



**University of New Hampshire Department of Social Work
MSW Student Handbook**

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Anti-Oppressive Practice

The UNH Social Work Department strives to operate from an Anti-Oppressive lens and promote Anti-Oppressive Practice (AOP) in both the classroom and in internship placements. Anti-Oppressive Practice (AOP) is one of the central social justice-oriented approaches in social work. It recognizes the structural origins of oppression and promotes social transformation by utilizing critical theories including feminist, Marxist, postmodernist, indigenous, poststructuralist, anti-colonial, and anti-racist theories, among others (Baines, 2011).

UNH Department of Social Work MSW Student Handbook
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Introduction

The purpose of this MSW Student Handbook is to provide students with an overview of relevant program policies, procedures and resources. It is a supplementary document to the [Bulletin of the University of New Hampshire Graduate School Catalog](#). Students should carefully read the more general policies and procedures outlined in the Graduate Bulletin in addition to the information contained in this handbook. Copies of the Graduate Bulletin can be obtained from the Graduate School office in Thompson Hall, or online at the [UNH Graduate School website](#). Students should contact their advisor for additional information regarding MSW program policies and procedures. The M.S.W. program features an advanced generalist concentration. The four Areas of Practice are (1) Addictions & Substance Abuse; (2) Children, Youth, and Families; (3) Disabilities; (4) Health and Mental health; and students may also create a self-designed field of practice. A student may complete an Area of Practice if they complete two electives from a given FOP or may elect to take three electives from multiple fields of practice.

Notice of Non-Discrimination

The University of New Hampshire is a public institution with a long-standing commitment to equal opportunity for all. The Department of Social Work abides by all university policies regarding non-discrimination. All policies, including discrimination and discriminatory harassment policy, are posted on the [Affirmative Action and Equity Office website](#).

UNH Graduate Social Work

Department of Social Work Mission Statement

The UNH Department of Social Work is committed to the pursuit of social justice and dismantling systems of oppression through education, scholarship, research, and community outreach that foster the ongoing development of critical consciousness and steadfast engagement in reflective practice.

MSW Program Mission Statement

The mission of the UNH Master of Social Work (MSW) program is to educate graduate students to become reflective, anti-oppressive social work practitioners prepared to improve the well-being of diverse individuals, communities, organizations, and systems. Utilizing an advanced generalist model grounded in scientific inquiry, research-informed practice, and practice-informed research, the program emphasizes the development of critical thinking, professional competence, data-driven decision-making, and evidence-based approaches to ensure students are equipped for effective and ethical social work practice. Central to the program is a deep commitment to social justice and human rights, including the pursuit of racial, economic, and environmental justice, the elimination of poverty, and the creation of conditions that enable the realization of these rights. Students build knowledge and skills necessary to address systemic inequalities and enhance the quality of life and well-being for all people, both locally and globally. The program employs pedagogical approaches that address varied student learning needs, modeling integrity by recognizing and honoring the inherent dignity and worth of all individuals. Students engage in direct and collaborative service with diverse populations, embracing service as a core value in advancing the well-being of individuals and communities. The program cultivates an environment that values and respects human relationships and diversity, applying a person-in-environment framework to understand and address the interconnectedness among individuals and their social, environmental, and systemic contexts. Students gain a global perspective that prepares them to address social work challenges and promote societal well-being at the local, regional, national, and global levels.

Admission Policies and Procedures

Introduction

The Department of Social Work is part of the University of New Hampshire's College of Health and Human Services and as such is governed by University regulations regarding admissions, financial aid, reporting and recording procedures, non-discrimination policies and student affairs. This section addresses admission procedures, including criteria and process of admission, transfer of credit and course waivers, proficiency examinations and advanced standing requirements. The student advising process is described,

including students' rights and responsibilities, grievance procedures, and student organizations available for student participation.

Criteria And Process of Student Admission

The Department of Social Work admits students to the MSW program through the Graduate School of the University. The Department has an Admission Committee comprised of the Admission Coordinator, and other social work faculty ensuring compliance with admissions policies.

Admission to the program is limited to graduates of accredited colleges and universities. Every student admitted must have earned a baccalaureate degree. No exceptions are made to this requirement. The MSW program, in compliance with [CSWE Accreditation Standards](#), does not grant social work course credit for life experience or previous work experience. Students must have completed a broad liberal arts based academic program that includes study in the humanities, social sciences, math and sciences. The liberal arts background of students is determined by review of applicants' transcripts for undergraduate course work in these areas. In order to satisfy the requirement for a liberal arts perspective, students must complete undergraduate course work in at least six of the following eight areas: English composition and writing, mathematics, science, historical perspectives, fine arts, foreign cultures, social science, and philosophical perspectives and literature. The content areas are based on the general education standards of the University of New Hampshire, a program designed to provide a broad-based liberal education for UNH students. The Admission Coordinator documents compliance on the Liberal Arts evaluation form. Students who are otherwise appropriate MSW candidates, but who do not meet this standard may be admitted conditionally pending completion of the requisite liberal arts coursework. All liberal arts courses must be completed prior to or during the first year in the MSW program.

Admission standards, criteria, processes and procedures are described both in the [Graduate School catalog](#) and through the [Social Work Department website](#). Information sessions are scheduled throughout the academic year to afford prospective applicants the opportunity to learn more about the program and admission requirements and procedures. Student recruitment focuses on social service agencies and schools and colleges in the New England area.

The application process seeks to determine if applicants have the potential for professional social work education, the intellectual qualities necessary to complete the curriculum and the potential to graduate prepared for advanced practice in the profession. Scores from standardized tests, such as the Graduate Record Examination, are not required but may be submitted to augment a prospective student's application.

Letters of reference are considered along with a personal statement regarding the applicant's motivation for, interest in, and understanding of the social work profession. Reference letters from friends, family, and other personal contacts or providers will not be accepted. Applications are evaluated in four areas: academic record and transcript, letters of reference, personal statement addressing interest and motivation for the profession, and extent and quality of social work or human service experience. Significant volunteer and/or work experience in the profession is strongly recommended. The Admission Coordinator may request additional references and/or an interview for purposes of clarifying course work and grades, work history, motivation or any other point that raises questions about the fit between a student and the MSW program.

The Graduate School requires a grade point average of 3.0 or higher, on a 4.0 scale. Applicants with a lower GPA may be considered if there is other documentation of a high level of academic ability (a strong academic record in the junior and/or senior year, or strong grades in postgraduate course work prior to matriculation). This allows applicants who did not perform well in early years of academic study to be considered for admission based on significant improvement over time or recent successfully completed graduate course work. "Provisional" or "conditional" admission status and requisite expectations are described in letters of admission.

Students are admitted to the program in fall for Durham and the deadline for receiving applications for the next academic year is April 15. In person Advanced Standing application deadline is December 15. In the Online program, students are admitted each fall, spring, and summer for the 28 months program while the deadline for the online Advanced Standing program is June 1. Once applications are complete and have been routed from the graduate school office, they are distributed for faculty review and evaluation and then an additional review is conducted by the Admission Coordinator. The Graduate School is notified of the Department's admission decision, then conducts a final application review and sends applicants letters of acceptance or denial.

Transfer of Credit

A maximum of 12 credits taken by a student prior to matriculation (internal and external combined) may be applied to a degree program. Transfer credit forms are available in the [UNH Graduate School Forms & Policies webpage](#). Please note that it is the student's responsibility to complete the Transfer of Credit forms. For courses taken external to UNH, students may request that a maximum of two courses, for up to 8 credit hours completed on the campus of an accredited institution authorized to grant graduate degrees, be transferred to count toward their graduate program. All courses presented for transfer must have been completed with a grade of B or better and must have been taken for graduate credit. Courses cannot be transferred for credit if used in earning another degree. Transfer of credits must be recommended by the program faculty and approved by the dean of the Graduate School. Students taking courses at another university for transfer after enrolling at UNH should obtain approval of their advisor and graduate dean prior to enrolling in the course.

For courses taken internally at UNH, a maximum of 12 credits completed by a non-degree student in UNH graduate courses (800- or 900-level) at UNH may, upon approval of the dean of the Graduate School and with faculty advisor and MSW Coordinator signatures, be applied to a student's degree program. Each program's faculty retains discretion regarding the maximum number of graduate credits that will be recommended for approval (not exceeding 12).

