



MSW Handbook



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Note: MSW students are responsible for information contained in the BYU Graduate catalog (<https://gradstudies.byu.edu/page/policies-and-procedures-b>) and this MSW handbook.

For questions or further information on policies in this handbook, see: BYU School of Social Work Director.

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1. INTRODUCTION

Brigham Young University Mission Statement

The mission of Brigham Young University (BYU)--founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints--is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

Aims of a BYU Education

BYU seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives. These are the common aims of all educational pursuits at BYU. Both those who teach in the classroom and those who direct activities outside the classroom are responsible for contributing to this complete educational vision. A BYU education should be:

- Spiritually Strengthening
- Intellectually Enlarging
- Character Building
- Leading to Lifelong Learning and Service

More information on the Mission and Aims can be found at <https://aims.byu.edu>.

School of Social Work Mission Statement

The mission of the School of Social Work at Brigham Young University is to support the overall mission of BYU and the Church of Jesus Christ of Latter-day Saints by generating new knowledge and by educating and training students to use the appropriate knowledge, values, and skills of the social work profession to serve individuals and families within their environment and the context of their specific cultures.

2. STANDARDS & EXPECTATIONS OF A BYU SOCIAL WORK STUDENT

In addition to scholastic achievement, the following physical, cognitive, emotional, and character attributes provide reasonable assurance that students can effectively complete the BYU Master of Social Work (MSW) program and adhere to standards of professional social work practice. As the acquisition of competence as a social worker is a gradual process, students are expected to continually develop these attributes as they progress through all aspects of the program, including the classroom, field placements, and other areas of professional social work practice.

Accepting admission into the MSW program, students commit that they have the following abilities and attributes and will conduct themselves according to the following requirements:

Physical and Motor Skills Students should exhibit sufficient motor and sensory abilities to attend and participate in class and field placement, with or without accommodations (see the BYU Accessibility Center (<https://uac.byu.edu/>) for additional information).

Communication Skills Students must have the ability to process information and communicate effectively with instructors, other students, faculty members, staff, clients, and other professionals. Students must have sufficient skills in written and spoken English.

Ethical Standards Students are ethically and professionally bound to adhere to the NASW (National Association of Social Workers) Code of Ethics and applicable state laws. In addition, it is essential that students demonstrate empathy, appreciation for diverse life experiences, and develop a non-judgmental attitude in their interaction with others. Confidentiality is foundational to the profession of social work.

Knowledge Base Students recognize ecological systems and distinct components of the biopsychosocial and spiritual perspectives of social work practice and methodologies.

Professionalism Students are expected to demonstrate professional conduct, including practicing within the appropriate scope of social work, adhering to the limit of their knowledge and skills in the delivery of services to clients, respecting others, being punctual and dependable, completing assignments and reports in a timely manner, and prioritizing professional responsibilities. Appearance and personal demeanor should reflect an appropriate understanding of the professional context. Conflict resolution should follow proper channels of authority, with feedback given and/or received in a professional manner. Respect should be shown to fellow students, faculty, staff, clients, and colleagues in the classroom and in the field. Disrespectful behavior toward others or any form of sexual harassment will not be tolerated.

Self-Awareness Students need to recognize within themselves the signs of stress and emotional challenges, develop appropriate means of self-care, and seek supportive services when necessary to minimize any adverse impact on academic and professional performance. Students seek the advice of faculty advisors and access relevant supports as needed. Students are open to recommendations regarding the appropriate maintenance of their academic, physical, or mental health.

Objectivity Students are expected to learn the knowledge, values, skills, and processes required for professional practice. Students should not impose their own personal, religious, sexual, and/or cultural values on their clients. Students are willing to examine diverse perspectives and maintain professional behavior with clients and other professionals.

Empathy Students should seek to understand and respect another individual's feelings, values, and way of life. Students must be able to communicate empathy and support to the client as a basis for a productive professional relationship.

Acceptance of Diversity Students are expected to demonstrate an understanding and respect for belonging, diversity, equity, and inclusion, regardless of race, ethnicity, age, class, sex, sexual orientation, gender, gender identity or expression, religious affiliation, marital status, political belief, tribal or immigration status, mental or physical ability, veteran status, or value system.

BYU Mission Fit Students should contribute to and support the academic and religious mission of the University, including the spiritually strengthening aim of a BYU education. Students agree to abide by the Honor Code and Dress and Grooming standards.

3. FINANCIAL AID

The School of Social Work offers financial aid in four categories.

- 1) Tuition Scholarships
- 2) Teaching and Research Assistant positions
- 3) Paid Internship placements and grants
- 4) AmeriCorps

Tuition Scholarships:

Historically, nearly all incoming MSW students receive some type of tuition scholarship for Fall semester of their first year. For additional information on available scholarships for both first and second year MSW students, visit <https://socialwork.byu.edu/financial-aid>.

Also see <https://gradstudies.byu.edu/admissions/costs-financial-aid>

Federal student loans (Federal Stafford Loans and Federal Graduate/Professional PLUS Loans) are available for eligible degree-seeking graduate students who are making satisfactory academic progress toward their degree. Students must complete the online Free Application for Federal Student Aid (FAFSA) to apply for federal loans (<https://studentaid.gov/h/apply-for-aid/fafsa>). BYU short-term loans are also available to pay tuition. To obtain additional information regarding these loans, visit financialaid.byu.edu. Questions should be directed to D-155 ASB, Provo, Utah, 84602; phone (801) 422-4104.

Teaching and Research Assistant positions

There are several teaching assistant and research assistant positions available each year, with most positions given to first year students. A student hired to fill one of these positions is expected to work approximately five hours per week (up to a maximum of 70 hours per semester) and is compensated on an hourly basis, with the potential to earn approximately \$1400 per semester. Research assistant positions are open to all graduate students in the School, but a demonstrated interest in research is preferred. The extent of

the applicant's financial need is considered in awarding all assistant positions. Students may talk to a professor about a teaching or research assistant position at any time.

If a student declines a scholarship or teaching or research assistant position or defers enrollment for any reason, there is no guarantee of future funding or position.

Paid Internship Placements and Grants

Traditionally, most students receive financial assistance from paid internship placements. The availability of paid placements changes from year to year and depends on the current operating budget of an agency. The selection of students for placement in each agency is dependent on several variables, including the student's interests and career goals, the agency's preference for particular students, and the Director of Field Education's perception of individualized educational needs. This process begins at the Fall Field Fair. The first internship starts the third semester (Spring/Summer terms) of the program, followed by the second internship during Fall Semester, and running through Winter semester of the second year (fourth and fifth semesters). Compensation averages \$4950 for the Spring/Summer terms and \$6600 for Fall and Winter semesters combined.

During semesters where students are in a field internship, internship grants are available. Students may apply via the Social Work website: <https://socialwork.byu.edu/internship-grants>. Internship grant application deadlines are:

Fall Semester - July 1 by 11:59 PM

Winter Semester - November 1 by 11:59 PM

Spring/Summer Semester - March 15 by 11:59 PM

AmeriCorps

Students may participate in the AmeriCorps program in conjunction with their field internship if they meet the requisite requirements: 1) U.S. Citizen or have a non-resident visa, 2) 17 years or older, and 3) placed at a non- or not-for-profit agency within the state of Utah. For successful completion of an AmeriCorps term of service, a student will earn an education award that can be used for educational expenses. Education award amounts depend on the type of term a student completes. Typically, a qualifying student will complete a 450 hour term of service during Spring/Summer of their first year (education award = \$1678) and a 675 hour term of service during Fall/Winter of their second year (education award = \$2417). Additional information will be given prior to beginning Field or can be found on the Social Work website, [socialwork.byu.edu>Field>AmeriCorps](https://socialwork.byu.edu/Field/AmeriCorps).

Other funding opportunities at BYU can be found on our website:

<https://socialwork.byu.edu/financial-aid>

4. PART-TIME EMPLOYMENT

Because of the rigor of the program and the time commitment required to successfully complete the coursework and internship requirements, we discourage students from

working additional hours outside of BYU School of Social Work employment while in graduate school. Students typically take 13-15 credit hours per semester. BYU expects that for every one hour in class a student spends two hours outside of class. This would equate to 39-45 hours per week spent on coursework alone. Those who choose to have outside employment do so at their own risk. Although graduate studies policy does not prohibit working while attending graduate school (<https://gradstudies.byu.edu/page/policies-and-procedures-b>), we have found that many students who struggle in the program often have outside employment.

5. CURRICULUM

The graduate program and curriculum are designed and developed around the recognition that the Master of Social Work degree is the terminal degree for practice in social work and represents preparation for effective social work practice. Therefore, the primary goal of BYU's MSW program is to help students develop, integrate, and demonstrate their ability to apply knowledge, values, skills, and cognitive and affective processes essential to providing a wide range of social services. Specific to this goal is competence in clinical social work and research.

The program foundation is built upon the gospel of Jesus Christ as taught by The Church of Jesus Christ of Latter-day Saints, the core values of social work (i.e., service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence) and a focus on promoting human and societal wellbeing. The social work values are reflected in the NASW Code of Ethics and in the CSWE Educational Policy and Accreditation Standards (EPAS). The values are closely related to the most central values of the Church of Jesus Christ of Latter-day Saints, the sponsoring institution of the University, which state that the aims of a BYU education should be spiritually strengthening, intellectually enlarging, character building, leading to lifelong learning and service. The curriculum of the School is explicitly and implicitly built upon the foundation of these values and aims.

Competencies

The MSW program utilizes a competency-based outcomes approach to education. The goal of this approach is to ensure that MSW graduates are prepared to work competently with individuals, families, groups, organizations, and communities. The 2022 Education Policy and Accreditation Standards (EPAS) defines 9 competencies which are common to all social work practice. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment regarding unique practice situations. Our program applies knowledge and practice behaviors for advanced practice in clinical social work for each of the 9 competencies, which are:

Competency 1: Demonstrate ethical and professional behavior

Competency 2: Advance human rights and social, racial, economic, and environmental justice

Competency 3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.

Competency 4: Engage in practice-informed research and research-informed practice

Competency 5: Engage in policy practice

Competency 6: Engage with individual, families, groups, organizations, and communities

Competency 7: Assess individuals, families, groups, organizations, and communities

Competency 8: Intervene with individuals, families, groups, organizations, and communities

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

Competency Assessment - Remediation

CSWE requires that students demonstrate proficiency in 9 distinct competencies. In syllabi for required courses, specific learning activities (i.e., assignments, tests, in-class activities, etc.) are identified as competency assignments, and students must meet prescribed competency benchmark scores to demonstrate proficiency. If a student does not meet a competency benchmark on a specific learning activity, they must remediate with the instructor or their faculty advisor. Remediation can occur during the semester. However, at the end of each course, the instructor sends a report to the School with the names of students who did not meet the competency benchmarks and have not remediated. This report includes specific information about the assignments used to determine competence.

A letter is then sent to the student from the School Director that includes

- what competency the student was not proficient in, and why they were identified as not competent
- instructions for the student to meet with his/her faculty advisor and/or instructor and develop a written remediation plan (see below), including a timeline for completion
- consequences if remediation is not satisfactorily completed

The remediation plan must include:

- an overview of the learning activity where competency was not met and what must be completed to be considered competent
- a list of social work values related to the identified competency
- what practice behavior and skills are needed (if in Field)
- how the course instructor's concern will be addressed, including activities to be completed for learning and developing competence
- a reflection assignment focused on what the student has learned through the remediation process

If, after completing the remediation plan, the faculty advisor and/or instructor does not feel competence has been achieved, the student may appeal to the School Director. All remediation plans must be completed by the end of the program. See section 22 below.

6. FULL-TIME PROGRAM

All MSW students enroll in a full-time, 20-month program that includes 1,050 hours of field internship. The School of Social Work does not offer a part-time, online, or advanced standing MSW program.

Field Education (Internship) Overview: Students complete a minimum of 1,050 internship hours across the course of their MSW program. Students are placed in two diverse internship placements. There are multiple required internship-related tasks and orientations prior to the start of student internships. All MSW students are required to read the MSW Field Manual which contains details and specifics related to BYU's MSW Field Education program, policies, and processes.

