer and may be used to meet either the Foundation elective or Concentration focus course requirements.

SWSS 320: Advanced Social Welfare Policy Analysis & Practice
3 credits
In depth analysis of social welfare policy with application to children and families or health and mental health is required. There is an emphasis on the skills of the policy practitioner.
Prerequisite: Completion of 220 and 221, MSW advanced standing or permission.

SWSS 330: Assessment in Social Work
3 credits
An advanced MSW concentration elective that analyzes competing and complementary assessment strategies and their implications in social work in health/mental health and with children and families.
Prerequisite: Completion of MSW foundation course work or instructor permission.

SWSS 331: Feminist Social Work Practice
3 credits
This course opens space in the concentration for passionate, collaborative study of gender and intersecting oppressions and the possibilities for transformative social work practices of resistance. It is offered in recognition of the significant socioeconomic, ideological and institutional challenges currently being directed at historic social work and feminist commitments globally and locally. Feminist social work is engaged as a social construction, and an interpretive and relational practice.

SWSS 333: Social Work with Groups
3 credits
An advanced MSW concentration elective that integrates professional history, conceptual overviews and direct experience with methods for group work distinctive to social work practice.
Prerequisite: Completion of MSW foundation course work or instructor permission.

SWSS 336 - Addressing Substance Abuse in Social Work
3 credits
In this course, we will critically investigate development (etiological & contributing factors), gender specific and culturally responsive treatment strategies of substance abuse with an emphasis on: Motivational Interviewing, family systems, narrative/postmodern approaches, Cognitive Behavioral Therapy (CBT) techniques, recovery maintenance, and an integrative approach to treatment. Co-occurring mental health issues, violence and trauma among diverse populations as well as the relevant social policy issues will be discussed as it relates to social work practice.

SWSS 338 - Transformative Social Work Approaches to Violence in Multiple Communities
3 credits
This course will address sexual, "intimate partner" and collective violence and peace promotion with adults, teens and some of the vulnerable populations among them, it will focus directly on practices with adults and adolescents.
Prerequisite: MSW concentration standing or permission.

SWSS 340 - Supporting Organizational Change and Transformation in Human Services
3 credits
Organizational change refers to large scale transformative change within an organization which requires the relational, coordinated actions of many and impacts all of the organization, such as the restructuring of the mission, restructuring how the organization will function operationally - internally and externally. The impact of the change reorients the way the organization functions through critical questioning of standing organizational discourse and practices. Topics will include personal and processional change, healthy organizations and the management of novelty/change, sense making in organizations, models of change, resistance to change, appreciative inquiry, considering social inequity and difference in the change process, challenges in the change process, why change efforts fail, and working with consultants in the organizational change process.

SWSS 380: Professional Issues in Social Work
3 credits
Designed to cover selected social work issues in depth. Major emphasis on intensive and critical analysis of the literature and practice in a given area.
Prerequisite: Permission.

Supervision in Social Work
3 credits
Focuses on direct practice issues in supervisory relationships with attention to narrative, dialogic and relational approaches to the supervisory relationship. It also considers supervision in a variety of social work settings with attention to social work issues particular to those settings and the supervision of staff with regard to those issues.

Interdisciplinary Leadership & Research Seminar I and II
2-4 credits
(Cross-listed with CMSI 295, MVSR 381, and PSYC 380)
This seminar is linked to the VT-ILEHP Project (see details under "funding opportunities" in this Bulletin). Those selected for the traineeship must take both semesters of the seminar; those who are just taking the seminar may take it for either one, or both, semesters.

Narrative Approaches
3 credits
Students explore the concepts and practices of narrative therapy and their application in family therapy, groups, communities, organizations and schools.

Practioners' Own Stories
3 credits
This course will explore how stories of who we are in our families, among our friends and to ourselves come into play in our professional work and how they are embedded in the larger societal, political, historical tales and practices.
Prerequisite: Permission

Social Work in an Age of Individualism
3 credits
This seminar focuses on the ideology of individualism and its implications for social work and explores the concepts of self, identity and personhood.

Beyond Medical Models
3 credits
While respecting the important roles of medical models. This course deconstructs through a critical social constructionist approach their limitations in terms of not also considering and promoting alternative approaches to health and mental health. Alternatives examined and studied include complementary, traditional, holistic and innovative treatments rooted in our own and other cultures which often can be helpful for social work clients as well as being potentially more accessible, costing less, and avoiding the power of huge profit focused corporations such as our contemporary medical insurance or pharmaceutical companies.