Courses accepted in transfer from outside institutions meet elective requirements. Internal (UNH) transfer credits are most often granted for students who have taken MSW courses as a non- matriculated student prior to formal admission. Only Masters level courses successfully completed with a grade of B or better within the last five years are eligible for transfer.

Students may request a course waiver for required courses taken in another accredited MSW program. Students may be required to present syllabi, texts, assignments, and written course work related to the courses(s) for which a waiver is requested. Decisions are based on the similarity between the course presented for transfer and an existing UNH MSW course. Students who have completed an MSW internship at another CSWE-accredited institution will be asked to provide a reference from that MSW program.

No Credit for Life or Work Experience

As dictated by CSWE accreditation requirements, the MSW Program does not grant academic credit, course waivers, or internship practicum credit for life experience or previous work experience. Previous work or internship experience is evaluated and may strengthen a candidate's application for admission to the MSW program, but students may not receive academic credit for that experience.

Advanced Standing

Duplication and redundancy of content mastered in an accredited BSW Program is avoided by offering advanced standing status to students who have earned a BSW degree within five years prior to application to the program. Applicants eligible for advanced standing must meet all regular standards for admission and must have a minimum 3.2 cumulative grade point average or a 3.3 GPA in their social work major. Advanced standing applicants are asked to submit a letter of reference from the undergraduate internship coordinator and/or internship supervisor and demonstrate successful performance in the internship practicum. Advanced Standing is also considered for an MSW applicant who has successfully completed one full year (inclusive of an internship placement) of a two-year MSW Program from another accredited MSW Program.

Individual course work is compared to ensure that each student completes all of the required components of the UNH MSW generalist foundation (first) year course work. Including the summer coursework, Advanced Standing students complete a minimum of thirty-five (35) credits to graduate from the MSW program. The deadline to apply for Durham Advanced Standing is December 15 of the year prior to admission. The deadline to apply for online Advanced Standing is March 1.

Generally, students admitted to the program with Advanced Standing complete the full advanced generalist concentration (second) year course work. In the event students have not completed an undergraduate or graduate course equivalent to SW 926, Policy II, they are required to complete that course in lieu of one elective. In addition, students accepted for Advanced Standing are required to complete an intensive summer internship and practice class, SW 900 Advanced Standing Seminar (known as the Bridge course), prior to entry into the advanced generalist concentration year internship placement and practice classes. For full time students in Durham, this occurs the summer of their admission to the program. For the Online

Advanced Standing option, the program will start in August and the Bridge course (SW 900) will begin in January. For extended time students, the course work must be completed between the two academic years in the program, i.e. as they plan on entering the advanced generalist concentration year internship placement and practice classes.

Admission to advanced standing is awarded only to those with a(n): 1) [CSWE-accredited](#) baccalaureate social work degree in the US; 2) [CASWE-accredited](#) baccalaureate social work degree in Canada; or 3) International degree comparable to a baccalaureate social work degree verified by the CSWE International Social Work Degree Recognition and Evaluation Service ([ISWDRES](#)).

MSW Degree Requirements

An MSW candidate must complete 62 credit hours of 800- or 900-level courses including two, semester-long internships, comprising a total of 1,240 hours. Grades below the B- level in a graded course or a "fail" in a credit/fail course are considered failing grades for the purposes of determining academic standing. Repeating a course does not remove the original failing grade from the record. Graduate students receiving failing grades in 9 or more credits, received either in two courses or in one course taken twice, will be dismissed from the MSW program.

Sequential Outline of Required Courses

The department offers multiple program structures: a two-year full time, and an extended-time program option in Durham, both a face-to-face in Durham and an online advanced standing program, and a 28-month online program with extended time options. Internship placements are required during both years of the full-time program. Two semester long internship placements are required for all students. Both internships are to be taken concurrently with required practice and internship seminar courses, except for dual degree MSW/MS students and students completing an approved summer block placement (in 2nd year only).

Generalist foundation year courses, including a generalist first-year placement constitute the first full- time year in the program. During the second, Advanced Generalist concentration year, students enroll in practice and elective courses as well as an internship placement in Advanced Generalist social work practice. Students may select electives in specific areas of practice. MSW electives will primarily focus on four areas of practice: (1) Health and mental health; (2) Addictions and substance abuse; (3) Children,

youth, and families, (4) Disabilities. Students may also create a self-designed area of practice. A student may complete an area of Practice if they complete two electives from a given FOP or may elect to take three electives from multiple areas of practice. All courses are grounded in the IDEA² framework and the NASW Code of Ethics, with an emphasis on social justice and anti-oppressive practice as required by the Social Work profession.

All students must take Practice and Internship courses together except for students who engage in block placements with advanced permission and **only during the second year**. A student may not take a practice course without enrolling in the concurrent internship course (co-requisite) and a student may not be in an internship without being in the concurrent practice course (co-requisite). Part time students must complete one academic year of coursework prior to entering an internship placement.

Program Options

The **Durham program** offers the traditional model where students take required courses during the weekday and/or evenings on the UNH campus. A full-time student would take five courses per semester for 2 academic years; the advanced standing program is 1 academic year. An extended time student would take at least two per semester. Classes are during a typical 14-week academic semester period. The **Online program** model is 28 months long for full time with extended time options; the advanced standing program is 16 months. The class schedule is based on E-terms, eight-week long classes in five E-terms per year. Students take two courses at a time for the full-time track and 1 class at a time for an extended time track.

J.D/M.S.W. Program: The Department of Social Work and the School of Law at the University of New Hampshire (UNH) offer a dual degree resulting in the JD/MSW. In four years, students are able to complete two graduate degrees, a Masters in Social Work (M.S.W.) and a Juris Doctorate (JD) to prepare them for a career in law and social work. Students will complete 2 internships during the MSW program and will complete law internships during summers. This degree is designed for students who wish to pursue a career requiring knowledge of the law and social work. In particular, this degree will prepare students for careers that address social justice issues such as immigration, gender bias and discrimination, and domestic/sexual violence, to name a few. For additional information regarding this dual degree and for current course of study outlines, please visit the [Social Work and Juris Doctor Dual Degree website](#).

MSW DURHAM PROGRAM: TWO-YEAR COURSE OF STUDY

MSW COURSE GUIDE Durham Program



Social Work

20 Required Courses for Program Completion

Year 1, Fall		Year 1, Spring	
SW 820: Social Welfare Policy I	SW 830: Social Work Practice I	SW 831: Social Work Practice II: Practice in Small Groups and Community Organizations	SW 851: Human Behavior & the Social Environment II
SW 840: Implications of Race, Culture, and Oppression for Social Work Practice	SW 850: Human Behavior & the Social Environment I	SW 926: Social Welfare Policy II	SW 860: Research Methods in Social Work
SW 880: Internship I		SW 881: Internship II	

Year 2, Fall		Year 2, Spring	
SW 931: Advanced General Practice III: Clinical Assessment and Intervention	SW 952: Human Behavior & the Social Environment III	SW 931: Advanced Generalist Practice IV: Community and Administrative Practice	SW 965: Program and Practice Evaluation
SW 962: Data Analysis and Statistics	Elective 1	Elective 2	Elective 3
SW 982: Internship III		SW 983: Internship IV	

MSW DURHAM PROGRAM: FOUR-YEAR COURSE OF STUDY

Year 1, Fall Semester		Year 1, Spring Semester	
SW 820 Policy I	SW 850 HBSE I	SW 860 Research I	SW 851 HBSE II
Year 2, Fall Semester		Year 2, Spring Semester	
SW 830 Practice I	SW 840 RCO	SW 831 Practice II	SW 926 Policy II
SW 880 Internship I		SW 881 Internship II	
Year 3, Fall Semester		Year 3, Spring Semester	
SW 952 HBSE III	SW 962 Research II	Elective #2	SW 965 Research III
Elective #1			
Year 4, Fall Semester		Year 4, Spring Semester	
SW 930 Practice III	Elective #3		SW 931 Practice IV
SW 982 Internship III		SW 983 Internship IV	