7. DEGREE REQUIREMENTS

All MSW students must complete 60 credit hours, including 6 hours of electives (see Program of Study below for breakdown of requirements). No academic credit is given for work or life experience. No credit for a D grade may apply toward a graduate degree.

8. PROGRAM OF STUDY

MSW students should review and complete their Program of Study with their faculty advisor at the beginning of their first semester and submit the signed form to Nanci Shumpert, MSW Program Manager, by October 1st. Any changes or updates in a student's Program of Study must be authorized by the student's faculty advisor and submitted to the Program Manager. Failure to do so may result in problems and delays with graduation.

MSW Program of Study**2023-2025**

Name: _____

54 required hours + 6 elective hours = 60 total credit hours

BYU ID #: _____

Research Emphasis Students take research electives

Fall 2023			Credit Hrs
	Soc W 603	Research Methods in Social Work	2
	Soc W 620	Human Behavior and Social Environment	3
	Soc W 623	Social Justice & Diversity	2
	Soc W 660	Social Work Direct Practice Skills	3
	Soc W 661	Social Work Practice Models	3
		Required Hours Total:	13
*Electives	Soc W 671	Play Therapy	2
	Soc W 680R	Pharmacology (online)	2
	Soc W 683	Trauma-Informed Social Work Practice (ONLINE) (Certification available)	2
Research Elective	MFHD 605	Structural Equation Modeling	3
		Semester Hours total:	13-16
Winter 2024			
	Soc W 602	Statistical & Data Analysis in Social Work Research	3
	Soc W 611	Supervised Clinical Social Work Practicum	3
	Soc W 622	Social Work Assessment	3
	Soc W 666	Specialized Direct Social Work Practice	3
		Required Hours Total:	12
*Electives	Soc W 580	Social Work in the School Setting (Certification available) (offered only Winter 2024)	2
	Soc W 675	Substance Use Disorders	2
	Soc W 680R	Pharmacology (online course)	2
	Soc W 683	Trauma-Informed Social Work Practice (ONLINE) (Certification available)	2
Research Elective	MFHD 706R	Advanced Statistical Methods	3
		Semester Hours total:	14-15
Spring/Summer Semester 2024:	Soc W 614R	Integrative Field Seminar 1	2
	Soc W 654R	Field Internship 1	4
add'l tuition if taken Sp/Su	Soc W 680R	Pharmacology (online)	2
		Required Hours Total:	6
Fall 2024			
	Soc W 615R	Integrative Field Seminar 2	1
	Soc W 606	Program & Practice Evaluation in Social Work	2
	Soc W 624	Social Work Practice with Couples and Families	2
	Soc W 630	Social Welfare Policy	3
	Soc W 655R	Field Internship 2	2
	Soc W 663	Social Work Practice with Groups	3
		Required Hours Total:	13
*Electives	Soc W 582	Refugee Studies (offered only Fall 2024)	2
	Soc W 671	Play Therapy	2
	Soc W 674	Human Sexuality and Social Work Practice (2 nd yr MSWs only)	2
	Soc W 680R	Pharmacology (online course)	2
	Soc W 683	Trauma-Informed Social Work Practice (ONLINE) (Certification available)	2
		Semester Hours total:	13-15
Winter 2025			
	Soc W 615R	Integrative Field Seminar 2	1
	Soc W 655R	Field Internship 2	2
	Soc W 664	Leadership & Community Organization	3
	Soc W 667	Social Work Practice with Children & Adolescents	2
	Soc W 669	Specialized Clinical Practice	2
		Required Hours Total:	10
*Electives	Soc W 675	Substance Use Disorders	2
	Soc W 676	Spirituality in Social Work (offered only Winter 2025)	2
	Soc W 680R	Pharmacology (online course)	2
	Soc W 683	Trauma-Informed Social Work Practice (ONLINE) (Certification available)	2
		Semester Hours total:	10-12
		TOTAL Credit Hours:	

Faculty Advisor _____

Date _____

* Students may take Soc W 595R (Directed Readings) for 1-3 elective credits. See Faculty Advisor for more information.

Any outside electives must be pre-approved by the Graduate Coordinator or Director.

Required courses are listed first in each semester. Electives are in *italics*.

Updated 1/26/2023

Curriculum Overview

MSW Program of Study – Curriculum Overview54 required hours + 6 *elective* hours = 60 total credit hours**NOTES:**Required courses are listed first in each semester. Electives are in *italics*.Students may take Soc W 595R (Directed Readings) for 1-3 elective credits. See <https://socialwork.byu.edu/soc-w-595r-directed-readings> for additional information.

Any outside electives must be pre-approved by the Graduate Coordinator or Director.

Research Emphasis Students take research electives

Fall, 1 st year			Credit Hrs
	Soc W 603	Research Methods in Social Work <ul style="list-style-type: none"> Learn how to find, read, and understand peer-reviewed articles Learn what questions can be answered with different research designs Learn how to write the introduction and method sections of a research paper 	2
	Soc W 620	Human Behavior and Social Environment <ul style="list-style-type: none"> Learn the theoretical approaches used in social work to conceptualize client problems at micro, mezzo and macro levels. Learn how interactions between the individual and larger systems affect human behavior at various stages of development Learn the essential social work skill of meeting the client where they are 	3
	Soc W 623	Social Justice & Diversity <ul style="list-style-type: none"> Examine theoretical and conceptual foundations of justice, seeking awareness regarding identity, power, and difference. Recognize experiences of oppression based on race, nationality, gender, sexual orientation, gender identity, age, ability, social class, and intersectional identities. Understand and apply strategies for anti-oppressive social work practice. 	2
	Soc W 660	Social Work Direct Practice Skills <ul style="list-style-type: none"> Learn the code of ethics and a framework to analyze ethical issues. Learn the helping process framework covering intake to termination. Learn assessment and direct practice micro skills. 	3
	Soc W 661	Social Work Practice Models <ul style="list-style-type: none"> Brief overview of major practice models Intensive training in Motivational Interviewing Broad training in Cognitive Behavioral Therapy (CBT), including 1st Wave CBT (Behavior Therapy), 2nd Wave CBT (Cognitive Therapy) and 3rd Wave CBT (Mindfulness and Acceptance) 	3
	Soc W 680R	Pre-Field Seminar I <ul style="list-style-type: none"> Students will demonstrate an understanding of field education through self-exploratory assignments and presentations for a successful start to their internship experience (K,V, P) <p>Students will cultivate a variety of pre-professional skills (resume building, interviewing techniques, communication skills and professionalism) for Field Fair and internship placement. (K,V,S,P)</p>	1
		Required Hours Total:	14
<i>Electives</i>	<i>Soc W 582</i>	<i>Refugee Services (only Fall even years)</i> <ul style="list-style-type: none"> Examine drivers of forced migration, transit and asylum-seeking experiences, policy and programmatic interventions, and resettlement processes. Support migrant communities through service and advocacy efforts 	2
	<i>Soc W 671</i>	<i>Play Therapy</i> <ul style="list-style-type: none"> Understand and witness the child's inherent and intuitive drive towards healing. Understand and recognize that play is the most natural means of expression for children. Learn to apply theoretically sound therapeutic powers of play. <p>Experience the power of relationship and its role in the healing process.</p>	2
	<i>Soc W 680R</i>	<i>Pharmacology (online course)</i> <ul style="list-style-type: none"> Examines the therapeutic effects of medications Possible problems that can result from medication intervention Understanding of individual mental health medications and their impact on client functioning 	2
	<i>Soc W 683</i>	<i>Trauma-Informed Social Work Practice (online course) (Certification available)</i> <ul style="list-style-type: none"> View mental distress symptoms through a trauma lens 	2

		<ul style="list-style-type: none"> • Core concepts for understanding traumatic stress responses • Traumatic responses within multiple diverse populations and cultures • Therapeutic interventions with clients who have experienced diverse forms of trauma • Completion of multiple nationally recognized trauma certifications <p>*Completion of this course is a required element in the BYU MSW Trauma-Informed Clinical Social Work Practice Certificate.</p>	
	<i>Soc W 680R</i>	<p><i>Direct Practice w/Spanish Speakers</i></p> <ul style="list-style-type: none"> • Learn terminology, expressions, and therapeutic processes for work with Spanish-speakers • To gain exposure to the nuances, expressions, differences, and similarities for major cultural groups 	2
<i>Research Elective</i>	<i>MFHD 605</i>	<i>Structural Equation Modeling</i>	3
Semester Hours total:			14-17

Winter, 1st year			
	Soc W 602	Statistical & Data Analysis in Social Work Research <ul style="list-style-type: none"> • Learn when and how to use six statistical tests to make sense of data • Learn how to present research to both academic and non-academic audiences • Learn how to write the results and discussion sections of a research paper 	3
	Soc W 611	Supervised Clinical Social Work Practicum <ul style="list-style-type: none"> • Meet with a client at the Comprehensive Clinic to apply what you have been learning in classes. • Practice and receive feedback on assessment skills used in individual therapy • Practice and receive feedback on intervention skills used in individual therapy 	3
	Soc W 622	Social Work Assessment <ul style="list-style-type: none"> • Assessment and engagement skills • Overview of DSM-5 and ICD-10, including limitations of DSM-5 • Detailed study of 23 very common DSM-5 diagnoses and a briefer review of other DSM-5 diagnoses • Suicide risk assessment and suicide crisis response plans 	3
	Soc W 666	Specialized Direct Social Work Practice <ul style="list-style-type: none"> • Explore therapy from an existential lens • Explore the experiences of trauma, anxiety/depression, and addiction • Explore one's professional identity within the context of course content 	3
	Soc W 680R	Pre-Field Seminar I <ul style="list-style-type: none"> • Students will demonstrate an understanding of field education through self-exploratory assignments and presentations for a successful start to their internship experience (K,V, P) <p>Students will cultivate a variety of pre-professional skills (resume building, interviewing techniques, communication skills and professionalism) for Field Fair and internship placement. (K,V,S,P)</p>	1
		Required Hours Total:	13
<i>*Electives (choose 1)</i>	<i>Soc W 580</i>	<i>Social Work in the School Setting (Certification available)</i> <ul style="list-style-type: none"> • Learn about the educational system and laws and policy that affect school social workers, along with many different roles social workers can take in the school. • Develop an awareness of resources in the community that school social workers utilize. • Understand some of the challenges facing students in our public schools and ways in which school social workers can address these challenges. <p>*Completion of this course is a required element for School of Social Work Certification through the Utah State Board of Education.</p>	2
	<i>Soc W 675</i>	<i>Substance Use Disorders</i> <ul style="list-style-type: none"> • Identify and apply theories on the etiology and epidemiology of addiction and substance use disorders. • Conceptualize and implement addiction treatment interventions on a micro, mezzo, and macro level in accordance with the ethics and core values of social work. • Examine and challenge own biases regarding addiction and clients with SUDs. • Determine the phases of recovery (early, sustained, and stable) and the role of in-person and online community-based support groups in recovery maintenance. • Integrate holistic healing models of body, mind, and spirit in the healing process. 	2
	<i>Soc W 676</i>	<i>Spirituality in Social Work (offered only Winter odd years)</i> <ul style="list-style-type: none"> • Conducting spiritual assessments • Diverse assessment approaches are presented, critiqued, and applied to a variety of health and mental health settings • Evidence based spiritual treatments 	2
	<i>Soc W 680R</i>	<i>Pharmacology (online course)</i> <ul style="list-style-type: none"> • Examines the therapeutic effects of medications • Possible problems that can result from medication intervention • Understanding of individual mental health medications and their impact on client functioning 	2
	<i>Soc W 683</i>	<i>Trauma-Informed Social Work Practice (online course) (Certification available)</i> <ul style="list-style-type: none"> • View mental distress symptoms through a trauma lens • Core concepts for understanding traumatic stress responses • Traumatic responses within multiple diverse populations and cultures 	2