Social Work with Refugees
3 credits
This concentration year focus course is designed to provide an in-depth exploration and knowledge around: the social construction of "refugees" and the discourses and practices that surround it; the impact of that construction on the lives of the people who inhabit that role; and the rich, generative opportunities and challenges of social work with refugees. The heart of the course focuses on the resilience and human struggles involved in the human experience of living the refugee journey across the person-environment context from conflict and war in the home country, to the experience of flight and temporary asylum, and the process of durable solutions which for less than three percent of those deemed refugees ends in resettlement. Within population diversity in the areas of race, class, gender and age are also explored.

Constructing Global Social Work: Perspectives and Possibilities
3 credits
Social work is a global profession responsive to and affected by global issues and trends. What are the implications of this context for social workers in the U.S.?
In this course, we use analytical frameworks from social constructionist and related perspectives to make sense of how a global social work is and could be conceived and practiced. Issues reflecting social work values such as human rights, power, and oppression and those central to constructionist perspectives such as language, dialogue, and discourse will be central to our discussions. Issues related to social work practice, policy and research also will be explored.

**Focus course offerings are determined each year at the discretion of the MSW Program Committee. A selected group of focus courses are offered each academic year and may not include all courses listed in this bulletin.*

Appendix C
Sample List of Field Practicum Agencies

Below is a sample list of field practicum sites and locations. Each year new sites are developed based on community and student interest. We have sites in many different Vermont and New Hampshire communities and in various practice and policy-practice settings.

Brattleboro Sites
- Brattleboro Retreat - Brattleboro
- Early Education Services - Brattleboro
- Youth Services – Brattleboro
- Just So Pediatrics – Brattleboro

Burlington Area Sites
- Centerpoint – Burlington
- Champlain Valley Agency on Aging – Winooski
- Community Health Center – Burlington
- Community Justice Center – Burlington
- COTS – Burlington
- Fletcher Allen Health Care – Burlington
- HowardCenter
- Baird School Social Work, Westview House, Baird IFBS, Baird Inclusion Program, The Garvin School - Chittenden County
- Lund Family Center – Burlington
- Northeastern Family Institute – Burlington
- Spectrum Youth and Family Services – Burlington
- University of Vermont: Alcohol and Drug Services – Burlington Substance Abuse Treatment Center – Burlington
- VA Outpatient Clinic – Burlington
- Vermont CARES – Burlington
- Vermont Catholic Charities – Burlington
- Visiting Nurse Association – Burlington
- VT Department of Health – Burlington
- DCF Economic Services – Burlington
- Winooski Family Center – Winooski
- Women Helping Battered Women – Burlington

Middlebury Sites
- Addison County Home Health and Hospice – Middlebury
- Addison County Parent Child Center – Middlebury
- WomenSafe – Middlebury
- Counseling Service of Addison County – Middlebury

Montpelier Sites
- Community College of Vermont – Montpelier
- COVE (Community of Vermont Elders) – Montpelier
- Washington County Youth Services Bureau – Montpelier

New Hampshire Sites
- Beckett School - Haverhill, NH
- Dartmouth-Hitchcock Medical Center - Lebanon, NH
- WISE - Lebanon, NH

Randolph Site
- Clara Martin Center – Randolph

Rutland Sites
- HowardCenter Children's Services – Rutland
- Rutland Mental Health – Rutland

St. Albans Sites
- Club Respite – St. Albans
- Franklin County Home Health – St. Albans
- Franklin Northeast Supervisory Union – Franklin County
- Mousetrap Pediatrics – St. Albans
- Northeastern Family Services – St. Albans
- UVM/Champlain Valley AHEC – St. Albans
- DCF Family Services – St. Albans

St. Johnsbury Site
- Calendonia Home Health Care – St. Johnsbury

Swanton Site
- UVM/ Title V Indian Education Project - Swanton

Waterbury Sites
- Casey Family Services – Waterbury
- VT Department of Corrections – Waterbury

Appendix D

Department of Social Work Faculty and Staff

Full-Time Faculty

JB Barna, Senior Lecturer, Field Education Coordinator, and Liaison to Area Health EducationCenter (AHEC) Project,
MSW, California State University
Child/family social services; organizational cultures; program development and social work supervision practices.

Susan Comerford, Associate Professor, MSW Program Coordinator,
MSW, Fordham University; Ph.D., Case Western Reserve University
Multicultural education; participatory action research; supporting Asian refugees; global human rights; women's issues.

Jan Fook, Department Chairperson, (as of 1/19) Full Professor
Ph.D., University of Southampton, UK;
M.S.W., University of Sydney, AUS;
Critical reflection and critical social work around transformative social work. Experience in international development and developmental disabilities. Jan will assume the Chair position in January 2019.

Cyrus Patten, Lecturer, Assistant Field Education Coordinator
LICSW, Colorado State University,
Ed.D Candidate, University of Vermont
Social enterprise, organizational change, program evaluation and development of clinical settings.