MSW DURHAM PROGRAM: THREE-YEAR COURSE OF STUDY

Year 1, Fall Semester		Year 1, Spring Semester	
SW 840 RCO	SW 850 HBSE I	SW 860 Research I	SW 851 HBSE II
SW 820 Policy I		SW 926 Policy II	

Year 2, Fall Semester		Year 2, Spring Semester	
SW 830 Practice I	SW 962 Research II	SW 831 Practice II	SW 965 Research III
		Elective #1	
SW 880 Internship I		SW 881 Internship II	

Year 3, Fall Semester		Year 3, Spring Semester	
SW 952 HBSE III	SW 930 Practice III	Elective #3	SW 931 Practice IV
Elective #2			
SW 982 Internship III		SW 983 Internship IV	

MSW DURHAM ADVANCED STANDING PROGRAM: FULL-TIME COURSE OF STUDY

Summer, Year 1	
SW 900 Advanced Standing Seminar	

Year 1, Fall Semester		Year 1, Spring Semester	
SW 840 RCO	SW 930 Practice III	SW 926 Policy II*	SW 931 Practice IV
SW 952 HBSE III	SW 962 Research II	SW 965 Research III	Elective
SW 982 Internship III		SW 983 Internship IV	

MSW DURHAM PROGRAM ADVANCED STANDING: PART-TIME COURSE OF STUDY

Year 1, Fall Semester		Year 1, Spring Semester	
SW 840 RCO	SW 952 HBSE III	SW 926 Policy II *	SW 965 Research III
SW 962 Research II		Elective	

Summer, Year 2	
SW 900 Advanced Standing Seminar	

Year 2, Fall Semester		Year 2, Spring Semester	
SW 930 Practice III	SW 982 Internship III	SW 931 Practice IV	SW 983 Internship IV

MSW ONLINE PROGRAM: FULL-TIME COURSE OF STUDY

Year 1, Fall		Year 1, Spring		Year 1, Summer
Term 1	Term 2	Term 3	Term 4	Term 5
SW 820: Policy I	SW 840: RCO	SW 851: HBSE II	SW 830: Practice I	Elective #1
SW 850: HBSE I	SW 860: Research	SW 926: Policy II	SW 880: Internship I	SW 880: Internship I

Year 2, Fall		Year 2, Spring		Year 2, Summer
Term 1	Term 2	Term 3	Term 4	Term 5
SW 831: <u>Prac II</u>	SW 952: HBSE III	Elective #2	SW 930: <u>Prac III</u>	SW 965: Eval
SW 881: Internship II	SW 881: Internship II	SW 962: Statistics	SW 982: Internship III	SW 982: Internship III

Year 3, Fall	
Term 1	Term 2
SW 931: Practice IV	Elective #3
SW 983: Internship IV	SW 983: Internship IV

MSW ONLINE PROGRAM: PART-TIME COURSE OF STUDY

Year 1, Spring		Year 1, Summer	Year 2, Fall	
Term 3	Term 4	Term 5	Term 1	Term 2
SW 820: Policy I OR	SW 840: RCO OR	SW 851: HBSE II OR	SW 851: HBSE II OR	Elective #1
SW 850: HBSE I	SW 860: Research	SW 926: Policy II	SW 926: Policy II	

Year 2, Spring		Year 2, Summer	Year 3, Fall	
Term 3	Term 4	Term 5	Term 1	Term 2
SW 851: HBSE II OR	SW 830: Practice	Elective #2	SW 831: Practice II	SW 952: HBSE III
SW 926: Policy II	SW 880: Internship I (first half)	SW 880: Internship I (2 nd half)	SW 881: Internship II (1 st half)	SW 881: Internship II (2 nd half)

Year 3, Spring		Year 3, Summer	Year 4, Fall	
Term 3	Term 4	Term 5	Term 1	Term 2
Elective #2 or #3	SW 930: Practice III	SW 965: Program Eval	SW 931: Practice IV	Elective #3 (if not taken)
SW 962: Statistics (AS section)	SW 982: Internship III (1 st half)	SW 982: Internship III (2 nd half)	SW 983: Internship IV (1 st half)	SW 983: Internship IV (2 nd half)

MSW ONLINE ADVANCED STANDING PROGRAM

ONLINE MSW COURSE GUIDE Fall Advanced Standing



Social Work

11 Required Courses for Program Completion

Year 1, Fall		Year 1, Spring		Year 1, Summer
Term 1	Term 2	Term 3	Term 4	Term 5
SW 840: Implications of Race, Culture, and Oppression for Social Work Practice	SW 952: Human Behavior and the Social Environment III	SW 900: Advanced Standing Practice and Field Seminar	SW 930: Advanced General Practice III: Clinical Assessment and Intervention	
SW 926: Social Welfare Policy II	SW 962: Data Analysis and Statistics	Elective #1	SW 982: Internship III	SW 982: Internship III

Year 2, Fall	
Term 1	Term 2
SW 931: Advanced Generalist Practice IV: Community and Administrative Practice	SW 965: Program and Practice Evaluation
SW 983: Internship IV	SW 983: Internship IV

REMINDERS:

- Practice courses are co-requisites of Internship courses and must be taken together.
- SW 962 must be taken prior to SW 965.
- Electives may be taken online or on-campus and may be taken at any point in program.

Independent Study

Independent study courses provide students a way to pursue a particular body of knowledge unavailable in the general curriculum. Twenty-four completed credits in MSW coursework are a prerequisite. Independent study courses (SW 992) may be taken for 1-3 credits per semester with a limit of 6 credits. They are graded with a letter grade and credit hours for an independent study are determined based on the work plan put forth in the Independent Study Contract (Appendix A). The Independent Study Contract must be submitted to the MSW Program Coordinator for approval prior to the start of the relevant semester. The proposal must include the name of the faculty sponsor, whose permission the student must secure before submitting the proposal to the student's advisor, and then the MSW program coordinator. Students may not take independent study courses in place of core curriculum. Students must register for SW 992 before the end of the UNH Add/Drop period.

Electives

As noted in the Graduate Catalog, a significant portion of the MSW curriculum is required. Students will, however, be able to complete three elective courses. At least one of these courses must be taken from among the Department of Social Work course offerings. Students may also transfer a limited number of elective credits provided that the courses taken at other institutions or in other departments are graduate level, related to the MSW curriculum, completed within five years, and with a grade of "B" or better. Face to face students must take core courses (non-electives) in the program they are admitted to. All students have a choice to take electives across programs. No exceptions will be made for core courses across programs.

As noted above, electives will primarily reflect four Areas of Practice: (1) Addictions and Substance Abuse; (2) Children, Youth, and Families; (3) Disabilities; (4) Health and Mental Health. Students may also create a self-designed area of practice. A student may complete an area of Practice if they complete two electives from a given FOP or may elect to take three electives from multiple areas of practice.

Filing Your Intent to Graduate

Your intent to graduate should be filed for the semester that you will finish your degree requirements. This semester may or may not correspond with the May ceremony. Students should wait until their official graduation date (whether that is September 1st, December 31st, or May) before they start using the MSW notation. This is to protect the student. Both the registrar's office and the National Clearinghouse of Graduates won't be able to verify a degree until after the graduation date. Please visit the [UNH Graduate School Graduation and Commencement webpage](#) to learn more about filing your intent to graduate.

MSW Internship Program

Introduction

The most important objective of the internship program is to prepare students for competent social work practice. The internship program enhances learning by providing opportunities for students to integrate and apply theories, research, values, methods and practice skills acquired throughout the curriculum to the reality of work with individuals, families, groups and communities. Both the internship and concomitant seminar stress the importance of learning to recognize and respect the dignity and worth of diverse client systems regardless of race, color, gender identity, age, creed, ethnic or national origin, disability, religion, political or sexual orientation.

Internship Practicum Structure and Hours

Internship instruction is concurrent with classroom work. During the Generalist year, internship placement students are required to spend two days per week in the placement. In the Advanced Generalist year, students spend three days each week in the placement. Students should read the [UNH MSW Internship Education Manual](#) available online for structure, policies and procedures regarding Internship Education.

Internship and Practice Co-Requisites Policy

Yearlong Course Policy: Internships consist of an entire academic year of internship placement and two academic courses. These academic courses are considered a yearlong course – both semesters must be successfully completed in order to receive full credit for either. This applies to SW 880/881 and SW 982/983. Students will not receive a grade until the end of the entire internship year.