		<ul style="list-style-type: none"> • Therapeutic interventions with clients who have experienced diverse forms of trauma • Completion of multiple nationally recognized trauma certifications <p>*Completion of this course is a required element in the BYU MSW Trauma-Informed Clinical Social Work Practice Certificate.</p>	
<i>Research Elective</i>	<i>MFHD 706R</i>	<i>Advanced Statistical Methods</i>	3
Semester Hours total:			
Spring/Summer, 1st year:			
	Soc W 614R	Integrative Field Seminar 1 <ul style="list-style-type: none"> • Linkage of Internship experiences with CSWE Competencies • Broad discussion of common internship experiences and concerns • Self-Care Curriculum (1 hr/week) 	2
	Soc W 654R	Field Internship 1 <ul style="list-style-type: none"> • 450 internship hours in a Soc W Agency • M-F (28 to 40 hours/week) in Agency • Focus is on Generalist competencies 	4
** additional tuition if taken Spring/Summer**	<i>Soc W 680R</i>	<i>Pharmacology (online)</i> <ul style="list-style-type: none"> • Examines the therapeutic effects of medications • Possible problems that can result from medication intervention • Understanding of individual mental health medications and their impact on client functioning 	2
Required Hours Total:			6

Fall, 2 nd year			
	Soc W 615R	Integrative Field Seminar 2 <ul style="list-style-type: none"> • Linkage of Internship experiences with CSWE Competencies • Broad discussion of common internship experiences and concerns • Self-Care Curriculum (self-care of choice) 	1
	Soc W 606	Program & Practice Evaluation in Social Work <ul style="list-style-type: none"> • Learn the basic types of program evaluations • Design and carry out a real program evaluation via collaboration with community partners • Apply study design and analysis knowledge gained in Soc W 602 and 603 • Learn to appropriately present findings to stakeholders 	2
	Soc W 624	Social Work Practice with Couples and Families <ul style="list-style-type: none"> • Learn how to assess and treat couples and families • Learn two clinical models: Structural Family Therapy and Emotion Focused Therapy for Couples • Learn how to think systemically in your clinical work 	2
	Soc W 630	Social Welfare Policy <ul style="list-style-type: none"> • Explore social welfare policies • Engage in policy practice • Identify social problems and responsive policy formulations • Help students become socially responsible consumers and advocates for change • How policies affect disadvantaged communities and communities of color 	3
	Soc W 655R	Field Internship 2 <ul style="list-style-type: none"> • 300 internship hours in a Soc W Agency • M, W, F (20 hours/week) in Agency • Focus is on Specialized Clinical competencies 	2
	Soc W 663	Social Work Practice with Groups <ul style="list-style-type: none"> • Explore an approach to group therapy that is focused on interpersonal learning • Participate in and facilitate group simulations during class • Give and receive personal feedback on group facilitations 	3
		Required Hours Total:	13
*Electives (choose 1)	Soc W 582	<i>Refugee Services (only Fall even years)</i> <ul style="list-style-type: none"> • Become informed and involved in responding to forced displacement • Examine drivers of forced migration, transit and asylum seeking experiences, policy and programmatic interventions, and resettlement processes. • Support migrant communities through service and advocacy efforts 	2
	Soc W 671	<i>Play Therapy</i> <ul style="list-style-type: none"> • Understand and witness the child's inherent and intuitive drive towards healing. • Understand and recognize that play is the most natural means of expression for children. • Learn to apply theoretically sound therapeutic powers of play. • Experience the power of relationship and its role in the healing process. 	2
	Soc W 674	<i>Human Sexuality and Social Work Practice (2nd yr MSWs only)</i> <ul style="list-style-type: none"> • Examine different cultural perspectives, value systems and ethics in human sexuality, and demonstrate the ability to critically think about sexual issues from a variety of perspectives. • Learn about sexual anatomy and sexual functioning in order to work with clients effectively using a sex-positive framework. • Identify the sources, processes, and behavioral expressions of human sexual development across the lifespan. • Demonstrate knowledge regarding the range of sexual behaviors, outcomes and potential consequences. • Develop language and baseline comfort around topics of sexuality and demonstrate ability to effectively talk about human sexuality with clients. 	2
	Soc W 680R	<i>Pharmacology (online course)</i> <ul style="list-style-type: none"> • Examines the therapeutic effects of medications • Possible problems that can result from medication intervention • Understanding of individual mental health medications and their impact on client functioning 	2
	Soc W 680R	<i>Direct Practice w/Spanish Speakers</i> <ul style="list-style-type: none"> • Learn terminology, expressions, and therapeutic processes for work with Spanish-speakers. 	2

		To gain exposure to the nuances, expressions, differences, and similarities for major cultural groups.	
	<i>Soc W 683</i>	<i>Trauma-Informed Social Work Practice (online course) (Certification available)</i> <ul style="list-style-type: none"> • View mental distress symptoms through a trauma lens • Core concepts for understanding traumatic stress responses • Traumatic responses within multiple diverse populations and cultures • Therapeutic interventions with clients who have experienced diverse forms of trauma • Completion of multiple nationally recognized trauma certifications *Completion of this course is a required element in the BYU MSW Trauma-Informed Clinical Social Work Practice Certificate.	2
Semester Hours total:			

Winter, 2nd year			
	Soc W 615R	Integrative Field Seminar 2 <ul style="list-style-type: none"> • Linkage of Internship experiences with CSWE Competencies • Broad discussion of common internship experiences and concerns • Self-Care Curriculum (self-care of choice) • Oral Clinical Case Presentation 	1
	Soc W 655R	Field Internship 2 <ul style="list-style-type: none"> • 300 internship hours in a Soc W Agency • M, W, F (20 hours/week) in Agency • Focus is on Specialized Clinical competencies 	2
	Soc W 664	Leadership & Community Organization <ul style="list-style-type: none"> • Prepare for roles as leaders, advocates, managers, and community organizers. • Explore influence through personal leadership and vision, administrative roles within social service organizations, approaches to community organizing, and strategies for influencing social policy. • Develop skills and abilities to assist communities and organizations in solving social problems. 	3
	Soc W 667	Social Work Practice with Children & Adolescents <ul style="list-style-type: none"> • Learn how to use developmental sensitivity in engaging and assessing child and adolescent clients • Learn how to recognize differential symptom manifestations of mental health disorders across different ages • Learn to apply appropriate and evidence-based treatment modalities tailored to children's developmental level 	2
	Soc W 669	Specialized Clinical Practice <ul style="list-style-type: none"> • Learn how to make optimal decisions when you confront ethical dilemmas • Learn skills to develop expertise • Learn how to measure the impact of your work • Become familiar with four specialized clinical models • Gain a deep knowledge of one specialized clinical model 	2
		Required Hours Total:	10
<i>*Electives (choose 1)</i>	<i>Soc W 580</i>	<i>Social Work in the School Setting (Certification available)</i> <ul style="list-style-type: none"> • Learn about the educational system and laws and policy that affect school social workers, along with many different roles social workers can take in the school. • Develop an awareness of resources in the community that school social workers utilize. • Understand some of the challenges facing students in our public schools and ways in which school social workers can address these challenges. <i>*Completion of this course is a required element for School of Social Work Certification through the Utah State Board of Education.</i>	2
	<i>Soc W 675</i>	<i>Substance Use Disorders</i> <ul style="list-style-type: none"> • Identify and apply theories on the etiology and epidemiology of addiction and substance use disorders. • Conceptualize and implement addiction treatment interventions on a micro, mezzo, and macro level in accordance with the ethics and core values of social work. • Examine and challenge own biases regarding addiction and clients with SUDs. • Determine the phases of recovery (early, sustained, and stable) and the role of in-person and online community-based support groups in recovery maintenance. • Integrate holistic healing models of body, mind, and spirit in the healing process. 	2
	<i>Soc W 676</i>	<i>Spirituality in Social Work (offered only Winter odd years)</i> <ul style="list-style-type: none"> • Conducting spiritual assessments • Evidence based spiritual treatments 	2
	<i>Soc W 680R</i>	<i>Pharmacology (online course)</i> <ul style="list-style-type: none"> • Examines the therapeutic effects of medications • Possible problems that can result from medication intervention • Understanding of individual mental health medications and their impact on client functioning 	2
	<i>Soc W 683</i>	<i>Trauma-Informed Social Work Practice (online course) (Certification available)</i> <ul style="list-style-type: none"> • View mental distress symptoms through a trauma lens • Core concepts for understanding traumatic stress responses • Traumatic responses within multiple diverse populations and cultures 	2

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		<ul style="list-style-type: none"> • Therapeutic interventions with clients who have experienced diverse forms of trauma • Completion of multiple nationally recognized trauma certifications <p>*Completion of this course is a required element in the BYU MSW Trauma-Informed Clinical Social Work Practice Certificate.</p>	
		Semester Hours total:	

TOTAL Hours: **54** (required)
6 (electives)

Updated 7/25/2024

9. CERTIFICATIONS

The School of Social Work offers two certificates to MSW students, one for Trauma-informed Clinical Social Work and one for School Social Work. The requirements/process for both are listed below:

Trauma-informed Clinical Social Work Certificate process:

1. Complete Soc W 683 - Trauma Informed Social Work Practice (elective) during your BYU MSW program.
2. Track 200 hours of trauma-related therapy during your approved internship(s) on your monthly internship time log in IPT.
3. Complete Soc W 666 during your first Winter semester and Soc W 667 during your last Winter semester of the MSW program.
4. On April 1st of your 2nd year, the Program Manager will send out a verification form for students to fill out regarding their Trauma-related internship hours and completion date.
5. Trauma Certificates will be mailed to students or available for pick up after the Winter semester of your 2nd year.

School Social Work Certificate process:

1. Complete Soc W 580 - Social Work in the School Setting during your BYU MSW program
2. Complete one of your internships in an approved school setting
3. Get fingerprinted with Live-Scan at the McKay School office. Send results to the Utah State Board of Education and to BYU. Fingerprinting at BYU is \$10 for current BYU students. Registering for fingerprinting creates a CACTUS account for the student on USBE (Utah State Board of Education) records. The student fingerprinting record is only active for 60 days, then it expires.
4. In May, after final BYU degree transcripts are posted, the MSW Program Manager will email the McKay School office two verification letters; one verifying that the School Social Work elective was completed and that the student has graduated from our program, the other verifying the student's school internship information.
5. When the McKay school has this information, they will issue a State Certificate Recommendation. They will then send an email (to the student's email on BYU records) with instructions on how to obtain the certificate.

Note: The McKay School will only verify a student's school social work qualifications for up to 5 years after graduation. Because of this we strongly encourage you to get your certification soon after graduation even if you do not plan to work in a school.

10. CLASS ATTENDANCE AND PARTICIPATION

Because of confidentiality, liability, and a responsibility to provide a professional learning environment, only students who are officially enrolled either for credit or audit are eligible to attend classes at BYU. Students are expected to be physically present in classes. In emergency cases, a student may need to attend a class through an online video format. If

this is the case, the student must contact the instructor to receive permission prior to the start of class. If approved, it is the instructor's responsibility to arrange the technology necessary for this to occur. Other students should not be asked to help in this process. Recording any part of a class is prohibited without the prior approval of the instructor and School Director.

The School of Social Work encourages and supports parents in their academic preparation, and recognizes the challenge of making appropriate childcare arrangements. Due to the potential distraction of having a baby or child in the classroom, the general policy is that children do not accompany parents to class. Additionally, parents are encouraged to have a back-up plan in place for the occasional and unplanned illness or emergency. If, as a last resort, a student feels they cannot miss class and the only option is to bring the child to class, they must contact the instructor in advance to obtain permission. If approved, it is the parent's responsibility to ensure that the child is not a distraction to other students or the instructor. The same policy exists for children in the computer lab. If, as a last resort, a student must bring a child to the computer lab, they should contact the Office Manager or School Director in advance to obtain permission.

11.AUDITING CLASSES

Students may audit elective classes for no credit with instructor approval. Generally, instructors require a commitment to attendance, class participation, and some or all of the required readings. After obtaining instructor approval and agreeing to the auditing requirements, contact the School Office Manager to request a Permission to Audit code. Classes taken for audit will not appear on your official transcript.