Ann Pugh, Senior Lecturer, Faculty Field Liaison
MSW, George Warren Brown School of Social Work, Washington University;
C.A.S. in Administration and Planning, University of Vermont
Advocacy and social policy; child and family social services; social change; supervision.

Susan Roche, Interim Department Chair, (Until 1/19) Associate Professor
M.S.S.W., University of Louisville;
Ph.D. Social Work, Rutgers University
Global feminisms and human rights; violence, oppression and social change; organization, community building and transformation; group work with adolescents and adults; linking theory and practice in social work and social work education.

Lacey Sloan, Associate Professor
Ph.D., Social Work, University of Texas at Austin; M.S.W., University of Texas at Austin
Anti-sexual and domestic violence fields, along with practice experience in youth & family services, disaster work and international social work.

Brenda Solomon, Associate Professor, Title IV-E Coordinator
MSW, Syracuse University;
Ph.D. Sociology, Syracuse University
Welfare to work policies; child welfare services; school practices; institutional ethnography; intersections of oppression; theorizing social work practice from social constructionist and post-modern perspectives.

Christine Velez, Assistant Professor,
Ph.D., Social Work, Portland State University;
M.S.W., State University of New York at Buffalo
School social work, Latino community services, refugee resettlement and developmental disabilities services.

Part-Time Faculty

Celia Cuddy, MSW, Lecturer III,
University of Vermont

Danielle Jatlow, LICSW, LADC,
Columbia University, School of Social Work

Laurie Larson, MA, Lecturer III,
Goddard College

Erin O'Keefe, MSW University of Vermont

Robin Pesci, MSW, LISCW,
University of New England

Jennifer Hughes Phillip, MSW, LISCW, LADC,
University of Vermont

Corey Richardson, MSW, Lecturer I University of Vermont

Veronica Saffo, MSW University of Vermont

Alice Scannell, MSW, LISCW University of Vermont

Jean Sienkewicz MSW, Lecturer II, UNIVERSITY of Vermont

Greeta Soderholm, MSW, LICSW, LADC, University of Vermont

Emeriti Faculty

Marty Dewees, Emerita Faculty
Core Faculty of Vermont Interdisciplinary Leadership Education for Health Professionals Project (ILEHP)
M.S.W., Adelphi University; M.Ed., West Chester State College; Ph.D. Social Welfare, State University of New York, Albany
Social work practice in mental health, social policy, social work education, human rights, multicultural education, interprofessional collaboration.

Phyllis Paolucci-Whitcomb, Emerita Faculty
M.Ed., University of Vermont; Ed.D., Boston University
Collaborative consultation; leadership; equity issues (e.g. poverty); foster and adoptive family strengths and struggles.

Gale Burford, Emeritus Faculty
M.S.W., University of Washington; Ph.D., University of Stirling
Social development; program planning and evaluation; cross-cultural practice and education; teamwork and participatory decision-making; family violence; corrections; group/family/ community work

Gary Widrick, Research Associate Professor, Emeritus
M.S.W./B.S.W. Child Welfare Training Partnership and Degree Programs
M.S.W., State University of New York at Albany; Ph.D. Psychology, University of Vermont Research and evaluation;
Organization, community, and culturally sensitive practice; rural social work

Stanley Witkin, Professor M.S.S.W., University of Wisconsin; Ph.D. Social Work, University of Wisconsin Social constructionist perspectives on social work education, practice, and inquiry; global education; humor; ethics

Fiona Patterson, Associate Professor
MSW, University of Pennsylvania; D.S.W., University of Pennsylvania
Multi-cultural aging; social work in health; immigrant women; public health; social work policy and history; women and aging; human rights for people with disabilities; literature of immigration; kinship families.

Field Liaison Faculty

Robin Pesci, MSW, LISCW,
University of New England

Ann Pugh, Senior Lecturer and Faculty Field Liaison MSW, George Warren Brown School of Social Work, Washington University; C.A.S. in Administration and Planning, University of Vermont

Alice Scannell, MSW, LISCW University of Vermont

Jean Sienkewicz, Faculty Field Liaison
MSW, University of Vermont

Department Staff

Ken Bechtel, Support Staff for the B.S.W. Program; the M.S.W. Program; M.S.W. Admissions, and the Field Program

Kate Clem, Department Office and Budget Manager
B.A., University of Vermont

Title IV-E Child Welfare Partnership

http://vermontcwtp.org

Jessica Strolin, Training Program and CO-PI

Brenda Solomon, Degree Program Director and CO -PI

Sarah Ward, Training Program Assistant Director

VT-AHEC (Vermont Area Health Education Center) Project

JB Barna, Liaison for Social Work to the College of Medicine

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