Internship courses are graded Credit/Fail. The Internship Seminar Instructor assigns grades based on input from the Internship Supervisor and the Faculty Internship Liaison/Advisor, and on work in Internship Seminar. The internship supervisor will submit evaluations twice a year - a Mid-Year Evaluation with a grade noted as "Satisfactory", "Marginal Progress" or "Fail", and a Final Evaluation with a grade noted as "Satisfactory" or "Fail". This feedback will contribute to the final grade assigned by the seminar instructor.

Co-Requisite Policy: All students must take Practice and Internship courses at the same time. An exception to this policy is made for summer block students, **in the 2nd internship year only**. A student may not take a practice course without enrolling in the concurrent internship course (co-requisite) and a student may not be in an internship without being in the concurrent practice course (co-requisite). Part time students must complete one academic year of coursework prior to entering an internship placement.

As noted above, Internship Course I (in course catalog as SW 880) and Practice I (SW 830) are co- requisites, as are Internship Course II (in course catalog as SW 881) and Practice II (SW 831). Students should be aware of several important applications of the above policy.

- If a student fails their first semester internship (SW 880 (Internship I)), then they must withdraw from SW 830, if not already completed. The student would then be required to re-take both SW 880 (Internship I) and SW 830 (Practice I) the following academic period (and therefore begin a new year in internship placement). Similarly, if a student withdraws from SW 880, then they must withdraw from SW 830.
- If a student fails their second semester internship SW 881 (Internship II), then they must withdraw from SW 831 (Practice II). The student would then be required to repeat the entire year of Internship (SW 880 and SW 881) and would take SW 831 (Practice II) again the following academic term. The student would not be required to repeat Practice I. Similarly, if the student withdraws from SW 881 (Internship II), then they must withdraw from SW 831 (Practice II), and as above, must repeat the entire year of Internship (SW 880 & 881). In this circumstance, the student would not be required to repeat SW 830, (Practice I).
- If a student fails SW 830 (Practice I), they must withdraw from SW 880 (Internship I). The student would then be required to re-take both SW 880 (Internship I) and SW 830 (Practice I) the following

academic year. If a student withdraws from SW 830 (Practice I), they must withdraw from SW 880 (Internship I) as well.

- If a student fails SW 831 (Practice II), they would be required to re-take SW 831 (Practice II) the following year. Since SW 831 (Practice II) is a prerequisite for SW 930 (Practice III), the student would need to pass SW 831 (Practice II) prior to entering SW 930 (Practice III) or SW 982 (Internship III) and could not progress in the program. This, in most cases, will mean that the student will require an additional year in the program. Due to the co-requisite policy for Internship & Practice courses, the student would also need to re-take SW 880 & 881 (Internship I & II).
- The policies noted above operate in a similar way for the second internship year and the relevant courses: SW 982/983 and SW 930 & 931.
- Please note that if a student withdraws from SW 880 or SW 881 (Internship I or II), at any point in their course term(s), they will still be required to repeat the entire year if they decide to return.
- In any of the above circumstances, the Internship Director maintains the right to determine the student's readiness to resume the internship program.

Again, students should read the [UNH MSW Internship Education Manual](#) for structure, policies and procedures regarding Internship Education.

MSW Master's Thesis Option

Aim: To provide MSW students the opportunity to explore specific research topics of interest over their last year of study. Prepare students for doctoral study, if desired.

Pre-requisites:

1. Students must maintain good academic standing in their first year in the MSW program (3.0 or higher) to pursue.
2. Students must declare their intention to pursue the thesis option the semester before the beginning of their second-year course work (30 credit hours if it is a part-time student) by notifying the MSW Program Coordinator in writing.
3. Students must find and confirm a Thesis Chair the semester before the beginning of their second- year course work (30 credit hours if it is a part-time student);

- a. Thesis Committee will be comprised of two active members (Chair and Member), plus an additional reader to give a subjective view of the paper.
 - b. Thesis Chair must be a full time SW faculty member and a member of the Graduate Faculty at UNH.
 - c. Second and third members may be faculty outside of SW as long as they are also members of the Graduate Faculty (This is what is stated on the Graduate School website's [Thesis and Dissertation Manual](#)). The faculty has the right to refuse to be a part of the thesis as well as require a writing sample.
4. Students must obtain a copy of the [Thesis and Dissertation Manual](#) from the Graduate School website and review for all requirements for completion of a thesis.

Completing the Thesis

5. In the fall of their final year, the student must present their thesis proposal formally to their committee by October 1st, make all requested changes to the proposal, and receive written acceptance from the committee to proceed with thesis.
6. Students must complete a minimum of 6-credit hours ideally over two consecutive semesters of SW 899 Master's Thesis. Students can complete a maximum of 10-credit hours of SW 899 and they have 6 years to complete the thesis. However, students must maintain continuous enrollment in the Graduate School until the thesis is complete. If this is not possible, students must consult the *Thesis and Dissertation Manual* for policies related to enrollment.
7. Students will aim to present their research in the Spring semester at the Graduate Research Conference.
8. Students will formally present and defend their thesis to their committee when completed and in order to fulfill the requirements of the thesis.
9. Students will follow the guidelines put forth by the graduate school *Thesis and Dissertation Manual* surrounding due dates of the final thesis and publication guidelines for the thesis

Student Advisement

Overview

Departmental advising is an ongoing process beginning at the time a student is accepted into the Program. Students are required to make contact with their faculty advisor early in their MSW career. The advising guide is a chart of completed and projected course work in the program (Appendix C & D). It is the basis for ongoing advising with the student's academic advisor.

Although it is ultimately the students' responsibility to ensure they have met all necessary requirements for graduation, advisors work closely with students to monitor progress. Faculty advisors also may serve as internship liaisons for academic advisees. In addition, advisors are available to discuss career issues with students. In short, advising responsibilities include:

1. regular meetings with advisees;
2. planning and scheduling both required and elective courses with students;
3. review of the student's internship placement progress and preliminary consideration of internship placement possibilities, which may best meet a student's educational and career goals;
4. discussion about social work as a career and particular interests or concerns students may wish to raise;
5. evaluating and, when appropriate, referring students for help with academic or personal problems including disability-related concerns;
6. availability to discuss post graduate plans including employment and career options;
7. review students' completion of MSW requirements and provide online certification of completion to the graduate school.

Professional Social Work Advising

Core faculty members in the Department provide all formal advising. All of these advisors have earned an MSW. Since all faculty advisors are core faculty, each is a regular participant in Department faculty and curriculum meetings. In addition, the Department Chair, Graduate Coordinator and Internship Coordinator communicate regularly with faculty advisors to review departmental guidelines, advising procedures and expectations of students and advisors. Through these means, advisors are kept current and knowledgeable about the program.

Faculty Advising / Liaison

In preparation for entrance into the internship practicum, the Internship Coordinator meets with students to review the internship placement process and application. After receipt of the internship application from the student and consultation with the faculty advisor, the Internship Coordinator plans an appropriate internship placement with the student. Once a placement has been selected, the student visits and then consults with the Internship Coordinator for a decision about suitability. During the internship placement, the Internship Coordinator and internship liaison carry primary responsibility for internship advising. In some circumstances, the internship liaison is also the student's academic advisor; in other cases, the student has an additional faculty member who serves as academic advisor only. The internship liaison serves as a link between the department and the agency. *Please see the MSW Internship Education Policy Manual for a more in-depth description of internship liaison responsibilities.*

Academic And Internship Performance

Criteria for evaluating student academic performance are described in each course syllabus. This includes class attendance and participation, written assignments in and out of the classroom, research or position papers, in-class individual and group presentations, examinations and simulation performance. Letter grades for each course are assigned according to standards described annually in the Graduate Catalog and in the [UNH Student Rights, Rules & Responsibilities Handbook](#).