12.CHALLENGE EXAMS

No constructive credit or academic/field internship credit for life experience and/or for previous work experience is given by the School of Social Work. However, challenge exams are available for the Human Behavior and Social Environment (Soc W 620) and Social Welfare Policy (Soc W 630) courses. The challenge exams are for students who successfully took an equivalent course(s) as part of their BSW degree. Students who completed BYU's undergraduate social welfare policy course (Soc W 331) also qualify to take the challenge exam for Social Welfare Policy (Soc W 630). Students from other universities who have taken an undergraduate social welfare policy class from an accredited Social Work program may request to take the challenge exam. The student needs to contact the Soc W 630 instructor to demonstrate that the undergraduate course content meets a minimum standard. Interested students should contact the Graduate Program Manager to schedule an exam by July 15 each year. The cut-off grade in the challenge exam is B-. Should the student pass the exam, the exam grade is the grade the student receives for the course. While registration records will show that the student is enrolled in the class, he/she is exempt from class attendance during the semester. The student will receive the normally allotted credit for the course and is not required to enroll in another course as a replacement. If a student does not pass the challenge exam, they must complete the course.

13. TRANSFER OF ACADEMIC CREDIT

The School of Social Work follows the policy outlined in the Graduate Studies Policies and Procedures Handbook. The excerpt below is taken from [Graduate Studies Policies and Procedures Handbook](#), Credit Policies > Transfer Credit:

Credit taken at other accredited universities in the United States or in Canada may, with departmental approval, be applied toward a graduate degree at BYU under the following conditions:

- Transfer credits must be clearly graduate level
- The grade for any such course must be B or higher, pass/fail credit is non-transferable
- Home study, correspondence, and extension courses are non-transferable
- Courses taken before a student begins graduate work at BYU must be approved during a student's first semester of study at BYU
- Courses taken at another university after the student has begun studies at BYU must be pre-approved by graduate committee members and the graduate coordinator; the proposed credit must be submitted on the Program of Study in AIM
- Credit cannot have already been applied to another degree

The number of credits a student may transfer varies according to the number of credit hours required for the BYU graduate program. The maximum number of transfer credits should constitute no more than 25% of the total required for the program, not to exceed 15 credit hours in any program. For example, if senior and/or post-baccalaureate studies credits are used in conjunction with transfer credit, the total may not exceed 15 credit hours.

Required Program Hours	Transfer Credit Limit
30	7
36	9
40	10
50	12
60	15
>60	15

Under certain circumstances credit from accredited or certified international universities may be considered for transfer if all the conditions required for transferring credit are met and the department submits a written justification assuring the following, before the classes are taken:

- The international university is highly regarded as an institution of higher education and accredited by the International Association of Universities
- The content, rigor, and applicability of the courses are appropriate for the student's graduate program and will enrich the student's graduate experience

A student may also choose to transfer the credit by successfully completing a challenge examination in the course(s).

All Transfer of Student requests are handled on a case by case basis. When an applicant inquires about transferring to our MSW program:

1. The Graduate Coordinator sends the student our Transfer Policy document (as outlined above) and requests that they complete the requirements listed therein:
 - Provide proof of our 3 prerequisite classes taken either before or during their current MSW program. These prerequisite courses are: Intro to Social Work, Statistics, and Social Science Research Methods.
 - Provide a personal statement noting their circumstances and the reason for the transfer request.
 - Provide a letter demonstrating they are in good standing from their current accredited MSW program.
2. The transfer applicant must then complete the BYU Graduate Application, either by our normal December 15th deadline, or if the request comes later, by July 15th.
3. The file is then reviewed by the Admission Committee using the same criteria as any other student applying.
4. The transfer applicant is notified of their admittance by April 15th if applying by December 15th and notified by August 15th if they apply after December 15th. Admittance is based upon the candidate's qualifications and available space in the program. We typically admit 40 applicants per year. All new students begin in Fall semester.
5. If admitted, a request is made for the student to send the BYU School of Social Work the class syllabi from their previous program. A panel of 2-3 faculty members (including the Curriculum Chair, the Director, and the Graduate Coordinator) will then review class syllabi, transcripts and credit hours to decide which classes may be accepted and how many credit hours may transfer to our program. A maximum of 15 hours of transfer credit is allowed by the University. This evaluation and the accompanying printed graduate studies form must then be approved by the Dean of the College (FHSS) as well as by BYU Graduate Studies.
6. Because of our small program and limited sequential schedule, the full 20 months of the program will need to be completed by the transfer student even if transfer of credits are accepted. Our justification for transfer students still completing the 20 months is the clinical nature of the program. We feel transfer students still need to complete our rigorous clinical courses and participate in two practicum opportunities. While the graduation timeframe will not change, credits for transferred classes may result in fewer required credit hours in the program (as outlined in the Program of Study).

14.SOC W 595R (DIRECTED READINGS)

Students can take Soc W 595R (Directed Readings) as an elective to work with a Social Work faculty member on independent readings, additional research, attending an

approved conference, or any other academic activity that the student and faculty member determine will be of benefit to the student.

Students wanting to take Soc W 595R must find a Social Work faculty member willing to oversee the completion of this course (based on faculty expertise/interest and availability). A *Directed Readings Agreement* must be completed before registering for the course. See form below or located on the Social Work website at: <http://socialwork.byu.edu/Pages/soc-w-595r>.

Grading may be pass/fail or letter grade (A-F) and agreed to and indicated on the Directed Readings Agreement.

The student must obtain the signature of the identified faculty member on the Directed Readings Agreement and return it to the Office Manager prior to the add/drop deadline. After turning in the Directed Readings Agreement, the student will be given a 'permission to add' code to register for the class.

Soc W 595R is a variable credit hour class and can be taken for 1 to 3 credit hours. Except in rare circumstances (approved in advance by the Director of the School of Social Work), no more than three credit hours of Soc W 595R will be allowed to count toward graduation requirements.



BYU School of Social Work
 2190 JFSB Provo, UT 84602
 Tel: (801) 422-3282
 Fax: (801) 422-0624
 Web: <http://www.socialwork.byu.edu>
 Email: socialwork@byu.edu

Social Work 595R Directed Readings Agreement

1. Student: Complete this *Social Work 595R Directed Readings Agreement* with the Social Work faculty member overseeing the completion of this course. Both student and SW faculty member need to sign the form.
2. Submit the completed form to the Social Work office for Director's signature.
3. Student will be notified of registration details and given the Permission to Add code after all three signatures are obtained.

Name: _____ BYU ID: _____
 Email Address: _____ Phone Number: _____
 Date: _____

1. The above-named student will be taking Soc W 595R Directed Readings during _____ semester for _____ credit hours (variable credit: 1 to 3 hours).
2. Select one or more directed activities below and give a brief description and details of what you plan to do:
 - a. Readings (one credit hour = 1,000 pages) - list specific readings _____

 - b. Additional Research _____

 - c. Conference _____

 - d. Other _____

4. The grading for this student in this class will be letter grade *or* pass/fail (circle one)
 Determine grading scale with faculty member and explain here: _____

5. This course must be completed by the last day of class of the semester noted in #1 above.

Signatures:

 Student Faculty Member Director

NOTE TO STUDENTS AND FACULTY: Only 3 credit hours of Soc W 595R will be allowed to count toward graduation requirements.

For Office Use Only:

- | | | |
|--|---|---|
| <input type="checkbox"/> Build Section | <input type="checkbox"/> Notify Student of Add Code | <input type="checkbox"/> Scan Copy to Student and Faculty |
| <input type="checkbox"/> Nanci: ADV08 Prog. of Study | <input type="checkbox"/> Charlene: File until Grades Posted | <input type="checkbox"/> Completion to Student File |

\\Fhsfile10.Byu.Edu\Shares\Socialwork\Department\Curriculum\Classes\595R\Soc W 595R Directed Readings Agreement.Docs
 11/2015

Updated

15. RESEARCH SEQUENCE

The MSW program includes a research sequence consisting of three elements: a semester of research methods (Soc W 603), a semester of statistical and data analysis (Soc W 602), and a semester of program evaluation (Soc W 606). Taking research methods and statistics culminates in the completion of a research project of publishable quality. This training is designed to help the student engage in practice-informed research and research-informed practice, providing students with the knowledge, values, skills, and cognitive and affective processes necessary to assess the effectiveness of the services provided to clients, to conduct practice assessment, and to engage in macro-level research (i.e., at the community-level or in policy practice).

Designing and completing a research project gives students the opportunity to apply theory, research, ethics, and social work skills to a concrete issue of concern to social workers. As a result, the paper is an opportunity to help students learn how to integrate statistical and research methods into their clinical training and competence. It is expected that the final project will be of publishable quality and related to a general area of social work practice and/or research.

Students should also seek opportunities to present their original research at a professional conference, such as CSWE or SSWR. A list of additional paper requirements will be included in the syllabus for each course. Students are encouraged to work with a research professor in Social Work or a related discipline to complete the project. Often, faculty members are working on larger projects that may relate to student interests.

Students interested in going on for a PhD should work closely with a professor to complete the publishable paper and then submit it to a scholarly journal for review and possible publication. In this case, students should work with a mentor (e.g., professor, supervisor, etc.) on the day-to-day completion of the project. The course instructor will provide oversight and feedback to ensure the completed project meets required criteria.

The School of Social Work (in accordance with University and Graduate School guidelines) has established the following guidelines regarding the publishable paper:

1. The final paper must be written in accordance with relevant APA style guidelines.
2. The final paper should include the following:
 - a. Introduction (including research question and problem statement)
 - b. Review of the literature (including relevant theories or models)
 - c. Methods used in data collection and analysis
 - d. Results from the data analysis
 - e. Discussion (linking results back to the literature, includes limitations of the study and implications for practice, policy, recommendations, and future research)
 - f. Conclusion (addressing the take home message of the study)
3. The student should be the primary author of the paper, although close consultation with the instructors and/or project mentor is recommended. In general, students should not ask, nor expect that any work will be done by a faculty member, supervisor, teaching assistant, or anyone other than themselves.

Additionally, students will take a program and practice evaluation course Fall semester of their second year. The discipline of social work is closely tied to the delivery of services to improve social conditions. The ability to evaluate programs and practice to determine if they are having the desired effect is a critical competency for social workers. Learning how to conduct a program and practice evaluation can be meaningful to research and practice communities and can help shape policy.

Research Emphasis Students: The School of Social Work recommends the following for each research emphasis student:

Take MFHD 605 Fall Semester 1st year (fills 3 credits of elective requirement)

Take MFHD 706R Winter semester of the 1st or 2nd year (fills 3 credits of elective requirement) or identify a different class that meets your needs and fills the requirement

Work with professor to publish the publishable paper

Work with a professor to submit a conference abstract and attend and present at a national conference (CSWE, SSWR)

Take or audit clinical electives as desired (optional)

16. CONFERENCE ATTENDANCE

Students are encouraged to participate in academic conferences. Such conferences (like CSWE and SSWR) provide students an opportunity to network and gain valuable experience within the profession. Students are strongly encouraged to collaborate with their professors or mentors on conference submissions. It is important to note, however, that conference presentation deadlines typically occur 6-8 months before the conference.

Funding Sources for students who present at academic conferences:

Social Work: Students can apply for funding from the Department and College using this link: <https://socialwork.byu.edu/conference-participation-funding>

Students typically receive funding to attend and present at one conference during the program.

Graduate Studies: Research Presentation Award: Graduate students presenting original research at conferences (either orally or poster presentations) are eligible to receive a Research Presentation Award (RPA) averaging \$400. RPAs are intended to enable graduate students to travel to important conferences or events within their discipline in order to present their scholarly and creative work. RPAs are awarded twice each year and are distributed within two months after the application deadline. The application deadline is in the middle of an award period which allows students to apply who have either already presented their research/creative work or who are planning to within the specified time period. Approximately one-third of applicants receive an award. **More information about the Research Presentation Award information can be found on the Graduate Student Society website <https://gradstudies.byu.edu/page/research-presentation-award>.**

17. FACULTY ADVISEMENT

Faculty Advisement assists students throughout the program as they prepare to become competent social workers. Students are assigned a faculty advisor as they enter the program. The faculty advisor monitors student progress, consults with the students on their Program of Study, and assists in problem solving with academic and non-academic matters. The faculty advisor serves as a student's first line of defense. Students are expected to arrange for visits with their faculty advisor a minimum of once each semester while in the program.