The Internship Supervisor, Internship Liaison, Internship Seminar Instructor and the Internship Coordinator monitor internship performance regularly during the semester. Required process recordings, journals and other assignments provide additional, written documentation of the quality of a student's work. Once each semester, the Internship Liaison visits the internship site either face-to-face or through video conferencing to evaluate student progress with the student and Internship Supervisor. Additional visits and/or meetings may be scheduled should there be a concern about student progress in the internship. A written evaluation is completed by the Internship Supervisor at the end of each semester (copy included in the Internship Manual) and becomes a part of the student's record. During supervisor orientation sessions, the evaluation form and format are discussed in detail with supervisors. Supervisors are encouraged to make use of the evaluation throughout the semester during regular supervisory meetings so that written end-of-term evaluations contain no surprises.

When an internship supervisor notes “Marginal Progress” in the first semester internship evaluation, the responsible Internship Coordinator will schedule a meeting to address the concerns noted in the Internship Evaluation. The following individuals will be asked to participate in this meeting: (1) the Internship Coordinator, (2) the MSW Program Coordinator, (3) the Internship Supervisor, and (4) the Internship Liaison. This meeting(s) must take place prior to the third week of the second semester. During this meeting a specific plan of action will be determined. This plan is known as an Improvement Plan and should include: (1) the development of a specific contract that describes remedial activities; (2) scheduling another internship liaison visit early in the second semester, (3) identifying follow up plans, and (4) discussion with agency/supervisor about changes expected in order for the student to pass during the second semester.

Policy on Incompletes

In view of the high expectations of the MSW Program, and the importance of sequenced coursework over the course of the curriculum, the Department will apply the following policy to determine when students may register for successive courses while carrying unresolved incompletes.

1. Students carrying two or more incompletes will not be permitted to enroll in additional courses in the MSW Program.
2. Students carrying an incomplete who wish to register for a higher-level course in the same sequence (e.g., HBSE, Practice, Research) must resolve the incomplete prior to the last day to register for the relevant semester. The same policy applies to courses with prerequisites.

Student Rights and Grievance Procedure

Within the College of Health and Human Services, the Department of Social Work’s policies and practices concerning students’ rights and responsibilities are in full compliance with [University](#) and CSWE standards. The rights of the individual to pursue learning and to express his or her view responsibly are of paramount importance in an academic environment. Students have the right to participate in institutional governance and policy formation as defined by the appropriate University governing bodies.

Student Representation

Student representation on various committees is an integral part of the Department's continued commitment to solicit student input on policies and other academic affairs. Each year students are selected as representatives to Department Faculty Meetings, Department Advisory Council and Internship Advisory Committee. Student representation is also sought for other Department committees. Student representation provides a valuable perspective and students are encouraged to be actively involved in all committee activities.

Students with Learning Needs

Students with documented disabilities (physical, emotional, or learning) should self-refer to the University's [Student Accessibility Services \(SAS\) office](#). In addition to offering assistance with academic concerns, SAS may arrange transportation or other necessary accommodations for students with documented disabilities. Contracts signed by the student, course faculty and SAS representative ensure that student needs are met.

Assessment of Student Satisfaction

Assessment of student satisfaction is accomplished through a number of channels, both formally and informally. Students are given an opportunity to rate their satisfaction with coursework and the course instructor through anonymous course evaluation.

Students are assigned faculty advisors upon enrolling in the program. The purpose of student advisement is to orient students to the curriculum, the campus and support services. Faculty advisors meet with their advisees individually upon request to discuss various issues related to student concerns, class performance, professional development and selection of electives. This relationship provides regular feedback of students' level of involvement and satisfaction with the program. Full-time students are reassigned to new faculty advisors each year, while every attempt is made to keep part-time students with a single faculty advisor until their first internship placement.

Financial aid matters are referred to the [Office of Financial Aid](#) and housing questions to the [University Housing Office](#). Durham students in personal crisis are referred to the [University Counseling Center](#) and Online students are

referred to [Acentra Health](#). Students may also be referred to the [University Chaplain's office](#) or other resources.

In addition to serving as academic advisors, faculty and departmental administration support an open-door policy for student questions and concerns. Students are encouraged to take advantage of the Department's informal, welcoming atmosphere by simply stopping by to discuss matters that concern them.

Student Grievance Procedure

Students in the MSW Program have access to University grievance and complaint procedures that may be used to resolve issues related to student complaints about academic issues, faculty or peer conduct, or student development. The process for academic and non-academic grievances is described in the [UNH Student Rights, Rules and Responsibilities](#). Students, as well as other members of the community, are encouraged to resolve conflicts informally before pursuing grievance or complaint procedures. When informal means do not resolve an issue, students may pursue grievance and complaint procedures in accordance with Department and University policy.

If you have an issue in relation to your class, **please speak directly to your professor and resolve it together.** If you need to work through the issue further and do not feel resolved, then you go to your advisor, Program Coordinator, Director and then the Chair of the Department.

In accordance with the NASW Code of Ethics, the goal is to always work directly with the issue and have difficult conversations before escalating.

The Department Policies and Academic Standards Committee provides Departmental review and decision-making for student or faculty grievances prior to involvement with university procedures. The Department is committed to due process for students.

The University has established special procedures to address concerns related to sexual harassment. Students having a concern related to a faculty or staff member or an individual in an internship agency are encouraged to seek resolution with the individual(s) involved and are encouraged to contact their faculty advisor, the Internship Coordinator, and/or Department Chair as appropriate. If there is not a satisfactory resolution, students may contact either the Dean and/or Civil Rights & Equity Office. If the matter is not resolved at this level, final appeal may be made to the Provost and Vice President for Academic Affairs. (See *Student Rights, Rules and Responsibilities*, (Sexual Misconduct, p 22). This information is published and

disseminated annually to the University community in the form of a student handbook, [*Student Rights, Rules and Responsibilities*](#).

Department Academic Standards Committee

The role of the Social Work Department Academic Standards Committee is to review and make decisions regarding all requests for variance in social work academic or student affairs policy made by either faculty or students. It also serves as the Department Appeals committee for student grievances or in cases of termination of social work student status for professional incompetence, unprofessional conduct and/or ethical misconduct.

Membership: The Academic Standards Committee is comprised of the MSW Program Coordinator, the BSSW Program Coordinator, Internship Coordinator, one additional department faculty member, one BSSW student and one MSW student. The faculty advisor (or other faculty member of the student's choosing) may be present in a non-voting capacity to present the student's petition.

Petition Process: MSW students requesting an exception to academic or student affairs policy or filing a complaint or grievance must complete a petition stating their request or concern with accompanying rationale. The Petition for Exception to Academic Policy form is available from the UNH [Graduate School Forms & Policies webpage](#). All petitions must include a statement from the student's advisor including the advisor's recommendation. When the petition involves a decision of the faculty advisor, petitions should be presented to the MSW program coordinator. During the academic year, the committee makes every effort possible to meet within two weeks of receiving the petition. Students or faculty are informed in writing about the outcome of their petition with a copy of the decision placed in the student's academic file. For any variance in policy, it is the student's responsibility to work with the academic advisor, (or another faculty member of their choice in case of program termination) to prepare a complete petition including all supporting documentation. Petitions must be legible and submitted in a timely manner – within 2 weeks of the notification of the failing grade.

Professional Competency and Ethical Behavior Issues

Students enrolled in the social work program are expected to maintain academic integrity, professional conduct and adhere to the ethical standards delineated in the [NASW Code of Ethics](#) and the [University of New Hampshire Student Rights and Responsibilities Handbook](#).

Beyond mastering a body of knowledge, a social worker must possess professional attitudes, skills and ethical principles. A clear understanding of behavioral standards that demonstrate a commitment to the dignity and worth of all members of the Department, University and greater community is considered essential. Since the NASW Code of Ethics applies to students as well as professionals, every new student is provided a copy of the Code at new student orientation. Additional copies of the Code of Ethics are available in the Social Work Department office or [online](#). Upon review of the Code, students sign a statement agreeing to abide by the principles outlined in the Code of Ethics. The statement must be signed by the third week of the semester the student begins the program. These signed statements are kept on file in the student's record.

The [UNH Student Rights, Rules and Responsibilities Handbook](#) clearly outlines community behavioral expectations and students are responsible for knowing and adhering to its contents, including rules covering plagiarism, cheating and academic dishonesty.