The role of the faculty advisor is to:

1. Help students complete their Program of Study by selecting elective courses. See Section 8, Program of Study.
2. Help students assess their academic progress and standing, through:
 - a. assessment of the number of credits earned each semester in relation to students' academic program of study and date of anticipated graduation.
 - b. assessment of grades, including those for individual courses as well as cumulative social work GPA.
3. Help students identify professional and academic deficiencies which pose potential threats to future satisfactory academic performance and help the student remedy the difficulties. This may include utilization of campus and/or community services, when necessary, for financial need, personal counseling, skill deficiencies and/or other difficulties threatening satisfactory academic or professional performance.
4. Review the Student Progress Report with students each semester.

Periodically in the program, both school and non-school related problems may come up. While a student can consult with any faculty member, the student's advisor must be kept informed of any issues that may be relevant to the student's performance and success. Pertinent student concerns may also be discussed in faculty meeting for collaboration purposes.

The process of faculty advising is assumed to be an ongoing, collaborative effort throughout the program. Students are strongly encouraged to anticipate or avoid serious difficulties by utilizing their faculty advisor. Students are ultimately responsible for the accuracy of their academic enrollment and Program of Study.

Generally, students maintain the same advisor throughout their program. Students can request a change in advisement in rare circumstances. These requests should be submitted to the School's Director.

19. PERSONAL COUNSELING/THERAPY

The rigor of Graduate School can trigger many physical and emotional responses. Students may find themselves in need of personal counseling. It is recommended that students seek therapy on their own, as needed, to enhance their personal growth as a clinical social worker. In addition, personal psychotherapy may be required of a student as a condition of

continued enrollment in the program if the faculty determines such counseling is necessary. See <http://ccc.byu.edu/>

20. PROCEDURES FOR GRADUATE STUDENT EVALUATIONS (PROGRESS REPORTS)

Students are expected to perform satisfactorily in the program. The School of Social Work is required by Graduate Studies to complete Progress Reports each semester. Each student's faculty advisor is responsible to complete this report, summarizing the student's progress in the program in both academic and non-academic areas. It is the responsibility of each student to set up at least one face-to-face meeting each semester with their faculty advisor. The Graduate Program Manager records these evaluations with the University.

All areas of student's performance will be considered in the progress report: overall academic performance (see Academic Standards below), fulfillment of program requirements, courses completed on schedule, professional performance, moral and ethical standards, interpersonal skills, etc. The faculty advisor rates the students' performance as satisfactory, marginal, or unsatisfactory for each criterion. If a student receives a low rating, the advisor will include a rationale.

The rating criteria are as follows:

- 1) Satisfactory progress, no comments needed
- 2) Marginal or Unsatisfactory progress may include but is not limited to the following:
 - a. Poor academic performance.
 - b. Unprofessional and/or unethical behavior in the program (including a student's internship).
 - c. Failure to submit Program of Study.
 - d. Limited progress toward courses and requirements on Program of Study.
 - e. Poor performance in clinical/internship/applied experience.
 - f. Failing a course (D and E grades do not apply towards graduation).
 - g. Failure to resolve any problems or fulfill any requirements indicated in a previous marginal or unsatisfactory review.

Students making marginal or unsatisfactory progress are informed in writing:

- What they need to do to make satisfactory progress.
- When each task needs to be accomplished.
- What faculty member(s) they should contact for more information or support.
- What will happen if these tasks are not accomplished (e.g., an unsatisfactory rating for the next semester, termination from the program, etc.).

If a student receives a marginal and an unsatisfactory or two unsatisfactory ratings in succession the university will:

- Terminate the student's program at the conclusion of the semester
- OR Graduate Studies should receive a Petition for Exception
- If a student receives a marginal rating in one semester and is not making satisfactory progress in the next semester, the student must be rated as making unsatisfactory

progress. In other words, a student may not be rated as making marginal progress in two sequential semesters. Failing to correct marginal progress is unsatisfactory.

- In the case of marginal or unsatisfactory progress, communication by certified letter with return receipt is required. The letter should list requirements that the student must fulfill, time deadlines for those requirements, and the faculty whom the student should contact for information or help.

Academic Standards

Grade Point Average (GPA) Requirements

By university policy, graduate students may not graduate with a cumulative GPA lower than 3.0. Students must retake courses if they receive a D or E grade in them. See Graduate studies GPA requirement.

Graduate students whose Program of Study GPA falls below 3.0 will not be allowed to graduate and may be dismissed from their graduate programs. Students whose grades frequently fall in the C range or below may be consulted about the advisability of continuing graduate study. No D credit may apply toward a graduate degree.

See Graduate Studies Policies and Procedures Manual for further details. See Evaluation of student progress.

Evaluation Inputs

Approaches to evaluating student progress are as follows:

- 1) Course grades provide one criterion for reviewing student progress. Note: students must graduate with a minimum 3.0 GPA.
- 2) Faculty observations of a student's attendance, participation, personal competence, and professionalism in managing course work and interpersonal relationships with peers in the program are also noted.
- 3) A comprehensive evaluation of the student's performance in the field internship is completed at the end of each field semester.
- 4) Students enroll in an integrative field seminar to integrate knowledge, values, and skills from classroom to practice settings. These seminars provide faculty with another opportunity to monitor progress and to give counsel where needed.
- 5) A field liaison visits field agencies regularly, monitoring student progress in addition to evaluating the agency's responsiveness to school/student needs.
- 6) On an ongoing basis, faculty members discuss student concerns.

When student concerns arise, the student's faculty advisor counsels the student about perceived difficulties and individual educational needs. The advisor and student then create a plan for addressing the concerns, including a timeline for meeting the goals set out in the plan. The plan is signed by both the faculty advisor and the student and submitted to the Office Administrator to be placed in the student's file. Failure to meet the goals set out in the plan is grounds for the faculty advisor's recommendation of termination from the program to the Director, who will present the possibility of termination at a faculty meeting for a majority vote.

BYU SCHOOL OF SOCIAL WORK
MSW STUDENT PROGRESS REPORT

Name _____

Date _____

Advisor _____

☐ First Year
☐ Second Year

SCALE: S = satisfactory M = marginal U = unsatisfactory

1. ACADEMIC PERFORMANCE			
A. Grades: Did the student get a B- or better in all his/her classes this semester?		Circle one: Yes No	
B. Overall GPA _____ Last Semester GPA _____			
C. Is the student following his/her program of study?		Circle one: Yes No	
Evaluation of Academic Performance	S	M	U
COMMENTS (required if given an M or U in Academic Performance):			

2. NON-ACADEMIC PERFORMANCE			
A. Appropriately shows respect for staff, teachers, and fellow students?		Circle one: Yes No	
B. Demonstrates adequate mental health, including coping with stress and freedom from pathology?		Circle one: Yes No	
Evaluation of Non-Academic Performance	S	M	U
COMMENTS (required if given an M or U in Non-Academic Performance):			

3. OVERALL PERFORMANCE				
Overall Evaluation	Circle one:	Satisfactory	Marginal	Unsatisfactory
If there are any "M" or "U" evaluations, please meet with the student to discuss and sign below.				

Student signature: _____ Date: _____

Faculty Advisor signature: _____ Date: _____

BYU Graduate Studies Policies and Procedures manual state: If a student receives a marginal rating in one semester and is not making satisfactory progress in the next semester, the student must be rated as making unsatisfactory progress. In other words, a student may not be rated as making marginal progress in two sequential semesters. Failing to correct marginal progress is unsatisfactory. (page B23).

21. WITHDRAWAL AND READMISSION POLICY

Students are expected to complete MSW requirements in two consecutive years from the date they begin the course of study. Only under extenuating circumstances are students allowed to take up to five years to finish the program from the date of admission. Due to unforeseen life circumstances sometimes a student might need to withdraw temporarily from the program. These policies apply only after the student begins his/her course work (withdrawal before course work starts is subject to admissions policy).

Leave of Absence: Only in cases of military assignment, missionary service or medical hardships (e.g. problematic pregnancy, major surgery, life threatening events, etc.), can students petition for a leave of absence (temporary withdrawal) from the program. The petition for Leave of Absence must be submitted while the student is in good standing in the program, and must be verified by an appropriate expert or authority with written documentation. In this case, the student is not required to reapply to the program or petition for re-admission if they resume the course of study within two years of the beginning leave date.

Because the curriculum is sequentially designed, students returning from a leave of absence are readmitted to the semester following their last completed semester. For example, if a student completes the first (fall) semester then takes a leave of absence, she or he must re-join the program for the winter semester in one or two years. Re-admitted MSW students cannot be guaranteed any prior field placement choice and will be assigned to field placements which are available and deemed appropriate by the Director of Field Education.

Withdrawal with Approval: A student who has been admitted into the program and has attended at least two months of the program may petition for official approval for immediate withdrawal from the program for extenuating circumstances which do not meet the criteria for leave of absence. If the petition is approved, the student may apply for re-admission to the program within the 12 months following the date of withdrawal. If re-admitted, the student must complete a full course of study required by the program.

Re-admission is contingent upon a successful re-application to BYU Graduate Studies. Re-application consists of (a) Application form GS Form 6, (b) \$600 fee, and (c) ecclesiastical endorsement, see:

<https://brightspotcdn.byu.edu/93/20/14fbe1ed42e0a6c1d1eb728199e1/gs-form-6.pdf>

The first admission is not a guarantee of admission in the future. The candidate will be compared to the application pool at the time of application, and the current application criteria will be applied.

Withdrawal without Approval: A student who has been admitted into the program and has begun her/his course of study but withdraws without receiving a written approval from the Director of the program, will be terminated from the program unless an emergency precludes the student's ability to undergo such a process. The student will not be allowed to reapply to the program unless the emergency nature of the student's

unauthorized withdrawal can be documented. If the student is evaluated to meet the emergency criteria for unauthorized withdrawal, they can reapply to the program.

22. STUDENT ACADEMIC GRIEVANCE AND APPEAL PROCEDURES

The School of Social Work follows the policy outlined in Graduate Studies Policies and Procedures Handbook. The excerpts below are taken from [Graduate Studies Policies and Procedures Handbook](#), Graduate Academic Grievance Policy:

Despite the well-meaning efforts of students and faculty, there may be occasions when a graduate student feels that his or her work has been unfairly or inadequately evaluated. Usually such differences can be amicably resolved between the student and faculty member. The following procedures are designed to encourage satisfactory resolution of academic grievances with a minimum of formal procedure.

Academic evaluations subject to this policy include grading, restrictions limiting participation in university academic programs, dismissal from the university or a university program for academic reasons, actions arising from incidents of academic dishonesty, the withholding and/or revocation of a diploma for academic reasons, and the withholding of special notations on transcripts for academic reasons.

A grievance related to restrictions limiting participation in university academic programs must be initiated within 30 days of the decision in question. All other grievances must be initiated by the graduate student no later than 120 days from the last day of the examination period of the semester in which the alleged unfair or inadequate evaluation occurred.

The graduate student should initially address the grievance to the involved faculty member for review and resolution. If for any reason the faculty member is unavailable or the student believes the matter will not be fairly dealt with or may result in retribution, the student may direct the grievance to the department chair within 30 days. If there is no department chair, the grievance shall be directed to the graduate coordinator or other person designated by the dean of the college to consider such matters (hereinafter referred to as the department chair). The faculty member or department chair shall have the right to consult others regarding the matter as reasonable, with due regard for the graduate student's right to privacy under the Family Educational Rights and Privacy Act. If a department or college has a process for such grievances, the student will follow the department or college's procedures. If the department or college does not have a specific grievance process in place, then the department chair will review the student's grievance. Decisions of the department chair, including matters originating with the department chair, shall be given in writing to both the student and the faculty member within 30 days of the student's written request for review. If no further request for review is taken, as described in the following paragraph, the decision of the department chair will be implemented.

If a department or college has a process for such grievances, the student will follow the department or college's procedures. If the department or college does not have a specific grievance process in place, then the department chair will review the student's grievance. Decisions of the department chair, including matters originating with the department chair, shall be given in writing to both the student and the faculty member within 30 days of the student's written request for review. If no further request for review is taken, as described in the following paragraph, the decision of the department chair will be implemented. If the matter is not resolved to the student's satisfaction by the department chair, the student may submit a written request for review to the dean of the college or school as appropriate to the academic unit, outlining the grievance, explaining its disposition, and setting forth facts supporting the student's request. The request for review must be made within 30 days of the date of the written disposition by the department chair. The college dean will conduct a review and will communicate his/her decision in writing to the student and to the department chair within 30 days of receipt of the graduate student's request for review. If the matter involves terminating a graduate student from a program and is not resolved to the graduate student's satisfaction by the college dean, the student may submit a written request for review addressed to the Dean of Graduate Studies and sent to the dean's assistant. The request for review must be made within 30 days of the date of the written disposition by the college dean. The written request for review should contain an outline of the grievance, the processes that have been followed in an effort to resolve the grievance and its disposition, as well as setting forth the specific basis for the request to overturn the college dean's termination decision. To overturn a college dean's decision to terminate a student from a graduate program, the Dean of Graduate Studies must find either that 1) the college dean's consideration of the grievance did not comply with the college's standards and procedures for review of academic grievances, or, 2) that the student was deprived of a fair review process; and, the Dean must find that the college dean's failure to comply with the college's standards or unfair review process had a material impact on the decision or in other words that the student was wrongfully removed from the program. If terminating a graduate student from his or her graduate program is involved, the Dean of Graduate Studies will convene a formal administrative review of matters that have not been resolved at the department or college level. Following the proceeding, which takes place under "Administrative Proceeding Format" as described below, the review panel will deliberate in a closed session and make a formal recommendation to the Dean of Graduate Studies. The final decision reviewing termination is made by the Dean of Graduate Studies and cannot be appealed. A member of the Graduate Council chairs the administrative review and may ask questions but is not a voting member of the three-person review panel. Review panel members will consist of two graduate faculty members and one graduate student from departments outside that of the graduate student requesting the review. Review panel members will be appointed by the Dean of Graduate Studies.

Administrative Proceeding Format

The format for an administrative proceeding is as follows:

- 1) Panel chair's introduction, summary of issues, and process overview
- 2) Graduate student's (grievant's) presentation of issues (15 minutes maximum)
- 3) Department representative's presentation of issues (15 minutes maximum)
- 4) Optional presentation by witnesses (limited to three per side and a maximum of 15 minutes per side)
- 5) The grievant's rebuttal (limited to 10 minutes)
- 6) Questions by panel members
- 7) Opportunity for the department representative and the grievant to make a final statement (limited to 5 minutes), grievant following the department representatives
- 8) Dismissal of presenters and witnesses
- 9) Deliberation by panel members on the questions of whether the college dean's termination of a student from a graduate program complied with the college's standards and procedures for review of academic grievances or whether the student was deprived of a fair review process.
- 10) Written recommendations by the review panel to the Dean of Graduate Studies (within 30 calendar days, unless extended by the panel by written notification to the Dean of Graduate Studies and to the grievant and the department)
- 11) Written decision by the Dean of Graduate Studies (within 30 days of receipt of the written recommendation of the panel, unless extended by the Dean of Graduate Studies with written notice of the extension to all parties)

Preparation for the Administrative Proceeding

All materials, including a list of witnesses with a short summary of the content of their presentations and a short statement (not to exceed two pages) of the issues and facts to be considered by the review panel, must be submitted to Graduate Studies at least two weeks (14 days) in advance of the administrative review. Materials will then be distributed to the grievant(s), to the chair of the department against which the grievance has been filed, and to the members of the review panel. Thereafter, if any of the parties wish to have additional materials or witnesses considered by members of the review panel, such materials or witness names must be received by Graduate Studies no later than one week in advance of the administrative review, at which time all materials will be distributed to the parties as well as to the members of the review panel.

Graduate Studies will pay for reasonable reproduction costs, but the cost of reproducing packets in excess of 50 pages will be charged to the submitting party (graduate student or department). No audio/visual equipment will be allowed at the administrative review unless a written request for equipment is received by Graduate Studies at least one week before the scheduled date of the administrative review. The requesting party is responsible for providing the requested audio/visual equipment.

The chair of the review panel may, at his or her discretion, convene a planning meeting with the department representative and the grievant to discuss the material and witnesses submitted, in order to expedite the review by eliminating redundant and irrelevant information and by defining the precise issues that will be considered by the panel.

Presentation of the issues should be concise and relevant. The chair of the review panel shall be responsible for conducting the administrative review and making decisions regarding applicable procedures. The points of dispute may be summarized or illustrated by anecdote. Experience suggests that the best approach is to carefully tailor the formal presentation to the pertinent issues and to allow the panel members time for questions.

Attendance at the Administrative Proceeding

Attorneys are not allowed to attend at any point in the review process. The grievant, however, may bring one or two additional persons to the administrative review for support and counsel. The grievant will be solely responsible for his or her presentation. The review panel described in this document operates as part of an academic administrative review, not a judicial proceeding. The graduate student must notify Graduate Studies, in writing, at least two weeks before the scheduled date of the administrative review if he/she wishes to have one or two additional persons present. The presence of these additional person(s) does not change the proceeding, as they will not be able to examine witnesses, ask questions, advocate, or otherwise take part.

Honor Code Violations

Honor Code violations are handled through the Honor Code Office and are not subject to the same procedures as academic grievances. For more information regarding Honor Code policies and procedures, contact the Honor Code Office.

23. STUDENT PROFESSIONAL PERFORMANCE GRIEVANCE

Policies and Procedures

Signs of professional performance concerns regarding student behavior in the MSW program may be observed by an adjunct faculty member, a faculty or staff member, the MSW Field Director or Field Liaison, or the assigned supervisor at the field agency where the student is interning. These concerns are discussed and addressed at monthly faculty meetings and/or weekly field team meetings, and where a plan is made to meet with the student for discussion and exchange of ideas for remediation if the situation warrants. If the student disagrees with the departments' evaluation and/or remediation plan, as noted in the MSW Student Handbook- section 20, they may follow these steps to resolve the issue:

- Within 1 week of notification, the student is required to meet with the appropriate person: the faculty member involved, the field director, or their faculty advisor.
- If the issue is not resolved there, the student may then meet with the Social Work Director.

- Finally, the dean of the College (FHSS) may be contacted to set up a grievance review according to published policy parameters contained in the graduate studies handbook.

Generally, the issue should be resolved satisfactorily between both parties within two weeks.

24. TERMINATION FROM THE GRADUATE PROGRAM

Causes for Termination

Students may be terminated from the BYU School of Social Work Graduate Program if one or more of the following are present:

- Failure to satisfactorily complete the conditions of acceptance.
- Failure to fulfill the university's minimum registration requirement.
- A request to withdraw (with the intent to pursue a degree at another university, for personal reasons, or in response to department recommendation).
- Two consecutive unacceptable evaluations.
- Failure to make what the department or the university deems to be satisfactory progress toward a graduate degree.
- Failure to comply with the time limit (five years for master's).
- Violation of the university's standards of conduct, Honor Code or NASW Code of Ethics.
- Disruptive Student Conduct (Procedures). Students who become involved in disruptive conduct, may be subject to dismissal by the University.
- Falling below expected academic standards (see Academic Standards below).
- Inability or unwillingness of the student to comply with conditions for continuance outlined by the School as part of a remediation plan.
- Academic cheating, lying or plagiarism as defined by BYU Academic Honesty policy.
- Unresolved personal issues or inappropriate behavior that, in the professional judgment of the Social Work faculty, could pose threats to, or impair competent provision of services to future clients.
- Documented evidence of criminal activity with or without arrest or convictions occurring during the course of study or which occurred prior to admission to the program and becomes known after admission, including being convicted of abuse, neglect, or domestic violence.

School Initiated Termination Process

If a social work program employee becomes aware of a student engaging in any "Causes of Termination", they discuss it with the student's faculty advisor. The advisor consults with the Director on the concern. The Director and advisor consider the frequency and severity of the behavior and past corrective actions to determine a response level. There are four response levels:

Level 1 – the advisor and student discuss the concern. They jointly develop a plan to resolve the concern.

Level 2 – the advisor places the student on marginal status. The advisor creates a written remediation plan with the student. The plan includes measurable behavioral goals, tasks, and a timeline. The plan is signed by the student, advisor, and Director and placed in the student's official file.

Level 3 – the advisor places the student on unsatisfactory status. The Director creates a written remediation plan with the student. The plan includes measurable behavioral goals, tasks, and a timeline. The plan is signed by the student and the Director and placed in the student's official file.

Level 4 – the student is dismissed from the program. Dismissal from the program requires a majority vote from the social work department faculty.

If a faculty, administrative or staff member has any of the above concerns regarding a student, that concern should be first discussed with the student's faculty advisor, either individually or at a faculty meeting. The advisor should then meet with the student to see if they can reach a resolution. However, if such resolution is not reached due to disagreement between the advisor and the student, or not advisable due to the serious nature of the problem, the Director may meet with the student and/or advisor to see if a resolution can be reached and the matter may again be discussed at faculty meeting. After such discussions, if a resolution is still not reached, the student can be immediately terminated or placed on *marginal* or *unsatisfactory* status, depending on the severity of the concerns, by a majority vote of the full time faculty and Director of Field Education.

When a student is placed on marginal or unsatisfactory status, he/she will be apprised of faculty concerns by his/her faculty advisor and a written plan for rectifying the situation will be developed with clearly measurable behavioral goals and time limits (unless immediately terminated from the program). This plan will include specific steps to be taken by the student to address the concerns raised by the faculty. Such steps might include, but are not limited to, meetings with specific faculty members, getting professional counseling, employing tutors, etc. This document will be signed by the student, the faculty advisor, and the Director, and a copy of it will be placed in the student's official file.

The second time a concern from the above list has been raised regarding the same student and has been discussed among the faculty, the student can either be terminated or placed on *unsatisfactory* status by a majority vote of the full time faculty and Director of Field Education, again depending on the severity and nature of the concern. If the student is to be terminated, the written notification procedures will be followed. If the student is to be placed on *unsatisfactory* status, the student will be apprised of faculty concerns by the Director who will negotiate a written contract with the student, specifying measurable goals and time limits. This plan will include specific steps to be taken by the student to address the concerns raised by faculty as well as concerns regarding the inadequacy of the first plan developed with the faculty advisor. Such steps might include, but are not limited to, meeting with specific faculty members, getting professional counseling, employing

tutors, etc. This document will be signed by both the student and the Director, and a copy of it will be placed in the student's official file.

The third time the same student is brought before the faculty, the student will be terminated from the graduate program. The notification of termination procedures will be followed as outlined below.

Notification of Termination

The Director will provide a written letter explaining the basis for the termination and a copy of the "Termination Appeals Procedure" from this MSW Handbook. In the letter from the Director, the student will be instructed to immediately discontinue attending classes and/or field internship agencies (if applicable). The student can appeal the termination decision as outlined in the "Termination Appeals Procedure". If the student chooses to appeal, the discontinuance of attending classes and/or field internship can be discussed with the Director. The student will not be allowed to have direct contact with clients if termination is due to conduct that may jeopardize the wellbeing and safety of clients.

Termination Appeals Procedure

A student may appeal a dismissal.

The procedures for appealing a termination from the graduate program are as follows:

- 1) A written statement of appeal is submitted by the student to the Director of the School of Social Work within 10 days of notification of the termination. The student may present any information regarding areas that he/she feels need clarification or re-evaluation.
- 2) Within 30 days of receipt of the written appeal, a Special Hearing will be scheduled with the student, the Director of the School of Social Work and a school faculty member identified by the student for the purpose of reviewing the appeal.
- 3) The student will be notified in writing, no later than 10 working days following the hearing, by the Director of the School of Social Work, of the decision reached during the school hearing.