Behavioral violations of the codes of conduct contained in the NASW Code of Ethics or the Student Rights, Rules and Responsibilities Handbook may be grounds for termination. If it is determined that a student is not living up to appropriate academic or professional standards, faculty will make every effort to resolve the issue quickly and directly with the student and may recommend remedial actions, such as taking time off from studies, postponing upper-level coursework, repeating a course, or seeking professional counseling. However, when informal discussion between faculty and student is unproductive, faculty may recommend a student be terminated from the program.

Criteria for termination include, but are not limited to, the following:

1. Failure to meet generally accepted standards of professional and student conduct, personal integrity or emotional well-being required for professional practice as outlined by the NASW Code of Ethics and/or UNH's Student Rights, Rules and Responsibilities Handbook.
2. Persistent inappropriate or unprofessional behavior toward clients, colleagues, faculty or staff at the University or in the internship.
3. Consistent failure to demonstrate the effective interpersonal skills necessary for forming professional relationships (e.g., boundary violation, discriminatory attitudes or violating a client's right to self-determination, failure to comply with internship placement policies or process etc.)

4. Consistent with the Americans with Disability Act (ADA), being unwilling to seek appropriate advice/counseling to address impairments that interfere with the students' ability to function. Also, consistent with ADA, the Department reserves the right to refuse to place students in internship work if their physical or mental health status suggests such action is warranted to safeguard clients, agencies, the student him/herself, other students, faculty or staff.

Termination Procedure

Once a student is accepted into the program, it is expected that academic and professional standards will be maintained. In addition to mastering a body of knowledge, a social worker must possess professional attitudes, skills, and ethical principles. Occasionally, students may not be living up to academic or professional standards. Based on faculty review and recommendation, remedial action, including counseling out of the program, may be considered. Initially, it is the Faculty Advisor's role to address the nature and causes of problematic performance with a student. With any decision or recommended sanction, the student has a right to appeal the decision in accordance with the procedures designated in the MSW Student Handbook and/or Student Rights, Rules and Responsibilities. The appeal should be completed within 2 weeks of the notification of the failing grade.

University policies, procedures, and structures for handling both academic and nonacademic concerns are extensive. Informal discussion and third-party mediation are recommended as first steps in dealing with disputes or conflicts. The formal, structured judicial system includes due process, a right to co-representation, time frames for written notice and response, and several levels of appeal.

Continuous Registration

Unless a leave of absence is granted, graduate students are required to maintain continuous enrollment each semester until their degree is formally awarded. Continuing enrollment may be maintained by registering for course credits, research or Continuing Enrollment (GRAD 800).

Time Limit

All graduate work for any master's degree must be **completed within four years** from the date of matriculation (enrollment) in the program. Progress toward the degree will be carefully monitored by the faculty advisor and the Graduate School to ensure that adequate advancement is made toward

program completion and that any stipulations noted at the time of admission are removed.

Leave Of Absence

Students who, because of extenuating circumstances, are unable to pursue their graduate program may request a leave of absence for a maximum of one calendar year. Such circumstances may include medical reasons, military obligation, family emergencies, or hardship. The procedure for an approved leave of absence requires that students submit a request, available at the [Graduate School Forms & Policies webpage](#) along with appropriate documentation, prior to the term for which the leave is requested. The dean of the Graduate School, upon recommendation of the student's adviser and graduate program coordinator, will review the request. If the request for a leave is granted, the time limit for completion of the student's program will be extended appropriately. Students on an approved leave of absence are exempt from paying the continuing enrollment fee. Graduate students who do not return from a leave of absence in the allotted time frame will have their degree status discontinued.

Withdrawal

A student may withdraw from the Graduate School during any semester by obtaining a withdrawal form from the [Graduate School Forms & Policies webpage](#). This form should be signed by the student's adviser and the dean of the Graduate School. Students who formally withdraw are required to apply for readmission if they subsequently desire to resume their academic program. Students who are applying for readmission are required to pay an application fee plus, if readmitted, any accumulated continuing enrollment fees for the period during which they have been inactive. Students are not guaranteed readmission and may be evaluated in competition with current applicants to the program.

Administrative Separation for Reasons of Health-Related Behaviors

The Dean of Students, or the Associate Dean of the Graduate School, or designee, in consultation with Health Services, and/or Counseling Center, Student Accessibility Services, Behavioral Intervention Team, and Civil Rights and Equity Office (ADA Compliance) may temporarily separate a student for reasons relating to seriously impaired mental/physical health when such

student's health-related behaviors (1) pose a significant risk of substantial harm to health, safety or property of him or herself or other members; of the University community, (2) and/or when the student's health-related behaviors significantly disrupt the ability of other University community members to fulfill the University's mission.

Examples of such behaviors include but are not limited to (a) continuing disruptive behaviors after being told by a University official to stop (b) behaviors that indicate the student may be out of touch with reality or unaware of the consequences or effects of their behaviors, (c) threat of or harm to self or others.

Administrative withdrawal is not intended to be a substitute for other procedures as found in the Code of Conduct or Academic Policies. Such action may not be used as a means of excluding qualified students with disabilities. The Dean of Students, or the Associate Dean of the Graduate School or designee shall provide the student with a written statement of reasons for the temporary separation and invite the student to meet.

The purpose of this meeting shall be to provide the student with an opportunity to challenge the separation and request reconsideration. The Dean of Students, or the Associate Dean of the Graduate School or designee may require documentation of readiness to return from a licensed attending medical authority and/or licensed mental health clinician and consult with the appropriate University official(s) before lifting the separation. The student may be accompanied at the meeting by a member of the University community.

The student must schedule a meeting within ten (10) calendar days of receiving the written statement. If the student fails to request a meeting with the Dean of Students, or the Associate Dean of the Graduate School within ten (10) calendar days of beginning the temporary separation, or if the temporary separation is upheld either at the meeting and the student fails to appeal, or upheld upon appeal, the temporary separation shall be changed to an administrative withdrawal.

Within three (3) calendar days of the conclusion of this meeting the Dean of Students, or the Associate Dean of the Graduate School shall send a letter to the student, informing him/her of the outcome. The student may appeal the determination to the vice president for student and academic services, the Dean of the Graduate School, or his/her designee. The appeal request must be received by the Vice President for student and academic services by no later than five calendar days after the student receives the letter from the Dean of Students, or the Associate Dean of the Graduate School.

Students who withdraw for health reasons, whether voluntarily or are separated by administrative action, must apply for readmission through the Graduate School. Readmission shall be contingent upon receipt by the appropriate director(s) or their agents, of documentation regarding readiness to return from a licensed attending medical authority, and/or licensed mental health clinician; to the extent the withdrawal was for a condition that requires ongoing treatment, readmission may also be contingent upon documentation of the prescribed treatment course and the plan for implementation thereof. Readmission may also include a personal interview with either the vice president or dean of the Graduate School or his/her designee.

For graduate students, the Dean of the Graduate School will make the final decision based on the information received, in consultation with the appropriate University official(s). (*University Senate, April 26, 1976, updated by the dean of students, June 2009.*)

Readmission

Students who withdraw, who have their degree status discontinued, or whose time limit has expired and subsequently desire to resume their academic program are required to apply for readmission. Readmission forms are available at the [Graduate School Forms & Policies webpage](#). Students who are applying for readmission are required to pay an application fee plus, if readmitted, any accumulated continuing enrollment fees for the period during which they have been inactive. Students are not guaranteed readmission and may be evaluated in competition with current applicants to the program.

Change In Degree

Students who wish to pursue a degree program other than the one for which admission was originally granted must complete the appropriate application for a change in degree. These forms are available at the [Graduate School Forms & Policies webpage](#). The dean of the Graduate School will notify the student of the decision after consulting with the appropriate departments.

Student Organizations

Graduate students are an integral part of the University community. The Graduate School and the Graduate Student Organization (GSO) of the University work in concert to provide graduate students with access to facilities and organizations that meet their diverse needs and interests. The GSO's goal is to foster the continual improvement of graduate student life at UNH; to establish and maintain an effective means of communication between graduate students, faculty and administration; and to make possible graduate

student participation in the decision-making process for establishing policies and setting priorities.

The MSW student organization at UNH is the GSSW (Graduate Students of Social Work). MSW students are the primary participants but by university policy the organization is open to all UNH students. A member of the Department faculty serves as advisor to the organization.