If the student is dissatisfied with the results of the Special Hearing, a second appeal can be made in writing to the Dean of Graduate Studies. This second appeal shall be submitted for consideration "not later than the established midterm of the semester immediately following the semester in which the incident of grievance occurred."

The Dean of Graduate Studies will then follow the approved policy and guidelines in the official University Graduate Catalog (<https://gradstudies.byu.edu/page/policies-and-procedures-b>, "Termination of Graduate Status" and "Appeal of Termination.")

25. APPLICATION TO GRADUATE FROM THE MSW PROGRAM

MSW students must complete their myBYU *Graduation Application* by the Graduate Studies deadline in January of their 2nd year (3 months prior to graduation). Students are responsible for knowing and meeting Graduate School deadlines.

26. MSW STUDENT GOVERNMENT

The MSW Student Association (MSWSA) is an important part of the School of Social Work. The purpose of the Association is to provide graduate students opportunities to socialize, build professional networks, develop social work values and professional identity, and provide input in the formulating and modifying of policies affecting academic and student affairs. All MSW students in good standing belong to the MSW Student Association.

The Association elects its own officers. The President-elect, along with other officers, is elected at the end of the first year (typically March). They function as the Association's leadership in their second year. Officer positions include: President, Secretary, Activities, Advisory Council, Student Representative (to faculty), Student Mentor Liaison, NASW Representative and BIPOC Representative. These officers will be involved with NASW, School Advisory Council, and student activities. How the responsibilities are determined is up to the MSWSA leadership. In order to include first year students, four program officers are elected during September. A faculty member is appointed to serve as MSWSA advisor. For more information on officer responsibilities, see

<https://socialwork.byu.edu/00000174-6e0c-da1b-affe-7f7f940f0000/mswa-info-packet>

27. PROFESSIONAL ORGANIZATION

Brigham Young University has its own student branch of the National Association of Social Workers (NASW) <http://www.socialworkers.org/>. This branch provides BYU students with an opportunity to be involved with the profession, learn about issues facing the profession, and find out about useful resources and events. Included with each membership is a subscription to the professional journal, *Social Work*; a copy of the monthly national NASW News; and reduced registration fees at local and national NASW conferences. The BYU chapter of the NASW will have a faculty representative and a student representative to the Utah Chapter of the NASW.

28. STUDENT NONDISCRIMINATION POLICY

BYU Policy: <https://admissions.byu.edu/nondiscrimination-statement>

In compliance with applicable state and federal nondiscrimination laws (e.g., Title VI, Title IX, and Section 504), BYU does not unlawfully discriminate against applicants for admission based upon race, color, national origin, religion, sex, age, disability, genetic information, or veteran status. Applicants who meet the requirements for admission and agree to abide by the Church Education System Honor Code are accepted for enrollment based upon their qualifications and available space. To maintain an educational atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints, a lawful admission preference is given to members of the LDS Church in good standing.

Questions or complaints about unlawful discrimination on the basis of sex (including sexual harassment and other forms of sexual misconduct) may be referred to the Title IX coordinator at 1085 WSC, 801-422-8692, or t9coordinator@byu.edu. Questions or complaints about unlawful discrimination on any other basis listed above may be referred to the equal opportunity manager at D-282 ASB, 801-422-5895, eo_manager@byu.edu. Individuals with disabilities may request reasonable accommodations by contacting the University Accessibility Center at 2170 WSC, 801-422-2767, uacfrontdesk@byu.edu.

The university policies and procedures with respect to nondiscrimination as it applies to faculty members and administrative and staff employees are outlined in the University Equal Opportunity, Grievance, and Unlawful Sexual Harassment and Inappropriate Gender-Based Behavior Policies (available via the BYU Electronic Handbook).

Students' Rights

Students are entitled to study in an environment free from unlawful discrimination. Any student, staff employee, or faculty member who unlawfully discriminates against a student on the basis of any of the above-mentioned areas may be subject to sanction.

Discrimination Violates the Honor Code

Engaging in discriminatory behaviors violates the Honor Code. Students engaging in this sort of behavior will be referred to the University Honor Code office.

Unlawful Discrimination

The university prohibits unlawful discrimination in employment, education, and all other programs and activities sponsored by the university. Unlawful discrimination refers to unfair or unequal treatment of an individual (or group) based on that person's race, color, national origin, religion, sex (including pregnancy), age (40 and over), disability, genetic information, or veteran status. Harassing behavior based on a protected class that becomes so severe or pervasive that it creates a hostile environment is also unlawful.

The university also prohibits retaliation against any employee or student who (a) reports to the university a belief that unlawful discrimination is taking or has taken place, or (b) participates in any way in an investigation of a claim of discrimination. Retaliation will be considered a separate act of discrimination.

Duty to Report

All university employees, who become aware of or reasonably suspect that discrimination is occurring must report the information to the Equal Opportunity Manager, D-282 ASB, 801-422-5895, eo_manager@byu.edu.

Where to Report

A Report of Discrimination can be made verbally or in writing to the Equal Opportunity Manager, D-282 ASB, 801-422-5895, eo_manager@byu.edu.

Individuals may also submit reports through EthicsPoint, the university's 24-hour hotline provider, by telephone at 888-238-1062 or by submitting information online at https://secure.ethicspoint.com/domain/en/default_reporter.asp.

29.ACCOMMODATION OF PERSONS WITH DISABILITIES

The University Accessibility Center offers a variety of services for students with disabilities. All students interested in receiving any of these services (except Housing) must complete the intake process under "[Getting Started](#)" beforehand. Services offered include:

[Academic Accommodations](#)
[Alternative Textbooks](#)
[Accessibility Lab](#)
[Assistive Technology](#)
[Delta Alpha Pi Honor Society](#)
[ADHD Evaluations](#)
[Deaf and Hard of Hearing](#)
[Financial Aid and Scholarships](#)
[Housing](#)
[Learning Disabilities](#)
[Mentoring Program](#)
[REACH Program](#)
[Temporary Conditions](#)

Notice: All services and equipment described herein are subject to approval based on documentation of a qualifying disability. You will be assigned to work with a University Accessibility Center (UAC) Coordinator who will review your specific needs and the documentation you present to determine accommodations for which you qualify. It is your responsibility to provide accurate and up-to-date documentation of a qualifying disability to maintain eligibility for the indicated accommodations. Your UAC Coordinator will be able to answer any questions you may have regarding the documentation that is required.

Services and equipment are provided as accommodations for BYU institutional and educational access by the UAC. Misuse or abuse of equipment or services may result in disqualification from such accommodations and may be subject to university action including referral to the Honor Code office. Discuss any questions you may have about appropriate use with your Coordinator.

University Accessibility Center Operation Information

The UAC is located in 2170 Wilkinson Student Center (WSC). Enter the south doors of the WSC and take the first right down the hallway. If coming from the Cougarreat, they are located in the hallway behind Subway in the Cougarreat.

Office Hours:

Monday - Friday: 8:00 a.m. to 5:00 p.m.

The office and lab are closed for devotionals on Tuesdays from 10:45 a.m. to 12:00 noon. We are closed for all University-observed holidays.

Contact Information:

Phone: 801-422-2767

Fax: 801-422-0174

E-mail: uacfrontdesk@byu.edu

Accessibility Lab Operation Information

The Accessibility Lab is located in 1111 WSC. For hours and contact information see uac.byu.edu.

BYU prohibits unlawful discrimination against individuals with disabilities and provides reasonable accommodation to employment applicants, employees, students, and campus visitors.

Additional information on your EEO rights under the law, are found at:

<https://www.eeoc.gov/employers/eeo-law-poster>

Disability Grievance Procedure**Currently Enrolled Students**

Faculty members and individual campus administrative units are responsible to make reasonable accommodations for students with disabilities to remove accessibility barriers to university programs and activities resulting from a disability. While it is anticipated that most requests for accommodation will be informally resolved at the lowest feasible level of decision-making beginning with a discussion with the instructor. If the student is dissatisfied with the outcome of the accommodation effort, he or she may initiate a grievance by submitting a written request for a specific accommodation together with appropriate medical or other documentation to the Equal Opportunity Manager who is designated as BYU's Section 504 Coordinator. [Equal Opportunity and Nondiscrimination \(byu.edu\)](http://Equal Opportunity and Nondiscrimination (byu.edu))

Upon receiving the grievance, the manager will conduct an adequate, reliable, and impartial investigation of the facts and circumstances of the allegation. The manager, in good faith, will attempt to conclude the investigation within 45 days of receiving the complaint. The student will be given a fair opportunity to respond to the facts before a decision is reached. The manager may choose to convene a meeting among the affected individuals to reach a consensus as to a reasonable accommodation. As appropriate, a report of findings will be issued to the complainant and other involved parties.

If an agreement satisfactory to all parties is not reached, the Equal Opportunity Manager will notify the Dean of Students who will appoint a three-member review panel consisting of a faculty, administrative or staff person; a member of the Disability Issues Advisory Committee (DIAC); and, if reasonably practicable, a student with a similar disability. The panel shall review the request for accommodation and the documentation and evidence gathered in the investigation and make a recommendation for disposition of the request to the Associate Academic Vice President – Undergraduate Students or the Associate Academic Vice President - Graduate Students, depending on who has administrative responsibility for the area in which the accommodation is requested. The Associate Academic Vice President shall make the final university determination with respect to the requested accommodation. No further appeal is available.

30. UNIVERSITY RESOURCES

Libraries

Harold B. Lee Library (801 422-2927) <http://lib.byu.edu/>
Howard W. Hunter Law Library (801 422-3593) <http://lawlib.byu.edu/>

Academic Support Office

Provides support for students who are academically underperforming. Support is provided through sessions with a counselor, referrals for resources, or through the office's Academic Improvement Plan program. 801-422-2723 <https://aso.byu.edu/>

Dean of Students

Supports student development and addresses issues and needs in a supportive environment. 801-422- 2731 <https://deanofstudents.byu.edu/>

Financial Aid and Scholarships

Provides information concerning discontinuance or withdrawal from classes and the effects that such action may have on financial aid and scholarships. (801-422-4104) <https://enrollment.byu.edu/financialaid>

International Student Services

Provides information regarding student visas and can direct individuals in need of additional assistance to resources that are able to help with other types of visas and immigration status issues. (801-422-2649) <https://iss.byu.edu/>

Multicultural Student Services

Serves American domestic minority students and the university community at BYU by offering a number of services. (801-422-3065) <https://multicultural.byu.edu/>

The Office of Belonging

Assists BYU in constructing “a community of belonging composed of students, faculty, and staff whose hearts are knit together in love” (Statement on Belonging) and to teach the world how to use gospel principles to create unified communities. (801-422-9162) <https://belonging.byu.edu/>

Office of Student Success and Inclusion

Works with underrepresented students on campus—specifically students who are not members of the Church of Jesus Christ of Latter-day Saints and students who identify as LGBTQ/SSA. <https://gradstudies.byu.edu/byu-office-of-student-success-and-inclusion>

Women’s Services and Resources

Offers an information and referral network for students, staff, and faculty. We address women's issues in a positive, proactive way. (801)422-4877 <https://wsr.byu.edu/>

Title IX Coordinator

Handles inquiries regarding non-discrimination and harassment policies. You may make a report to the Title IX Coordinator directly or report a concern here. (801-422-8692) <https://titleix.byu.edu/>

University Police Safe Walk Program

Provides walking police escort services from one campus location to another for an added level of security and safety during the later hours of the evening and early morning. (801-422-2222) <https://oit.byu.edu/safewalk-byu-mobile-app-suite-feature>

Silvercloud Online Self-Help

SilverCloud is an online self-help tool designed to help you learn about and reduce symptoms of anxiety, depression, and stress. They also have a new program designed to improve one's body image. Programs consist of articles, video clips, interactive activities, and short quizzes to help you learn about these problems and develop skills to reduce distress you may feel.

You work through weekly activities with the support of a trained clinician who reviews your progress and provides feedback and encouragement. Because the system is online, you can work whenever and from wherever best suits your needs!

Silvercloud is available free of charge to all full-time BYU students. It is found at: <https://byu.silvercloudhealth.com/signup/>.