Student Financial Aid

There are several forms of financial assistance available to graduate students through the Graduate School and the Department of Social Work. To be eligible for any assistance, the student must first be admitted to a graduate degree program. The Graduate School administers several fellowship and scholarship programs.

Work-study, loans and other financial awards are handled through the UNH Financial Aid Office. Ongoing efforts will continue in order to provide support for students otherwise unable to take advantage of graduate education. Please visit the [UNH Financial Aid website](#) for further information or call (603) 862-3600.

Student Funding Opportunities

The Social Work Department provides support in the form of graduate assistantships and assistantships on grant related projects to a limited number of MSW students. Past student assistants have assisted faculty with tasks such as data collection and entry, statistical analysis, literature reviews, and classroom teaching. See more information below about these opportunities.

Leadership Education in Neurodevelopmental/Related Disabilities Program

LEND Trainees from a wide variety of professional disciplines engage in 300 hours of training related to interdisciplinary, family-centered, culturally competent systems of care for children and youth with developmental disabilities and their families. Deadline is normally in December.

NH-ME LEND

Title IV-E Grant

The New Hampshire Department of Health and Human Services/Division for Children, Youth and Families (NH-DCYF) and the UNH Department of Social Work collaborate to offer Social Work students an opportunity to focus their education

and future employment in the area of Child Welfare. Benefits include full in-state tuition, a stipend of \$3000, access to Child Welfare training resources and employment with DCYF. Per DCYF policy, DCYF employees are not eligible for the Title IV-E grant. **Deadline: March 1**

Title IV-E Project

Graduate Assistantship

The Social Work Department offers 8 half-assistants a year to second year MSW students for one academic year. Each graduate assistant will be awarded a stipend of approximately about \$11,000, 50% waiver on tuition for the academic year, a 50% waiver for the technology fee, and a 50% waiver for the student health insurance! Students must be a full-time student next academic year in order to be considered. * You can't accept this assistantship if you are receiving funding from LEND, IVE, TIPP or HRSA. **Deadline is around December 1.**

Graduate Assistantship

Graduate Certificates

Child Welfare Graduate Certificate

Why get a graduate certificate in Child Welfare?

Whether you're an experienced social worker or are looking to work toward a graduate-level degree, our child welfare certificate program will help you advance your career while also giving you tools to improve the quality of life for children and families vulnerable to abuse and neglect. You'll receive an introduction to the history, research and practice of child welfare services and will choose an area of focus, such as school social work, substance abuse, partner violence, family therapy, mental health, research or law.

Why study Child Welfare at UNH?

This certificate program will allow you to acquire expertise in child welfare efficiently and affordably. You may complete the program in as little as one year, and it costs less than a two-year master's degree. If you're considering continuing your studies, credits may be applied toward a graduate degree at UNH. You will work with faculty from across the social work spectrum of practice in an effort to apply and advance trauma-informed and anti-oppressive practice with children and families.

Child Welfare (Graduate Certificate)

Intellectual And Developmental Disabilities Graduate Certificate

Why get a graduate certificate in Intellectual and Developmental Disabilities?

This interdisciplinary program promotes a collaborative, holistic approach to providing services for those with intellectual and developmental disabilities. You'll develop the professional skills you need to advocate for and practice with children and families, exploring topics such as public policy, evidence-based care, family and community resources, mental health, and autism spectrum disorders. A graduate certificate in intellectual and developmental disabilities is a great way to prepare for a career move into a leadership role, or to take a step toward completing a master's degree.

Why get a graduate certificate in Intellectual and Developmental Disabilities at UNH?

This program will allow you to take graduate-level courses at a leading public university while also giving you the option to apply credit toward a graduate degree. You'll work with a diverse range of faculty with expertise in fields including communication sciences and disorders, education, human development and family services, occupational therapy and social work. Additionally, you'll be able to work with staff and faculty associated with the Institute on Disability, which has a collaborative relationship with the New Hampshire Leadership Education in Neurodevelopmental and Related Disabilities (NH-LEND) training program. You will also benefit from training opportunities in many community-based clinical settings throughout New Hampshire.

Intellectual and Developmental Disabilities (Graduate Certificate)

Substance Use Disorders Graduate Certificate

Why get a graduate certificate in Substance Use Disorders?

The substance use disorders (SUD) graduate certificate helps students meet a staggering need in today's society. You'll develop the competencies aligned with the core functions and practice dimensions of addiction counseling as outlined by the New Hampshire Board of Licensing for Alcohol and Other Drug Use Professionals, including intake, assessment, treatment planning, case management, referral, crisis intervention, record keeping and individual, group and family counseling. You'll learn the etiology of addictions, policy analysis, research, best practices, system theory and strengths perspective. This certification program fosters understanding of drug and alcohol abuse, providing you with the skills needed to treat your clients.

Substance Use Disorders (Graduate Certificate)

MSW School Of Social Work Graduate Certificate Coming Soon!

The School Social Work program is a new program that has a student stipend in the department and is in development. For more information, please contact Katie.Godhsall@unh.edu.

Department Scholarships

Sharyn Zunz Travel Scholarship

The purpose of the Sharyn Zunz Scholarship Fund is to provide meritorious scholarship support to undergraduate and graduate students majoring in Social Work and participating in an international or domestic academic study and travel program through the University. Recipients must demonstrate financial need and be in good academic standing. The spring and summer scholarship provides \$1200-1700 in funding to 1-2 students twice a year. **Deadline: October 1**

Robert Jolley Scholarship

The Robert Jolley Scholarship is to provide need-based scholarship support to students majoring in Social Work. Preference would be given to juniors, seniors, and graduate students who have a demonstrated interest in the international aspects of social work. This does not get awarded until the next academic year.

This scholarship is for one academic year in the amount of \$1000 (+) depending on the year. **Deadline: February TBD, keep an eye on the Resource Center**

Non-Application Scholarships – Nominated by Department

Dr. L. Rene Bergeron Scholarship

This scholarship was created in memory of long time Social Work Department faculty member, Rene Bergeron.

This scholarship provides need-based meritorious scholarship support for undergraduate or graduate students studying Social Work in the College of Health and Human Services. Preference for Junior or Senior undergraduates and

Master of Social Work graduate students with a demonstrated interest in working with the elderly.

Core Program Faculty

Gretchen Bean

Clinical Associate Professor and Undergraduate Program Coordinator; MA in Social Service Administration (MSW Accredited), University of Chicago; Pettee Hall Room 241, (603) 862-4551; gretchen.bean@unh.edu.

Kelsey Boucher

Clinical Associate Professor and BSW Internship Coordinator; MSW, University of New Hampshire; Pettee Hall Room 304, (603) 862-5482; kelsey.boucher@unh.edu.

Kathryne Brewer

Associate Professor; PhD, Columbia University; MSW, Fordham University, Pettee Hall Room 119a, (603) 862- 2972; kathryne.brewer@unh.edu.

Trish Cox

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Appendices

Appendix A: IDEA² Framework

*The **IDEA² Framework** (UNH Social Work, 2024) is a living, active framework grounded in the principles of social justice and is used to organize the way we demonstrate principles in social work. IDEA² is not designed to be finite or static, but to evolve with the ever-changing definitions that represent our unique social work populations. It is designed to be a stable framework that guides the curriculum of social work and social justice to ensure that students have the tools to engage in equitable practice across social work settings.*

Inclusion requires us to ask the questions “Has everyone been heard? Has everyone been seen? “Is it a place that promotes belonging and acknowledges and seeks to minimize harm?” Inclusion is the active and intentional process of creating environments where individuals and groups are engaged, respected, valued, and supported through the elimination of practices and behaviors that result in marginalization.

Diversity asks the question “Who’s in the room?” It insists that individuals holding different identities (i.e., age, class, race), are acknowledged and valued. Diversity means difference across the mosaic of various social dimensions. These include, but are not limited to: age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex assigned at birth, sexual orientation, and tribal sovereign status. Diversity also recognizes and embraces the intersectional identities (define online) that individuals can hold.