Support and resources related to sexual misconduct:

Brigham Young University is committed to promoting and maintaining a safe and respectful environment for the campus community. The university will not tolerate sexual harassment, sexual violence, domestic violence, dating violence, or stalking (collectively “Sexual Misconduct”) perpetrated by or against any university students, university employees, participants in university programs and activities, or visitors to its campus. This policy prohibits Sexual Misconduct by university employees (which include all faculty, staff, and administrative employees) and students, whether the behavior occurs on or off campus. This policy also prohibits Sexual Misconduct by or against visitors to the university (such as independent contractors, vendors, visiting lecturers, and visiting student-athletes). The university will take immediate and appropriate steps to stop Sexual Misconduct, prevent its recurrence, and address its effects. Any person who violates this policy may be subject to discipline up to and including termination of employment, suspension, dismissal, and a ban from campus, depending on the circumstances and the severity of the violation and the violator’s status as an employee, student, or visitor.

Counseling, advocacy, and support are available to victims whether they choose to make an official Report. Victims can make confidential disclosures to BYU Counseling and Psychological Services, 801-422-3035, 1500 Wilkinson Student Center. Victims can also receive advocacy and support from BYU Women’s Services and Resources, 801-422-4877, 3326 Wilkinson Student Center. Additional resources are available to provide ongoing support during the institutional disciplinary or criminal process.

Additional resources, training information, and University policies are found at:

<https://titleix.byu.edu/>

Information for Victims is available in a Handout format

at: <https://titleix.byu.edu/information-for-victims>

<https://titleix.byu.edu/00000174-1341-d8f3-a37d-97cd1a900000/victim-information-sheet-pdf>

Counseling

Counseling and Career Center

The main Counseling and Career Center is located in 2500 WSC. The six different counseling and career center offices are:

Counseling and Psychological Services, caps.byu.edu, 1500 WSC, 801.422.3035

University Advisement Center, universityadvisement.byu.edu, 2500 WSC, 801.422.3826

Academic Support Office, aso.byu.edu, 2500 WSC, 801.422.2723

Career Services, <https://careers.byu.edu/>, 2590 WSC, 801.422.3000

Pre-professional Advisement Center, ppa.byu.edu, 3328 WSC, 801.422.3044

Counseling services may be initiated by calling 801-422-3035 or in person at 1500 WSC. This is a free service to all students who are enrolled at least three-quarter time. Services are provided by licensed psychologists and advanced doctoral level students, including interns.

Services include individual and group psychotherapy for emotional concerns: depression, meditation/anxiety, body image and eating disorders, traumatic recovery and empowerment (for women), sexual concerns, chronic pain/illness, obsessive compulsive disorder, relationship counseling (premarital counseling and marriage counseling), effective life skills; career and life planning (career counseling and career test interpretation); psychiatric referrals and services. The biofeedback lab is available by appointment to all students who may seek help with stress management. Numerous online self-help, stress management, and relaxation training tools can be found at:

<http://ccc.byu.edu/>

Comprehensive Clinic

Individual, couple, family, and group therapy are available for a minimal fee. BYU students studying at least three-quarter time are often seen for no charge. Therapy is conducted by graduate student interns from Social Work, Clinical Psychology and Marriage and Family Therapy. The Clinic also provides psychological and neuropsychological assessments. Located in the Taylor Building (801 422-7759). Call for appointment.

<https://comprehensiveclinic.byu.edu/>

Women's Services and Resources Office

Although Women's Services is not a counseling center, it offers confidential consultations for 1-3 sessions regarding various women's issues and concerns. Women's Services also provides resources, referral and information regarding women's issues as well as resources (including scholarships) for non-traditional/re-entry students and single parents. Additionally, Women's Services and Resources sponsors workshops, conferences, campaigns, and support groups addressing a variety of topics including body image and eating disorders, loved ones of men with pornography problems, relationship violence, and more. Located in 3326 WSC (801 422-4877). Website: <https://wsr.byu.edu/>

Comprehensive Clinic in the Taylor Building (TLRB)

Study Rooms & Lockers

Students may rent a locker for their books and belongings. Lockers are located on the first-floor hallway of the TLRB by the receptionist area. There is a charge for the locker combination of \$10.00 per semester, which is charged to your Route Y Financial Center student account. Go to <http://lockers.byu.edu> for locker rental or call (801) 422-1913 for more information.

Student Health Center

The student health service is available to all Brigham Young University students, their spouses, and their children. Health center services are available to these individuals whether they have insurance coverage. (The Student Health Center is not, however, a Medicaid, Medicare, or CHAMPUS provider.)

All visits to the health center are confidential in accordance with federal law. Your medical records cannot be given to anyone, including parents and/or spouses, without your express written permission.

For Hours: <http://health.byu.edu>

31. FACULTY

Full-time Faculty

Cory Dennis

Office: 2179 JFSB
 E-mail: cory_dennis@byu.edu
 Telephone: (801) 422-7447
 Courses Taught: Soc W 611, Soc W 663, Soc W 666

Education

- PhD, University at Albany, 2012
- MSW, Brigham Young University, 2005
- BA, University of Utah, 2002

Research Interests

Substance use treatment, and social work practice

Steven Hoffman

Office: 2165 JFSB
 E-mail: steven_hoffman@byu.edu
 Telephone: (801) 422-3211
 Courses Taught: Soc W 200, Soc W 602, Soc W 603, Soc W 606, Soc W 683, Pharmacology, Univ 101

Education

- PhD, Arizona State University, 2011
- MSW, Walla Walla University, 2008
- BSW, Brigham Young University-Idaho, 2007

Research Interests

Health literacy among underserved adolescents in Mexico and the US.

Cole Hooley

Office: 2166 JFSB
 E-mail: cole_hooley@byu.edu
 Telephone: (801) 422-5085
 Courses Taught: Soc W 611, Soc W 660, Soc W 669

Education

- PhD, Washington University, 2019
- MSW, Smith College, 2009
- BSW, Brigham Young University, 2008

Research Interests

Mental health services research and dissemination and implementation science

Lindsay Howard

Office: 2175 JFSB
 E-mail: lindsay.howard@byu.edu
 Telephone: (801) 422-6510
 Courses Taught: Soc W 200, Soc W 611, Soc W 620, Soc W 624, Soc W 667

Education

- PhD, Kansas State University, 2024
- MSW, Brigham Young University, 2018
- BSW, Brigham Young University, 2016

Gordon Limb

Office: 2165 JFSB
 E-mail: gordon_limb@byu.edu
 Telephone: (801) 422-6649

Courses Taught: Soc W 331, Soc W 602, Soc W 603, Soc W 630, Soc W 676

Education

- PhD, University of California, Berkeley, 2000
- MSW, University of Utah, 1997
- BS, Brigham Young University, 1994

Research Interests

American Indian families and children

Sherinah Saasa

Office: 2173 JFSB
E-mail: sherinah_saasa@byu.edu
Telephone: (801) 422-4687
Courses Taught: Soc W 200, Soc W 611, Soc W 620, Soc W 667

Education

- PhD, University of Georgia, 2018
- MSW, Brigham Young University, 2013
- BSW, Brigham Young University-Idaho, 2010
- ASW, Mulungushi University, 2005

Research Interests

Education inequality, poverty and health implications for vulnerable children in Sub-Saharan Africa;
African immigrant adjustment in the United States.

Stacey A. Shaw

Office: 2190A JFSB
E-mail: stacey_shaw@byu.edu
Telephone: (801) 422-6167
Courses Taught: Soc W 582, Soc W 623

Education

- PhD, Columbia University, 2015
- MSW, Brigham Young University, 2006
- BSW, Brigham Young University, 2004

Research Interests

Forced displacement, refugee resettlement services, mental health interventions

David S. Wood

Office: 2177 JFSB
E-mail: d_wood@byu.edu
Telephone: (801) 422-3289
Courses Taught: Soc W 622, Soc W 661, Soc W 680R (Direct Practice w/Spanish Speaker)

Education

- PhD, Arizona State University, 2004
- MSW, University of Utah, 2016
- MS, Central Washington University, 2000
- BA, Utah State University, 1998

Research Interests

Help-seeking behavior and suicide prevention in military, veteran, and general populations.

Field Administration

Ruth Aguirre, Director of Field Education

Office: 2171 JFSB
E-mail: ruth_aguirre@byu.edu
Telephone: (801) 422-8749
Courses Taught: Soc W 614R/615R, Soc W 654R/655R, SocW 680 R

Education

- MSW, Brigham Young University, 2011
- BSW, Brigham Young University, 2009

Licensure

LCSW

Marcie Remington, Field Liaison

Office: 2168 JFSB
E-mail: marcie_remington@byu.edu
Telephone: (801) 422-3628
Courses Taught: Soc W 614R/615R

Education

- MSW, Brigham Young University, 1994
- BSW, Brigham Young University, 1991

Licensure

LCSW

Adjunct Faculty

Monica Ashton

LCSW, PMH-C, CST; MSW University of Utah. Monica currently works at The Healing Group, as a clinician and on their executive board. Monica has post-graduate certifications in her areas of specialization; she is an AASECT certified sex therapist and is certified in perinatal and reproductive mental health. Monica serves on several national boards in her areas of specialization and presents at international and national conferences.

Monica teaches *Human Sexuality* (elective).

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Stuart Harper

LCSW; RPT-S; MSW, Brigham Young University. Stuart has worked for Family Support & Treatment Center, a private non-profit, since 1998. Since 2004 he has served as the agency's Treatment Coordinator, balancing administrative and clinical responsibilities. His primary emphasis is treating clients of all ages who have experienced abuse related trauma. Stuart served for 14 years as treasurer for the Utah Association for Play Therapy. He also teaches children's groups at the Utah County Children's Justice Center and writes content for the self-help website Empowered Life Solutions.

Stuart teaches *Supervised Clinical Practicum* (required), *Play Therapy* (elective).

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Marty Matheson

LCSW; MSW, Brigham Young University. Marty began teaching as a part-time faculty at BYU in 1999 and has taught graduate and undergraduate students for the Schools of Social Work and Family Life. He is also a part-time faculty for Utah Valley University's department of Behavioral Sciences. Marty enjoys providing therapy to adults and has done so with LDS Family Services and through his own private practice. For 14 years, Marty was a therapist and administrator in community mental health. Currently, Marty is the Executive Director of ScenicView Academy, which serves young adults with high functioning Autism. He serves on national committees including Board of Directors for the National Association of Private Special Education Centers. Marty is a former Alumni President for BYU Social Work and has a great love for supervising social work students as they begin their clinical experiences.

Marty teaches *Supervised Clinical Practicum* (required), *Introduction to Social Work*.

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Ryan Miller

LCSW, MSW, Brigham Young University. Ryan works at ScenicView Academy as a Program Director with young adults with High Functioning Autism. Ryan has also worked at the UVU Melisa Nellesen Center for Autism helping to run their Passages Program.

Ryan teaches *Supervised Clinical Practicum* (required).

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Odbayar Parry

LCSW, MSW, Brigham Young University. Odbayar was born and raised in Mongolia. She completed Orkhon Foreign Language University with her bachelor's degree in English

teaching and translation in 1998. She worked as an English teacher and tour guide prior to coming to the United States in 2002. She received her bachelor's in social work in 2006 and master's in social work in 2008 from Brigham Young University. She has been practicing social work both in community and correctional settings for the past 16 years including 10 years of working for Utah Department of Corrections. She also is a Certified Correctional Officer and Certified Public Manager.

Odbayar teaches *Supervised Clinical Practicum* (required).

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Amy Pollard

LCSW, MSW, University of Utah. Amy works at Wasatch Behavioral Health as the Program Supervisor in an outpatient substance use treatment center for adult women called The Promise Program.

Amy teaches *Trauma-Informed Social Work Practice* (elective).

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Sheri Rowley

LCSW, MSW, Brigham Young University. Sheri works at Wasatch Mental Health and is a clinical therapist in an outpatient setting there as well as being contracted with Alpine School District to work as a social worker in the district. She is a Registered Play Therapist. Sheri teaches *School Social Work* (elective).

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