Equity asks the question “Who is trying to get in the room, but cannot?” and “Whose presence in the room is under persistent threat of erasure?” Equity requires fair and just inclusion of all individuals. Equity exists when marginalized groups have equal access to opportunities, power, participation, and resources. Equity promotes justice and fairness in procedures, processes, practices, and policies. Actively addressing equity issues requires ongoing reflection and an understanding of the historical causes of outcome disparities in our society and action to remedy imbalances.

Antiracism asks the question “Whose culture is being ignored or marginalized?” and “What conditions are perpetuating white supremacy?” Antiracism is an active process of identifying, interrogating, and challenging racism and redistributing power in an equitable manner. This is done by changing policies and practices within systems and organizations, as well as critically evaluating the validity of one's own beliefs, values, assumptions, attitudes, behaviors, and understanding how an historically oppressive system may have influenced those values.

A person who practices anti-racism is someone who works to become aware of:

- How racism affects the lived experience of people of color and Indigenous people;
- How racism is woven into the fabric of society and used as a tool, historically and today, to systematically ignore, marginalize, and justify violence against and oppression of people of color, whether through individual attitudes, public rhetoric, or informally and formally through policies and practices within institutions.
- How we may be knowingly or unknowingly participating in and/or perpetuating racism through individual attitudes, actions, and inactions and what steps to take to eliminate related assumptions, attitudes, and behaviors.

Anti-oppression asks the question “Whose safety is being minimized and/or threatened?” “Whose ideas and cultural beliefs are not taken seriously?” and “Who is being exploited?” Oppression is a phenomenon that disempowers, marginalizes, silences, exploits, subordinates, and even eradicates certain individuals or social groups, to further empower and/or privilege the oppressing socially dominant group. In contrast, an anti-oppressive framework includes actions which provide equitable approaches and practices to actively challenge and ultimately upend systems of oppression.

Appendix B: SW 992 Independent Study Contract

**This contract is for doing an INDEPENDENT STUDY with _____,
(Faculty sponsor)**

UNH Department of Social Work.

STUDENT NAME: _____

ADDRESS: _____

PHONE: _____

EMAIL: _____

Number of credits requested: _____

Note: You must register for SW 992 before the end of the UNH Add/Drop period.

The following agreement has been made:

The Independent Study which I propose is attached to this form. The proposal includes:

- 1) a description of the following: focus, problem, and issue.
- 2) the method of gathering data about the focus (required readings, face-to-face interviews, etc.)
- 3) a possible reference list
- 4) how I plan to demonstrate accomplishment of the proposal (a paper, booklet, photographs, hours in an agency, etc) i.e., the final project
- 5) the due dates for required readings and final product
- 6) style of procedure for sponsor advising: regular meetings? independent, but "on-call" conferences?

NOTE: Changes in this contract must be negotiated with the Faculty Sponsor and agreed to by the student's academic advisor. Independent Studies may be taken for 1-3 credits per semester. A total of 6 credits of Independent Study is the limit for MSW

students. Twenty-four credits in MSW course work is a prerequisite.

This form, signed by the Faculty Sponsor and Academic Advisor, must be turned into the MSW Program Coordinator before the start of the relevant semester.

Faculty Sponsor

Date:

Student

Advisor:

Date: _____

Date: _____

MSW Coordinator:

Appendix C: Advanced Standing MSW Advising Guide

Student Name:

Advisor:

Entrance Date:

*Students who have taken Policy II as an undergrad (for example, SW 625) will take an elective instead of SW 926.

Course Number	Course Title	Complete	Semester Completed
SW 900	Advanced Standing Seminar 3 CREDITS		

Course Number	Course Title	Complete	Semester Completed
SW 952	Human Behavior and Social Environment III 3 CREDITS		

Course Number	Course Title	Complete	Semester Completed
SW 926	Social Welfare Policy II* 3 CREDITS		

Course Number	Course Title	Complete	Semester Completed
SW 840	Race, Culture, and Oppression 3 CREDITS		

Course Number	Course Title	Complete	Semester Completed
SW 962	Data Analysis and Statistics 3 CREDITS		
SW 965	Program and Practice Evaluation 3 CREDITS		

Course Number	Course Title	Complete	Semester Completed
SW 930	Social Work Practice III 3 CREDITS		
SW 931	Social Work Practice IV 3 CREDITS		

Course Number	Course Title	Complete	Semester Completed
SW 982	Internship III 4 CREDITS		
SW 983	Internship IV 4 CREDITS		

Course Number	Course Title	Complete	Semester Completed

Appendix D: Master of Social Work Advising Guide

Student Name:

Advisor:

Entrance Date:

Course Number	Course Title	Complete	Semester Completed
SW 850	Human Behavior and Social Environment I 3 CREDITS		
SW 851	Human Behavior and Social Environment II 3 CREDITS		
SW 952	Human Behavior and Social Environment III 3 CREDITS		

Course Number	Course Title	Complete	Semester Completed
SW 820	Social Welfare Policy I 3 CREDITS		
SW 926	Social Welfare Policy II 3 CREDITS		

Course Number	Course Title	Complete	Semester Completed
SW 840	Race, Culture, and Oppression 3 CREDITS		

Course Number	Course Title	Complete	Semester Completed
SW 860	Research Methods in Social Work 3 CREDITS		
SW 962	Data Analysis and Statistics 3 CREDITS		
SW 965	Program and Practice Evaluation 3 CREDITS		

Course Number	Course Title	Complete	Semester Completed
SW 830	Social Work Practice I 3 CREDITS		
SW 831	Social Work Practice II 3 CREDITS		
SW 930	Social Work Practice III 3 CREDITS		
SW 931	Social Work Practice IV 3 CREDITS		

Course Number	Course Title	Complete	Semester Completed
SW 880	Internship I 3 CREDITS		
SW 881	Internship II 3 CREDITS		
SW 982	Internship III 4 CREDITS		
SW 983	Internship IV 4 CREDITS		

Course Number	Course Title	Complete	Semester Completed

*Students who have passed the Statistics Waiver Exam are required to take one additional elective for a total of 4.

Appendix E: Professional Licensing Information

Professional Licensing
Information, available at:
<http://www.socialworkers.org/nasw/ethics/boards.asp>

New Hampshire

Board of Mental
Health Practice

49 Donovan St.

Concord, NH 03301

(603) 271-6762

www.state.nh.us/mhpb

Maine

State Board of Social
Work Licensure

35 State House

Station Augusta,
ME 04333

(207) 624-8603

www.maineprofessionalreg.org

Vermont

Office of the
Secretary of State,
Licensing & Reg. 109
State St.

Montpelier, VT
05609-

1106

(802) 828-2191

www.sec.state.vt.us

Massachusetts

Division of
Registration 100
Cambridge Street
Boston, MA 02202

(617) 727-3073

www.state.ma.us/reg/boards/sw

Appendix F: SW 899 Thesis Project Contract

**This contract is for doing a Thesis Project with _____,
(Faculty sponsor)**

UNH Department of Social Work.

STUDENT NAME: _____

ADDRESS: _____

PHONE: _____

EMAIL: _____

Number of credits requested: _____

Note: You must register for SW 899 before the end of the UNH Add/Drop period.

The following agreement has been made:

The Thesis Project Study which I propose is attached to this form. The proposal includes:

- 1) a description of the following: focus, problem, and issue.
- 2) the method of gathering data about the focus (required readings, face-to-face interviews, etc.)
- 3) a possible reference list
- 4) how I plan to demonstrate accomplishment of the proposal (a paper for publication, a thesis document, a presentation to social work faculty) i.e., the final project
- 5) the due dates for required readings and final product
- 6) style of procedure for sponsor advising: regular meetings/ "on-call" conferences?

NOTE: Changes in this contract must be negotiated with the Faculty Sponsor and agreed to by the student's academic advisor. Thesis studies must be....taken for 6 credits. Twenty-four credits in MSW course work is a prerequisite.

This form, signed by the Faculty Sponsor and Academic Advisor, must be turned into the MSW Program Coordinator before the start of the relevant semester.

Faculty	Sponsor:	Date: _____	
_____		Date: _____	Date: _____
Student	Advisor:	_____	

MSW	Coordinator:		

Appendix G: Social Work Core Competencies

From Council on Social Work Education (CSWE); Educational Policy & Academic Standards (EPAS) 2018

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.

Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice

experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.

Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.